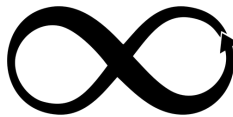


Long Term Plan Year 9 RE

2 lessons a week.

'Religiously literate, culturally aware and philosophically curious'

Golden Threads				
				
Identity	Community	Ethics	God	Rituals

Half term	Unit title and bigger Picture	Key knowledge/ Content to learn and retain Substantive Knowledge Golden Threads in RE	Essential skills to acquire (subject & generic) Disciplinary Knowledge (how they are learning)	Link to 'religiously literate, culturally aware and philosophically curious'. Personal understand and their own views and interrogate	Anticipated misconceptions (misconceptions for individual lessons on MTP)	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	What difference does it make to be non religious in Britain today? 3.13	Define atheist and agnostic, and outline some of the varieties of both groups. To know about British	Use sources to examine the diversity within the non-religious community, e.g. Census 2011 figures alongside the 2012 Theos report Faith	Non - religiously literate - understanding of key beliefs and knowledge for Humanism/Ath	Misconceptions about Humanism and Atheism	Links back to KS3 year 7 Worldviews at ASA. .	Links to Christianity Unit 1 Philosophy of religion Unit 2 and Ethics Unit 3 At KS5. Links to KS4	Original text/ data where appropriate.	Social - ideas about making society better Moral - Do we need to believe in a god to be	Humanist Speaker if appropriate. Society is becoming more secular and	Charity worker Vocational roles Scientist Researcher



	(Humanism)	Humanism, including Humanists UK.	of the Faithless and the 2015 British Social Attitudes Survey Explore the identity of people who are 'spiritual but not religious'. Examine non-religious alternatives to religious community participation and action, such as the Sunday Assembly and the Kindness Offensive.	eism Culturally aware - not everyone is religious and believes in a god. Philosophically curious: where do these ideas come from? Do they show any similarities with religious beliefs?			Eduqas GCSE Route A - Component 1: Philosophical and ethical issues. - Life and Death		good? Spiritual - Thinking about the bigger picture. Cultural - Are Humanism and Atheism unique to certain cultures? BV - Law, democracy, tolerance.	many people refer to themselves as atheists, spiritualists, agnostics, humanists and other non-traditionally religious terms. It is an essential part of cultural capital to ensure students are aware of this and how our society is changing.	
2	Good, bad; right, wrong: how do I decide? Thematic 3.14	Definitions of key terms: ethics, morality, absolute and relative morality. Different World views moral codes	Use case studies and moral dilemmas to explore how beliefs, values and principles act as a guide for moral decision-making. Consider where people get their moral guidance from. Explore how Christians and/or Buddhists, Muslims, Sikhs and non-religious people decide what is right and wrong, looking at teachings and codes for living and	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups. Philosophically curious - challenging held religious and ethical views.	Misconceptions about ethics and what ethics are.	Links to KS3 Fall KS3 Jesus Moral code.	Links to Philosophy of Religion unit 2 and Ethics unit 3 KS5 - A level. Links to KS4 Eduqas GCSE Route A - Component 1: Philosophy and ethical issues.	Texts for Utilitarianism	Social - different views on these issues within society. Moral - How can we say something is good or bad? Spiritual - Do we need to believe in a god to do the right thing? Cultural - do different religions/gro	Discussion of laws and the concept of utilitarianism.	Charity worker Vocational roles. Solicitor Minister Counsellor



			finding out how these are applied to everyday living and social issues. Consider the practice of virtue as well as the application of laws. Reflect upon what students have learned about their own ways of thinking and deciding about moral issues.						ups react differently to these issues? BV - utilitarianism as a theory was created as Bentham wanted to find an ethical basis for laws so British laws are based on utilitarianism thinking.		
3	What is so radical about Jesus? 3.7 (UC)	Jesus' teachings challenged social structures as well as individuals, disappointing some of his contemporaries, who wanted the Romans out and the People of God to rule. • The Bible teaches that the good news is for all people, and should bring liberation in individuals' lives, and transform communities. • Jesus' teaching challenges Christians to embody this transformation in their	Suggest meanings of the texts studied, and how they challenged religious and political authorities, explaining ideas with reasons and evidence. Consider which interpretations are appropriate and why. Give reasons and examples to explain how far Christians respond to the teaching of Jesus. Explain how Christians use Jesus' teaching to guide their actions/behaviour. Express an account of the implications for the modern world of Jesus' treatment of the	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups/religions . Philosophically curious - role of Jesus	Misconceptions about Jesus.	Links back to KS3 Year 7 - some UC God this is cyclical covering more content at each KS.	Links to Christianity unit at KS5 - A level background of Jesus Links to C1 Philosophy and Ethics - Forgiveness Year 9 Incarnation	Bible passages where appropriate.	Social - Jesus as a role model. Moral - Is it right to be radical? Actions of MLK. Spiritual - Jesus as divine, Trinity. BV - Tolerance, Law, democracy	The importance of standing up for what is right - in all cultures and societies.	Charity worker Vocational roles Solicitor Minister



		individual lives, church communities, and in the wider world. • Jesus' teachings have influenced Christians and others beyond	marginalised. Respond to the challenges of Jesus' teaching about love and justice, offering reasons and justifications for their responses.								
4	How far does it make a difference if you believe in life after death? Thematic 3.1	Consider a range of reasons people give for belief in life after death. Reflect on why this belief endures, even among people who identify as non-religious (see Unit 3.13).	Examine and compare a range of beliefs and teachings about death and the afterlife, such as Christian (e.g. resurrection, purgatory, heaven, hell, soul, Judgment Day); Muslim (e.g. akhirah, Paradise, Day of Judgment, resurrection of the body); Buddhism (samsara, rebirth, nibbana/nirvana; arahat/arahant); Sikh (Immortality of the soul, samsara, reincarnation, mukti); Humanist (this life as the only one; immortality only by remembrance). Consider the varied impact of these beliefs on how people live today.	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups/religions views of life after death. Philosophically curious - What happens in the afterlife?	Misconception: All Christians have the same idea about Heaven and Hell	Links back to KS3 different beliefs from different religions about the afterlife	Links to Christianity unit GCSE: Study of Christian beliefs about the afterlife and Muslim beliefs about the afterlife Year 9 Incarnation	Religious scripture and Bible passages where appropriate	Social - How beliefs in the afterlife show in funerals and everyday life? Moral - How Christians believe people should behave on earth to gain salvation? Spiritual - Is the soul real? BV - Tolerance, Law, democracy Freedom of religious belief	Examining different beliefs and practices from across the world-	Funeral director Vocational roles. Solicitor Minister Counsellor



5	Saving the world: what kinds of salvation do Christians believe in?	The Bible has a rich 'wisdom' strand which gives a way of seeing the world, and guidance on responding to the challenges of life. [People of God] • Ideas of God have varied (and still do) within the Christian Church, and different emphases lead to different ways of living (for example, some Christians explain how and why God allows suffering, others cannot, but still trust God). [God] • The idea that sin spoils creation is fundamental to Christian belief, but it is tied with the idea that God brings salvation through Jesus – sin does not have the last word. Evil and suffering need not destroy faith in God. [Creation / Fall]	Explain at least two models of atonement held by people from Christian traditions, connecting them with biblical texts Give examples of ways in which Christians respond to the idea that God brings salvation, as individuals, within communities and in the wider world Make connections between some of the atonement models and ideas of inclusivism, exclusivism and religious pluralism Give coherent accounts of the implications of biblical ideas and beliefs about salvation in the modern world, evaluating how far these ideas make sense	Religiously literate – understanding of key beliefs and knowledge. Culturally aware – different interpretations from different groups. Philosophically curious – afterlife is there one?	Misconceptions about salvation, atonement and after life.	Links back to KS3 Jesus and Incarnation. KS3 UC People of god UC God UC Creation UC Fall	Links to Christianity unit at KS5. Links to KS4 Eduqas GCSE Route A – Component 2: Christianity beliefs and Practices C1 Philosophy and Ethics – Life and Death	Bible passages where appropriate.	Social – role that salvation and the kingdom of God play in society today Moral – God as a judge. Spiritual – Jesus saved us, God judges us. Cultural – is this the same in all Christian groups. BV – the rule of law – where does God's judgement sit with judgement in the legal system?	Historical views of salvation, atonement, afterlife, judgement and Kingdom of God.	Charity worker Vocational roles Solicitor Minister Counsellor
---	---	---	--	--	---	---	---	-----------------------------------	---	--	---



6	What is good and what is challenging about being a Muslim teenager in Britain today?	Islam in the UK today Key beliefs- Tawhid, Risalah & Akhirah Development of Islam into a world religion Different groups of Muslims Leadership in Islam Symbolism in Islam and Islamic artwork Muslim moral code A religion of giving Celebrations in Islam	To define the religious environment young Muslim are part of To analyse the reasons why the Muslim community is growing in Britain To evaluate the challenges of being Muslim in Britain	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups. Philosophically Curious - What is the meaning of "Jihad" and how should it be interpreted in the modern world?	Misconceptions: Islam is seen by some as being very different and in some cases as extremist. Comparisons can be made to Christianity in each lesson to show the similarities between them.	Links back to KS2 - Islam - faith founders, living a faith, pilgrimage Diocesan syllabus. Possibility of it not being covered as there is the option to cover Judaism instead. If not covered at KS2 reading around the content can be set. LAS - KS1 1.3 & 2.1 & 2.2. KS2 - 3.2, 4.1, 5.1, 5.3 & 6.2	Links to KS4 Eduqas GCSE Route A - Component 3: Muslim beliefs and Practices	Islamic scripture where appropriate.	Social - how Islam supports society. Moral - What does Islam teach about right and wrong? Spiritual - belief in one God - Allah. Cultural - different groups within Islam. BV - Tolerance, Law, democracy	Imam if possible. Importance of Islam across the world - calligraphy, maths etc.	Vocational roles Social Work Police Work Human Rights
---	--	--	--	--	--	---	---	---	--	--	---