






Long Term Plan Year 9 RE

2 lessons a week.

'Religiously literate, culturally aware and philosophically curious'

Golden Threads				
				
Identity	Community	Ethics	God	Rituals

Topic	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 (See MTP for individual lesson misconceptions)	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
		<i>Substantive Knowledge Golden Threads in RE</i>	<i>Disciplinary Knowledge (how they are learning)</i>	<i>Personal understand and their own views and interrogate</i>							

1	What difference does it make to be non religious in Britain today? 3.13 (Humanism)	Define atheist and agnostic, and outline some of the varieties of both groups. To know about British Humanism, including Humanists UK.	Use sources to examine the diversity within the non-religious community, e.g. Census 2011 figures alongside the 2012 Theos report Faith of the Faithless and the 2015 British Social Attitudes Survey Explore the identity of people who are 'spiritual but not religious'. Examine non-religious alternatives to religious community participation and action, such as the Sunday Assembly and the Kindness Offensive.	Non - religiously literate - understanding of key beliefs and knowledge for Humanism/Atheism Culturally aware - not everyone is religious and believes in a god. Philosophically curious: where do these ideas come from? Do they show any similarities with religious beliefs?	Misconceptions about Humanism and Atheism	Links back to KS3 year 7 Worldviews .	Links to Christianity Unit 1 Philosophy of religion Unit 2 and Ethics Unit 3 At KS5. Links to KS4 Eduqas GCSE Route A - Component 1: Philosophical and ethical issues. - Life and Death	Original text/ data where appropriate.	Social - ideas about making society better Moral - Do we need to believe in a god to be good? Spiritual - Thinking about the bigger picture. Cultural - Are Humanism and Atheism unique to certain cultures? BV - Law, democracy, tolerance.	Humanist Speaker Society is becoming more secular and many people refer to themselves as atheists, spiritualists, agnostics, humanists and other non-traditionally religious terms. It is an essential part of cultural capital to ensure students are aware of this and how our society is changing.	Charity worker Vocational roles Scientist Researcher
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2	Good, bad; right, wrong: how do I decide? Thematic 3.14	Definitions of key terms: ethics, morality, absolute and relative morality. Different World views moral codes	Use case studies and moral dilemmas to explore how beliefs, values and principles act as a guide for moral decision-making. Consider where people get their moral guidance from. Explore how Christians and/or Buddhists, Muslims, Sikhs and non-religious people decide what is right and wrong, looking at teachings and codes for living and finding out how these are applied to everyday living and social issues. Consider the practice of virtue as well as the application of laws. Reflect upon	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 Fall KS3 Jesus Moral code.	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 theory was created as Bentham	Discussion of laws and the concept of utilitarianism.	Charity worker Vocational roles. Solicitor Minister Counsellor

			what students have learned about their own ways of thinking and deciding about moral issues.						wanted to find an ethical basis for laws so British laws are based on utilitarianism thinking.		
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3	What is so radical about Jesus? 3.7 (UC)	Jesus' teachings challenged social structures as well as individuals, disappointing some of his contemporaries, who wanted the Romans out and the People of God to rule. • The Bible teaches that the good news is for all people, and should bring liberation in individuals' lives, and transform communities. • Jesus' teaching challenges Christians to embody this	Suggest meanings of the texts studied, and how they challenged religious and political authorities, explaining ideas with reasons and evidence. Consider which interpretations are appropriate and why. Give reasons and examples to explain how far Christians respond to the teaching of Jesus. Explain how Christians use Jesus' teaching to guide their actions/behaviour. Express an account of the implications for the modern world of Jesus' treatment of the	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups/religions. Philosophically curious - role of Jesus	Misconception about Jesus.	Links back to KS3 Year 7 - some UC God this is cyclical covering more content at each KS.	Links to Christianity unit at KS5 - A level background of Jesus Links to C1 Philosophy and Ethics - Forgiveness Year 9 Incarnation	Bible passages where appropriate.	Social - Jesus as a role model. Moral - Is it right to be radical? Actions of MLK. Spiritual - Jesus as divine, Trinity. BV - Tolerance, Law, democracy	Importance of standing up for what is right - in all cultures and societies. Visit from Yo-Yo	Charity worker Vocational roles Solicitor Minister

		transformation in their individual lives, church communities, and in the wider world. • Jesus' teachings have influenced Christians and others beyond	marginalised. Respond to the challenges of Jesus' teaching about love and justice, offering reasons and justifications for their responses.								
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4	How far does it make a difference if you believe in life after death? 3.15	This unit is under review and development				KS3 salvation KS4 Heaven and Hell, good and evil.					

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5	Saving the world: what kinds of salvation do Christians believe in?	The Bible has a rich 'wisdom' strand which gives a way of seeing the world, and guidance on responding to the challenges of life. [People of God] • Ideas of God have varied (and still do) within the Christian Church, and different emphases lead to different ways of living (for example, some Christians explain how and why God	Explain at least two models of atonement held by people from Christian traditions, connecting them with biblical texts Give examples of ways in which Christians respond to the idea that God brings salvation, as individuals, within communities and in the wider world Make connections between some of the atonement	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups. Philosophically curious - afterlife is there one?	Misconceptions about salvation, atonement and after life.	Links back to KS3 Jesus and Incarnation. KS3 UC People of god UC God UC Creation UC Fall	Links to Christianity unit at KS5. Links to KS4 Eduqas GCSE Route A - Component 2: Christianity beliefs and Practices C1 Philosophy and Ethics - Life and Death	Bible passages where appropriate.	Social - role that salvation and the kingdom of God play in society today Moral - God as a judge. Spiritual - Jesus saved us, God judges us. Cultural - is this the same in all Christian groups.	Historical views of salvation, atonement, afterlife, judgement and Kingdom of God.	Charity worker Vocational roles Solicitor Minister Counsellor

		allows suffering, others cannot, but still trust God). [God] • The idea that sin spoils creation is fundamental to Christian belief, but it is tied with the idea that God brings salvation through Jesus – sin does not have the last word. Evil and suffering need not destroy faith in God. [Creation / Fall]	models and ideas of inclusivism, exclusivism and religious pluralism Give coherent accounts of the implications of biblical ideas and beliefs about salvation in the modern world, evaluating how far these ideas make sense						BV - the rule of law - where does God's judgement sit with judgement in the legal system?		
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6	What is good and what is challenging about being a Muslim teenager in Britain today? 3.10	This unit is under review and development				KS3 world views KS4 Islam study				Visit from the local Imam	

