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| ***Living Difference IV*: Unit of Study overview** | | | | |  | |
| **Year group(s)** | | **Where this unit fits in (term(s) studied)** | | |
| **Overarching question for the Unit of study**: | | | | | | |
| **Key concepts/words for each cycle of enquiry:** | | | | | | |
| **Additional vocabulary young people will be able to use because of the teaching in this unit:** | | | | | | |
| **Knowledge to be taught (especially at Inquire and Contextualise)** | | | **How vocabulary and knowledge link together with earlier units** | | | |
|  | | |  | | | |
| **Because of the teaching in this unit, young people will be able to: (see *LDIV* EYEs)** | | | **Opportunities to check progress *(formative and summative)*:** | | | |
| .  . | | |  | | | |
| **How this unit will:** | | | This unit also: | |
| **(i) Contribute to the promotion of students’ SMSC development**  This unit will contribute to the promotion of all aspects of students’ spiritual, moral, social and cultural (SMSC) development. For example by deliberately increasing students’ *“ability to be 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 value*” (spiritual), also by creating educative opportunities for students to *“use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds”* (social), as well as the way this unit will cultivate an interest for students in *“exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities”* (cultural)*.*  (**ii) Prepare children and young people for life in modern Britain**  Where the students’ SMSC development is being actively promoted it is most likely students will be being prepared for life in modern Britain. However, in addition to this the way high-quality dialogue is promoted in all RE classrooms and students are enabled to have an *“interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues”*, this can be further assured.  **(iii) Ensure progress for all students**  The high level of questioning assumed in this pack and the open-ended nature of the enquiry, as well as the opportunities for independent and additional study, will ensure students are able to achieve age-related expectations in religious education | | | **Links with young people’s prior knowledge by …** | |
| **Supports children and young people with SEND needs and ensures greater depth exploration is also possible by …** | |
| **Ensures high quality resources are always in use by …**  For example, using RE Centre secondary packs and Moodle+ plans.  IMPORTANT TO NOTE: Materials for the **Enquire** and **Contextualise** steps must be chosen carefully by specialist teachers in such a way as to open-up intellectually challenging discussions, appropriate for the age of the children/ young people | |

# Overview of what will be taught through the unit:

A unit of study (a sequence of individual cycles of enquiries) is intended to take 10 to 12 lessons (hours), over a term, in the secondary school. Each individual cycle of enquiry will take between two and five hours. There will usually be between around four enquiries in each unit of study. Heads of department or class teachers will develop individual teaching sessions from this planning. Teaching will enable **all** young people progress towards the end of year expectations (EYEs).

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| **Focus for each enquiry** | **Communicate and apply** | **Inquire** | **Contextualise** | **Discernment (e-vauate)** |
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**Overview of cycle 1:**

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| **Steps of the enquiry** | **Teaching activities** | **Resources** |  | **Points to note/ differentiation** |
| **Young people brought to attend…**  **Communicate & Apply** |  |  |  | Teachers must know their classes well and be aware of relevant events young people’s lives |
| **Young people engage and study with intellectual open-mindedness**  **Inquire and Contextualise** |  |  |  | Access to material introduced must be ensured, without reducing intellectual demand (for example to text for students with SLD/dyslexia). |
| **Discernment** |  |  |  | Ensure alternative means of recording available to enable all young people to express themselves |

**Overview of cycle 2:**

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| **Steps of the enquiry** | **Teaching activities** | **Resources** |  | **Points to note/ differentiation** |
| **Young people brought to attend…**  **Communicate & Apply** |  |  |  | Teachers must know their classes well and be aware of relevant events young people’s lives |
| **Young people engage and study with intellectual open-mindedness**  **Inquire and Contextualise** |  |  |  | Access to material introduced must be ensured, without reducing intellectual demand (for example to text for students with SLD/dyslexia). |
| **Discernment** |  |  |  | Ensure alternative means of recording available to enable all young people to express themselves |

**Overview of cycle 3:**

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| **Steps of the enquiry** | **Teaching activities** | **Resources** |  | **Points to note/ differentiation** |
| **Young people brought to attend…**  **Communicate & Apply** |  |  |  | Teachers must know their classes well and be aware of relevant events young people’s lives |
| **Young people engage and study with intellectual open-mindedness**  **Inquire and Contextualise** |  |  |  | Access to material introduced must be ensured, without reducing intellectual demand (for example to text for students with SLD/dyslexia). |
| **Discernment** |  |  |  | Ensure alternative means of recording available to enable all young people to express themselves |

**Notes and resources for this unit:**

**Assessment question(s)**