

SMSC and British Values covered by Religious Studies	Lesson offering coverage per item for each year group:				
	Year 7	Year 8	Year 9	Year 10	Year 11
(1) Are reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	<p>Unit 1- What does it mean to be a human from Torah Perspective. Is there a right or wrong way to live? Universal VS Particularistic. Respect for all- Dignity for all</p>	<p>Chumash Units throughout the year.</p> <p>Focus on expressing opinions and listening and reflecting on those of others as well as those of classical Jewish Commentators.</p>	<p>Leadership theme course.</p> <p>What do I think of leading those with different opinions. Have faith and trust in those who see things differently.</p>	<p>GCSE AQA Religious Studies</p> <p>Writing 12 marks answers with focus on expressing different points of view and perspectives</p> <p>Arriving at judgements on different moral and ethical topics</p>	
(2) Have a sense of enjoyment and fascination in learning about themselves, others and the world around them	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>Chumash Units throughout the year.</p> <p>Students are challenged to express their own opinions.</p> <p>Think challenges</p>	<p>Chumash Units throughout the year.</p> <p>Teamwork tasks. Debate and discussion lesson format.</p>	<p>Chumash Units throughout the year.</p> <p>Socratic method of debate and challenge. Linking modern real world examples and case studies with Biblical narrative.</p>	<p>GCSE Style questions and understanding multiple view points , including Jewish, Muslim, Christian and secular</p>	<p>Use of drama and role play to learn about Islam and Judaism. Experiencing religious practices.</p>
(3) Use imagination and creativity in their learning	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>Use of creative writing, drama, art to create summaries of Torah text and learning aids. Used throughout KS3</p>			<p>Imagine what life is like for religious believers.</p> <p>Considering the impact of religious and secular views points for the life of the individual /group</p>	

(4) Reflect on their experiences	Year 7	Year 8	Year 9	Year 10	Year 11
	A huge part of our learning at KS3 is reflective and personalized. We ask students to use examples from everyday life to help them relate to ancient traditional narratives.			Students need to include their own view points and experience to build 12 mark answers before introducing contrasting beliefs or view points.	
(5) Know difference between right and wrong and apply this in school and in their own lives	Year 7	Year 8	Year 9	Year 10	Year 11
	Our KS3 curriculum is ethics based. Torah text presents good and bad characters which pupils analyse and discuss. Often students will be encouraged to contrast their own behaviour with the characters they are studying.			Arriving at judgements regarding ethical issues as we as evaluating religious beliefs and customs about Judaism, Islam and 4 selected ethical themes for the GCSE curriculum.	
(6) Understand the consequences of their behaviour and actions	Year 7	Year 8	Year 9	Year 10	Year 11
	Narratives contained in all units but especially Units 1 and 2	Unit 1 with focus on Lavan. Exploring moral dilemmas and consequences.	Narratives contained in all units with stronger focus in Units 1 and 2 of the leadership course.	Students have to tackle questions that encourage understanding of the impact that actions have for society and for individuals.	
(7) Develop social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-	Year 7	Year 8	Year 9	Year 10	Year 11
	Interfaith experience sat school and visits to other schools. Group work in class	Interfaith experiences at school and visits to other schools. Evaluating different points of view	Interfaith experiences at school and visits to other schools. Evaluating different points of view	Interfaith experiences at school and visits to other schools.	Interfaith experiences at school and visits to other schools.

<p>economic backgrounds</p>					
<p>(8) Participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively (this needs to be conducted in these settings)</p>	<p>Year 7</p>	<p>Year 8</p>	<p>Year 9</p>	<p>Year 10</p>	<p>Year 11</p>
	<p>School year group assemblies, run by the Jewish Studies department.</p> <p>Student participation during assembly.</p> <p>Sharing different perspectives in class as part of the schemes of work.</p>			<p>Presenting divergent opinions on contemporary moral issues.</p>	
<p>(9) Accept and engage with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; develop and demonstrate skills and attitudes that will allow them to participate fully and contribute</p>	<p>Year 7</p>	<p>Year 8</p>	<p>Year 9</p>	<p>Year 10</p>	<p>Year 11</p>
	<p>Unit 1- Tzelem Elokim- Image of God in every person therefore dignity and respect for all.</p>	<p>Echoes of these points raised repeatedly throughout the different units covered during the year.</p>	<p>Links throughout the year to universal moral themes as echoed through the celebration of Jewish festivals</p>	<p>The study of Islam and Judaism. Guidance on Islamophobia and anti Semitism given by teachers before the learning begins.</p> <p>GCSE themes are taught with the contemporary British (CofE) perspective too.</p>	

positively to life in modern Britain.					
(10) Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others and how these different cultures, in the school and further afield, are an essential element of their preparation for life in modern Britain.	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>Use of contemporary examples linked to Torah text to support and provide contrast to messages students receive.</p> <p>This methodology is replicated throughout all years in KS3.</p> <p>We ask that students reflect on their own lives and how they might be similar or different to the characters and stories we study.</p>			<p>The study of Sunni and Shia Islam as well as Orthodox and Reform Judaism.</p> <p>Living in modern Britain and how faith perspectives are applied to life today.</p> <p>The above religions are contrasted with modern secular ideologies</p>	
(11) Recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>School assemblies run the Jewish Studies Department.</p> <p>Questioning in class that brings out our common values and differences.</p> <p>Comparing Judaism with other religions.</p>			<p>Comparing and contrasting 2 or more religious traditions.</p> <p>Wider ethical themes including the Jewish and Christian perspective in contemporary Britain.</p>	
(12) Have knowledge of Britain's democratic parliamentary system and its central role in	Year 7	Year 8	Year 9	Year 10	Year 11
				<p>Crime and punishment unit</p> <p>Social Justice unit</p> <p>Relationship and families unit</p>	

<p>shaping our history and values, and in continuing to develop Britain.</p>					
<p>(13) Explore, improve understanding of and show respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>Carousel course Learning about Christianity and Sikhism</p>	<p>Interfaith activities , discussion of other cultures and topics covered by the Jewish studies department in assembly.</p>	<p>The study of Islam as well as Christian perspectives on ethical issues.</p>		