

Year 9 Curriculum – 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Key Concepts	Belief and Understanding		Truth and Knowledge		Morality and Creativity	
Topic	<u>Buddhism</u>	<u>Reincarnation</u>	<u>Non-Religious views</u>	<u>Purpose of life</u>	<u>Life after death</u>	<u>Religion through art</u>
Knowledge and understanding	<ul style="list-style-type: none"> What difference it makes that overcoming dukkha and attaining enlightenment The ideas of the Buddhist dharma 	<ul style="list-style-type: none"> Why a Hindu would not want to be reincarnated, and what they might do about it The ideas of karma and samsara help students to make sense of the world. 	<ul style="list-style-type: none"> the significance and impact of non-religious beliefs in the changing religious landscape of the UK 	The value of happiness as the purpose in life, weighing up religious and non-religious views, including their own	<ul style="list-style-type: none"> Different accounts of the impact of beliefs about life after death in the world. 	accounts of the value of spirituality in the lives of religious and non-religious people.
Assessment						
Why this?	This unit shows the fundamentals of Buddhist belief, allowing pupils to make the connection between a belief in UK and other parts of the world.	This unit shows the fundamentals of Hindu belief, allowing pupils to make the connection between a belief in UK and other parts of the world.	This unit gives students an in depth look at non-religious views, the fastest growing world view. This unit allows pupils to view different social issues through a non-religious and religious lens.	Students will use their knowledge of religion to study the different approaches to happiness.	Students can start applying religious ideas to the world around them and the views held by religious and non-religious people on life after death.	Students will build on the previous unit by applying their learning to religious artwork from around the world. Explaining how and why music and art are important ways of expressing the spiritual

<p>Why now?</p>	<p>This gives a good introduction to religious belief and ties in with the different topics covered in primary and KS3. This topic allows students to understand the core beliefs of Buddhism.</p>	<p>This topic carries on from Buddhism as it grew from Hinduism. Students can see how Buddhism grew and changed from the origins of Hinduism.</p>	<p>By this point students have studied the 'The Big Six' religions and can compare their views to non-religious views.</p>	<p>This unit builds on their prior learning, they have a good base knowledge of the 'The Big Six' and can compare the different approaches and definitions of happiness.</p>	<p>Students will now look at different approaches to life after death as they have studied all seven main world religions and they have studied their purpose to life.</p> <p>We will then apply this knowledge to religious art to show the links between life and death.</p>
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Curriculum links	<p><i>Literacy - Extended writing</i> <i>History – Historical context of religious events.</i> <i>SMSC – Evaluating the social and moral impact of religion on society.</i></p>		<p>Sociology/Psychology - giving and debating opinions. <i>SMSC – Evaluating the social and moral impact of religion on society.</i></p>		<p><i>SMSC – Evaluating the social and moral impact of religion on society.</i> Art – Creating and evaluating art and the impact it has.</p>	
Skills & Characteristics	<p>Collaboration <i>Group work and speaking and listening activities</i> <i>Peer assessment</i> <i>Role-plays</i></p>		<p>Collaboration and communication <i>Debates and article reviews on topics studied. Students will be challenged to make inferences from the text.</i></p>		<p>Resilience <i>Memory games</i> <i>Writing detailed, extended responses to questions</i> <i>Staying Positive- acting on feedback given.</i></p>	
Aspirations & Careers	<p><i>The aim of this topic is to enthuse students to KS3 RE and give all pupils a starting place. This topic will demonstrate career opportunities when studying RE and will detail the benefit for all who participate fully.</i></p>	<p><i>Students are encouraged to identify strengths and skills and develop confidence in their written and verbal responses</i></p>	<p><i>Students are introduced to their own view points and encouraged to share and develop where their opinions come from.</i></p>	<p><i>Students to gain a better understanding of their strengths, achievements and areas of improvement through summative and formative assessments</i></p>	<p><i>The aim is for students to gain a better understanding of some of the qualities, attitudes and skills needed to be successful in writing and recalling events when looking at the Gospels.</i></p>	<p><i>Students to receive appropriate advice and guidance on how best to prepare for the next stage at KS3</i></p>
Yearly End Points	<p>Basic: Students will be able to recall facts about key events, individuals and/or periods. Students will be able to define at least 3 religious viewpoints. Students will be able to select relevant knowledge</p>		<p>Clear: Students will be able to recall detailed facts about key events and individuals from the different Holy Texts. Students will be able to sequence events in chronological order.</p>		<p>Detailed: Students will be able to recall specific and precise facts about key events and individuals from Holy Texts. Students will begin to make links between Holy events and the world we live in now.</p>	

