

SGS Pegasus School PHSE & Citizenship
Curriculum Map 2017 – 2018 (Key Stage 2)



Term	<u>Edison Learning Life Skills Unit</u>	<u>SGCC Agreed Syllabus for Religious Education</u> A- Know about and understand a range of religions and worldviews B- Express ideas and insights about the nature, significance and impact of religions and worldviews C- Gain and deploy the skills needed to engage seriously with religions and worldviews	<u>Improving the spiritual, moral, social and cultural (SMSC) development of pupils (DfE 2013)</u>
All terms	Standard 5(1)(b) – [the proprietor] precludes the promotion of partisan political views in the teaching of any subject in the school. Standard 5(1)(c) – [the proprietor] takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.		
Term 1	Learning together (Learning with Others)	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	Standard 5(1)(a)(v): assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.
Term 2	It's up to me! (Developing Independence & Responsibility)	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Standard 5(1)(a)(ii): enable pupils to distinguish right from wrong and to respect the civil and criminal law.
Term 3	Becoming a better learner (Improving own Learning and Performance)	A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Standard 5(1)(a)(iii): encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

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Term 4	Knowing me, knowing you! (Developing Sense of Self Worth & Understanding of Self and Others)	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.	Standard 5(1)(a)(iv): principles are promoted which provide pupils with a broad general knowledge of public institutions and services in England.
Term 5	Think, Think! (Thinking Skills)	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	Standard 5(1)(a)(vi): encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
Term 6	Speaking and listening	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	Standard 5(1)(a)(i): enable pupils to develop their self-knowledge, self-esteem and self-confidence.