






Year 9 RE Long Term Plan

Intent: 'Religiously literate, culturally aware and philosophically curious.'

Golden Threads				
				
Identity	Community	Ethics	God	Rituals

Half term	Substantive Knowledge Golden Threads in RE	Disciplinary Knowledge (how they are learning)	Personal understand and their own views and interrogate Link to intent statement.	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
HT1 Does God Exist? (philosophy)	Cosmological argument Pascal's Wager Teleological argument The problem of evil	To articulate the theories about the existence/non existence of god. To discuss	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - of	That all peoples' perception of God is the same. Misconception: In RE, it's all about relevance. If	Links to topics on the nature of God	HT2 What do we do when life gets hard?	How does the concept of evil vary across different religious traditions, and how does each	Spiritual - Does God exist? Cultural - Can your culture influence why you	Learning about different responses to the question, from religious believers to celebrities	Charity worker Vocational roles Solicitor

		<p>the strengths and weaknesses of the arguments.</p> <p>To respond to the question 'Does God Exist?' using evidence, examples and the theodicies you have learned</p>	<p>how different believers of God have different perspectives about what makes that true</p> <p>Philosophically curious - Does God exist?</p>	<p>I don't believe something, it's not worth studying.</p>			<p>tradition address the problem of evil within its respective worldview?</p>	<p>believe in God ?</p> <p>BV - democracy, tolerance, law.</p>		
<p>HT2 What do we do when life gets hard? Understanding Christianity Wisdom</p>	<p>What is evil? Is suffering evil? How do Christians respond to evil? What do we do when life gets hard? Influence of the church and the Bible How can we be wise?</p>	<p>To explore how Christians respond to evil</p> <p>To explain Christian responses to evil.</p> <p>To describe what evil is and what forms it takes in the world.</p>	<p>Religiously literate - understanding of key beliefs and knowledge.</p> <p>Culturally aware - of how Jews were singled out and persecuted.</p> <p>Philosophically curious - why did God not save them? Why did other religions help?</p>	<p>Misconceptions about Wisdom - is it only knowledge?</p>	<p>Links back to unit 2 Introduction to Ethics lesson on evil.</p> <p>UC The Fall Y7</p>	<p>Links to KS4 Eduqas GCSE Route A - Component 1: Philosophy and ethics. Component 2: Christianity beliefs and Practices.</p> <p>KS5 - Philosophy of Religion unit 2</p>	<p>Bible passages and original texts where appropriate.</p>	<p>Social - Impact suffering/evil/ Holocaust has had on society.</p> <p>Moral - Are we responsible for this?</p> <p>Spiritual - Is God responsible for evil?</p> <p>Cultural - Jews and others are treated differently</p>	<p>Trip possibly with History</p> <p>Background on anti semitism - historical worldwide.</p>	<p>Charity worker</p> <p>Vocational roles.</p> <p>Solicitor</p> <p>Minister</p> <p>Counsellor</p> <p>Researcher</p>

								because of their culture. BV - democracy, tolerance, law.		
HT3 What is living as a Sikhi in Hull like today?	Sikh beliefs, values, and practices, as well as their significance within the local context of Hull.	To recall Sikhism as a world religion, its history, key beliefs, and practices. Provide an overview of the Sikh community in Hull and its significance within the local context. Discuss the importance of understanding different religious communities and fostering respect for diversity.	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - of how Sikhi practices are seen in Hull Philosophically curious - Does local context change the way Sikhis might practise their religion.	We are using the term 'Sikhi' as a more accurate name for the beliefs and life of Sikh people. The word 'Sikhism' was coined by the British Raj, it was not a term Sikhs used themselves. Author Arvind-Pal Singh Mandair describes the term as a 'colonial construct'	Links back to year 7 looking at a Dharmic religions	Links to the Gurdara lesson in HT5	Verses from the Guru Granth Sahib where appropriate	Social - Practices of the local Sikhi community Moral - Respect for diversity Spiritual - How Sikhi's practice their religion Cultural - Tolerance of Sikhi's in the local area of Hull BV - democracy, tolerance, law.	Foster Cultural Awareness: Promote respect, appreciation, and empathy for the Sikh community in Hull, recognizing the importance of understanding and valuing diverse religious and cultural traditions.	Solicitor Minister Charity worker Vocational roles.
HT4 Good, bad; right, wrong: how do I decide?	What is ethics? Are goodness and pleasure the same	To reflect on the ethical decision we have to make.	Religiously literate - understanding of key beliefs and knowledge.	Misconception about ethics and what ethics are.	Links to KS3 introduction to world views	Links to Philosophy of Religion unit 2 and Ethics unit 3 KS5 - A	Texts for Utilitarianism	Social - different views on these issues within society.	Discussion of laws and the concept of utilitarianism.	Charity worker Vocational roles.

	<p>thing? Is utilitarianism good for making decisions? Would you sacrifice one person to save five? What is the banality of evil? How special is life? How ethical is organ donation? How ethical is IVF? Do conflicts reflect religious beliefs? Is it ever right to go to war? What would the world be like without religion?</p>	<p>To respond to ethical questions using theological and philosophical ideas.</p>	<p>Culturally aware - different interpretations from different groups.</p> <p>Philosophically curious - challenging held religious and ethical views.</p>			<p>level. Links to KS4 Eduqas GCSE Route A - Component 1: Philosophy and ethical issues.</p>		<p>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 these issues?</p> <p>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.</p>		<p>Solicitor Minister Counsellor</p>
<p>HT5 Should religious buildings be sold to feed the starving?</p>	<p>Significance of religious buildings in various faith traditions.</p> <p>The</p>	<p>To explore the ethics of Selling Religious Buildings to Alleviate Hunger</p>	<p>Religiously literate - understanding the role of religious buildings</p>	<p>The assumption that selling religious buildings is the only or most</p>	<p>Links to previous religions studied looking closely at their places</p>	<p>Links to GCSE Christian Worship</p>	<p>Sources of Wisdom and authority</p>	<p>Social - different views on these issues within society.</p>	<p>Discussion of how laws can influence decisions made in society.</p>	<p>Charity worker Vocational roles Solicitor</p>

	historical, cultural, and spiritual importance to religious communities.		Culturally aware - different views from different people across the world. Philosophically curious - Should religious buildings be sold to feed the starving?	effective solution to address hunger.	of worship.			Moral - What is the right thing to do? Spiritual - How much do we need places of worship? Cultural - do different religions/groups react differently to these issues? BV - Universal Human Rights Act		Teacher Minister
HT6 Why do people need to be saved?UC Salvation and Kingdom of God	What is salvation? Why do people need to be saved? How do Christians respond to the idea that God brings salvation? What is atonement? How does atonement link to inclusivism,	To describe what is meant by salvation and its significance to Christians. To explain the importance of atonement to Christians.	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups. Philosophical	Misconceptions about salvation, atonement and after life.	Links back to KS3 Jesus and Incarnation.	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	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	Historical views of salvation, atonement, afterlife, judgement and Kingdom of God.	Charity worker Vocational roles Solicitor Minister Counsellor

	<p>exclusivism and religious pluralism? What is the afterlife? What do Christians think about life after death, judgement and the Kingdom of God? How do Christians respond to the range of beliefs about life after death? Do these beliefs help to make sense of the world?</p>		<p>ly curious - afterlife is there one?</p>			<p>Death</p>		<p>in all Christian groups. BV - the rule of law - where does God's judgement sit with judgement in the legal system?</p>		
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