



Year Group: 9

This is the plan for the taught curriculum during achievement period: 1 (September to February half-term)

Brief summary of the topic/work being covered during this period
The curriculum for achievement one period is split into three topics; one topic is taught each half-term: <ol style="list-style-type: none">1. Faith and commitment2. Relationships3. Life after Death
Prior knowledge needed for this unit/topic from previous teaching
The Year 7 and Year 8 Religious Education curriculum gives students a firm grounding in the core areas and skills of the subject, as well as a sound knowledge and understanding of the historical development of the major world religions (with a particular focus on Catholic Christianity). The Year 9 curriculum requires students to apply this knowledge to a range of challenging issues in order to develop an appreciation of the significance of religious belief to the lives and attitudes of believers today.
Rationale for students studying this unit/topic
Rationale for studying this topic The Year 9 curriculum begins with a study of faith and commitment. It is vital for the development of religious literacy that students understand religion not simply as a list of beliefs, but also as a commitment which can affect all areas of an individual's life. It is also important that students understand the concept of vocation within religion, and that different vocations are equally valid (hence the inclusion of lessons on the single, married, priestly and religious life). Unit 2 covers many different relationships (ranging from marriage and civil partnerships through to relationships between everyone in society). This provides students with the opportunity to discuss various religious and non-religious attitudes to relationships, enabling them to develop informed opinions about important issues such as the use of contraception and remarriage after divorce. The final unit taught during achievement period enables students to consider one of the most important ultimate questions: is there life after death? Students will learn about a variety of religious and non-religious views, including a detailed study of Catholic beliefs concerning heaven, hell, purgatory and resurrection.
Rationale for timing of these topics The Key Stage 3 curriculum begins by exploring what beliefs are and why they are important, then in Year 8 students learn about belief/faith in a historical and comparative context, and finally in Year 9 this allows them to apply, evaluate and analyse religious and non-religious teachings to important issues in life and society. The first three topics in Year 9 cover sensitive issues, requiring a maturity in approach which students will have developed by this final year of Key Stage 3. Some of the subject content is very challenging (e.g. considering issues surrounding human identity such as the potential existence of a soul) and so is appropriately positioned towards the end of Key Stage 3, when students will have developed the knowledge and skills required to engage meaningfully with this material. Finally, knowledge and understanding developed in these units will provide a good grounding for GCSE topics such as Catholic attitudes to marriage and the family, and Catholic and Jewish teaching about life after death.
Key concepts/ideas that are taught to students in this unit/topic, including any anticipated gaps in knowledge and plan to overcome these
Substantive Knowledge <ul style="list-style-type: none">• To understand how a person can show their faith in their daily lives, including how differences between the values of society and the values of the church may affect a person.• To understand living a single life as a vocation, and evaluate the advantages and disadvantages of living a single life.• To consider the commitment of marriage and understand Catholic beliefs concerning how a married couple reflect God's love for the Church.• To identify the contribution that the Religious Life brings to society, understanding the difference between Apostolic and Contemplative Orders.

- To explore the call and role of a Priest, examining what a parish is and how it works effectively within the community.
- To understand the daily commitments of the Jewish faith, evaluating the benefits and challenges of having daily commitments.
- To know the key ways in which Muslims show commitment to their faith, understanding the significance and challenges of living life as a Muslim in Britain today.
- To know about Amrit initiation and the commitment of the 5Ks, considering the challenges faced by Sikhs in wearing the 5Ks today.
- To explore the challenges faced by religious people in the UK today, understanding why they exist and evaluating the role of faith in a secular society.
- To understand how humanists try to live their lives and apply humanist values to specific issues.
- To know at least one example of a person of faith who has committed themselves to improving society, evaluating the significance of their work.
- To explore the possible benefits and challenges of living in a multi-faith society such as Britain today, knowing why it is important to learn about different faiths.
- To understand the importance of marriage to Christians and know the key features of a wedding service.
- To know the key features of a Jewish wedding ceremony and their importance, comparing and contrasting Jewish ceremonies with Christian marriage services.
- To understand the difference between a civil marriage a civil partnership, and explain the importance of non-religious marriages.
- To know the different types of contraception that couples can use and understand what the different religious attitudes towards contraception are.
- To know the different types of families, understanding the ways in which family life has changed in the UK and applying Christian teachings on roles within the family.
- To know the reasons why some married couples divorce, and to understand Catholic and other Christian teaching on divorce.
- To understand the different types of love and consider the meaning of love.
- To understand the teachings of St Paul on love, and apply the greatest commandment to the daily lives of Christians.
- To know the changing attitudes and laws on the topic of gender equality, applying teachings from the Bible and comparing different Christian responses.
- To know the work of Martin Luther King and to understand why Christian teachings support equality, exploring movements against racism in today's society.
- To understand the nature of Britain as a multi-cultural nation, exploring how the positive side of multi-cultural Britain can be promoted.
- To understand what is meant by life after death, exploring possibilities for life after death.
- To understand the terms heaven, hell and purgatory. To explore and evaluate arguments for and against these three beliefs.
- To understand the Catholic Church's teachings regarding heaven, hell and purgatory.
- To understand humanist beliefs regarding life after death.
- To know key Jewish teachings about life after death, exploring the similarities and differences between Christian and Jewish beliefs.
- To know key Muslim beliefs about life after death, assessing the importance of these beliefs to Muslims today.
- To understand the concept of a near death experience and of 'déjà vu', exploring and evaluating arguments for and against near death experiences.
- To understand belief in reincarnation, evaluating the strengths and weaknesses of this belief.
- To understand the concept of dualism, evaluating the teaching of Plato.
- To understand the concept of monism, evaluating the teaching of Aristotle.
- To know the stages and aims of the Catholic funeral rite, evaluating the importance of a Catholic funeral for Catholics today.
- To know the stages and aims of the Jewish funeral service, evaluating the importance of a Jewish funeral for Jews today.

Disciplinary Knowledge

By the end of each unit, students will be able to think critically and creatively about what they have studied.

To respond by reflecting and considering different views. To make connections between sources and beliefs and the way these find expression in the world.

New key terminology students will be taught during this topic/unit

Faith and commitment

Tier 3 Vocabulary - vocation, the Religious Life, Apostolic and Contemplative Orders, parish, kashrut, kosher, treifah, submission, halal, haram, Amrit Sanska, karah parshad, gurmukh, manmukh,, multi-faith society.

Tier 2 Vocabulary - Priest, secular society, Commitment

Relationships

Tier 3 Vocabulary - Chuppah, ketubah, civil marriage, civil partnership, , nuclear family, , blended family, same-sex family, adultery, co-habitation, remarriage, faithfulness, eros, storge, philos, parentos, agape, the greatest commandment,

Tier 2 Vocabulary - contraception (artificial and natural), extended family, single parent family, gender equality, prejudice, racial harmony, racism, ethnicity, multicultural.

Life after death

Tier 3 Vocabulary - resurrection, reincarnation, rebirth, particular judgement, final judgement, soul, dualism, monism, gan eden, gehinnom, sheol, olam ha-ba, akhirah, shari'ah, last day, near death experience, déjà vu, four causes, efficacious prayer, proclamation, Taharah, Levayah.

Tier 2 Vocabulary - Life after death,

Plan for Assessment

- Informal assessment is ongoing through homework, classwork, contributions to class discussion/group work.
- Unit 1 has a mid-unit review to check learning. All students will complete set tasks to check their understanding of key terms, concepts and teachings. Students will be able to use their notes to complete this review.
- Formal assessment at the end of Units 2 and 3. This assessment will be set by the HoD / DHODs. The assessment will check understanding of key vocabulary, knowledge of topics and the final section will be an extended writing activity. A mark scheme for marking assessments is provided. No notes will be used for this formal assessment.
- Success criteria will be shared with the students.
- Teachers are to record centrally a mark for each section of the assessment. An overall result and a % will be recorded on a departmental spreadsheet. Teachers may choose to record the marks in their planner. Feedback on the assessment should indicate strengths and 1 – 2 areas to develop in line with the RED.
- Standardisation of marking will take place to ensure consistency across all classes.
- Report will be written on the data received from the assessments and focus will be given to sub-groups.
- A lesson is set aside to review the assessment and for target setting. Each skill will have at WWW and EBI. Students will be asked to re-do any corrections or larger pieces of work to show they understand the feedback and can act upon it. Students will then set themselves targets as well as making a note of the targets set by the teacher. All of this will be recorded on the target setting sheets which can be found in students' books.