

Subject RE

Year 9

Curriculum Overview



THE HART
SCHOOL
Creative
Education
Trust

Intent: The study of religious education is vital. RE provides students with a broad and balanced curriculum which aims to ensure all young people in our care leave us well prepared for a life in contemporary British society. We identified the content that is most useful and worked collaboratively to create a curriculum that unifies the ideas of the discipline whilst remaining extremely useful and relevant to all students. The study of Religion and Worldviews can positively contribute to social cohesion, build resilience and encourage deep thought on several big questions and contemporary issues. Without Religion and Worldviews students would not have the opportunity to foster ideas of respect and tolerance in an environment that promotes higher order thinking skills and discussion with others. Students' experience and learning journey in the Religion and Worldviews environment is one that cannot be gained anywhere else within the school and will allow them to be able to hold their own well-developed opinions on some of the most controversial topics in today's world.

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|--|----------|---|----------|--|----------|
| <p>Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.</p> | <p>What do world religions believe? Pupils will study the main world religions. For each religion pupils will study origins, key beliefs and practices. The world religion topic that we start with gives students the basics for each of the six world religions, additionally, this allows students to judge their own beliefs and consider questions that they won't have before. The six world religions we focus on are Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism.</p> | | <p>Is death the end? Explore a variety of religious and secular ideas about what happens when we die and whether death is the end. Students will consider whether beliefs about the afterlife influence the way people live their lives. By the end of this phase of the religious studies journey students will have a firm understanding of what death means for some people across the world and why it is a significant part of a person's life. This particular unit brings in ideas of spirituality and how to live a good life that was introduced in year 7. The notion of death is one that affects everyone and is an issue which students will encounter within their lives if they have not done so already. It is key to allow students to understand why death may not seem to be the end for some people but why for others it is. They are given a comfortable low threat environment in which to ask questions and discuss any experiences that they think may be valuable to this course of study and to the student's wider experience. We want students to study this topic and to take away information which allows them to question different views on the afterlife but also a lifelong skill of being able to ask questions and discuss sensitive topics.</p> | | <p>What are life's "Ultimate questions"? Understand what ultimate questions are, to reflect on many examples using a balanced argument. They will also explore the main types of believers and reasons to believe in God. This allows students to use the variety skills that have been tailored throughout KS3 and apply these in depth to a number of different areas. We will look back at some of the big questions faced in year 7 and take a fresh view of these to show how student's skills and knowledge have rapidly progressed over time. Additionally, we will focus on key age appropriate religious/ philosophical texts in order for students to gain the wide breadth of what Religion, worldviews and philosophy is about.</p> | |
| <p>Additional support links: Here are links to additional resources which will help your child</p> | <p>Seneca True Tube https://www.truetube.co.uk/film/holy-cribs-church https://www.truetube.co.uk/film/holy-cribs-synagogue https://www.truetube.co.uk/film/holy-cribs-mosque Virtual tour of religious sites https://religionunplugged.com/news/2020/4/5/travel-5-religious-sites-you-can-visit-virtually-while-you-stay-home</p> | | <p>NDE's https://www.bbc.co.uk/programmes/p03sl3sx BBC Teach https://www.youtube.com/watch?v=luhCHMGGIX4 https://www.youtube.com/watch?v=yJC_IH9ARJK</p> | | <p>http://www.islandschoolhumanities.com/3-what-are-ultimate-questions.html Genius of the ancient world series. https://www.bbc.co.uk/programmes/b06542c</p> | |
| <p>Knowledge: Included here is the specific knowledge your child will learn in detail</p> | <p>Main world religions Similarities and differences of main world religions. To discover that different people see the same thing in different ways because of religion. To discover facts about the six main world religions. Judge how religious beliefs make individuals unique. Understand key teachings of the Torah, Bible and Qur'an and how these make Jews/Christians/Muslims both similar and different. Understand the teachings of the ten commandments and how these influence a Christian's everyday life. Building upon prior learning on the big three world religions, pupils will know, study the core beliefs and teachings of Hinduism, Sikhism and Buddhism. This will enable students to make comparisons between all six world religions, identifying their similarities and differences. This unit will provide the foundation for the subsequent units and enable students to engage with them from a point of knowledge.</p> | | <p>Knowledge and understanding of different belief systems about what happens after death. Define the term death. Consider my own view of life after death. Evaluate a range of beliefs regarding the possibility of life after death. To understand who humanists are. To explain what Humanist rituals about death are. To evaluate these beliefs against our own. Describe Buddhist beliefs on reincarnation. Consider how the Buddhist view of life after death can be communicated. Evaluate similarities and differences between Buddhism and Humanism. Create a teaching resource to pass on knowledge and understanding to others. Evaluate arguments for or against the idea that this life is all there is/ of heaven and hell. To understand how different cultures commemorate death and how this is influenced by beliefs of the afterlife.</p> | | <p>Ultimate questions Theist response to ultimate questions Atheists response to ultimate questions. To explain what is meant by an ultimate question and evaluate some ultimate questions. To explain what the illuminati is and to evaluate its truth. To understand and evaluate different rules people follow. To understand the different religious perceptions of God. To understand some unusual questions and comprehend the answers with reasons.</p> | |
| <p>Skills: Included here is the specific skills your child will learn in detail</p> | <p>Explaining giving reasoning. Understanding others' beliefs.</p> | | <p>Engaging with philosophical, moral and ethical debates. Evaluation.</p> | | <p>Delving deeper into, and engaging with, philosophical, moral and ethical debates. Evaluation.</p> | |
| <p>Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers.</p> | <p>Belief, practice, comparison, worship, religion, opinion, interpretation, subjective, sign, symbol, meaning, Christianity, Islam, Judaism, Buddhism, Hinduism, Sikhism, Veda, Mandir, Diwali, founder, verse, chapter, book, parable, commandment</p> | | <p>Death, afterlife, samsara, reincarnation, Humanism, heaven/paradise, hell, limbo, immortality, Nirvana, scientific definition of death, ghosts, reincarnation, near death experience, Humanist, Anicca, Anatta, Dhammapada, catechism, eucharist, Catholic, liturgy, mass, committal, Akhira, Jannah, Jahannam, glorification, Pope, taboo</p> | | <p>Ultimate Question, Theist, Atheist, Agnostic, stigmata, mysteries, miracle, phenomenon, crop circles, ghosts, alien, illuminati, world order, commandment, Purusharthas, karma, kama, Dharma, Samsara, moksha, omnipotent, omnipresent, omnibenevolent, theist, atheist, agnostic, transcendent, personal, impersonal, immanent</p> | |