



Year Group: 9

This is the plan for the taught curriculum during achievement period: 2 (February half-term to July)

<b>Brief summary of the topic/work being covered during this period</b>
<b>The curriculum for achievement two period is split into three topics; one topic is taught each half-term:</b> <ol style="list-style-type: none"><li>1. Religion in Society</li><li>2. Religion and Science</li><li>3. Catholic Preparation unit</li></ol>
<b>Prior knowledge needed for this unit/topic from previous teaching</b>
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). This second half of 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 in society. Prior knowledge and understanding from earlier in Key Stage 3, particularly of how religions address the ultimate questions of life, will also help students engage successfully with aspects of Philosophy of Religion in the second unit. Finally, prior learning on Catholic Christianity provides the foundation for the more detailed overview of Catholic belief and practice in Unit 3.
<b>Rationale for students studying this unit/topic</b>
<b>Rationale for studying this topic</b> <p>Following the focus on issues of personal morality and belief in the first half of Year 9, the curriculum for achievement period 2 enables students to consider the significance of religious belief and practice for broader society. The curriculum provides students with invaluable opportunities to explore and discuss controversial issues in modern society (such as genetic engineering, the use of weapons of mass destruction, and the laws surrounding drugs and alcohol) in a supportive environment. The range of religious views covered enables students to debate such topics in an informed and mature manner. The second unit allows students to ask important questions about the relationship between religion and science, whilst also addressing misconceptions about the approach of many religious believers towards science. The final unit of work, with its focus on a more in depth understanding of Catholic beliefs and teachings, prepares students directly for their GCSE studies. Their GCSE examination on Roman Catholic Christianity will constitute 50% of their final GCSE level; students also need to be able to apply Catholic teaching to philosophical and ethical issues at GCSE, and compare Catholic beliefs with beliefs from Judaism.</p>
<b>Rationale for timing of these topics</b> <p>The Religion and Society unit is placed in the second half of Year 9 because it requires students to consider a wide range of topics, applying a variety of different religious and non-religious teachings to each issue. By this stage of Year 9, students will have developed the confidence and skills required to effectively synthesise such a wide range of material. The Religion and Science unit introduces students to the demands of the Philosophy of Religion, including arguments and reasoning they will develop further at GCSE level. The final unit develops students' existing knowledge of Catholicism through a more detailed exploration of Catholic beliefs, practices and life. This provides a strong foundation for the study of Roman Catholic Christianity at GCSE level, which students will commence in the first achievement period of Year 10 .</p>
<b>Key concepts/ideas that are taught to students in this unit/topic, including any anticipated gaps in knowledge and plan to overcome these</b>
<b>Substantive Knowledge</b> <ul style="list-style-type: none"><li>• To understand the different aims of punishment, evaluating the arguments for and against these aims of punishment.</li><li>• To know and understand what Christians believe about justice and its importance.</li><li>• To understand the nature and importance of the concepts of stewardship in Christianity, khalifah in Islam and tikkun olam in Judaism.</li><li>• To know the nature and importance of fertility treatments, and understand the ethical and religious issues raised by such treatments.</li><li>• To understand and apply Christian, Jewish, Muslim and non-religious values to transplant surgery.</li><li>• To know the causes of war and evaluate the successes of war.</li></ul>

- To understand and apply Christian, Jewish, Muslim and non-religious teaching to war and pacifism.
- To understand and apply Christian, Jewish, Muslim and non-religious teaching to genetic engineering.
- To know the laws concerning drugs and alcohol, considering the reasons for these laws.
- To understand and apply Christian, Jewish, Muslim and non-religious values to issues surrounding drugs and alcohol.
- To understand the issue of religious conflict within families.
- To know the biblical stories of creation, comparing Genesis 1 with Genesis 2.
- To understand the importance of the Genesis creation account for Catholics, especially in regards to God's role as creator, benevolent, omnipotent and eternal.
- To analyse the different ways in which the Genesis creation account is understood.
- To understand what the Qur'an teaches about creation, comparing and contrasting this with the Genesis accounts.
- To know what the Big Bang Theory is, understanding the evidence used to support the Big Bang theory and assessing its impact on religion.
- To know what the Theory of Evolution is, understanding the evidence used to support the Big Bang theory and assessing its impact on religion.
- To understand the cosmological argument, explain its significance for Catholics and evaluate the strengths and weaknesses of the argument.
- To understand the design argument, explain its significance for Catholics and evaluate the strengths and weaknesses of the argument.
- To understand the purpose of the Catholic Church and explore the importance of its teaching for Catholics today.
- To know why the Second Vatican Council was called, and understand the key decisions made at the council.
- To understand the effects of the Second Vatican Council, and assess its significance.
- To know the purpose of the Catechism and consider the importance of interpreting scripture.
- To explore key Catholic beliefs, including those beliefs which distinguish Catholic Christianity from other Christian denominations.
- To know the process of becoming a saint, and understand the significance at least one saint to Catholics.
- To understand the importance of the 7 Sacraments, including their effects and impact on the lives of Catholics.
- To explore Catholic beliefs about the nature of the Holy Spirit, and the importance of the gifts of the Holy Spirit.
- To understand and explain why Catholics have a duty to society, and reflect on Pope Francis' social teachings.
- To explore the importance of CAFOD and other examples of Catholic social mission
- To understand the concept of the 'Year of Mercy', exploring the benefits of showing mercy to others.

### 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

#### Religion in Society

**Tier 3 Vocabulary** - Sin, deterrence, reformation, retribution, rehabilitation, reparation, creation, stewardship, khalifah, dominion, tikkun olam, sanctity of life, exploitation, weapons of mass production, aggression, conflict resolution,

**Tier 2 Vocabulary** - pacifism, just war, greater jihad, lesser jihad, holy war, infertility, artificial insemination, in-vitro fertilisation, embryo, surrogacy, transplant surgery, organ donation, non-violence, genetic engineering, cloning, law, crime, addiction, abstinence, arranged marriage, authority.

#### Religion and Science

**Tier 3 Vocabulary** - Omnibenevolent, omnipotent, omniscient, eternal, interpretation, fundamentalist, inspired, fitr, , cosmological argument, contingent, necessary being, design.

**Tier 2 Vocabulary** - Big Bang, red shift, evolution, survival of the fittest, natural selection

#### Catholic Preparation unit

**Tier 3 Vocabulary** - Magisterium, infallible guidance, Vatican II, laity, Aggornamento, catechism, exegesis, the profession of faith, creed, transubstantiation, consubstantiation, canonization, initiation, healing, wisdom, understanding, counsel, fortitude, knowledge, piety, fear of the Lord, encyclical,

**Tier 2 Vocabulary** - Holy Spirit, LEDCs, MEDs.

### Plan for Assessment

- Informal assessment is ongoing through homework, classwork, contributions to class discussion/group work.
- Unit 1 and 3 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 Unit 5. 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.