

Religious Education Long Term Plan Year 9

Temperance Term

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic	Islam: oneness and peace						
	<u>Baseline and misconceptions of Islam</u>	<u>Tawhid</u>	<u>The Risalah</u>	<u>The Life of Muhammad (pbuh*)</u>	<u>Sunni and Shi'a Islam</u>	<u>The Qur'an</u>	<u>Other Holy Books</u>
Objective	To state the prior knowledge and skills gained from previous academic year.	To explore how the belief of Tawhid influences Muslims.	To give some examples of the prophets and explain how and why Muhammad* was the last.	To explain why Muhammad* was the seal of the prophets.	To give some examples of how Sunni and Shi'a differ.	Give some facts about the Qur'an.	To give some examples of the other Holy Books in Islam.
Core (AO1)	State beliefs and practices learned from the last academic year.	Use Islamic art to understand the concept of Tawhid.	Collect information on the prophets within Islam.	Explain why the events in Muhammad's* life was significant.	Explain the main belief systems within Shi'a and Sunni Islam.	Explain how Muslims show the significance of the Qur'an in Islam.	Give some examples of the other Holy Books within Islam.
Hermeneutical Approach	Recall prior knowledge on beliefs and practices from the previous academic year.	Explore how a selection of the qualities of God is reflected in Tawhid.	Using information to ascertain the characters of the prophets.	Extract significant events from the life of Muhammad, explaining the significance behind them.	Explore the meaning and purpose behind these beliefs.	Use key quotes to bring out the main elements and beliefs within the Qur'an.	Draw links between the prophets in Islam and the other Holy Books within Islam.
Challenge (AO2)	To examine individual starting points for the academic year.	To evaluate the central concept in Islam and how it affects all aspects of the religion.	To explore the prophethood and how the message of Allah came through to humanity.	To explore how Muhammad's life shaped his faith and obedience and starting Islamic thinking.	To compare how the legacy of Muhammad's teachings have affected Muslims.	To explore the way that the purity of the written word of God is kept in Islam.	To examine how and why other Holy Books are considered by Islam as valid.
Assessment	Formative assessment to ascertain prior						Formative assessment piece that consolidates

HALF TERM

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	knowledge within RS.						the learning for the half term unit.	
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W/C	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	CHRISTMAS
Topic	Islam: oneness and peace						
Objective	<u>The Five Pillars of Islam 1</u>	<u>The Five Pillars of Islam 2</u>	<u>The ummah, Islamic identity and modesty</u>	<u>Haji and equality</u>	<u>The role of the Mosque</u>	<u>Written assessment, based on AQA GCSE structuring</u>	
Core (AO1)	To explain how the Five Pillars influence Muslims.	To explain how the Five Pillars influence Muslims.	To explain the importance of identity and modesty in Islam.	To explain the influence pilgrimage has on a Muslim.	To give examples of the role of the Mosque and how it influences Muslims.	To examine knowledge gained within the unit.	
Hermeneutical Approach	State the Five Pillars and the significance of the term 'pillar'.	Explore the existential significance of the Five Pillars.	State the benefits of modesty and reasoning behind modesty in Islam.	Explore the journey of Hajj.	Give examples of the main features within a Mosque.	Describe and explain common and divergent views within Islam.	
Challenge (AO2)	Cross reference the pillars with the main beliefs in Shi'a and Sunni Islam.	Use the information to extract the consequence of fulfilling the Five Pillars.	Use quotes from the Qur'an to back up the beliefs researched.	Cross reference this knowledge with quotes from the Qur'an.	Consider why the Mosque is designed the way it is, using evidence gathered.	Use knowledge gained as evidence to back these views up.	
Challenge (AO2)	To analyse the central duties within Islam.	To analyse the central duties within Islam.	To analyse the pros and cons of a worldwide religious community.	To explore the need for pilgrimage and equality in Islam.	To examine the uses of the Mosque and explore the way it supports the faith community.	To examine knowledge gained within the unit.	

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Assessment						Formative assessment piece that consolidates the learning for the half term unit.	
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Justice Term

W/C	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	HALF TERM
Topic	Morals and Ethics						
	<u>Introduction to Morals and Ethics</u>	<u>Moral dilemmas</u>	<u>Ethics and Medical Ethics</u>	<u>Situation Ethics</u>	<u>Utilitarianism</u>	<u>Situation Ethics v Utilitarianism assessment lesson</u>	
Objective	To explore how morals and ethics affect our daily lives.	To explore our own morality and the boundaries put in place by society.	To examine how the medical field approach ethical situations.	To examine Joseph Fletcher's theory for ethics.	To examine Jeremy Bentham's theory for ethics.	To examine knowledge gained within the unit.	
Core (AO1)	To explain what morals and ethics are.	To explain how morals and ethics affects our deciding and behaviour.	To explain how morals and ethics are used in the medical profession.	To explain how Fletcher's theory applies to life.	To explain how Bentham's theory applies to life.	To examine knowledge gained within the unit.	
Hermeneutical Approach	Use case studies to apply and question perceptions of morality and ethical conduct.	Use scenarios to ascertain how our behaviour impacts on our ethical judgements	Use examples to explain how medical ethics is a complex topic in practice.	Examine Fletcher's theory in modern situations.	Examine Bentham's theory in modern situations.	Apply key terms and concepts to show an understanding of knowledge gained.	
Challenge (AO2)	Give a personal reflection on how this affects us as a society.	Give a personal reflection on how this affects us as a society.	Give a personal reflection on how this affects us as a society.	Give a personal reflection on how this affects us as a society.	Give a personal reflection on how this affects us as a society.	Reflect upon ethics in the wider field of modern society.	
Assessment						Formative assessment piece that consolidates	

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						the learning for the half term unit.	
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W/C	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	EASTER
Topic	Alternative Religions						
	<u>Major and minor religions</u>	<u>Scientology</u>	<u>Raelism</u>	<u>Paganism</u>	<u>Atheism and Humanism</u>	<u>The importance of minor and alternative religions</u>	
Objective	To evaluate the attitudes towards minor religions.	To evaluate and analyse the curiosity towards the Scientology religion.	To evaluate and analyse the cult like religion of Raelism.	To evaluate and analyse the misconceptions of Paganism.	To evaluate and analyse whether Atheism and Humanism are in themselves minor religions.	To examine knowledge gained within the unit.	
Core (AO1)	To compare what makes a major and minor religion.	To explore and examine the minor religion of Scientology.	To explore and examine the minor religion of Raelism.	To explore and examine the minor religion of Paganism.	To explore the views of Atheist and Humanists when it comes to religion.	To examine knowledge gained within the unit.	
Hermeneutical Approach	To judge the importance of minor religions, using statistical evidence.	To examine the evidence available on this minor religion.	To separate the evidence to suggest whether Raelism is a cult or a religion.	To explore the history and folklore on paganism and compare with modern paganism.	To use evidence to ascertain whether Atheism and Humanism is a religion.	Use key terms and concepts learned in the unit properly within context.	
Challenge (AO2)	To reflect upon the importance of minor religions.	Explore the reasoning behind a secret religion and	To use evidence gained last lesson to ascertain whether	To interview a pagan representative.	Use a case study to reflect upon findings.	Evaluate the minor religions explored.	



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		compare to the concept of a cult.	Raelism is a cult or religion.				
Assessment						Formative assessment piece that consolidates the learning for the half term unit.	

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Courage Term

W/C	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	HALF TERM
Topic	Buddhism: attachment and ego						
	<u>Introduction to Buddhism</u>	<u>The life of Siddhartha 1</u>	<u>The life of Siddhartha 2</u>	<u>The Four Noble Truths</u>	<u>The eightfold path 1</u>	<u>The eightfold path 2</u>	
Objective	To understand the basic beliefs of Buddhism	To explore how the life of Siddhartha shaped the religion of Buddhism.	To explore how the life of Siddhartha shaped the religion of Buddhism.	To explain what the Four Noble Truths are and how they affect a Buddhists life.	To explore the role of the eightfold path and how it is used to bring balance to actions.	To examine knowledge gained within the unit.	
Core (AO1)	Describe some facts about Buddhism	Describe the life of Siddhartha Gautama	Describe the impact Buddha's enlightenment had on him	Describe the Four Noble Truths	Recall the Eightfold Path	Give one example of how the Eightfold Path shows the Middle Way	
Hermeneutical Approach	Use basic beliefs in Buddhism to explain the influences on Buddhist practice	Use the life of Siddhartha to explain how he became the Buddha	Explore the three poisons in life and make links between the two	Use the Noble Truths the explore how this would influence Buddhist practice	Explain how the Eightfold Path influences Buddhist practice	Create case studies of how the Middle Path and the Eightfold Path is central to true happiness	
Challenge (AO2)	To examine the role of Buddhism has in helping remedy modern issues.	To explore how the life of Siddhartha shaped the religion of Buddhism.	To explore how the life of Siddhartha shaped the religion of Buddhism.	To examine how the Four Noble Truths affect Buddhists in everyday life.	To explore the role of the eightfold path and how it is used to bring balance to actions.	To examine knowledge gained within the unit.	
Assessment						Formative assessment piece that consolidates the learning for the half term unit.	

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W/C	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	SUMMER
Topic	Buddhism: attachment and ego						
	<u>Buddhism in modern life</u>	<u>The miracles surrounding Buddhism</u>	<u>Reincarnation, karma and enlightenment</u>	<u>The Five Precepts</u>	<u>Ego and attachment</u>	<u>Mandalas as a use of meditation</u>	
Objective	To explain how Buddhism is seen in modern life and show a variety of differing views.	To explain how far the extent of belief shows beyond human comprehension.	To explain how reincarnation, karma and enlightenment interconnect with one another.	To explain how the five precepts are addressed in Buddhism.	To examine knowledge gained within the unit.	To experience the use of mandalas in meditation.	
Core (AO1)	Describe how Buddhist beliefs affect their decisions	Recall some Buddhist miracles	Describe what enlightenment is	Describe the Five Precepts	Describe what Buddhists believe is the ego	Describe what a mandala is	
Hermeneutical Approach	Use case studies to show to Buddhist beliefs affect practice	Explore how Buddhist miracles take place	Use evidence to suggest how enlightenment affects people	Use the Five Precepts and explain how the influence Buddhist practices	Use an example of how the ego is engrained in modern society.	Explain how a mandala is used in meditation	
Challenge (AO2)	To evaluate the role of religion in controversial topics.	To evaluate the reasoning and limitation behind the mind and body in Buddhism.	To evaluate the reality of comprehending Enlightenment from outside a Buddhist mindset.	To evaluate and analyse how the five precepts are addressed in Buddhism.	To examine knowledge gained within the unit.	To explain how this connects with attachment and ego.	
Assessment					Formative assessment piece that consolidates the learning for the half term unit.		