

**Year:9 Subject: RE  
IMPLEMENTATION**

|  | <b>Half Term 1</b>  | <b>Half Term 2</b>  | <b>Half Term 2</b>   | <b>Half Term 4</b>  | <b>Half Term 5</b>  | <b>Half Term 6</b>  |
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| <b>INTENT</b><br><br>(including key concepts and skills) | <p><b>Context:</b><br/><b>Prejudice and Equality</b></p> <p><b>How should we treat people ? What do religions say about how we should treat others?</b></p> <ol style="list-style-type: none"> <li>1.Prejudice and Discrimination- the Equality Act</li> <li>2.Equality and Sikh beliefs</li> <li>3.Racism and religion Steven Lawrence</li> <li>4. Sexuality and religion - Alan Turing</li> <li>5. Anti-Semitism - the Holocaust - why the Jews</li> </ol> <p><u><b>Key Vocabulary:</b></u></p> <p>Prejudice Guru Nanak sew langar gender equality racism Steven Lawrence Alan Turing</p> | <p><b>Context:</b><br/><b>Boy 87</b></p> <p><b>Why do people seek asylum? What challenges are faced by refugees?</b></p> <p><u>Study of Boy 87</u></p> <ol style="list-style-type: none"> <li>1.What is a refugee?</li> <li>2.Are refugees really that different from us?</li> <li>3.How can peoples' actions impact on their future?</li> <li>4.Can you make predictions about the lives of endangered people?</li> <li>5.How does it feel to be forced to start a new life?</li> <li>6. Can a book teach us about real life?</li> </ol> <p><u><b>Key Vocabulary:</b></u></p> <p>Refugee, Asylum Seeker, Displaced, Endangered</p> | <p><b>Context:</b><br/><b>Muhammad</b></p> <p><b>Which beliefs are of greatest value today? What do Muslims believe</b></p> <p><u>Study of Muhammad</u></p> <ol style="list-style-type: none"> <li>1.Where and when and why did Islam begin ?</li> <li>2.The Night of Power and the Quran</li> <li>3.The Night Journey</li> <li>4.Core teachings</li> <li>5.The Final sermon at Arafat)</li> <li>6. Why is Muhammad so important?</li> </ol> <p><u><b>Key Vocabulary:</b></u></p> <p>Muhammad , Qur'an , Night of Power, Night Journey , angels. Predestination</p> <p><u><b>Prior Learning / LTM:</b></u></p> | <p><b>Context:</b><br/><b>Philosophy</b></p> <p><b>Is there a God ? Does the idea of God make sense?</b></p> <ol style="list-style-type: none"> <li>1.Introduction to philosophy</li> <li>2. What is real - Plato</li> <li>3. What is true ? Descartes</li> <li>4. The Design and First Cause arguments for God</li> <li>5. God and evolution God and Karl Marx</li> <li>6.Atheism</li> </ol> <p><u><b>Key Vocabulary</b></u></p> <p>Agnostic atheist desgn empiricism First Cause first certainty free will rationalism</p> <p><u><b>Prior Learning / LTM:</b></u></p> | <p><b>Context:</b><br/><b>Ethics</b></p> <p><b>How should we live our lives? Is there a best way to live? What does it mean to be human ?</b></p> <ol style="list-style-type: none"> <li>1.Introduction to ethics</li> <li>2. How do we live if God is dead ?</li> <li>3.What is goodness</li> <li>4.The banality of evil</li> <li>5.What makes us human ( artificial intelligence)</li> <li>6.Are animals as important as humans?</li> </ol> <p><u><b>Key Vocabulary</b></u></p> <p>ethics morality dualism materialism speciesism utilitarianism</p> <p><u><b>Prior Learning / LTM:</b></u></p> <p>How are humans special - year 7 - year 7 P4C</p> | <p><b>Context:</b><br/><b>Medical Ethics</b></p> <p><b>How does religion respond to medical issues?</b></p> <ol style="list-style-type: none"> <li>1.transplants</li> <li>2.infertility treatments</li> <li>3.genetics</li> <li>4.cloning</li> <li>5.designer babies</li> <li>6.hybrids</li> <li>7.stem cell research</li> </ol> <p><u><b>Key Vocabulary:</b></u></p> <p>Transplant infertility stem cells cloning</p> <p><u><b>Prior Learning</b></u></p> <p>Creation Science and Faith year 8 An understanding of medical issues</p> <p><u><b>Cultural Capital:</b></u></p> |

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|                  | <p>homosexuality Jews the Holocaust<br/>homosexuality Jews the Holocaust</p> <p><b><u>Prior Learning / LTM:</u></b></p> <p>Year 8 work on the Jewish faith</p> <p><b><u>Cultural Capital:</u></b></p> <p>Understanding how to be a good citizen<br/>Understanding of UK law<br/>Understanding of the Holocaust and other genocides</p> | <p><b><u>Prior Learning / LTM:</u></b></p> <p>Prejudice and Discrimination, Human Rights and Equality - all in previous unit</p> <p><b><u>Cultural Capital:</u></b></p> <p>Understanding the difficulties faced by asylum seekers.<br/>Understanding the issues that cause people to become refugees.<br/>Understanding the significance of welcoming asylum seekers</p> | <p>Intro to where religion began: Abrahamic religions term 1<br/>Year 7 5 Pillars, Muhammad</p> <p><b><u>Cultural Capital:</u></b></p> <p>Understanding of arguments for and against the existence of God.<br/>Understanding of chronology of Abrahamic religions.<br/>Understanding the significance of Islam as a world religion</p> | <p>Year 7 Why do people (not) believe in God</p> <p><b><u>Cultural Capital:</u></b></p> <p>Existence and nature of God<br/>Understanding the world around us<br/>Link to SMSC personal development</p> | <p><b><u>Cultural Capital:</u></b></p> <p>An understanding of what it means to be human<br/>Links with SMSC personal development</p> | <p>To understand religious and non-religious responses to medical issues</p>        |
| <b>BIG IDEAS</b> |  |  |  |  |  |   |
| Belief           | x  | x  |  | X  | x  | x   |
| Practices        | x  | x  |  |  | x  | x   |
| Community        | x  | x  |  | X  | x  | x   |
| Respect for life | x  | x  |  | X  | x  | x   |
| Philosophy       | x  | x  |  | x  | x  | x   |
| <b>SACRE</b>     | Themes : Beliefs and concepts. Rights and responsibilities, Ethics and relationships   | A1 Know about and understand religions and world views (C and I)   |  | Themes Beliefs and concepts  | Themes: ethics and relationships   | Themes: Rights and Responsibilities. Ethics and relationships. Beliefs and concepts |

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| <p><b>IMPACT</b></p> | <p><u>Formal assessment</u></p> <p><b>Progression to KS4:</b><br/> Link to GCSE Paper 2<br/> Theme D Crime and Punishment /Theme E Peace and Conflict/Theme A Relationships and the Family/Theme B Religion and Life</p> | <p><u>Formal assessment</u></p> <p>Complete the story :<br/> what happens next?<br/> What predictions can you make about the text?</p> <p><b>Progression to KS4:</b><br/> Link To GCSE Paper 2 Themes</p> |  | <p><u>Formal assessment</u></p> <p>TBC</p> <p><b>Progression to KS4:</b><br/> Link to GCSE Paper 2 Themes</p> | <p><u>Formal assessment</u></p> <p>TBC</p> <p><b>Progression to KS4:</b><br/> Link to GCSE Paper 2 Themes</p> | <p>Assessment:</p> <p><b>Progression to KS4:</b><br/> Link to GCSE Paper 2<br/> Theme B Religion and Life</p> |
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