

## KS3 Long Term Curriculum Plan: Year 9 RE

### **Curriculum Aim:**

**In Year 9** the RE curriculum aims to extend student's understanding of religious and non-religious world views. The Year 9 RE curriculum aims to deepen their understanding of important beliefs, concepts and issues of truth and authority in specific religions. The aim is for students to apply their understanding of religious and philosophical beliefs, teaching and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities (issues of life and death). Another aim of the Year 9 RE curriculum is to give students the opportunity to interpret religious texts and other sources. The aim of the Year 9 RE curriculum is to develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical, spiritual & ethical issues.

### **Link to prior learning:**

The Year 9 RE curriculum builds on their KS2 learning of world religions which focuses on 'exploring' the faiths and learning about the beliefs, teachings and practices. At KS3, the RE curriculum deepens this knowledge and focuses on the 'application' of their learning on a range of ultimate questions and ethical issues. The Year 9 programme of study in RE builds on the skills developed in Year 7 & 8 - skills including; investigation, explanation, analysis, comparative study, discussion and evaluation in preparation for their GCSE exams.

### **Rationale of sequencing:**

Students begin their learning focusing on an 'Non-religious world views' which develops the skills required for their learning in RE. These skills include; investigation, explanation, analysis, comparative study, discussion and evaluation skills. Student's then apply these skills further in their study of Life and death considering the philosophical and ethical questions raised from issues surrounding life and death. Students continue their study of world religions with an exploration of Sikhi and Abrahamic faiths. They then conduct a study of ethical inquiry focusing on issues of peace & conflict..

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn	<p><b>Non-religious world views &amp; Life &amp; Death (12-14 lessons)</b></p> <p>This unit builds on the Y7 Autumn term topic introduction to Ethics &amp; Year 8 topic of Philosophy. They will continue to apply the skills of analysis and evaluation and focus on further ultimate questions.</p>	<ul style="list-style-type: none"> <li>• Secularisation</li> <li>• Humanism, atheism and agnosticism</li> <li>• Rituals</li> <li>• Issues of life and death</li> <li>• Discussion &amp; listening skills</li> <li>• Critical evaluation skills</li> </ul>	<p>Baseline assessment of knowledge of non-religious world views.</p> <p>Assessment on secularisation, humanist rituals and an evaluative essay on the 'place of religion in today's society'.</p>

Spring	<p><b>Ethical Inquiry (10-12 lessons)</b>  This unit develops students' understanding of different religious responses towards issues surrounding Peace &amp; Conflict</p>	<ul style="list-style-type: none"> <li>• Ethical and religious debate surrounding issues related to peace and conflict</li> <li>• Discussion &amp; listening skills</li> <li>• Critical evaluation skills</li> </ul>	<p>Baseline assessment of knowledge of key language associated with peace &amp; conflict issues</p> <p>Evaluative essay in response to an ethical question.</p>
Summer 1	<p><b>Sikhi - Beliefs, Teachings &amp; Practices and Abrahamic faith (12-14 lessons)</b>  This unit builds on their KS2 knowledge of Sikhi &amp; Abrahamic faiths (which is varied due to their experiences at primary school). There is an initial baseline assessment of what a student's prior knowledge is. The aim of this unit is to continue to develop their application of knowledge and critical evaluation skills.</p>	<ul style="list-style-type: none"> <li>• Introduction to Sikhi and key concepts</li> <li>• Exploration of the Abrahamic faiths &amp; the significance of Abraham</li> <li>• Discussion &amp; listening skills</li> <li>• Critical evaluation skills</li> </ul>	<p>Baseline assessment of knowledge of Sikhi and Abrahamic faiths</p> <p>Reflective written response on the importance of Abraham &amp; belief in one God - evaluative essay (assessment week)</p>

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Further Information