



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	Religious Education	Year group	9
<p>Vision statement:</p>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>‘A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.’</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<p>Curriculum intent:</p>	<p>We enable students to share and question their different philosophies, religions, spiritualities and ethical views. We teach students how to academically debate with those who hold contrary opinions, using the skills of empathy and respect. In line with our local authority of Staffordshire, our topics reflect not only Christianity, as the UK’s main religious tradition, but recognises all other major religions as well as Humanist and Atheist standpoints.</p> <p>The curriculum has on 3 key goals:</p> <ol style="list-style-type: none"> 1. Cultivating curiosity of students to acquire insightful knowledge concerning religions and beliefs, both in Britain and in more global terms; they will explore teachings and practices, sacred texts, lifestyles, rituals and symbolism, religious experience and living within a faith community 2. Developing courage as students engage with ultimate questions of meaning and purpose and formulate their own sense of identity and values; expressing and evaluating their personal responses to such questions - linking to their own experience. 3. Growing compassion in terms of social, spiritual and emotional skills for living well in a religiously plural and open society. Students will reflect on the reality of religious diversity and develop skills of analysis and discernment in relation to prejudice, discrimination and bias. 		
<p>Threshold Concepts (TCs):</p>	<ol style="list-style-type: none"> 1. To understand that religious beliefs are interpreted differently even within the same religion. 2. To understand that religious practices have varying levels of adoption. 3. To understand the misconceptions that surround religious belief and practices and how to address them. 4. To understand that religious values can be adopted and accepted by non-religious believers. 5. To understand the varying impact of modern challenges to religious beliefs. 6. To understand the influence key beliefs, teachings and practices have on religious believers. 7. To understand the variety of sources of authority within religion and the different approaches to them. 		

KS2 National Curriculum summary:	<p>Students build on their foundational knowledge from KS1 by having the following opportunities:</p> <ul style="list-style-type: none"> To study beliefs, teaching and sources of religion such as exploring different texts and religious figures. To gain an understanding of how religious beliefs inform how people act in their lives such as celebrating religious festivals. To study expressing meaning in religion potentially through the use of symbols and worship in various religious traditions. To investigate meaning, purpose, and truth for example considering answers to hardship. To contemplate purpose and truth, for example how religion deals with pain and suffering. To consider values and commitments possibly including belonging to a religion, for example through religious ceremonies. Throughout students look at differences in how religions are followed. <p>For more information https://www.stedwardscheddleton.co.uk/wp-content/uploads/2021/08/New-Syllabus-for-Religions-Education-2016-25-11-2016_0948-1.pdf</p>					
Learner skills:	Critical thinking CRITICAL THINKING	Organisation ORGANISATION	Collaboration COLLABORATION	Adaptability ADAPTABILITY	Oracy ORACY	Self-quizzing SELF QUIZZING
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	Can we answer the ultimate questions?					
Big picture questions:	Is death just a coma and not a full stop?	Is death just a coma and not a full stop?	Is there any proof that God is real?	Is there any proof that God is real?	What is medical ethics and how does it apply to our everyday lives?	What is medical ethics and how does it apply to our everyday lives?
Content (Linked to TCs):	<ul style="list-style-type: none"> - Exploration of different attitudes towards death comparing, Christian, atheist and Hindu beliefs (TC6,7) - Is there a part of us that survives us 	<ul style="list-style-type: none"> - Exploration of different attitudes towards death comparing, Christian, atheist and Hindu beliefs (TC6,7) - Is there a part of us that survives us 	<ul style="list-style-type: none"> - To explore and evaluate arguments for the existence of God. E.g. argument from design. (TC5,6) - To explore and evaluate arguments against the 	<ul style="list-style-type: none"> - To explore and evaluate arguments for the existence of God. E.g. argument from design. (TC5,6) - To explore and evaluate arguments against the 	<ul style="list-style-type: none"> - To understand the Christian and other different views of pro-life and pro-choice (abortion). (TC1, 6, 7). - To understand the Christian and different views of 	<ul style="list-style-type: none"> - To understand the Christian and other different views of pro-life and pro-choice (abortion). (TC1, 6, 7). - To understand the Christian and different views of



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	<p>when we die? (TC1,4)</p> <ul style="list-style-type: none"> - What evidence might Atheists uses to support the idea of life after death. (NDE and ghosts). (TC3,4) - To understand the importance of the soul to Christians and if it can survive death. (TC5,6) 	<p>when we die? (TC1,4)</p> <ul style="list-style-type: none"> - What evidence might Atheists uses to support the idea of life after death. (NDE and ghosts). (TC3,4) - To understand the importance of the soul to Christians and if it can survive death. (TC5,6) 	<p>existence of God. (TC 4,5,7)</p> <ul style="list-style-type: none"> - To analyse which argument is stronger. (TC 5) - To understand what we use to help us make decisions.(TC 7) 	<p>existence of God. (TC 4,5,7)</p> <ul style="list-style-type: none"> - To analyse which argument is stronger. (TC 5) - To understand what we use to help us make decisions.(TC 7) 	<p>dignity with dying and palliative care (Euthanasia). (TC1, 6, 7).</p> <ul style="list-style-type: none"> - To understand the Christian and different views on using animals for experimentation (vivisection). (TC1, 6, 7). - To understand the Christian and different views on saviour siblings and transplants. (TC1, 6, 7). 	<p>dignity with dying and palliative care (Euthanasia). (TC1, 6, 7).</p> <ul style="list-style-type: none"> - To understand the Christian and different views on using animals for experimentation (vivisection). (TC1, 6, 7). - To understand the Christian and different views on saviour siblings and transplants. (TC1, 6, 7).
Vocabulary Instruction:	Soul / Heaven / Hell / Purgatory / Reincarnation / Karma / Judgement	Soul / Heaven / Hell / Purgatory / Reincarnation / Karma / Judgement	Theist, Paley, Design, Purpose, God, Watch, First mover, Uncaused Cause & effect, Domino, Feuerbach, Projection, Imagination, Perfection Fear	Theist, Paley, Design, Purpose, God, Watch, First mover, Uncaused Cause & effect, Domino, Feuerbach, Projection, Imagination, Perfection Fear	Euthanasia/ vivisection/ sanctity of life/ abortion/ in-vitro fertilisation/ palliative care/pro-choice/pro-life	Euthanasia/ vivisection/ sanctity of life/ abortion/ in-vitro fertilisation/ palliative care/pro-choice/pro-life
Assessment:	Midpoint Assessment (10 marks)	Endpoint Assessment (20 marks)	Summative Assessment 1 Midpoint	Midpoint Assessment (10 marks)	Endpoint Assessment (20 marks)	Summative Assessment 2 – End of Year
Key/Historical misconceptions in this unit:	<ul style="list-style-type: none"> - That scientific and religious views on life after death are the same. - The soul 	<ul style="list-style-type: none"> - Beliefs on ghosts - What a Near Death Experience is and who may have them 	<ul style="list-style-type: none"> - That there is definitive proof against the existence of God. 	<ul style="list-style-type: none"> - There are only 2 explanations – God or Science 	<ul style="list-style-type: none"> - That religious views on science do not matter - Religion is very clear on their beliefs of ethics 	<ul style="list-style-type: none"> - Legal point to have an abortion. - What is euthanasia and what is the law surrounding it.



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Sequencing:	<p>We have chosen to sequence the year 9 curriculum like this because...</p> <p>In Year 9, students are encouraged to explore their own beliefs on key discussion points. Students are given different opinions and are encouraged to evaluate the relevance and effectiveness of these when coming to their own conclusions. Students can then add their knowledge from year 7 and 8 to understand why people of different faiths may have different ideas and opinions.</p>					
Values	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p>Compassion: Students will show compassion in all Religious Education lessons by showing care and consideration of others beliefs and values. Students will be encouraged to question the impact of religion in society today, whilst maintaining a sense of understanding an acceptance of beliefs that differ to their own.</p> <p>Curiosity: Students will explore the belief system of the six major world religions and those people who do not have a religion. They will be encouraged to ask questions and gain a deeper understanding of the impact religious belief can have on everyday life.</p> <p>Courage: Students will show courage in lessons by being self-motivated to exceed lesson expectations. Students will be encouraged to discuss their thoughts and opinions with others in the class and be prepared to justify their ideas to the class.</p>					
National Curriculum plus:	<p>In addition to teaching in line with the SACRE we emphasise humanist and atheist viewpoints at the relevant points within the curriculum, given this is the religious view of the majority of students. We encourage students to discuss and ask questions to develop a deeper understanding of religion.</p>					