



## BELIEFS, VALUES & TRADITIONS (BVT) CURRICULUM STATEMENT

The BVT curriculum at The Trafalgar School at Downton will develop students' British values by promoting an atmosphere of respect, empathy and tolerance of difference while exploring peoples' lives around the world ultimately with the aim of developing mature citizens of a multi-cultural world. This will encompass learning about peoples' religious beliefs, traditions and cultures that in turn will foster both an understanding of, and curiosity in, the world around us.

### CURRICULUM INTENT – \*CURRICULUM IMPACT

- Students will demonstrate knowledge and understanding of the principle religions so that **\*they can show respect and empathy in a global setting to people with different beliefs and prepare them to become multi-cultural citizens.**
- Students will learn about religious teachings so that **\*they understand how people's beliefs influences their lives.**
- Students will explore topical issues of today so that **\*they become courageous advocates for what they believe in and can voice their thoughts and opinions in confidence.**
- Students will explore the balance of religion in local, national and global communities so that **\*they understand their place in the community that they are part of.**
- Students will be able to experience different ideas and opinions from their own and reflect on their own beliefs, values and experiences so that **\*students develop positive attitudes towards people who are different to themselves.**
- Students will be taught a chronology of religions so that **\*they understand how religions and cultures have developed throughout history.**

### CURRICULUM IMPLEMENTATION (SEQUENCING)

Terms	1	2	3	4	5	6	
<b>Yr7 Units</b>	<b>Life of Jesus</b>		<b>Christian Practices</b>		<b>Judaism</b>		<b>Holocaust</b>
<b>Key learning</b>	Student learn about the Life of Jesus; incorporating his parables and miracles; Holy Week and his death. Students learn to explain and evaluate the importance of Jesus for Christians today.		Students learn about Christian Practices; examining worship, Eucharist, the features of churches, pilgrimage and the role of the church locally, nationally and internationally. Students learn to explain and evaluate the importance of practices for Christians today.		Students learn about the origins of the Jewish faith; looking at key people like Abraham and Moses. Students learn about Jewish practices such as worship and festivals of Passover and Chanukah. Students learn to explain and evaluate the importance of key people for Jews today.		Students learn about the atrocities of the Holocaust for Jews, so that students learn to show an understanding and tolerance to religious groups.
<b>Assessment</b>	"Jesus' death was more important than his life". Do you agree?		"For Christians helping others is more important than taking part in the Eucharist" Do you agree?		"The Festival of Passover is more important than Hannukah" Do you agree?		
<b>Homework</b>	Google classrooms knowledge quizzes		Google classrooms knowledge quizzes Design a Christian Church competition		Google classrooms knowledge quizzes		Google classrooms knowledge quizzes
<b>Yr8 Units</b>	<b>Monotheism: Who is God?</b>	<b>Our World</b>	<b>Is marriage necessary?</b>		<b>Introduction to Islam</b>		
<b>Key learning</b>	Students learn about monotheist religions and the nature of God. Students learn to explain and evaluate the importance of God for monotheists today.	Students learn about differing theories of creation; threats to our world in terms of environment and animals welfare. Students learn to explain and evaluate differing beliefs regarding our world.	Students learn about different relationships; marriage, religious /arranged marriages, same sex relationships, forced marriage and divorce. Students learn to explain and evaluate differing beliefs regarding marriages.		Students learn about the origins of Islam exploring the role of Muhammad and the Qur'an. Students learn about the Islamic duties, the 5 Pillars. Students learn to explain and evaluate the importance of Islamic practices, people and scripture for Muslims today.		
<b>Assessment</b>		"Humans are destroying our world" Do you agree?	"Marriage should be between and man and a woman" Do you agree?		"Salah is more important than Hajj for Muslims" Do you agree?		
<b>Homework</b>	Google classrooms knowledge quizzes	Google classrooms knowledge quizzes	Google classrooms knowledge quizzes		Google classrooms knowledge quizzes Design 5 pillars for Trafalgar School Competition		

<b>Yr9 Units</b>	<b>Buddhism</b>	<b>Human Rights</b>	<b>Debating</b>	<b>British Muslims</b>		
<b>Key learning</b>	Students learn about the teachings of Buddha; including key beliefs of the 4 Noble Truths, Eightfold Path, 5 Precepts and Karma and Samsara. Students learn to explain and evaluate the importance of Buddhist beliefs for Buddhists today.	Students learn about a range of human rights including religious rights / expression, gender and racial rights and rights concerning the death penalty. Students will draw upon real examples to aid discussion in lesson. Students learn to explain and evaluate differing beliefs regarding human rights.	Student learn to work collaboratively in groups to explore topical contemporary issues of our world, where there may be differing viewpoints. Student learn to construct and present a debate forming arguments for and against an issue.	Students learn about how Islamic beliefs and practices impact on how Muslims live their lives in Britain. Students learn to develop understanding and tolerance of differences in our communities.		
<b>Assessment</b>	"The most important Buddhist belief is the belief of Samsara and Karma" Evaluate this statement.	Letter for Black civil Rights movement.  "The death penalty is never acceptable" Evaluate this statement.	Group presentation of debate			
<b>Homework</b>	Google classrooms knowledge quizzes	Google classrooms knowledge quizzes	Preparation for their debate	Google classrooms knowledge quizzes		
<b>Terms</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Yr10 Units</b>	<b>Christian Beliefs</b>	<b>Religion and Life</b>	<b>Islamic Beliefs</b>	<b>Relationships</b>	<b>Christian Practices</b>	
<b>Key learning</b>	Students learn about the nature of God and importance of the death of Jesus. Student also learn about judgment and afterlife. They will explain and evaluate the importance of these beliefs on Christians today.	Students will learn about differing views about creation and our world; environment and animals. Students will study medical ethics, involving euthanasia and abortion. Students will learn about real examples to support their learning.	Students will learn about Islamic beliefs about God and angels. They will learn about prophets and the holy texts. They will learn about judgment and afterlife. They will explain and evaluate the importance of these beliefs on Muslims today.	Students will learn about differing views about relationships; marriage, sex, same sex, arranged marriages, divorce. They will also learn about gender equality. Students will learn about real examples to support their learning.	Students will learn about Christian Practices of worship and sacraments. Students will learn about the origins and importance of Christmas and Easter. They will explain and evaluate the importance of these Practices on Christians today.	
<b>Assessment</b>	Practice AO2 evaluation Question on Suffering  Unit Test Christian Beliefs	Practice AO2 evaluation Question on Environment  Unit Test Religion and Life	Practice AO2 evaluation Question on Prophets  Unit Test Islamic Beliefs	PPE exam	Practice AO2 evaluation Question on Christian Practices and / or Festivals	
<b>Homework</b>	Google classrooms knowledge quizzes Completion of revision cards	Google classrooms knowledge quizzes Completion of revision cards	Google classrooms knowledge quizzes Completion of revision cards	Google classrooms knowledge quizzes Completion of revision cards	Google classrooms knowledge quizzes Completion of revision cards	
<b>Yr11 Units</b>	<b>Christian Practices</b>	<b>Conflict</b>	<b>Crime and Punishment</b>	<b>Islamic Practices</b>	<b>Revisited Learning</b>	
<b>Key learning</b>	Students will learn about the work of the World wide Christian church, how it helps people around the world.	Students learn about differing views about conflict, war, peace and forgiveness. Students will learn about real examples to support their learning.	Students will learn about differing views about punishments, prisons and the death penalty. Students will learn about real examples to support their learning.	Students will learn about Islamic practices (the 5 pillars) and festivals, such as Eid. They will explain and evaluate the importance of these practices on Muslims today.	Students will consolidate their learning of the course in preparation for their exam. Students will practice their skills /practice questions.	
<b>Assessment</b>	Unit Test Christian Practices	PPE exam		Mini PPE: past papers Crime and Punishment and Islamic Practices	Practice exam questions – mixture of assessment and peer assessment	
<b>Homework</b>	Google classrooms knowledge quizzes Completion of revision cards	Google classrooms knowledge quizzes Completion of revision cards	Google classrooms knowledge quizzes Completion of revision cards	Google classrooms knowledge quizzes Completion of revision cards	Google classrooms knowledge quizzes Completion of revision cards	

## CURRICULUM PROGRESSION MAPPING

BELIEFS VALUES AND TRADITIONS (BVT) - CORE KNOWLEDGE & SKILLS - PROGRESSION MAPPING						
CONCEPT	INTERVENTION	EMERGING	DEVELOPING	MASTERING	EXTENDING	BEYOND
<b>Religious beliefs: Sources of Authority</b>	<p>Students can identify some beliefs of different religions <i>E.g. God is all powerful</i></p> <p>Students can identify some religious texts and people that are important. <i>E.g. Qur'an, Moses, Buddha</i></p>	<p>Students describe a range of beliefs from different religions. <i>E. g. Buddhists follow the 5 precepts : for example not to harm other living things and not to take what is not theirs.</i></p> <p>Students correctly identify and use quotes / teachings to aid their descriptions, from sources of authority. <i>E.g. "God loved the world so much he gave his only son" Bible – Jesus' atonement</i></p> <p>They use some key vocabulary in their descriptions. <i>E.g. Omnipotent, prophets, Eightfold path, atonement</i></p>	<p>Students show similarities and differences between religions <i>E.g. All monotheist religions believe God is omnipotent and all loving, but Islam sees God as One entity whereas Christianity looks at 3 in the trinity.</i></p> <p>Students compare religious sources of authority and show similarities / differences <i>E.g. Abraham and Muhammad are both prophets chosen by God, whereas Buddha choose himself</i> <i>E.g. Old Testament and Torah both teach about God</i></p>	<p>Students identify impacts or reasons of beliefs. <i>E.g. Monotheistic religions believe God is just because of the teaching of the Original Sin. The impact of this is it will make them think about their actions.</i> <i>E.g. Buddhists believe the 4 Noble Truths; this impacts them by following the Middle Way</i></p>	<p>Students explain beliefs i.e. in detail, linking reasons for beliefs <i>e.g. Explaining belief of creation, giving detail of days of creation, linking in ideas of God being omnipotent</i></p> <p>Students use and explain quotes/teachings to support their explanations, from sources of authority. <i>E.g. "He is with you wherever you may be" Qur'an – show that God is all loving and immanent because he will always be watching over you to keep you safe.</i></p> <p>They use a good range of vocabulary in their descriptions. <i>E.g. Literalist, Tawhid, transcendent, Anatta, transcendent</i></p>	<p>Students explain a range of ideas about how beliefs impact on a person's lives. <i>E.g. Muslims believe prophets are there as God's messenger. This will impact them to follow the teachings of the prophets, using books they have written e.g. Qur'an / Hadith. This may impact them to go to Hajj and visit places linked with Prophets so they can experience that connection with Allah's messengers.</i></p> <p>Students understand the importance of sources of authority and how they shape religious people's lives <i>E.g. The teachings of Moses wrote in the Torah and Old testament show the importance of God and his commandments. This will impact religious people with how they live their lives e.g. the importance of marriage "Thou shall not commit adultery"</i></p>
<b>Religious practices</b>	<p>Students can identify some practices of religions <i>E.g. prayer, pilgrimage</i></p>	<p>Students describe a range of practices from different religions. <i>E. g. Muslims fast during Ramadan this fasting is from sunrise to sunset, where Muslims consider behaviour to others and give to charity at the end of this month.</i></p> <p>Students correctly identify and use quotes / teachings to aid their descriptions, from sources of authority. <i>E.g. The Widows Offering – so to give to charity. Parable - Jesus</i></p> <p>They use some key vocabulary in their descriptions. <i>E.g. Hajj, Sawm, Shabbat</i></p>	<p>Students show similarities and differences between religions <i>E.g. Christians visit a church to pray. The vicar reads the bible from the lectern; however Jews go to Synagogue where the Rabbi read the Torah.</i></p>	<p>Students identify impacts or reasons of practices. <i>E.g. Muslims go to Mekkah because this is where Muhammad lived and converted many people there to the Islamic faith.</i> <i>E.g. Christians pray at church so they can be with their Christian community. The impact will be that they will also feel connected to God in his House.</i></p>	<p>Students explain practices i.e. in detail, linking reasons for practices <i>e.g. Explaining the Christian practice of giving to charity, giving detail of examples of charities where and how they help and drawing in beliefs of charity from Jesus teachings</i></p> <p>Students use and explain quotes/teachings to support their explanations, from sources of authority. <i>E.g. "Be steadfast in prayer and giving", Qur'an – shows that Allah wants Muslims to give (zakah) and focus on prayer during the month of Ramadan</i></p> <p>They use a good range of vocabulary in their descriptions. <i>E.g. Ka'aba, believers baptism, Challah</i></p>	<p>Students explain a range of ideas about how practices impact on a person's lives. <i>E.g. Muslims go on Haj; this will impact them because they will feel a connection to the prophets by following in their footsteps and actions at significant places. They will feel connected to Allah and feel forgiveness by visiting Mount Arafat. Muslims will feel equality amongst other Muslims and to Allah because all Muslims are equal to on Hajj.</i></p> <p><i>E.g. Buddhists belief in Samara, Anatta and Karma will impact them on how they view the world. They will believe that life is impermeable, and nothings is lasting. This will make them understand that reincarnation will occur, and their actions will have consequences.</i></p>
<b>Religious Festivals</b>	<p>Students can identify some religious festivals <i>E.g. Passover, Eid</i></p>	<p>Students describe a couple of festivals from different religions. <i>E. g. Passover celebrates Moses freeing the Israelites. The Jewish home is cleaned of any old food.</i></p>	<p>Students show similarities and differences between festivals <i>E.g. Eid and Passover both celebrate important events in prophets' lives.</i></p>	<p>Students identify impacts or reasons for festivals. <i>E.g. Jews celebrate Passover to celebrate Moses setting the Israelites free from the Pharaoh</i></p>	<p>Students explain festival i.e. in detail, linking reasons for festivals <i>E.g. Explaining the Muslim festival of Eid Ul-Adha looking at the details of</i></p>	<p>Students explain a range of ideas about how festivals impact on a person's lives. <i>E.g. Easter will impact Christians because it will make them</i></p>

		<p>Special foods are bought, prepared, and eaten on a plate called a Seder plate.</p> <p>Students correctly identify and use quotes / teachings to aid their descriptions, from sources of authority.</p> <p>E.g. "God loved the world so much he gave his only son" – Bible - Easter</p> <p>They use some key vocabulary in their descriptions.</p> <p>E.g. Palm Sunday, Christingle</p>	<p>However, Easter celebrates the death of the Son of God.</p>	<p>E.g. The impact of Eid on Muslims is that they feel selfless in giving Zakah to needy /helping others and sharing Allah's wealth.</p>	<p>what happens and linking to the teachings of Ibrahim's sacrifice.</p> <p>Students use and explain quotes / teachings to support their explanations, from sources of authority.</p> <p>E.g. "The word became flesh and lived among us for a while", Bible – shows Gods incarnation to Jesus - Christmas</p> <p>They use a good range of vocabulary in their descriptions.</p> <p>E.g. Eid Ul-Adha, Ashura</p>	<p>understand how loving God is that he was willing to sacrifice his son. It will influence them to be all loving to others and sacrifice things in their lives for others.</p>
<b>Thematic topics</b>	<p>Students can identify beliefs</p> <p>E.g. Catholics are against same sex relationships</p>	<p>Students describe a range of beliefs from different religions.</p> <p>E. g. Muslims believe in the death penalty and that a deserving punishment is given, so that a life is for a life</p> <p>Students can correctly identify and use quotes / teachings to aid their descriptions.</p> <p>E.g. "The world is the Lords and everything in it" Bible - environment</p> <p>They can use some key vocabulary in their descriptions.</p> <p>E.g. adultery, stewardship</p>	<p>Students show similarities and differences between religions</p> <p>E.g. Christians and Muslims both believe that they should be stewards and care for God's animals; but Sikhs believe humans should have greater priority, they believe in human service or Sewa</p>	<p>Students identify impacts or reasons of beliefs.</p> <p>E.g. Christians believe that humans are equal and there should not be any inferior races because God made man in his image, showing equality. The impact of this is Christians will not discriminate between groups of people and use their beliefs to support human rights and social justice.</p>	<p>Students explain religious beliefs over a range of topics i.e. in detail, linking reasons for beliefs</p> <p>e.g. Catholics believe that sex should only take place during a marriage linking to reasons of sacrament, gift from God and importance of sperm in procreation</p> <p>Students use and explain quotes / teachings to support their explanations, from sources of authority.</p> <p>E.g. "Hatred will not crease by hatred but by love alone", Dali Lama– shows Buddhists that conflict can only be resolved by love</p> <p>They use a good range of vocabulary in their descriptions.</p> <p>E.g. reconciliation, polygamy, retribution</p>	<p>Students explain a range of ideas about how beliefs impact on a person's lives.</p> <p>E.g. Christians believe in forgiveness as taught in the Lord's Prayer therefore this will impact them as they will be against the death penalty. They may try to persuade others or protest injustice by capital punishment. They will encourage the use of reformation in punishment such as prison sentences, in order for criminals to seek forgiveness by God and more on with their lives.</p>