

Long Term Plan Year 9 RS

2 lessons a week.



'Religiously literate, culturally aware and philosophically curious'

| Half term | Unit title and bigger Picture | Key knowledge/ Content to learn and retain | Essential skills to acquire (subject & generic) | Link to 'religiously literate, culturally aware and philosophically curious'. | Anticipated misconceptions | Links to previous KS | Links to future KS | Opportunity for stretch for high prior attainers | SMSC & British Values | Cultural Capital | Career Link |
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| 1 | New Religious Movements | Cult leaders vs religious leaders Scientology Church of Latter Day Saints Jehovah's Witnesses The Amish Alternative Islam Illuminati | Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of | Religiously and non religiously literate - understanding of key beliefs and knowledge. Culturally aware - as people view these groups as cults others | Misconception about what constitutes a religion. Are cults and religions the same? Are Jehovah's Witnesses Christians? . | Links back to KS3 units -some themes link into UC units. Links to KS4 Eduqas GCSE Route A - Component 2: Christianity beliefs and | Links to Unit 3 A level - Ethics. Links to Christianity unit at KS5 - A level. | Bible passages where appropriate. | Social - understanding of Christianity in society today through relationships and their beliefs and practices. Moral - Is there a right way to have | There is a basis of Christianity which some of these religions start from. | Law - solicitor Minister Counsellor Charity worker Vocation roles. |

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| | | Rastafarianism | wisdom where appropriate | view them as religions. Philosophically curious - are these cults or religions? | | Practices. Component 3: Judaism beliefs and practices. | | | a relationship with God? | | |
| 2 | Exploration of the meaning of life and living | What is ethics? Are goodness and pleasure the same 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? | Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of wisdom. | Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups. Philosophically curious - challenging held religious and ethical views. | Misconception about ethics and what ethics are. | Links to KS3 introduction to world views and a quest for truth. | 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/groups react differently to these issues? BV - utilitarianism as a | Discussion of laws and the concept of utilitarianism. | Charity worker Vocational roles. Solicitor Minister Counsellor |

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| | | Is it ever right to go to war? What would the world be like without religion? | | | | | | | theory was created as Bentham wanted to find an ethical basis for laws so British laws are based on utilitarianism thinking. | | |
| 3 | Understanding Christianity Wisdom | 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? | Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of wisdom. | Religiously literate - understanding of key beliefs and knowledge. Culturally aware - of how Jews were singled out and persecuted. Philosophically curious - why did God not save them? Why did other religions help? | Misconceptions about Wisdom - is it only knowledge? | Links back to unit 2 Introduction to Ethics lesson on evil. UC The Fall Y7 | Links to KS4 Eduqas GCSE Route A - Component 1: Philosophy and ethics. Component 2: Christianity beliefs and Practices. KS5 - Philosophy of Religion unit 2 | Bible passages and original texts where appropriate. | Social - Impact suffering/evil/Holocaust has had on society. Moral - Are we responsible for this? Spiritual - Is God responsible for evil? Cultural - Jews and others are treated differently because of their culture. BV - | Trip possibly with History Background on anti semitism - historical worldwide. | Charity worker Vocational roles. Solicitor Minister Counsellor Researcher |

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| | | | | | | | | | democracy, tolerance, law. | | |
| 4 | UC Salvation and Kingdom of God | <p>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, exclusivism and religious pluralism?</p> <p>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</p> | <p>Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of wisdom.</p> | <p>Religiously literate - understanding of key beliefs and knowledge.</p> <p>Culturally aware - different interpretations from different groups.</p> <p>Philosophically curious - afterlife is there one?</p> | <p>Misconceptions about salvation, atonement and after life.</p> | <p>Links back to KS3 Jesus and Incarnation.</p> | <p>Links to Christianity unit at KS5.</p> <p>Links to KS4 Eduqas GCSE Route A - Component 2: Christianity beliefs and Practices C1 Philosophy and Ethics - Life and Death</p> | <p>Bible passages where appropriate.</p> | <p>Social - role that salvation and the kingdom of God play in society today</p> <p>Moral - God as a judge.</p> <p>Spiritual - Jesus saved us, God judges us.</p> <p>Cultural - is this the same in all Christian groups.</p> <p>BV - the rule of law - where does God's judgement sit with judgement in the legal system?</p> | <p>Historical views of salvation, atonement, afterlife, judgement and Kingdom of God.</p> | <p>Charity worker</p> <p>Vocational roles</p> <p>Solicitor</p> <p>Minister</p> <p>Counsellor</p> |

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| | | beliefs about life after death? Do these beliefs help to make sense of the world? | | | | | | | | | |
| 5 | Anti Racism - (NATRE unit: National Association for the Teachers of Religious Education) | Racism: what can be done to reduce its harmful impact? What can we learn from two statutes in Bristol? Anti racist people from Christianity Anti racist people from Islam Anti racist people from different religions How bad is racism in our school and community? How can I express my | Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of wisdom. | Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups of people/religions. Philosophically curious - why does racism exist if we are all equal? | Misconceptions about equality | Links back to KS3 UC Wisdom and Holocaust | Links to Ethics at KS5 Links to KS4 Eduqas GCSE Route A - Component 1: Philosophical and ethical issues. | Bible passages/original texts where appropriate. | Social - Why does racism exist? Moral - Freedom of speech/ expression - racism Spiritual - Equality shown by Jesus and God. Cultural - Why is racism seen as acceptable in some cultures? BV - Law, Tolerance, democracy. | Background to racism in the UK, US and South Africa. Prominent UK citizens who were slave traders | Charity worker Vocational roles Solicitor |

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| | | own vision for justice and equality? Can singing for freedom and justice help in the struggle against racism? | | | | | | | | | |
| 6 | Buddhism in the Modern World | What is Buddhism? The life of Buddha Different groups of Buddhists Basic beliefs Buddhist scriptures Sangha and monastic life. Buddhist daily life and moral code Significant places in Buddhism | Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of wisdom. | Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups of Buddhists Philosophically curious: How and why are Eastern religions different? | Misconception that Buddhism is the same as the other world religions. | Religion in the Media Year 8 | N/A | Buddhist scripture where appropriate. | Social - how Buddhism is seen in society. Moral - is Buddhism the right way? Spiritual - You can be spiritual without believing in a god. Cultural - Buddhism worldwide. | Speaker Background to Buddhism. | Charity worker Vocational roles. Counsellor. |

