

Subject: Culture	<p>Subject Intent: In Culture we provide an engaging, innovative, and collaborative learning experience to inspire pupils' curiosity about world religions so that they understand how they influence our cultures, attitudes, and beliefs today. Pupils should be able to understand and communicate about how religious beliefs and people have influenced change and how to be respectful of those beliefs. Pupils develop positive attitudes and values and to reflect on and relate their learning in Culture to their own experiences. Understanding religions and the beliefs of others can provide pupils with a broader understanding of those they may encounter in society and future employment and support pupils to identify, investigate and respond to a variety of issues. Pupils will gain the knowledge, skills and values that will enable them to aspire to meet their full potential and understand the relevance of Culture in today's modern world and how it affects our lives at Dawn House School and beyond.</p>			
Develop:	Engage:	Communicate:	Aspire:	
<ul style="list-style-type: none"> To develop students' use of creativity and imagination. To enable students to become visually and verbally literate and develop the confidence and understanding to communicate. Through a diversity of approaches to promote active learning both in small groups and independently. 	<ul style="list-style-type: none"> High expectations for all students - by setting ambitious learning challenges. Equal Opportunities – by responding to pupils' diverse learning needs. Potential barriers to learning are identified, addressed and differentiate accordingly for individuals and pupils. 	<ul style="list-style-type: none"> Key words and subject specific terminology in lessons Discussion and reasoning/explaining answers are a part of lessons. Working to embed literacy opportunities into SOW's. Increased use of literacy targets Encouraging pupils in discussion based tasks to feedback using full sentences 	<ul style="list-style-type: none"> Resilience and self-esteem as a learner Cultural awareness Promoting independence and personalised learning build and apply a repertoire of knowledge, understanding in order to 	

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Primary 1:	Which stories are special and why?	Which people are special and why?	What places are special and why?	What times are special and why?	Belonging. Who are we and how do we belong?	Our wonderful world: how can we care for living things and the earth?

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Primary 2:	Who celebrates what, and why?	How do we show we care for others? Why does it matter?	Stories of Jesus: What can we learn from them?	In what ways are churches / synagogues important to believers?	What makes some people inspiring to others? Moses, David and Goliath, Adam and Eve	What is it like to belong to the Christian religion today?

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Junior:	Who is a Christian/Muslim and what do they believe?	What makes some places sacred? (Christians)	What makes some places sacred? (Muslims)	How and why do we celebrate special and Sacred times? (Christians/Muslims)	How should we care for other and the world and why does it matter? (Christians)	What does it mean to belong to a faith community?

KS3:	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Year 1 23/24	Who is Jewish and what do they believe?	Who is Muslim and What do they believe?	What makes some places sacred? (Christians / Jewish / Muslims)	What can we learn from sacred books? (Christians / Muslims / Jewish)	How and why do we celebrate special and Sacred times? (Christians / Jewish)	How should we care for other and the world, and why does it matter? (Christians / Muslims / Jewish)
Year 2 24/25	What do different people believe about God?	Why do people pray? (Christians, Hindus and/or Muslims)	Why is the Bible so important for Christians today?	Why are festivals important to religious communities?	What does it mean to be a Christian/Hindu in Britain today?	What can we learn from religions about deciding what is right and wrong? (Christianity)
Year 3 25/26	Why is Jesus inspiring to some people?	Why are festivals important to religious communities?	Why do some people think that life is like a journey and what significant experiences mark this?	What does it mean to be a Hindu in Britain today?	What can we learn from religions about deciding what is right and wrong? (Christianity and other religions)	What can we learn from religions about deciding what is right and wrong? (Christianity and other religions)