

# Core Religious Education (Ethics and Values) Year 12 and 13

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>All Students at KS5 have the opportunity to take part in the Archbishop Youth Leadership Award (AYLA) which is a nationally recognised leadership award. In order to qualify for the award students must attend all the lessons as well as plan and participate in leadership challenges.</p>	<ul style="list-style-type: none"> <li>• Regular use of Tier 3 vocab</li> <li>• Opportunities to develop Tier 2 words in each topic.</li> <li>• Regular opportunities for reading and writing.</li> </ul>	<p>Due to the various topics and skills developed in Religious Education it can link to all career options.</p> <p>See below for more details.</p>

## Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

AUTUMN TERM YR 12	Focus	Learning Objective (TBAT)	Student Outline	Key Vocab Tier 2 and 3	Links: 1. AO1 2. AO2 3. Careers	Project Work
Lesson 1	Introduction and Leadership	TBAT identify what leadership is.	<ul style="list-style-type: none"> <li>Students identify and appraise what Leadership means to them.</li> <li>Students define what leadership is and what leadership is not.</li> <li>Students identify and evaluate the skills and character traits that they think make a great leader.</li> <li>Students identify and explain their own Leadership and Character strengths.</li> </ul>	Leadership Appraise Evaluate	<ol style="list-style-type: none"> <li>Religious examples of leadership</li> <li>Applying example to personal style.</li> <li>Developing leadership style.</li> </ol>	N/A
Lesson 2	What is Faith and how does it affect people's lives?	TBAT examine what Faith is and how it can influence people's lives.	<ul style="list-style-type: none"> <li>Students identify and appraise the difference between fact, opinion, belief and faith.</li> <li>Students identify and examine teenagers' views on belief, faith and action. Students evaluate whether Christianity is relevant to today's society.</li> <li>Students examine how belief and faith play a part in taking action and being a leader.</li> <li>Students analyse how Street Angels put their beliefs and faith into action.</li> </ul>	Appraise Evaluate Faith Influence Relevance	<ol style="list-style-type: none"> <li>Exploring what faith is.</li> <li>Examining how faith impacts lives.</li> <li>Developing leadership style.</li> </ol>	N/A
Lesson 3	What's the Bible got to do with it?	TBAT explain how the Bible influences faith and leadership.	<ul style="list-style-type: none"> <li>Students evaluate what the Bible has got to do with Leadership and Faith.</li> <li>Students identify why people read the Bible and how it affects their lives of Christians,</li> <li>Students explore a Bible story, investigating and evaluating the role of Jesus as a Leader</li> <li>Students determine and justify whether the Bible is still relevant in today's society</li> </ul>	Appraise Evaluate Faith Influence Relevance	<ol style="list-style-type: none"> <li>Examine what Bible says about leadership.</li> <li>Applying Biblical principles to real life.</li> <li>Developing leadership style.</li> </ol>	N/A
Lesson 4	Where does church fit it?	TBAT examine the role 'church' plays in inspiring	<ul style="list-style-type: none"> <li>Students identify and appraise what the 'church' means to them.</li> </ul>	Appraise Evaluate Faith	<ol style="list-style-type: none"> <li>Examine what the 'church' is</li> </ol>	N/A

		Christians to live out their faith.	<ul style="list-style-type: none"> <li>Students define what the difference is between 'A Church' and 'The Church'.</li> <li>Students discover and evaluate what the Bible says about 'The Church' and being the 'Body of Christ'</li> <li>Students establish how 'The Church' applies the Bible's teaching to today's society.</li> <li>Students consider how a fictional church can be the 'Body of Christ' in Action developing their own model for supporting the community.</li> </ul>	Influence Relevance Society Church Fictional	<ol style="list-style-type: none"> <li>Examining how the 'church' can impact on a person's life.</li> <li>Developing leadership style.</li> </ol>	
Lesson 5-8	People of Faith (Past)	TBAT identify people of faith and their impact on history.	The following sessions focus on people in history who have made a significant difference in the world, as a result of their Faith and Leadership. Eight case studies are provided, but you will only need to teach two of these, or a maximum of three.	Faith Significance Influence	<ol style="list-style-type: none"> <li>Examine religious examples of faith in action.</li> <li>Applying example of faith in action to reflect on own lives.</li> <li>Developing leadership style.</li> </ol>	N/A
Lesson 8-11	People of Faith (Present)	TBAT identify people of faith and their impact on history.	The following sessions focus on people alive today who have made and are making a significant difference in the world, as a result of their Faith and Leadership. Eight case studies are provided, but you will only need to teach three of these, or a minimum of two depending on how many 'people of faith (past)' sessions you decide to teach. There is also the option of adding an additional session where you could invite a local person of faith in to share with students their story of Faith and Leadership.	Faith Significance Influence	<ol style="list-style-type: none"> <li>Examine religious examples of faith in action.</li> <li>Applying example of faith in action to reflect on own lives.</li> <li>Developing leadership style.</li> </ol>	N/A
Lesson 12	The role of charities: Vision into Action	TBAT investigate how charities influence change in our world and put	<ul style="list-style-type: none"> <li>Students choose 3 words that best describe what charity is, explaining their reasons.</li> <li>Students distinguish which of the actions listed they would describe as charity.</li> <li>Students define what charity means.</li> </ul>	Charity Influence Vision Distinguish	<ol style="list-style-type: none"> <li>Examine charity and generosity from a Biblical perspective.</li> </ol>	N/A

		vision into action.	<ul style="list-style-type: none"> <li>Students identify charities from their logos.</li> </ul>		<ol style="list-style-type: none"> <li>Examining how charities can influence and change the world.</li> <li>Developing leadership style.</li> </ol>	
Lesson 13	Identify chosen charity vision and mission	TBAT examine a specific charities vision and mission	<ul style="list-style-type: none"> <li>Students select a charity of their choice and identify their vision and actions.</li> <li>Students investigate a charity evaluating what Leadership skills and Character virtues they use in their actions to implement their vision.</li> <li>Students determine what their concerns are/ vision is and what steps they could take towards changing those concerns into action.</li> <li>Create a presentation that will be present next lesson to the class on chosen charity.</li> </ul>	Charity Influence Vision Distinguish Implement	<ol style="list-style-type: none"> <li>Examine charity and generosity from a Biblical perspective.</li> <li>Examining how charities can influence and change the world.</li> <li>Developing leadership style.</li> </ol>	N/A
Lesson 14	Charity Presentations	TBAT present charity vision and mission	<ul style="list-style-type: none"> <li>Students are to present their group/individual charity presentations to the class.</li> </ul>	Charity Influence Vision Distinguish Implement	<ol style="list-style-type: none"> <li>Examine charity and generosity from a Biblical perspective.</li> <li>Examining how charities can influence and change the world.</li> <li>Developing leadership style.</li> </ol>	N/A
Lesson 15	Charity Speaker/s	To be confirmed when liaising with charity.	<ul style="list-style-type: none"> <li>Students will hear from a charity speaker and interact by asking questions.</li> </ul>	Charity Influence Vision Distinguish Implement	<ol style="list-style-type: none"> <li>Examine charity and generosity from a Biblical perspective.</li> <li>Examining how charities can</li> </ol>	N/A

					influence and change the world. 3. Developing leadership style.	
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SPRING TERM YR 12	Focus	Learning Objective (TBAT)	Student Outline	Key Vocab Tier 2 and 3	Links: 1. AO1 2. AO2 3. Careers	Project Work
Lesson 1	Introduce Module 1 of AYLA. The importance of serving others in leadership	TBAT evaluate the importance of servant leadership	<ul style="list-style-type: none"> <li>Introduction to the course structure and content</li> <li>Students explore what leadership is.</li> <li>Students evaluate their Leadership style.</li> <li>They will explore what 'being the change you want to see means'.</li> <li>They will appraise what servant leadership is.</li> <li>They will evaluate servant leadership in action.</li> </ul>	Servant Stewardship Leadership Evaluate Appraise	<ol style="list-style-type: none"> <li>Religious examples of leadership</li> <li>Evaluate the impact of servant leadership.</li> <li>Developing leadership style.</li> </ol>	First leadership project this term. Sessions 9-11 students plan and prepare. Lesson 12 students complete the leadership challenge.
Lesson 2	Personal Growth	TBAT examine what personal growth means and how it can be developed	<ul style="list-style-type: none"> <li>Students will explore how the heart and mind influences leadership and being a 'change maker'.</li> <li>Students will question what personal growth is and what it means in terms of leadership.</li> <li>Students investigate how Bear Grylls prepares for challenges and leading others.</li> <li>Students identify their own leadership and character skills at this stage of the course producing a SWOT analysis</li> </ul>	Servant Stewardship Leadership Evaluate Appraise	<ol style="list-style-type: none"> <li>Exploring how personal growth links to faith.</li> <li>Learning from religious examples of personal growth.</li> <li>Developing leadership style.</li> </ol>	First leadership project this term. Sessions 9-11 students plan and prepare. Lesson 12 students complete the leadership challenge.
Lesson 3	Communicating Effectively	TBAT examine what makes	<ul style="list-style-type: none"> <li>Students will explore the different ways people communicate with each other in the modern world.</li> </ul>	Communication Effective	<ol style="list-style-type: none"> <li>Examine what Bible says about communication</li> </ol>	First leadership project this term.

		and effective communicator	<ul style="list-style-type: none"> <li>Students investigate how people communicate within a group/team discussion.</li> <li>Students identify the barriers to communicating effectively with others.</li> <li>Students explore and evaluate their own communication style.</li> <li>Students evaluate what makes an effective communicator.</li> </ul>	Leadership Evaluate	<ol style="list-style-type: none"> <li>Applying example to personal style.</li> <li>Developing leadership style.</li> </ol>	Sessions 9-11 students plan and prepare. Lesson 12 students complete the leadership challenge.
Lesson 4	Non-verbal communication	TBAT examine what role non-verbal skills play in effective communication	<ul style="list-style-type: none"> <li>Students will identify what non-verbal communication is.</li> <li>Students investigate how people communicate without words.</li> <li>Students identify why non-verbal communication is an important part of communication.</li> <li>Students explore and evaluate their own non-verbal communication style.</li> <li>Students evaluate why it is important to be conscious of your own and others non-verbal communication within a group, team or business setting.</li> </ul>	Communication Effective Leadership Evaluate	<ol style="list-style-type: none"> <li>Examine what Bible says about communication</li> <li>Applying example to personal style.</li> <li>Developing leadership style.</li> </ol>	First leadership project this term. Sessions 9-11 students plan and prepare. Lesson 12 students complete the leadership challenge.
Lesson 5	Active Listening	TBAT identify what active listening and how it plays a part in effective communication	<ul style="list-style-type: none"> <li>Students will explore why listening is important.</li> <li>Students will identify why listening is important in life and in business.</li> <li>Students explore and evaluate their own listening style.</li> <li>Students determine what active listening is</li> <li>Students apply active listening skills.</li> <li>Students identify why effective communication is important and what skills they will take with them into the first team challenge</li> </ul>	Communication Effective Leadership Evaluate	<ol style="list-style-type: none"> <li>Examine what Bible says about communication</li> <li>Applying example to personal style.</li> <li>Developing leadership style.</li> </ol>	First leadership project this term. Sessions 9-11 students plan and prepare. Lesson 12 students complete the leadership challenge.
Lesson 6	What makes an effective team?	TBAT evaluate what makes an effective team member	<ul style="list-style-type: none"> <li>Students will explore difficulties that can arise when working in a team.</li> <li>Students will identify what leadership and character skills are important in a team.</li> <li>Students explore and evaluate their own experience of working in a team.</li> </ul>	Leadership Character Evaluate Determine Qualities	<ol style="list-style-type: none"> <li>Examine what Bible says about effective teamwork.</li> <li>Applying example to personal style.</li> </ol>	First leadership project this term. Sessions 9-11 students plan and prepare. Lesson 12 students complete the leadership challenge.

			<ul style="list-style-type: none"> <li>• Students determine what qualities are most important for a team member to have.</li> <li>• Students evaluate how individual skills can work in a team situation.</li> <li>• Students identify what skills they will bring as an individual to a team</li> </ul>		3. Developing leadership style.	
Lesson 7	Learning to Cooperate	TBAT determine how to cooperate and communicate effectively in a team.	<ul style="list-style-type: none"> <li>• Students will learn new information about the members in their team.</li> <li>• Students will explore Bruce Tuckman’s model of how people operate in a team.</li> <li>• Students determine what ground rules are needed for their team to work effectively.</li> <li>• Students will apply the leadership skills they have learnt so far about teamwork and communication to a group challenge.</li> <li>• Students will evaluate what skills they brought as an individual to the team challenge and the leadership and character skills they used.</li> </ul>	Leadership Character Evaluate Determine Qualities	<ol style="list-style-type: none"> <li>1. Examine what Bible says about effective teamwork.</li> <li>2. Applying example to personal style.</li> <li>3. Developing leadership style.</li> </ol>	First leadership project this term. Sessions 9-11 students plan and prepare. Lesson 12 students complete the leadership challenge.
Lesson 8	Reflection and moving forward	TBAT communicate your ideas effectively as a team.	<ul style="list-style-type: none"> <li>• Students will prepare to deliver their presentation.</li> <li>• Students in their teams will demonstrate/explain their idea to the rest of the class.</li> <li>• Students will appraise individually the strengths and weaknesses as a team.</li> <li>• Students evaluate together how they worked as a team setting targets for their main Module 1 challenge.</li> <li>• Students identify 3 individual targets for the next challenge.</li> </ul>	Leadership Character Evaluate Determine Qualities	<ol style="list-style-type: none"> <li>1. Examine what Bible says about effective teamwork.</li> <li>2. Applying example to personal style.</li> <li>3. Developing leadership style.</li> </ol>	First leadership project this term. Sessions 9-11 students plan and prepare. Lesson 12 students complete the leadership challenge.
Lesson 9-11	Preparing for the leadership challenge	TBAT design, organise and prepare the Leadership Challenge.	<ul style="list-style-type: none"> <li>• Students reflect on how confident they feel with each skill prior to the Leadership challenge.</li> <li>• Students are introduced to the evidence needed for their individual portfolio.</li> <li>• Working in Teams students plan for the Leadership Challenge</li> <li>• Target setting opportunity: Short-, Medium- and Long-Term Goals</li> <li>• Preparation and Implementation</li> </ul>	Leadership Character Evaluate Determine Qualities	<ol style="list-style-type: none"> <li>1. Examine what Bible says about effective teamwork.</li> <li>2. Applying example to personal style.</li> <li>3. Developing leadership style.</li> </ol>	Sessions 9-11 students plan and prepare. Lesson 12 students complete the leadership challenge.

Lesson 12	CHALLENGE ACTION WEEK	<ul style="list-style-type: none"> <li>During this week, students will carry out their challenge task, which may be outside of the session slot. Depending on when the Challenge happens in the week, there is flexibility for staff to use this week as they choose, either as extra preparation time or to begin the reflection/ portfolio process.</li> </ul>	Leadership Character Evaluate Determine Qualities	<ol style="list-style-type: none"> <li>Examine what Bible says about effective teamwork.</li> <li>Applying example to personal style.</li> <li>Developing leadership style.</li> </ol>	Lesson 12 students complete the leadership challenge.
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SUMMER TERM YR 12	Focus	Learning Objective (TBAT)	Student Outline	Key Vocab Tier 2 and 3	Links: 1. AO1 2. AO2 3. Careers	Project Work
Lesson 1	Reflecting on module one skills	TBAT evaluate and measure how your leadership and Character skills have developed.	<ul style="list-style-type: none"> <li>Students reflect back on their self-assessment of Leadership skills development prior to the leadership challenge.</li> <li>Students Identify and evaluate how they have progressed in terms of these skills after the leadership challenge.</li> <li>Students Identify and evaluate how they have developed in terms of character during and after the leadership challenge.</li> <li>Students identify and consider their leadership and character skills and what they would like to try and develop in the next module.</li> </ul>	Leadership Appraise Evaluate	<ol style="list-style-type: none"> <li>Religious examples of leadership</li> <li>Applying example to personal style.</li> <li>Developing leadership style.</li> </ol>	N/A
Lesson 2	Hope: transforming communities	TBAT examine what hope is and how it transforms communities	<ul style="list-style-type: none"> <li>Students define what hope means.</li> <li>Students discuss and debate whether they agree with 4 statements about hope.</li> <li>Students construct a job role for a hope worker at a charity that works with homeless people, determining the beliefs, qualities and skills needed for the role.</li> </ul>	Appraise Evaluate Faith Community Qualities	<ol style="list-style-type: none"> <li>Exploring what the Bible says about community.</li> <li>Examining why community is important.</li> </ol>	N/A



			<ul style="list-style-type: none"> <li>Students identify what their hopes are and appraise how they can make this hope a reality through their actions.</li> </ul>		3. Developing leadership style.	
Lesson 3	Team Building Community	TBAT examine the skills needed in a team to transform communities.	<ul style="list-style-type: none"> <li>Students examine how John Donne presents community in his poem 'No Man is an Island.'</li> <li>Students recap St Paul's teaching on the 'body of Christ' and consider ideas about faith, community and belonging in Acts 2:42-47.</li> <li>Students define what community means and establish the different communities they belong to.</li> <li>Students evaluate why team is important for building community.</li> </ul>	Appraise Evaluate Faith Community Qualities	<ol style="list-style-type: none"> <li>Examining what the Bible says about community.</li> <li>Examining why community is important.</li> <li>Developing leadership style.</li> </ol>	N/A
Lesson 4	Learning to Serve	TBAT examine what it means to serve others	<ul style="list-style-type: none"> <li>Students interpret the Biblical metaphor of the shepherd and his sheep making connections to the concept of a leader and his/her team.</li> <li>Students evaluate which statements best describe a leader who serves.</li> <li>Students define what a servant leader is.</li> <li>Students identify why this type of leader might be important for bringing hope and transforming communities.</li> <li>Students interpret the message in the parable of <i>The Sheep and the Goats</i>, and its relevance to life today.</li> <li>Students appraise how Young Leaders are putting the parable's message into action.</li> <li>Students create ideas for serving the needs of an elderly people's social group.</li> </ul>	Appraise Evaluate Faith Influence Relevance	<ol style="list-style-type: none"> <li>Examine what Bible says about serving others.</li> <li>Applying example to real life.</li> <li>Developing leadership style.</li> </ol>	N/A
Lesson 5	Building Unity in our Communities	TBAT examine the impact of our choices and action on the community	<ul style="list-style-type: none"> <li>Students define prejudice and pre-judgement.</li> <li>Students examine the different ways people in society experience prejudice.</li> <li>Students imagine that they are one of the characters in the parable of <i>The Good Samaritan</i> documenting their experiences.</li> <li>Students evaluate the parable's message and its relevance to today's society.</li> </ul>	Appraise Evaluate Faith Influence Relevance Community Prejudice Quotation Humanity	<ol style="list-style-type: none"> <li>Examine what the Bible says about community and unity.</li> <li>Applying example to personal style.</li> </ol>	N/A

			<ul style="list-style-type: none"> <li>▪ Students interpret the quotation “We lose humanity in our prejudice”.</li> <li>▪ Students identify 3 situations where groups of people suffer prejudice, devising a course of action to change this.</li> </ul>		3. Developing leadership style.	
Lesson 6	Building Community: Looking after the most vulnerable in our community.	TBAT identify who are the most vulnerable people and what actions we can do to help	<ul style="list-style-type: none"> <li>▪ Students examine what facts they know about vulnerable people in their communities.</li> <li>▪ Students identify the main groups of vulnerable people in their communities and the factors that make them vulnerable.</li> <li>▪ Students evaluate whether it is everyone’s responsibility to look after vulnerable people in our communities.</li> <li>▪ Students appraise whether society follows Biblical teaching about looking after vulnerable people.</li> <li>▪ Students discuss the work of two charities, The Trussell Trust and Mind, and how they are building community and looking after the most vulnerable.</li> <li>▪ Students determine actions they would take to bring hope to vulnerable groups of people.</li> </ul>	Appraise Evaluate Faith Influence Vulnerable Community Determine	<ol style="list-style-type: none"> <li>1. Identify what the Bible says about helping the vulnerable</li> <li>2. Applying teaching to how it can help.</li> <li>3. Developing leadership style.</li> </ol>	N/A
Lesson 7	School Community	TBAT identify issues within the school community that need to be tackled.	Students debate and evaluate what values are most important for a school community to have. Students assess in teams who are the different groups. Students propose ideas of how this issue could be addressed	Appraise Evaluate Faith Influence Vulnerable Community Determine	<ol style="list-style-type: none"> <li>1. Identify what the Bible says about helping others.</li> <li>2. Applying teaching to how it can help.</li> <li>3. Developing leadership style.</li> </ol>	N/A
Lesson 8	Local Community	TBAT identify issues within the local community that need to be tackled.	Students debate and evaluate what values are most important for a local community to have. Students assess in teams who are the different groups. Students propose ideas of how this issue could be addressed	Appraise Evaluate Faith Influence Vulnerable Community Determine	<ol style="list-style-type: none"> <li>1. Identify what the Bible says about helping others.</li> <li>2. Applying teaching to how it can help.</li> </ol>	N/A

					3. Developing leadership style.	
Lesson 9	Personal Passion Project (PPP)	TBAT identify a personal passion for a cause/issue.	Students research a personal passion project. Identify an area that they feel passionate about, an area where they feel needs to change. Identify ways that the issue could be highlighted/addressed. Students must link Biblical teachings to why/how they should help.	Appraise Evaluate Faith Influence Vulnerable Community Determine	1. Identify what the Bible says about helping others. 2. Applying teaching to how it can help. 3. Developing leadership style.	N/A
Lesson 10	PPP create presentation	TBAT create a presentation for our PPP.	Create presentations about personal passion project – the presentations must include information about the cause (what do they do and why) as well as ways that the issue/cause can be highlighted/addressed.	Appraise Evaluate Faith Influence Vulnerable Community Determine	1. Identify what the Bible says about helping others. 2. Applying teaching to how it can help. 3. Developing leadership style.	N/A
Lesson 11	PPP Presentations #1	TBAT present PPP presentations.	Students present their PPP presentations to the class (this may take 2 lessons).	Appraise Evaluate Faith Influence Vulnerable Community Determine	1. Identify what the Bible says about helping others. 2. Applying teaching to how it can help. 3. Developing leadership style.	N/A
Lesson 12	PPP Presentations #2	TBAT present PPP presentations.	Students present their PPP presentations to the class.	Appraise Evaluate Faith Influence Vulnerable	1. Identify what the Bible says about helping others.	N/A

				Community Determine	2. Applying teaching to how it can help. 3. Developing leadership style.	
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AUTUMN TERM YR 13	Focus	Learning Objective (TBAT)	Student Outline	Key Vocab Tier 2 and 3	Links: 1. AO1 2. AO2 3. Careers	Project Work
Lesson 1	What is conflict and how does it affect your team?	TBAT examine what conflict is and how it can affect teams.	<ul style="list-style-type: none"> <li>Students remind themselves of the reflections and targets they set at the end of Module One</li> <li>Students examine and define what conflict is and where there are examples of conflict.</li> <li>Students examine what the Bible says about resolving conflict.</li> <li>Students examine factors that contribute to conflict in the work place.</li> <li>Students evaluate how they deal with conflict and working in a team.</li> <li>Students produce their own definition about conflict with three top tips about resolving conflict.</li> </ul>	Reflections Conflict Affect Contribute Evaluate Resolve	<ol style="list-style-type: none"> <li>Examine what the Bible says about resolving conflict.</li> <li>Applying Biblical example to personal style.</li> <li>Developing leadership skills.</li> </ol>	Second leadership project this term. Sessions 9-11 students plan and prepare. Lesson 12 students complete the leadership challenge
Lesson 2	Emotional Intelligence: Being Self-Aware	TBAT interpret how being Emotionally Intelligent can help resolve conflict	<ul style="list-style-type: none"> <li>Students interpret Martin Luther King Jnr's quotation about conflict.</li> <li>Students assess which emotional intelligence values are demonstrated by Martin Luther King in his speech.</li> <li>Students discuss and predict why King is sometimes described as an emotionally intelligent leader.</li> <li>Students evaluate which values are most important to them being able to justify their reasons.</li> <li>Students examine what the Bible says about being self-aware.</li> </ul>	Reflections Conflict Affect Contribute Evaluate Resolve Intelligence	<ol style="list-style-type: none"> <li>Examine what the Bible says about being self-aware.</li> <li>Applying Biblical example to personal style.</li> <li>Developing leadership skills.</li> </ol>	Second leadership project this term. Sessions 9-11 students plan and prepare. Lesson 12 students complete the leadership challenge
Lesson 3	Emotional Intelligence:	TBAT apply Emotional	Students identify sources of stress in their lives and what the term resilience means.	Reflections Conflict	1. Examine what the Bible says	Second leadership project this term.

	Helping Resolve Conflict	Intelligence Skills to resolve conflict	Students assess and generate ideas for how they can become more resilient in these areas. Students discuss what empathy is and why this is important in a team setting. Students apply what they have learnt about emotional intelligence to resolve areas that may cause conflict in a team. Students appraise the areas of emotional intelligence they want to develop	Affect Contribute Evaluate Resolve	about resolving conflict. 2. Applying Biblical example to personal style. 3. Developing leadership skills.	Sessions 9-11 students plan and prepare. Lesson 12 students complete the leadership challenge
Lesson 4	Team Roles: Delegation	TBAT identify and evaluate your role in a team and how it impact others.	<ul style="list-style-type: none"> <li>• Students identify what individual roles make a successful team and what delegation means and why it is important in a team.</li> <li>• Students interpret what Belbin's team roles might mean.</li> <li>• Students examine what the Bible says about team work and working together.</li> <li>• Students discover what roles are present and missing from their team through a practical challenge.</li> <li>• Students interpret their strengths and weaknesses as a team based on Belbin's roles.</li> <li>• Students assess what they have learnt about their team working skills.</li> </ul>	Delegation Interpret Evaluate Appraise Assess	1. Examine what the Bible says about working together. 2. Applying Biblical example to personal style. 3. Developing leadership skills.	Second leadership project this term. Sessions 9-11 students plan and prepare. Lesson 12 students complete the leadership challenge
Lesson 5	Leading Versus Managing	TBAT recognise the difference between leadership and management skills.	<ul style="list-style-type: none"> <li>• Students apply what they have learnt so far about working together in a team.</li> <li>• Students explore and interpret the difference between leading others and managing others.</li> <li>• Students examine what the Bible says about leadership.</li> <li>• Students appraise where the heart and mind fits into leadership and management.</li> </ul>	Interpret Leadership Management Examine Appraise	1. Examine what the Bible says about leadership. 2. Applying Biblical example to personal style. 3. Developing leadership skills.	Second leadership project this term. Sessions 9-11 students plan and prepare. Lesson 12 students complete the leadership challenge
Lesson 6	Learning to Negotiate	TBAT identify what skills are important in negotiation.	<ul style="list-style-type: none"> <li>• Students identify, what negotiation is, why we negotiate and who we negotiate with.</li> <li>• Students explore the action of negation while retrieving key information about negotiation skills.</li> </ul>	Interpret Leadership Management Examine	1. Examine what the Bible says about leadership.	Second leadership project this term.

			<ul style="list-style-type: none"> <li>• Students appraise what they learn about negotiation from this activity and what the difficulties are.</li> <li>• Students explore the conflict/ negotiation model.</li> <li>• Students plan, prepare and apply a real-life negotiation scenario, identifying key priorities and skills.</li> <li>• Students appraise what skills are needed to be a good negotiator</li> </ul>	Appraise Negotiation	<ol style="list-style-type: none"> <li>2. Applying Biblical example to personal style.</li> <li>3. Developing leadership skills.</li> </ol>	Sessions 9-11 students plan and prepare. Lesson 12 students complete the leadership challenge
Lesson 7	The Art of Giving Feedback	TBAT recognise what constructive feedback is and why it is important for personal growth.	<ul style="list-style-type: none"> <li>• Students explore the action of giving 4 different types of feedback.</li> <li>• Students identify what feedback is and its purpose.</li> <li>• Students evaluate what helps them to grow and develop in terms of feedback.</li> <li>• Students examine what the Bible says about constructive feedback and correction (Proverbs 15:32)</li> <li>• Students evaluate how constructive feedback will help their team.</li> </ul>	Feedback Correction Constructive Evaluate	<ol style="list-style-type: none"> <li>1. Examine what the Bible says about correction.</li> <li>2. Applying Biblical example to personal lives.</li> <li>3. Developing leadership skills.</li> </ol>	Second leadership project this term. Sessions 9-11 students plan and prepare. Lesson 12 students complete the leadership challenge
Lesson 8	Preparing for the Leadership Challenge	TBAT reflect on leadership skills at this point in the module.	<ul style="list-style-type: none"> <li>• Students reflect on how confident they feel with each skill prior to the Leadership Challenge.</li> <li>• Students are reminded of the evidence needed for their individual portfolio.</li> <li>• Working in teams students appoint a leader and delegate roles.</li> <li>• Students plan for the Leadership Challenge</li> <li>• Target setting opportunity: Short-, Medium- and Long-Term Goals</li> </ul>	Feedback Correction Constructive Evaluate	<ol style="list-style-type: none"> <li>1. Examine what the Bible says about correction.</li> <li>2. Applying Biblical example to leadership challenge.</li> <li>3. Developing leadership skills.</li> </ol>	Second leadership project this term. Sessions 9-11 students plan and prepare. Lesson 12 students complete the leadership challenge
Lesson 9-11	Preparing for the Leadership Challenge	TBAT design, organise and prepare the Leadership Challenge	<ul style="list-style-type: none"> <li>• Working in teams to plan for the Leadership Challenge.</li> <li>• Target setting opportunity: Short-, Medium- and Long-Term Goals.</li> <li>• Preparation and Implementation</li> </ul>	Implementation Leadership Preparation	<ol style="list-style-type: none"> <li>1. Examine what the Bible says about leadership.</li> <li>2. Applying Biblical example</li> </ol>	Second leadership project this term. Sessions 9-11 students plan and prepare.

					to leadership challenge. 3. Developing leadership skills.	Lesson 12 students complete the leadership challenge
Lesson 12	CHALLENGE ACTION WEEK		During this week, students will carry out their challenge task, which may be outside of the session slot. Depending on when the Challenge happens in the week, there is flexibility for staff to use this week as they choose, either as extra preparation time or to begin the reflection/ portfolio process.	Implementation Leadership Preparation	1. Examine what the Bible says about leadership. 2. Applying Biblical example to leadership challenge. 3. Developing leadership skills.	Second leadership project this term. Lesson 12 students complete the leadership challenge
Lesson 13	Reflecting on Module One Skills	TBAT evaluate and measure how Leadership and Character skills have developed through Module Two and the Leadership Challenge.	<ul style="list-style-type: none"> <li>Students reflect back on their self-assessment of Leadership skills development prior to the Leadership Challenge.</li> <li>Students Identify and evaluate how they have progressed in terms of these skills after the Leadership Challenge.</li> <li>Students identify and evaluate how they have developed in terms of character during and after the leadership challenge.</li> <li>Students identify and consider their Leadership and Character skills and what they would like to try and develop in the next module.</li> </ul>	Implementation Leadership Preparation	1. Examine what the Bible says about leadership. 2. Applying Biblical example to leadership challenge. 3. Developing leadership skills.	Reflection on second leadership project

SPRING TERM YR 13	Focus	Learning Objective (TBAT)	Student Outline	Key Vocab Tier 2 and 3	Links: 1. AO1 2. AO2 3. Careers	Project Work
Lesson 1	Making Decisions	TBAT examine how we make decisions as	<ul style="list-style-type: none"> <li>Students examine how they make personal decisions.</li> </ul>	Decisions Evaluate	1. Examine what the Bible says	Third and final leadership project this term.

		individuals and teams.	<ul style="list-style-type: none"> <li>• Students examine what the Bible says about making decisions.</li> <li>• Students investigate their personal decision-making style.</li> <li>• Students select items they think will be needed for survival, ranking and reasoning as a team.</li> <li>• Students examine and evaluate the processes that were helpful in decision making.</li> <li>• Students identify the differences between the process of making a team decision and an individual one.</li> </ul>		<p>about making decisions.</p> <ol style="list-style-type: none"> <li>2. Applying Biblical example to leadership challenge.</li> <li>3. Developing leadership skills.</li> </ol>	Sessions 7-9 students plan and prepare. Lesson 10 students complete the leadership challenge.
Lesson 2	Thinking Strategically	TBAT examine and explore what Strategic Thinking is and how it helps in decision making.	<ul style="list-style-type: none"> <li>• Students assess why having a strategy is important for achieving goals.</li> <li>• Students examine what the Bible says about strategic thinking.</li> <li>• Students define what strategic thinking means.</li> <li>• Students explore the Deming Cycle evaluating and organising key tasks into Plan, Act, Do, Check.</li> <li>• Students apply strategic thinking using the Deming Cycle to plot a strategy.</li> <li>• Students apply the first stage of Deming's Cycle to their own decision making.</li> </ul>	Strategic Evaluating Decisions	<ol style="list-style-type: none"> <li>1. Examine what the Bible says about strategic thinking.</li> <li>2. Applying Biblical example to leadership challenge.</li> <li>3. Developing leadership skills.</li> </ol>	Third and final leadership project this term. Sessions 7-9 students plan and prepare. Lesson 10 students complete the leadership challenge.
Lesson 3	Generating Ideas	TBAT identify and apply inquiry skills to our planning and preparation.	<ul style="list-style-type: none"> <li>• Students recap on the four stages of strategic thinking.</li> <li>• Students examine what the Bible says about creativity.</li> <li>• Students investigate the different ways a paper clip could be used, evaluating what this reveal about problem solving.</li> <li>• Students identify what methods they have previously used to generate ideas in their leadership challenge.</li> <li>• Students apply the brain purge model of generating ideas to a challenge scenario.</li> <li>• Students evaluate the effectiveness of this model on their own idea generation.</li> </ul>	Strategic Evaluating Decisions Generating	<ol style="list-style-type: none"> <li>1. Examine what Bible says about creativity.</li> <li>2. Applying example to personal style.</li> <li>3. Developing leadership skills.</li> </ol>	Third and final leadership project this term. Sessions 7-9 students plan and prepare. Lesson 10 students complete the leadership challenge.



Lesson 4	Exploring Possibilities	TBAT recognise the importance of asking the right questions and to apply this inquiry skill to our planning	<ul style="list-style-type: none"> <li>• Students appraise Albert Einstein’s quotation about questioning.</li> <li>• Students apply the rules of questioning assessing what impact questioning might have in decision making and problem solving.</li> <li>• Students interpret Rudyard Kipling’s understanding of questioning and its role.</li> <li>• Students examine what questions they need to consider as they consider the viability of their generated ideas.</li> <li>• Students identify the different research methods available to answer their questions.</li> <li>• Students investigate the answers to their questions using appropriate research methods.</li> </ul>	Strategic Evaluating Decisions Generating Questioning	<ol style="list-style-type: none"> <li>1. Examine what Bible says about creativity.</li> <li>2. Applying example to personal style.</li> <li>3. Developing leadership skills.</li> </ol>	Third and final leadership project this term. Sessions 7-9 students plan and prepare. Lesson 10 students complete the leadership challenge.
Lesson 5	Refining Ideas	TBAT examine how to refine our ideas and to appraise and select one key idea.	<ul style="list-style-type: none"> <li>• Students identify what criteria they used to make their decision in this scenario.</li> <li>• Students explore the importance of ‘beginning with the end in mind’ and establishing aims and success criteria in the refining process.</li> <li>• Students examine and distinguish the pros and cons of their 6 challenge ideas, applying their aims and success criteria.</li> <li>• Students appraise which is the best idea to go forward with.</li> </ul>	Strategic Evaluating Decisions Generating Questioning	<ol style="list-style-type: none"> <li>1. Examine what Bible says about creativity.</li> <li>2. Applying example to personal style.</li> <li>3. Developing leadership skills.</li> </ol>	Third and final leadership project this term. Sessions 7-9 students plan and prepare. Lesson 10 students complete the leadership challenge.
Lesson 6	Learning to Prioritise	TBAT identify how we make decisions about time and to be able to prioritise work tasks in order of importance.	<ul style="list-style-type: none"> <li>• Students identify what time has to do with Strategic Thinking and Decision Making.</li> <li>• Students evaluate how they prioritise their time and what leads them to prioritise in this way.</li> <li>• Students apply Covey’s Time Matrix model to prioritise a series of daily tasks.</li> <li>• Students apply Covey’s model to their own challenge, prioritising tasks and establishing team responsibilities.</li> <li>• Students illustrate what they have learnt about time management.</li> <li>• Students identify what would be their next steps in order to reach their goal.</li> </ul>	Strategic Evaluating Decisions Generating Questioning	<ol style="list-style-type: none"> <li>1. Examine what Bible says about creativity.</li> <li>2. Applying example to personal style.</li> <li>3. Developing leadership skills.</li> </ol>	Third and final leadership project this term. Sessions 7-9 students plan and prepare. Lesson 10 students complete the leadership challenge.

Lesson 7-9	Preparing for the Leadership Challenge	TBAT design, organise and prepare the Leadership Challenge.	<ul style="list-style-type: none"> <li>• Students reflect on how confident they feel with each skill prior to the Leadership challenge.</li> <li>• Students are reminded of the evidence needed for their individual portfolio.</li> <li>• Working in teams, students continue preparation for their charity £500 challenge or plan for a brand-new Leadership Challenge applying the Deming Cycle strategic planning process.</li> <li>• Target setting opportunity: Short-, Medium- and Long-Term Goals.</li> <li>• Preparation and Implementation</li> </ul>	Implementation Leadership Preparation	<ol style="list-style-type: none"> <li>1. Examine what the Bible says about leadership.</li> <li>2. Applying Biblical example to leadership challenge.</li> <li>3. Developing leadership skills.</li> </ol>	Third and final leadership project this term. Sessions 7-9 students plan and prepare. Lesson 10 students complete the leadership challenge.
Lesson 10	CHALLENGE ACTION WEEK		<ul style="list-style-type: none"> <li>• During this week, students will carry out their challenge task, which may be outside of the session slot. Depending on when the Challenge happens in the week, there is flexibility for staff to use this week as they choose, either as extra preparation time or to begin the reflection/ portfolio process.</li> </ul>	Implementation Leadership Preparation	<ol style="list-style-type: none"> <li>1. Examine what the Bible says about leadership.</li> <li>2. Applying Biblical example to leadership challenge.</li> <li>3. Developing leadership skills.</li> </ol>	Third and final leadership project this term. Lesson 10 students complete the leadership challenge.
Lesson 11	Reflecting on Module Three Skills	TBAT evaluate and measure how your Leadership and Character skills have developed through the entire leadership award.	<ul style="list-style-type: none"> <li>• Students reflect on, identify, and evaluate how they have developed as a leader over the course of the year.</li> <li>• Students represent creatively in the form of a running track their progress, including facts and examples from their classroom study and volunteering challenges.</li> </ul>	Implementation Leadership Preparation	<ol style="list-style-type: none"> <li>1. Examine what the Bible says about leadership.</li> <li>2. Applying Biblical example to leadership challenge.</li> <li>3. Developing leadership skills.</li> </ol>	Reflection on final leadership project and the leadership award as a whole.

SUMMER TERM YR 13	Focus/ Key Question	Learning Objective (TBAT)	Student Outline	Key Vocab Tier 2 and 3	Links: 1. AO1 2. AO2 3. Careers	Project Work
Lesson 1	Why are some people compassionate?	TBAT examine what it means to be compassionate	<p>Students to review three images – images of Sikh community members and royal family response to COVID, Marcus Rashford and ‘end child poverty’ initiative and the charity ‘Mary’s Meals’.</p> <p>Students to read the images and deliberate on the following questions: <i>What can be learnt from these images? Who is pictured in them? How are these images connected? Are there any significant differences? What is striking about them? What questions do these images raise for you?</i></p> <p>Students to formulate a personal response to share with a shoulder partner then feed back into the whole group (Think, Pair, Share)</p>	Compassionate Formulate Poverty	<ol style="list-style-type: none"> <li>1. Examine teachings from the Guru Granth Sahib.</li> <li>2. Applying teachings to relevant examples.</li> <li>3. Developing interpersonal skills.</li> </ol>	N/A
Lesson 2	How are compassion for and service to others related?	TBAT examine the questions ‘Is there a relationship between compassion and service’	<p>Teachers to hand out the ‘Bank of Reflections Booklet’</p> <p>Teachers to introduce the <b>silent starter</b> (Task1) and the Big /Lead question <b>How are compassion for and service to others related?</b> Teachers ask students to record their initial thoughts and reflections in answer to the question, as these will be used as a “Bank of Reflections”. Students are asked to read the information and quotation from the Book of Proverbs. (Proverbs 31:8-9 <i>“Speak up for those who cannot speak for themselves, for the rights of all who are destitute. Speak up and judge fairly; defend the rights of the poor and needy.”</i> and answer the question (Task 2) <b>How is the writer of the book of Proverbs encouraging compassion or is it something else?</b></p> <p>Teachers to remind students to reflect on their prior learning on Christianity when responding to the questions and to maintain <b>silence through this exercise</b> keep their responses to themselves for now to act as these are part of their <b>‘Bank of Reflections’</b>. Students to consider how easy/difficult it was to stay silent and not discuss the quote. How did this quote make you feel?</p>	Compassionate Formulate Poverty	<ol style="list-style-type: none"> <li>1. Examine religious teaching on helping others.</li> <li>2. Comparison between compassion and service.</li> <li>3. Developing interpersonal skills.</li> </ol>	N/A

Lesson 3	What part do worldviews, values and faith play in a personal expression of compassion?	TBAT examine how those who do not hold a religious conviction or affiliation demonstrate compassion	Students to review the Sikh teaching; 'If you have no Compassion the Lord's light does not shine on you. You are drowned, drowned in worldly entanglements.' GGS 903. Teachers to highlight that Sikhs believe that you need to have compassion in order to progress spirituality (linking to the next life and reincarnation). Students to consider; <b>Do you need to be religious to experience compassion?</b> Students participate in a Conscience Alley to explore their responses and justify their views.	Compassionate Formulate Poverty Expression	<ol style="list-style-type: none"> <li>1. Examine religious teaching on helping others.</li> <li>2. Comparison between faith and secular.</li> <li>3. Developing interpersonal skills.</li> </ol>	N/A
Lesson 4	How can expression be expressed in the world today?	TBAT examine how we might become more compassionate	<b>What do you want most from life?</b> Students to watch the clip <a href="https://www.youtube.com/watch?v=uaWA2GbcnJU">https://www.youtube.com/watch?v=uaWA2GbcnJU</a> Students to consider how compassion is shown throughout and how is compassion motivated? (Who shows compassion? What motivates it? What were the barriers to compassion?) Think, Pair, Share Having considered the clip revisit the question: <b>What do you want most from life?</b>	Compassionate Formulate Poverty Expression	<ol style="list-style-type: none"> <li>1. Examine religious teaching on helping others.</li> <li>2. Comparison between faith and secular</li> <li>3. Developing interpersonal skills.</li> </ol>	N/A
Lesson 5	How can empathy and compassion initiate change?	TBAT examine how compassion and empathy are connected.	Students to watch the Ed Sheeran A Team video <a href="https://www.youtube.com/watch?v=UAWcs5H-qgQ">https://www.youtube.com/watch?v=UAWcs5H-qgQ</a> Teacher to challenge students to identify what they have noticed about the girl and sum up in one word. Teacher to create group thought shower and consider where there is any evidence of prejudice or discrimination on the observations. Students to further analyse what emotions and issues this song and video reflect. Using post it notes, students to record the findings in words and sentences then post on A1 flip chart around the room under either the positive or negative headings. Students to review their findings- positive or negative and consider whether the video and song inspired them to be empathetic and compassionate to the plight of the girl?	Compassionate Formulate Poverty Expression Empathy	<ol style="list-style-type: none"> <li>1. Examine religious teaching on helping others.</li> <li>2. Examine how compassion can change the world.</li> <li>3. Developing interpersonal skills.</li> </ol>	N/A