






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 Humanism, including	Use sources to examine the diversity within the non-religious community, e.g. Census 2011 figures alongside the 2012 Theos	Non - religiously literate - understanding of key beliefs and knowledge for Humanism/Atheism	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)	Humanists UK.	report Faith 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.	<p>Culturally aware - not everyone is religious and believes in a god.</p> <p>Philosophically curious: where do these ideas come from? Do they show any similarities with religious beliefs?</p>			Eduqas GCSE Route A - Component 1: Philosophical and ethical issues. - Life and Death		<p>good?</p> <p>Spiritual - Thinking about the bigger picture.</p> <p>Cultural - Are Humanism and Atheism unique to certain cultures?</p> <p>BV - Law, democracy, tolerance.</p>	<p>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.</p>	
2	Good, bad; right, wrong: how do I decide? Thematic 3.14	<p>Definitions of key terms: ethics, morality, absolute and relative morality.</p> <p>Different World views moral codes</p>	<p>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</p>	<p>Religiously literate - understanding of key beliefs and knowledge.</p> <p>Culturally aware - different interpretations from different groups.</p> <p>Philosophically curious - challenging held religious and ethical views.</p>	Misconception about ethics and what ethics are.	Links to KS3 Fall KS3 Jesus Moral code.	<p>Links to Philosophy of Religion unit 2 and Ethics unit 3 KS5 - A level.</p> <p>Links to KS4 Eduqas GCSE Route A - Component 1: Philosophy and ethical issues.</p>	Texts for Utilitarianism	<p>Social - different views on these issues within society. Moral - How can we say something is good or bad?</p> <p>Spiritual - Do we need to believe in a god to do the right thing?</p> <p>Cultural - do different religions/groups react differently to</p>	<p>Discussion of laws and the concept of utilitarianism.</p>	<p>Charity worker</p> <p>Vocational roles.</p> <p>Solicitor</p> <p>Minister</p> <p>Counsellor</p>

			and 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.						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	Why do Christians believe Jesus was god on Earth ? UC (3.6)	Christians believe the incarnate Jesus embodies the nature of God and shows them what God is like. • Jesus' life offers a pattern for humans and models the way humans should be. • Christians have used artwork of Jesus to show rich and diverse ways of understanding the incarnation and to reflect on the nature of God. • Christians believe the incarnation validates the physical creation, and the human body (for	Explain, with reference to the texts studied, what Paul's letters say about Jesus' true nature. Consider the success of artwork and metaphor in expressing complex ideas about Jesus as God in the flesh. Explain how Christians try to demonstrate that the impact of an incarnate God gives value to the lives of all people. Offer a supported response to the question of whether belief in Jesus' incarnation has a positive impact on the world, expressing	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups. Philosophically curious - Did Jesus' incarnation have a positive impact on the world?	Misconceptions: God and Jesus are the same/different.	Links back KS2 units this is cyclical covering more content at each KS. Also to KS3 year 8 HT2 Jesus and Prophecy.	Christianity unit at KS5. Links to KS4 Eduqas GCSE Route A - C2 Christianity beliefs and practices.	Bible passages where appropriate.	Social - Jesus as a role model. Moral - Does every one who believes in Jesus need to be pacifists? Spiritual - Jesus as divine, Trinity. BV - Tolerance, Law, democracy	Discussion of pacifism and morality linked to Jesus teachings	Charity worker Vocational roles Solicitor Minister

		example, in the Orthodox tradition). • For Christians, Jesus' life and teaching exemplify God's interest in, care for and love of the poor and vulnerable.	their own ideas.								
4	Should Christians be greener than everyone else? 3.2	<p>Creation reveals something about the nature of God (powerful, involved in human life, source of all life on earth), and reminds humans of their place as dependent upon the Creator.</p> <p>Humans have a responsibility to Creation, as stewards.</p> <p>There are various ways of resolving the perceived conflict between science and religion, such as by interpreting Genesis in different ways.</p>	<p>Explain the type and purpose of the Genesis Creation texts, and their place in the overall Bible narrative. Explain the concepts of Creation and stewardship in Christianity. Explain what Genesis 1 and 2 tell Christians about the nature of humans, their capacities and responsibilities. Give some examples of how Christians have responded to the idea of stewardship, as a community and individually. Show how Christians have used Genesis 1 and 2 to guide how they treat the environment. Offer a justified response to the question of</p>	<p>Religiously literate - understanding of key beliefs and knowledge.</p> <p>Culturally aware - different interpretations from different groups of Christians.</p> <p>Philosophically curious - can God have created the world?</p>	Misconceptions about creation	<p>Links back to KS2 UC units. 2a.1 and 2b.2 Diocesan syllabus is cyclical covering more content at each KS.</p>	<p>Links to Christianity unit at KS5 - A level. Year 12 The problem of evil.</p> <p>Links to KS4 Eduqas GCSE Route A - Component 1: Philosophical and ethical issues - C1 Issues of Life and Death.</p>	<p>Augustine and Irenaeus' problem of evil.</p>	<p>Social - ideas about creation and the fall.</p> <p>Moral - Are these views correct?</p> <p>Spiritual - Concept of Supreme being welding great power - creator, judge etc.</p> <p>BV - Law, democracy, tolerance.</p>	<p>Speaker</p> <p>Development of creation theories.</p>	<p>Charity worker</p> <p>Vocational roles</p> <p>Scientist</p> <p>Researcher</p>

			whether Christians should be better stewards than everyone else. Respond to the challenge of caring for the planet, in the light of their learning, offering reasons and arguments for their responses								
5	What do we do when life gets hard? 3.5 (UC)	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	Suggest meanings of biblical concepts and texts to do with wisdom, suffering, evil and the meaning of life, explaining their ideas with reasons and evidence. Give reasons and examples to explain the range of ways Christians respond to and are influenced by Bible texts about meaning in life, suffering and wisdom, and the key concepts studied. Respond to the challenges of biblical ideas and teachings in the world today and in their own lives, offering reasons and justifications for their responses.	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups. Philosophically curious-Does evil and suffering provide proof of God not existing?	Misconceptions: All Christians have the same response to the question of why we have evil and suffering	Links back KS2 units this is cyclical covering more content at each KS. Also to KS3 year 8 HT2 Jesus and Prophecy.	Christianity unit at KS5. Links to KS4 Eduqas GCSE Route A - C2 Christianity beliefs and practices.	Bible passages where appropriate.	Social -Responding to suffering in the community Moral - Empathy for others in need Spiritual -Reflecting on spiritual needs of others BV - Tolerance, Law, democracy	Different Churches responses to help those in need	Charity worker Vocational roles Solicitor Minister

		the last word. Evil and suffering need not destroy faith in God. [Creation / Fall]									
6	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

