

Intent:

Pupils who are working towards the ASDAN 'Transition Challenge' will complete activities in RE that will help them achieve this award. These activities will include looking at religious symbols, places of worship, inspirational leaders, Human Rights, charity and an in depth study of one religion. Pupils will explore these topics and there will be evidence that they have understood the topics. Pupils will evaluate their success and that of others and will act upon feedback to improve their own work where necessary.

Pupils who are working towards the ASDAN Personal Development Programme will complete a variety of tasks which explore different beliefs and values. This will include interviewing people with a religious faith and those with none, visiting places of worship and researching the meanings behind symbols they see, examining how famous religious leaders were influenced by their religious beliefs, comparing their ideas of what rights humans should have to the Human Rights Act and in depth studies of one charity and one religion.

Pupils who have completed work towards the ASDAN Personal Development Programme will complete extension work of a higher challenge around topics previously studied to achieve credits towards the RE ASDAN Short Course.

Pupils will explore different beliefs and values which will build on the knowledge and skills they have developed from Key Stage 1-3. Pupils will access a qualification suited to their individual needs.

In Year 11 pupils will continue to work towards achieving either the ASDAN Transition Challenge or ASDAN Personal Development Programme. At this stage of learning pupils will be working towards an individual plan to ensure they gain their qualification. Once complete, pupils may continue to earn additional credits for both the ASDAN Short Course RE and ASDAN Short Course Citizenship.

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
One	7 weeks	Pupils studying ASDAN short course will also need to complete the following to achieve Module 1 Section A: Task 4 Task 5 Christian, symbol, faith, festival, founder, moral, theist, atheist, agnostic.	Evidence of looking at the Christian symbol. (Transition challenge, Making Choices, task 7). Interview a member of a religious faith and find out about their beliefs, festivals and celebrations, key figures/founders/leaders and moral codes (ASDAN Personal Development Programme Module 12 Section A task 1). Interview two people – someone who holds religious beliefs and someone who does not. Find out about their beliefs and personal values. Publish the interviews in the school magazine. (ASDAN Short Course Section A Module 1 task 5).	SMSC Interested in other's beliefs and religions, socialise with other pupils and other people, cooperate with others, engage in British Values. Literacy Look at pictures, decoding, reading, talk or write about text/pictures, ask questions, answer questions, listen to an opinion, develop vocabulary, comprehend, write for a purpose, present work, correct own work, correct others work, act on feedback, take notes, summarise, use punctuation, correct punctuation, take part in discussion, present information and opinions.
	7 weeks	Pupils studying ASDAN Short Course will complete work from Module 6 Section A later on to achieve 1 credit: Task 2 Task 3 Worship, illustrated, symbols, sacred, architecture, scripture, review.	Visit a place of worship. (Transition challenge, Moving Forward, Task 1. Making Choices, task 9, choose the right clothes to wear to a place of worship. Knowing How, Community, task 9, show you can behave appropriately in a place of worship). Visit a place of worship and produce an illustrated report of the following: visible symbols (e.g. statues, pictures and ornaments), holy books, writings, the building itself; its size, situation and design. (ASDAN Personal Development Programme Module 12 Section A task 2). Attend a religious service or event. Write a review of your experience. How did the experience make you feel? Did it confirm or change your views? Discuss with others who attended the same event. (ASDAN Short Course Module 6 Section A task 4).	SMSC Interested in other's beliefs and religions, use imagination, be creative, reflect on own success, socialise with other pupils and other people, visit other communities, cooperate with others, engage in British Values, show tolerance for those with different faiths and beliefs, knowledge of different religions locally/nationally/internationally. Literacy Look at pictures, decoding, reading, talk or write about text/pictures, ask questions, answer questions, give opinion, develop vocabulary, comprehend, write, plan/draft/edit, write for a purpose, use punctuation, act on feedback.
Two	6 weeks	Pupils studying ASDAN Short Course will achieve Module 6 Section A by completing the work here and the work done the in the previous topic. Speech, inspirational, slavery, slave trade, auction, moral, peaceful, violent, apartheid.	Write a speech in the style of Martin Luther King (Transition challenge, Taking the Lead task 1, English). Find out about a famous person whose religious faith inspired them to care for others – Martin Luther King. Present the story of this person, showing how religious beliefs and values influenced their work. (ASDAN Personal Development Programme Module 12 Section A task 3). Choose a famous religious or moral leader – Martin Luther King. Show how they inspired people with their beliefs, for example in non-violence or racial harmony. How are they still influential today? Compare his actions to the violent actions of Nelson Mandela. (ASDAN Short Course Module 6 Section A task 2 and 3).	SMSC Interested in others beliefs and religion, recognise right and wrong, respect the law, understand consequences, investigate moral and ethical issues, offer reasoned views. Literacy Look at pictures, decoding, reading, using a dictionary, talk or write about text/pictures, ask questions, answer questions, give opinion, listen to an opinion, role play, develop vocabulary, comprehend, infer information, research, write, plan/draft/edit, write for a purpose, present work.
	6 weeks	Pupils studying ASDAN Short Course will spend 5 hours on their topic which will go towards the 10 hour s	Take part in an activity which involves you making choices (Transition challenge, Taking the lead, task 8, Citizenship). Decide what rights you think a human should have.	SMSC Explain own beliefs, enjoy learning about themselves, recognise right and wrong, respect the law, understand consequences, investigate moral and ethical issues, offer reasoned views, socialise with other pupils and other people. Literacy

		<p>needed for 1 credit. The other 5 hours will be achieved in the last topic.</p> <p>Rights, United Nations, regime, persecution, nation, international, organisation.</p>	<p>As part of a group, take part in a discussion on human rights. Make a list of the ten human rights that your group feel are the most important. Compare your list with the United Nations Universal Declaration of Human Rights and discuss how it differs from your own. (ASDAN Personal Development Programme Module 12 Section A task 4).</p> <p>Carry out research into countries or regimes that persecute people for their beliefs. Examine how other nations and independent organisations respond to these situations (ASDAN Short Course Module 3 Section B task 1).</p>	<p>Look at pictures, decoding, reading, talk or write about text/pictures, give opinion, listen to an opinion, infer information, research, write, plan/draft/edit, present work, correct own work, correct others work, act on feedback, take part in discussion, use new vocabulary, present information and opinions.</p>
Three	7 weeks	<p>Pupils studying ASDAN Short Course will spend 10 hours in this topic to achieve 1 credit.</p> <p>Ritual, tradition, Christianity, Islam, Judaism, Hinduism, Sikhism, Buddhism, sacred, festival, celebration, holy, scripture, founder, moral.</p>	<p>Show you know about different rituals and traditions (Transition challenge, Feeling Good, task 7. Knowing How, task 7).</p> <p>Carry out an in-depth study in to one of the following religions: Christianity, Islam, Judaism, Hinduism, Sikhism or Buddhism. Produce a report of your findings which uses a variety of visual and written information and covers at least two of the following: beliefs, sacred buildings/places, festivals/celebrations, holy books/writings, key figures/founders/leaders and moral codes. (ASDAN Personal Development Programme Module 12 Section B task 3).</p> <p>Choose an example from one of the following categories and research its beliefs and values: a religion, atheism, a political party. Report on the main features. (ASDAN Short Course, Module 1 Section B task 3).</p>	<p>SMSC Interested in others beliefs and religion, reflect on own success, knowledge of different religions locally/nationally/internationally.</p> <p>Literacy Look at pictures, decoding, reading, using a dictionary, talk or write about text/pictures, ask questions, answer questions, role play, develop vocabulary, comprehend, research, write, act upon feedback.</p>
	7 weeks	<p>Pupils studying ASDAN Short Course will spend 5 hours on this topic and put it with the work from the previous topic to achieve 1 credit.</p> <p>Charity, state, voluntary, vulnerable, society, value, origin, organisation.</p>	<p>Review all work. Complete transition challenge work for other subjects where needed.</p> <p>Find out more about one of the following organisations and produce an in-depth study of their work: Oxfam, The Red Cross, Medecins Sans Frontieres, Children in Need, Amnesty International. (ASDAN Personal Development Programme Module 12 Section B task 5).</p> <p>Carry out an in-depth study of one or more state or voluntary organisations that care for vulnerable members of society (e.g. the NHS, Social Services, Citizens Advice, Islamic Relief, Hindu Aid, Jewish Women's Aid, Red Cross, Samaritans). Investigate the values and origins of your chosen organisation. (ASDAN Short Course module 1 task 1).</p>	<p>Literacy Look at pictures, reading, using a dictionary, talk or write about text/pictures, research, take notes, summarise.</p> <p>Gatsby Examine how charities work, business plan and different job roles within a charity. (2, 4, 5).</p>

Intended impact:
Pupils will have achieved a qualification which meets their individual needs and builds on previous knowledge and skills. Pupils will have enjoyed exploring religious places, symbols and inspirational leaders. Pupils will know what it is to belong to a religion. As well as looking at religious and Humanist beliefs and values pupils will also examine moral and ethical issues. They will consider the rights that humans should have and will look at examples where humans do not have these rights in place. They will form opinions as to why this might be and how they feel about it. Pupils will look at conflict associated with religion and also how religion can be a cause for good, in particular by researching the work of religious charities.