

## Gatsby Benchmark 4

### 'Linking curriculum learning to careers'

Specific career content delivery and the promotion of employability skills

Curriculum area:

RE

Year 7/8		
Autumn term	Spring term	Summer term
<p><b>Emotional intelligence-</b> To consider how the world began and the different religious beliefs. To reflect on the meaning of fact, beliefs, opinions and provide examples To consider the importance of rules and whether it is ever ok to break the law</p> <p><b>Problem solving-</b> Task around how the environment is being damaged, and how different religions respond to the issues. Moral issue task- contemplate different moral issues and how Christians would respond</p> <p><b>Leadership-</b> Lead in discussion around moral issues and creation tasks Lead during hot seating of characters in the story of Moses Lead during starter tasks and creating further questions around the life of Moses</p> <p><b>Creativity-</b></p>	<p><b>Spring 1</b></p> <p><b>Emotional intelligence-</b> To reflect on who was Jesus and the events during his life To contemplate the meaning behind the parable of what does that tell us about how we should behave. Activities and discussion around the resurrection and ascension. Reflect on the incarnation and what that means for Christians.</p> <p><b>Problem solving-</b> Miracles task- what type of vision/ miracle is it and do you think it is a miracle. The mystery of the body in the tomb task.</p> <p><b>Leadership-</b> Take lead in paired work and activities. Lead key discussion starters.</p> <p><b>Creativity-</b> Storyboards of the different miracles and parables. Presentation of the life of Jesus.</p>	<p><b>Emotional intelligence-</b> Activities and discussion around the problem of suffering and how Buddhists respond. The teachings of the Buddha and what that means for how Buddhists live their lives Tasks around key issues concerned with war and peace and how Buddhists respond. Activities reflecting on Buddhist beliefs around animals, war and peace, and what happens after death. Discussion and activities around 'The Island' module. Reflect on how to fairly distribute wealth and resources, how a society should govern itself, the role of religion in shaping a society, the importance of rites of passage, celebrations and festivals, and how to decide rules and punishment.</p> <p><b>Problem solving-</b> Activity around issues around war and conflict and problems with responses</p>

<p>Produce two wheels about the Christian belief in how the world began, and the scientific belief about how the world began Poster of what makes a person Story board of the burning bush, the plagues and the Passover. Produce a poster of the Passover and the Seder meal Create a PowerPoint around the Golden calf and The ten commandments</p> <p><b>Numeracy/writing-</b> Analyse data around crime and modern idols Comprehension, evaluation and written tasks around the big bang and the creation stories. Evaluation tasks about crime and whether it is morally acceptable (in certain situations) to break the law.</p> <p><b>Organisation-</b> Key words and definition task around the commandments and the life of Moses Match up the plague with the definition and then order them. Match up the components of the Seder meal and what they represent</p>	<p>Presentation on Socrates and some of his philosophical teachings Produce a PowerPoint around the different responses to ethics (situation ethics, virtue ethics, deontology, utilitarianism)</p> <p><b>Numeracy/writing</b> Comprehension, evaluation tasks around the parables, miracles and the life of Jesus. Extended written task of the incarnation. Research into data around the treatment of animals Extended writing task around the treatment of animals and the different religious responses. Evaluation tasks round Kantian and Egoistic moral philosophy.</p> <p><b>Organisation-</b> Match up activities around the parables, miracles and the life of Jesus. Key words and definitions match up activities Rank responses and order of what happened during the life of Jesus The treatment of animals definition and key words task.</p>	<p>Activity around how a society should govern itself and how to distribute wealth and resources fairly. Reflection on how a society can defend itself from threats and the laws that should be set.</p> <p><b>Leadership-</b> Take lead during paired discussion. Support other members of the group during discussion and research tasks Compile extended questions during debate around war and peace. Leadership roles available throughout 'The Island' module. The lead has to be in charge of the other islanders and decide how to govern, create laws, how wealth and resources should be distributed, the role of rites of passage, celebrations and festivals as part of island life.</p> <p><b>Creativity-</b> Create a paper fortune teller using the four noble truths and the eightfold path. Create a meditation app to help young people relax Storyboard the life of Buddha. Produce a script on the suffering on Buddha and hot seat key characters. Create a guide book for life on the island.</p> <p><b>Numeracy/writing-</b> Extended writing around the life of Buddha, the role of suffering, Buddhist beliefs and practices and responses to moral issues. Statistics and percentage of votes during 'The Island' topic.</p>
---	---	--

		<p>Extended writing activities during 'The Island' module of work.</p> <p><b>Organisation-</b> Match up description of teaching with responses to moral issues Key words and definitions match up activities around Buddhism</p>
--	--	--

Year 9		
Autumn term	Spring term	Summer term
<p><b>Autumn 1</b> <b>Emotional intelligence-</b> Plato- consider the figures who are attacked today for asking society to face uncomfortable truths How would you respond if faced with the ethical dilemmas and how might religious believers respond. Tasks around the fight for equality and what that looked like through history and today. Reflection tasks around how key beliefs have led individuals to stand up to injustice in the world. Consider the achievements of inspirational people and the personal sacrifices made, to fight against injustice. To reflect on key moments of Martin Luther King's life and the life of Malcolm X.</p>	<p><b>Emotional intelligence-</b> Activities and discussion reflecting on what it means to be a Muslim in the world today, and the different challenges faced. Consider the key practices in Islam and how they fit into modern life Reflect on how Muslims make moral decisions, and apply teachings to dilemmas. Discussion around the issue of Islamophobia and the media. Activities around how beliefs around love are applied. Reflect on the role of religious charities <b>Problem solving-</b> How scripture applies to ethical dilemmas Key words and definitions activities How Muslim and Christian beliefs compare. Task involving finding out which religion it is. Reflection/evaluation task on the most important pillar and why.</p>	<p><b>Emotional intelligence-</b> Discussion and activities around moral issues. How should we respond to issues of war and conflict? Is nuclear warfare ever justifiable? How should we respond to issues of crime and punishment? How should we respond to environmental issues and why do religion feel they have extra responsibility? How should we respond to medical issues and what is a human life worth? Reflect on the issue of our increased dependence on AI, and what this means for future careers and relationships. Activities and discussion reflecting on how believers express themselves through art, architecture and music Reflect on the continuously changing relationship between religion and art <b>Problem solving-</b> Tasks around how we should respond to ethical and moral issues- what can we do to resolve conflict, how can we reduce crime, how should we respond to environmental</p>

<p>To explore how their faith shaped a movement and how different religions respond to equality today.</p> <p><b>Problem solving-</b> Knowledge and understanding of the different types of vision- work out which visions go into which category</p> <p>To consider if God is benevolent and omniscient, why would he want us to suffer?</p> <p>Task around how to respond to inequality and where to get support</p> <p><b>Leadership-</b> Taking the lead in discussions, paired and group work.</p> <p>Present PowerPoint on Socrates/Aristotle/Plato to the group</p> <p>Leadership during tasks around inequality and the key moments in The Civil Rights movement.</p> <p>Present PowerPoint around the lives of inspirational figures.</p> <p>Compile a list of discussion questions to initiate further discussion</p> <p><b>Creativity-</b> Produce PowerPoint on philosophers</p> <p>Plato game- what objects do you see?</p> <p>Produce cartoon strips of the argument from design and the causation argument</p> <p>Create own 'I have a dream' speech</p> <p>Produce presentation around the lives of inspirational figures</p> <p><b>Numeracy/writing-</b></p> <p>Written challenges and evaluation responses</p>	<p><b>Leadership-</b></p> <p>Taking the lead in discussions around Muslim beliefs, making moral decisions and the comparison of the key religions.</p> <p>Compile a list of questions to further the debate</p> <p>Presentation of what Muslims believe and lead on question and answer session afterwards.</p> <p>Lead on question and answer session.</p> <p><b>Creativity-</b></p> <p>Compile a list of questions to interview a Muslim about their beliefs and how they respond to moral issues</p> <p>Produce a presentation around a religious charity</p> <p>Create a poster of key religious charities around love and charity</p> <p><b>Numeracy/writing-</b></p> <p>Written tasks around what Muslims believe and moral issues.</p> <p>Data analysis around Muslims in the UK and the world</p> <p>Extended written tasks around religious charities and the work they do</p> <p>Percentages and statistics task around world poverty.</p> <p><b>Organisation-</b></p> <p>Activity matching up the pillar and the definition.</p> <p>Match up of key words and definitions around charities and key beliefs</p>	<p>issues, how should we respond to the increased dependence on AI and responses to medical dilemmas.</p> <p><b>Leadership-</b></p> <p>Leadership roles during group tasks around moral issues.</p> <p>Taking the lead during group research tasks and feeding back to other groups.</p> <p>Presentation of own reflective art work and then lead question and answer session</p> <p>Lead on key discussion around religion and censorship</p> <p>Create a list of questions to encourage further understanding and debate.</p> <p><b>Creativity-</b></p> <p>Presentations around the moral issues. Create an information pack around one of the moral issues studied.</p> <p>Produce your own reflective piece of art work</p> <p>Produce a study into an area of religion and the media</p> <p><b>Numeracy/writing-</b></p> <p>Data analysis around war and conflicts.</p> <p>Data analysis task around crime statistics and reoffending rates.</p> <p>Percentages and statistics task around environmental issues.</p> <p>Extended written tasks around moral issues. Evaluation tasks around statements connected to war and peace, crime and punishment, the environment, artificial intelligence and medical issues.</p> <p><b>Organisation</b></p> <p>Ranking statements activities around moral issues.</p> <p>Key words and definitions around key moral issues studied</p> <p>Match the art work with description and reflect on your interpretation</p>
--	---	--

<p>Evaluation answers- arguments for/against and won opinion for different arguments for the existence of <i>God</i>.</p> <p>Research numbers of believers and followers of different world religions</p> <p><b>Organisation</b>- assess arguments for the existence of <i>God</i>/</p> <p>Order statements-</p> <p>Rank who influences us in order of importance</p> <p>Definition and key word match up around the Martin Luther King and The Civil Rights Movement</p>		
---	--	--