

### Religious Studies: Year 9 Long Term Plan 2022-23

Term	Unit Title	Essential facts and knowledge	Essential Skills to Acquire	Link to subject inter and ethos	Anticipated misconceptions	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital/Literacy
Aut' 1	<p>What is RE? Why is it important? What are the 3 Abrahamic Religions? What is a Prophet?</p>	<p>The nature of God- omnipotent, omnibenevolent, omni-present The names for God- Allah, Abraham, The Father Polytheism and monotheism Holy books/scripture, and prophets- Moses, Jesus, Mohammed (pbuh). How to show respect for each religion, in particular the importance of not visually depicting Mohammed (pbuh) and why. Links to how religions can be discriminated against: anti-semitism and Islamophobia in particular. Recognising fundamentalism and extremism and its dangers in misrepresenting the true faith. Creation story in all 3 Abrahamic religions.</p>	<p>Reading- ability to comprehend, analyse and evaluate holy scripture, and essays about religions. Oracy- ability to discuss and debate respectfully.  Writing- transferring these discussions to writing to argue and explain.</p>	<p>respond to philosophical and ethical questions using a range of "ways of knowing" which includes studying religions through multiple disciplines such as a historical and literary lens.</p>	<p>Thinking that the 3 religions are not linked.  The depiction of Mohammed  Possible misinformation about religions due to intolerance in representation .</p>	<p>High-level reading of holy scripture  Writing evaluative answers.</p>	<p>Respect and Tolerance  Protected Characteristics- religion, faith.</p>	<p>How religions have developed over time.  Links between these faiths and cultural beliefs and practices, particularly Britain as a traditionally Christian society. How Britain has become multi-cultural.  Representation of religions in the media.  Geographical links.</p>
Aut' 2	<p>Judaism- the beginning of the Abrahamic Religion Who is Moses? Ethics- crime and punishment Freewill</p>	<p>The story of Moses from baby to Prince of Egypt, and to the revelation of his Hebrew origins. The 10 plagues of Egypt. Understanding the role of hubris and dictatorship in causing oppression. The idea of justice- what</p>	<p>Reading- ability to comprehend, analyse and evaluate holy scripture, and essays about religions.  Oracy- ability to</p>	<p>respond to philosophical and ethical questions using a range of</p>	<p>Gaps in knowledge regarding the story of Moses due to various adaptations on screen.</p>	<p>High-level reading of holy scripture  Writing evaluative answers.</p>	<p>Respect and Tolerance  Protected Characteristics- religion, faith.</p>	<p>How religions have developed over time.  Links between these faiths and cultural beliefs and practices, particularly Britain as a traditionally Christian society. How Britain has become</p>

		does it look like then and now?	<p>discuss and debate respectfully.</p> <p>Writing- transferring these discussions to writing to argue and explain.</p>	“ways of knowing” which includes studying religions through multiple disciplines such as a historical and literary lens.				<p>multi-cultural.</p> <p>Representation of religions in the media.</p> <p>Geographical links.</p>
Spr'1	<p>Judaism</p> <p>Who is Moses?</p> <p>Ethics- crime and punishment</p> <p>Freewill</p>	<p>Focus on the 10th plague- what are the moral implications of this act of God? How might we view it today? Begin to link to how Christians might view this.</p> <p>Moses' rescue of the Israelites- The Red Sea, 10 commandments</p> <p>How have these influenced society today? Why might these commandments have been chosen at that time?</p>	<p>Reading- ability to comprehend, analyse and evaluate holy scripture, and essays about religions.</p> <p>Oracy- ability to discuss and debate respectfully.</p> <p>Writing- transferring these discussions to writing to argue and explain.</p>	<p>respond to philosophical and ethical questions using a range of “ways of knowing” which includes studying religions through multiple disciplines such as a historical and literary lens.</p>	<p>Gaps in knowledge regarding the story of Moses due to various adaptations on screen.</p>	<p>High-level reading of holy scripture</p> <p>Writing evaluative answers.</p>	<p>Respect and Tolerance</p> <p>Protected Characteristics- religion, faith.</p>	<p>How religions have developed over time.</p> <p>Links between these faiths and cultural beliefs and practices, particularly Britain as a traditionally Christian society.</p> <p>How Britain has become multi-cultural.</p> <p>Representation of religions in the media.</p> <p>Geographical links.</p>

Spr'2	<p>Christianity How and why did this branch from Judaism? Ethics: Crime and punishment: forgiveness Freewill</p>	<p>How and why did this branch from Judaism? Jesus' birth and early life Jesus' miracles and parables.</p>	<p>Reading- ability to comprehend, analyse and evaluate holy scripture, and essays about religions.</p> <p>Oracy- ability to discuss and debate respectfully.</p> <p>Writing- transferring these discussions to writing to argue and explain.</p>	<p>respond to philosophical and ethical questions using a range of "ways of knowing" which includes studying religions through multiple disciplines such as a historical and literary lens.</p>	<p>Jesus was not a Jew.</p> <p>Roman Empire and its oppression of the Hebrews. The hierarchy within the Jewish community.</p>	<p>High-level reading of holy scripture</p> <p>Writing evaluative answers.</p>	<p>Respect and Tolerance</p> <p>Protected Characteristics- religion, faith.</p>	<p>How religions have developed over time.</p> <p>Links between these faiths and cultural beliefs and practices, particularly Britain as a traditionally Christian society. How Britain has become multi-cultural.</p> <p>Representation of religions in the media.</p> <p>Geographical links.</p>
Spr 3	<p>Christianity How and why did this branch from Judaism? Ethics: crime and punishment Freewill</p>	<p>The crucifixion and resurrection.  Sacraments.</p>	<p>Reading- ability to comprehend, analyse and evaluate holy scripture, and essays about religions.</p> <p>Oracy- ability to discuss and debate respectfully.</p> <p>Writing- transferring these discussions to writing to argue and explain.</p>	<p>respond to philosophical and ethical questions using a range of "ways of knowing" which includes studying religions</p>	<p>Crucifixion as a Roman form of punishment.</p> <p>Judas as a traitor.</p>	<p>High-level reading of holy scripture</p> <p>Writing evaluative answers.</p>	<p>Respect and Tolerance</p> <p>Protected Characteristics- religion, faith.</p>	<p>How religions have developed over time.</p> <p>Links between these faiths and cultural beliefs and practices, particularly Britain as a traditionally Christian society. How Britain has become multicultural.</p> <p>Representation of religions in the media.</p> <p>Geographical links.</p>

				through multiple disciplines such as a historical and literary lens.				
Sum' 1	<p>What is Islam? How and why did this branch from Christianity? Ethics: Crime and punishment Freewill</p>	<p>What are the main beliefs? How did Islam branch from Christianity? Who is Prophet Mohammed?(PBUH)</p>	<p>Reading- ability to comprehend, analyse and evaluate holy scripture, and essays about religions.</p> <p>Oracy- ability to discuss and debate respectfully.</p> <p>Writing- transferring these discussions to writing to argue and explain.</p>	<p>respond to philosophical and ethical questions using a range of "ways of knowing" which includes studying religions through multiple disciplines such as a historical and literary lens.</p>	<p>Sunni and Shi'a-differences.</p> <p>Origins of Islam</p>	<p>High-level reading of holy scripture</p> <p>Writing evaluative answers.</p>	<p>Respect and Tolerance</p> <p>Protected Characteristics- religion, faith.</p>	<p>How religions have developed over time.</p> <p>Links between these faiths and cultural beliefs and practices, particularly Britain as a traditionally Christian society. How Britain has become multi-cultural.</p> <p>Representation of religions in the media.</p> <p>Geographical links.</p>
Sum' 2	<p>Other World Religions: What is: Hinduism, Buddhism and Humanism?</p>	<p>Origins of each. Core beliefs and reasons. How each faith has developed over time. Resonance of these religions in modern Britain.</p>	<p>Reading- ability to comprehend, analyse and evaluate holy scripture, and essays about religions.</p>	<p>respond to philosophical and ethical questions</p>	<p>Humanism is not a religion.</p> <p>Hinduism and Buddhism is not practised</p>	<p>High-level reading of holy scripture</p> <p>Writing evaluative answers.</p>	<p>Respect and Tolerance</p> <p>Protected Characteristics- religion, faith.</p>	<p>How religions have developed over time.</p> <p>Links between these faiths and cultural beliefs and practices, particularly Britain as a traditionally</p>

	Ethics: Crime and punishment Freewill		Oracy- ability to discuss and debate respectfully.  Writing- transferring these discussions to writing to argue and explain.	using a range of "ways of knowing" which includes studying religions through multiple disciplines such as a historical and literary lens.	in Britain.  Hinduism and Buddhism are the same.			Christian society. How Britain has become multi-cultural.  Representation of religions in the media.  Geographical links.
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