**SUBJECT: Religious Studies**

**YEAR 7**

| **SOW** | **Christianity** | **Islam** | **Judaism** | **Hinduism** | **Buddhism** | **Sikhism** |
| --- | --- | --- | --- | --- | --- | --- |
| **Knowledge** | **6 lessons**   * What is the origin of the Christian cross? * Who was Jesus Christ? * Who is a God? * What did Jesus do? * What miracles did Jesus perform? * What did * How is Jesus depicted in the media? * What is baptism? * What is infant baptism? * What is a believer's baptism? * What rituals are included in the baptism ceremony? * What are Godparents? * Why are Godparents important? * What is a confirmation? * What is the Holy Trinity? * What is the Old Testament? * What is the New Testament? * What are the 10 Commandments? Why are they important? * How does the Bible help people? * How do I find specific passages in the Bible? * Why are churches important? * What is inside of a church? * What is private worship? * What is public worship? | **6 Lessons**   * What is the origin of the crescent and the star of Islam? * Who is Allah? * What does Muslim mean? * What is a Mosque? * What is the holy book of Islam? * Why can we not draw pictures of Allah or the Prophet Muhammad? (PBUH) * What is Tawhid? * What is the sin of Shirk? * What is Shahadah? * Why does Allah have 99 names? * How old is Islam? * What is Prophet? * How did Islam begin? * The life of the Prophet (PBUH) * Why is Mecca sacred to Muslims? * What are the Five Pillars? * What is inside a Mosque? * What is Mecca? * What is the Kabbah? * Why do Muslims pray towards Mecca? | **6 Lessons**   * What is the origin of the Star of David? * What is a monotheist? * What is a polytheist? * What are descendants? * What is a family tree? * Who are the Hebrews? * Who was Abram? * Who was Isaac? * What was the promised land? * How was Abraham rewarded for keeping his faith in God? * What does Abraham mean? * Who was Joesph? * Why was his coat significant? * What happened to Joseph? * What is the moral of the story? * How did the Hebrews end up in Egypt? * What is famine? * Why were the Israelites enslaved? * Who was Moses? * What impact did Moses have on the lives of the Hebrews? * What was the burning bush? * What were the 10 plagues? * What are the 10 Commandments? * Why is honouring your mother and father relevant today? | **6 Lessons**   * What is Hinduism? * When was Hinduism founded? * How big is Hinduism? * What is a Mandir? * What is the story of the 6 blind men? Why is it important to Hinduism? * What is symbolism? * What is the Trimurti? * What is the Trimurti? * What are the roles of each God in the Trimurti? * Who was Ganesh? * What was the story of Ganesh? * Why do people worship Ganesh? * What is Reincarnation? * What is the Atman? * What is Karma? * What is Samsara? * What is Moksha? * How would you explain Hinduism to another person? * How would the belief in Reincarnation affect how a HIndu lives their life? | **7 Lessons**   * What is suffering? * What are the different types of suffering? * What is the main cause of suffering? * How old is Buddhism? * Where was Buddhism founded? * Who founded Buddhism? * How many people follow Buddhism? * What is a Vihara? * Why is Buddhism different to the other religions we have studied? * What are the main Buddhist sects? * What do Buddhist monks wear? * Who was Siddartha Guatama? * Why is Siddartha Guatama significant? * What were the 4 sights? * What is Nirvana? * What is Enlightenment? * What are the 4 Noble Truths? * Why do Buddhists follow the 4 Noble Truths? * What is the Middle Way? * What is the Sangha? * What is the Lay Sangha? * What is the Monastic Sangha? * What is different about them? * What is meditation? * Why is meditation important? * What is the aim of meditation? * How do Buddhists meditate? * What are the 3 steps of meditation? * What is a Mantra? * What is the Wesak festival? * Why do Buddhists celebrate Wesak? * What rituals are included in the Wesak festival? * How do Buddhists celebrate Wesak? * How would you explain Buddhism to another person? | **6 Lessons**   * What is Sikhism? * Who founded Sikhism? * When was Sikhism founded? * What is the symbol for Sikhism? * What is a Gurwara? * What does the symbol represent? * Who was Guru Nanak? * Why was the life of Guru Nanak significant? * What are the 3 main teachings of Guru Nanak? * What is the holy book of Sikihsm? * What is a Guru? * Who were the 10 Gurus? * What is the Guru Granth Sahib? * Why did it replace the Guru’s? * What are the advantages and disadvantages of having a holy book instead of a Guru? * What is inside of the Guru Granth Sahib? * How do followers of Sikhism respect the Guru Granth Sahib? * What are the 5 K’s? * Why are the 5 k’s important to Sikhs? * What do the 5 k’s symbolise? * How could following the K’s be difficult in Britain? * What is pilgrimage? * Why is pilgrimage important to some religions? * Why do Sikhs have the choice to pilgrimage but some other faiths see it as a necessity? * What is the Golden Temple? * Why is the Golden Temple Significant? |
| **Skills** | Investigation - Studying the major religions of the world.  Interpretation - Studying the different ‘holy books’ of the major world religions  Empathy - To understand how religious opinions can differ  Respect - For different world religions  Analysis - Analysing how Jesus is depicted in the media  Evaluation - Evaluating and understanding that we have no evidence to suggest what Jesus would look like  Reflection - Could I explain Christianity to another person? (TTS)  Evaluation - Why would you change your life if you believed in | Investigation - Studying the major religions of the world.  Interpretation - Studying the different ‘holy books’ of the major world religions.  Empathy - To understand how religious opinions can differ.  Respect - For world religions.  Analysis - How far did the Prophet’s life lead to Islam being one of the world's major 6 religions?  Reflection - Could I explain Islam to another person? (TTS)  Evaluation - Why is Mecca so important to Muslims?  Evaluation - Why is it important to visit places of worship? | Investigation - Studying the major religions of the world.  Interpretation - Studying the different ‘holy books of the major world religions.  Empathy - To understand how religious opinions can differ  Respect - For different world religions  Analysis - What Impact did Moses have on Judaism?  Sympathy - For people enslaved due to race/religion  Evaluation - Why is it important to respect and honour your parents? (TTS) | Investigation - Studying the major religions of the world.  Interpretation - Studying the different ‘holy books’ of the major world religions.  Empathy - To understand how religious opinions can differ  Respect - For different world religions  Analysis - Why is Hinduism different from some of the other religions we have studied?  Evaluation - Why would a Hindu Change their life if they believed in Reincarnation?  Reflection - How does the belief in the Atman, Karma, Samsara, Moksha, and Reincarnation link to being a good citizen? (TTS) | Investigation - Studying the major religions of the world.  Interpretation - Studying the different ‘holy books’ of the major world religions.  Empathy - To understand how religious opinions can differ  Respect - For different world religions  Analysis - Why is Buddhism different to the 5 other major religions?  Empathy - Understanding suffering and how it is caused.  Reflection - How could meditation help somebody to reach Enlightenment?  Interpretation - What is the significance of the life of Siddhartha?  Evaluation - How would I explain Buddhism to another person? (TTS) | Investigation - Studying the major religions of the world.  Interpretation - Studying the different ‘holy books’ of the major world religions.  Empathy - To understand how religious opinions can differ  Respect - For different world religions  Evaluation - How would I explain Sikhism to another person? (TTS)  Analysis - Who was Guru Nanak? Why was he important?  Reflection - Which Guru had the biggest Impact on Sikhism?  Investigation - How could following the 5 K’s be difficult in modern society? |
| **Vocabulary** | God  Jesus Christ  Miracle  Monotheist  Polytheist  Holy Book  Bible  New Testament  Old Testament  Trinity  Baptism  Infant baptism  Believers baptism  Ritual  Confirmation  Commandment  Church  Pulpit  Altar | Allah  Prophet  Muhammad (PBUH)  Mosque  Masjid  Quran  Surah  Shahadah  Tawhid  Five Pillars  Sin of Shirk  Mihrab  Minaret  Minbar  Qiblah  Jibril | God  Monotheist  Polytheist  Descendants  Abram  Isaac  Sarah  Joseph  Pharaoh  Torah  Synagogue  Moses  Famine  Plague  Isrealites  Infanticide  Mount Sinai  Enslavement | Indus Valley Civilisation  Nomadic  Sanatana Dharma  Mandir  Polytheist  Perspective  Trimurti  Brahman  Brahma  Vishnu  Shiva  Karma  Dharma  Atman  Karma  Reincarnation  Samsara  Moksha  Ganesh  Obstacles | Suffering  Meditation  The 4 sights  The 4 Noble Truths  Siddhartha Gautama  Enlightenment  Vihara  Craving  Nirvana  Enlightenment  Bodhi Tree  Karma  Reincarnation  Sangha  Lay  Monastic  Mantra  Mindfulness  Wesak | Sikh  Guru  Guru Nanak  Japji  Naam Simran  Kirat Karo  Wand Chako  Khanda  Guru Granth Sahib  Gurmukhi  Gurdwara  Rumalla  Kesh  Kanga  Kara  Kachera  Kirpan  Pilgrimage |
| **Does the knowledge above marry up with KO? If not, what needs to be amended?** | Yes | Yes | Yes | Yes | Yes | Yes |
| **How does this knowledge link to/build on prior knowledge?** | This unit of work is designed to build on a prior knowledge of Christianity taught at KS1/2.  This unit of work is designed to give students a basic understanding of Christianity even if students have not studied Christianity at KS1/2. | This unit of work is designed to build on a prior knowledge of Islam taught at KS1/2.  This unit of work is designed to give students a basic understanding of Islam, even if students have not studied Islam at KS1/2. | This unit of work is designed to build on a prior knowledge of Judaism taught at KS1/2.  This unit of work is designed to give students a basic understanding of Judaism, even if students have not studied Judaism at KS1/2.  Some links can be made to things covered in Christianity (Unit 1). | This unit of work is designed to build on a prior knowledge of Hinduism taught at KS1/2.  This unit of work is designed to give students a basic understanding of Hinduism, even if students have not studied Hinduism at KS1/2. | This unit of work is designed to build on a prior knowledge of Buddhism taught at KS1/2.  This unit of work is designed to give students a basic understanding of Buddhism, even if students have not studied Buddhism at KS1/2.  Some links can be made to things covered in Hinduism (Unit 4). | This unit of work is designed to build on a prior knowledge of Sikhism taught at KS1/2.  This unit of work is designed to give students a basic understanding of Sikhism, even if students have not studied Sikhism at KS1/2.  Some links can be made to things covered in Hinduism and Islam (Unit 3/4). |
| **Is knowledge embedded consistently across the SOW?** | Yes.  Knowledge is consistently embedded and revisited throughout the scheme of work. | Yes.  Knowledge is consistently embedded and revisited throughout the scheme of work. | Yes.  Knowledge is consistently embedded and revisited throughout the scheme of work.  Knowledge from other units is also revisited. | Yes.  Knowledge is consistently embedded and revisited throughout the scheme of work. | Yes.  Knowledge is consistently embedded and revisited throughout the scheme of work.  Knowledge from other units is also revisited. | Yes.  Knowledge is consistently embedded and revisited throughout the scheme of work.  Knowledge from other units is also revisited. |
| **Is all of the vocabulary embedded throughout the SOW?** | The vocabulary is embedded throughout the scheme of work.  Adding in some Frayer models could be beneficial. | The vocabulary is embedded throughout the scheme of work.  Adding in some Frayer models could be beneficial. | The vocabulary is embedded throughout the scheme of work.  Adding in some Frayer models could be beneficial. | The vocabulary is embedded throughout the scheme of work.  Adding in some Frayer models could be beneficial. | The vocabulary is embedded throughout the scheme of work  .  Adding in some Frayer models could be beneficial. | The vocabulary is embedded throughout the scheme of work  .  Adding in some Frayer models could be beneficial. |
| **What (if any) additional vocabulary is needed to access this SOW?** | N/A | N/A | N/A | N/A | N/A | N/A |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** | Time to Shine pieces of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar.  ‘Big Read’ and ‘Big Write’ tasks include templates designed to assist pupils with their grammar. | Time to Shine pieces of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar.  ‘Big Read’ and ‘Big Write’ tasks include templates designed to assist pupils with their grammar. | Time to Shine pieces of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar.  ‘Big Read’ and ‘Big Write’ tasks include templates designed to assist pupils with their grammar. | Time to Shine pieces of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar.  ‘Big Read’ and ‘Big Write’ tasks include templates designed to assist pupils with their grammar. | Time to Shine pieces of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar.  ‘Big Read’ and ‘Big Write’ tasks include templates designed to assist pupils with their grammar. | Time to Shine pieces of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar.  ‘Big Read’ and ‘Big Write’ tasks include templates designed to assist pupils with their grammar. |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** | Yes – see full SOW. | Yes – see full SOW. | Yes – see full SOW. | Yes – see full SOW. | Yes – see full SOW. | Yes – see full SOW. |

**Year 8**

| **SOW** | **Personal Meaning** | Peaceful World | Crime and Punishment | Religion and Animal rights | Poverty |
| --- | --- | --- | --- | --- | --- |
| **Knowledge** | * The story of The Good Samaritan * The Nature of Jesus Christ * The teaching of the Buddha * The Jewish Scriptures as a guide to life * The importance of the concept of Halal and Haram for Muslims * How Muslims refine their characters through Ramadan * The concept of unconditional love * The devastating effects of bullying * The importance of forgiveness and tolerance * The importance of responsibility towards the underprivileged * The importance of making mistakes and then learning from those mistakes. * The concept of Impermanence * The difficulties of coping with loss. * How does greed lead to suffering? | * Understand the different religious views on peace. * Religious views on pacifism * Religious views with dealing with conflict * Religion and forgiveness * Gandhi and his attitudes towards violence | * Are rules timeless * British Legal System * British Laws * Should laws today be influenced by religious teachings * Aims of punishment * Understand the religious teachings on crime and punishment. | * Understand religious view on animal rights * Medical testing * Cosmetic Testing * Animals for the use of food * Animals for the use of entertainment | * Understand the various religious views on poverty * Structural and Cultural poverty * Understand what fatalism is * The work of Christian Aid * The work of Bhai Puran Ji * The work of Fair trade |
| **Skills** | * Investigation – Different religious ideas regarding finding peace within ourselves. * Interpretation – of parables and sacred text * Reflection – upon how the text and philosophies can impact on their lives. * Empathy- To understand why people think and feel the way they do. * Respect- for different beliefs and customs. * Sympathy – for those who are less fortunate. * Analysis – The meaning of religious philosophies * Evaluation – Of how religious philosophy play an important role in the life of a believer and how these philosophies can have an impact on their own lives. | * Investigation – Different religious ideas regarding peace. * Interpretation – of different views on peace * Reflection – upon how the text and philosophies can impact on their lives. * Empathy- Towards people who suffer * Evaluation – Of how religious philosophy play an important role in the life of a believer and how these philosophies can have an impact on their own lives. | * Investigation – Different religious ideas regarding crime and punishment * Interpretation – of British Law and the religious aims to punishment * Reflection – upon how laws can impact on their lives. * Empathy- Towards victims and criminals   .   * Evaluation – Of how religious philosophy plays a major role in the treatment of criminals. | * Investigation – Different religious ideas regarding animal rights * Interpretation – of the religious beliefs on the treatment of animals * Empathy- Towards animals who are being exploited * Respect- for different beliefs and customs. * Analysis – the various debates surrounding animal testing * Evaluation – Of how religious philosophy can help in the treatment of animals. | * Investigation – Different religious ideas regarding poverty and wealth. * Interpretation – of the religious beliefs on financial wealth and poverty * Reflection – upon how the text and philosophies can impact on their lives. * Empathy- Towards those who are being exploited * Analysis – the various debates surrounding   Structural and Cultural poverty   * Evaluation – Of how religious philosophy can help in people who are stuck in the poverty trap |
| **Vocabulary** | * Love - feel deep affection. * Forgiveness - stop feeling angry or resentful towards (someone) for an offence, flaw, or mistake. * Charity - giving of help to those in need. * Death - The end of the life of a person or organism. * Kindness - friendly, generous, and considerate. * Suffering - pain, distress, or hardship. * The Torah – Jewish Holy Scriptures * Halal – Permissible. * Haram – Non- permissible. * Ramadan – The Islamic month of fasting * Parable – Stories told by Jesus not necessarily true. * PBUH – Peace be upon him | * Love - feel deep affection. * Forgiveness - stop feeling angry or resentful towards (someone) for an offence, flaw, or mistake. * Charity - giving of help to those in need. * Kindness - friendly, generous, and considerate. * Peaceful- calm and quiet. * Tranquil - calm, still, and quiet. * Serene - calm, or peaceful. * Calm - peaceful and not affected by violence, fighting, or excited activity. * Placid - peaceful and without a lot of action or movement. * Pacifism- the belief that war and violence are unjustifiable and that all disputes should be settled * Ahimsa – Non-violence * Kirpan – Sikh word * Karma – good and bad actions | * Reform – to change * Deterrence to put someone off the crime * Retribution – to pay for the crime * Capital punishment – the death penalty * Corporal punishment – physical punishment for a crime committed * Karma – good and bad actions * Forgiveness - stop feeling angry or resentful towards (someone) for an offence, flaw, or mistake. | * Ahimsa – non- violence * Quran – Muslim Holy book * **Bible – Christian Holy Text** * Karma – Right or wrong actions * Reincarnation- Hindu, Buddhist, Sikh cycle of life * Meta Love and Care * Vivisection – operations performed on live animals | * Fatalism – Submissive attitude to life * Cultural poverty- Less advantage given to certain segments of society due to their demographic * Structural poverty – The belief instilled in people that they lack the motivation to work generally directed towards the destitute. * Sewa- Sikh belief regarding service to the less fortunate people of society. * Langer – Free food * The 8- fold path – Buddhist idea of how only can live their life without greed * Zakah -Islamic idea of giving 2.5% of their wealth to the poor. |
| **Does the knowledge above marry up with KO? If not, what needs to be amended?** | Yes | Yes | Yes | Ye | Yes |
| **How does this knowledge link to/build on prior knowledge?** | The importance of this unit is to not just revisit topic that may have been discussed in year 7 but also to focus on the key questions that need to be explored according to the Lancashire agreed syllabus in year 8. Where can we find guidance about how to live our lives? E.g. Can words have power? What is true? Can writings make us wise? What is a myth? Why have religious stories lasted? Can words really ever describe God? What can we do when words are not enough? Should laws today still be influenced by religious writings? The creationist debate – what's that about?  Furthermore, importance of this unit is to take religious philosophies, stories and parable from scared texts and literature and try to use these in times of difficulties that students may experience in their social context. Rather than just learning the moral of the story students must try to relate it to situations which may have occurred in their lives. This unit very much challenges the social norms of Blackpool on how one must be and how one must act. The unit tries to promote a philosophy of Love, Kindness, Peace and empathy. This unit can be related to all topics that we have looked at from YR 7 Jesus and his characteristics, Muhammed (PBUH) on social equality and peace to Buddha on the root to all suffering. This again is an extremely important and sensitive unit so empathy and sensitive must be show when discussing certain topics. The lesson on the Bible and what Christians turn to when facing situation like crime and potential crime can be revisited. Topics such as The Good Samaritan can be revisited when looking at the aims of punishment in the crime and punishment unit. Students will re-visit topics studied in this unit in KS4, as this unit can have an influence on a number of units at GCSE level. | The Peaceful World unit is to address concept on how to live a fulfilling life with love, peace and tranquillity. Students will also investigate the religious beliefs on non-violence. This again is an extremely important and sensitive unit so empathy and sensitivity must be show when discussing certain topics. Previous learning and topics that can relate to this unit was studied in year 7. Religious beliefs on the Kirpan in Sikhism and the importance to defend oneself must be revisited. Islamic views on peace but defending yourself when being attacked. The Bible and the Quranic lesson in year 7 and what one must do when facing extreme situations again must be revisited. The unit studied in year 9 dangerous world students will look at concepts such as revenge, retaliation and violence so therefore students can evaluate and re-visit the importance of concepts such as forgiveness and ahimsa when they are faced with situations of violence. Students will also look at topics studied in this unit in KS4 GCSE when they study the unit Religion peace and conflict. | Importance of this unit is look at various religious views and understand the ethical and moral attitudes towards criminals. The unit also endeavours to understand British Law and the aims of some of the punishments. Given to criminals in this country.  Students will also investigate the reasons why crimes are committed. This again is an extremely important and sensitive unit so empathy and sensitive must be show when discussing certain topics.  Previous learning and topics that can relate to this unit which were studied in year 7. The lesson on the Bible and what Christians turn to when facing situation like crime and potential crime can be revisited. In year 8 when revisiting topics from the unit personal meaning such as the good Samaritan just highlights a Christians stance on how one reacts to criminals. The topic can also be revisited in year 9, when looking at the laws of Karma and how one must act in order to achieve a good life. Students will also look at topics studied in this unit at KS4 GCSE when investigate topics relating to Religion crime and punishment. | The importance of this unit is to understand the different religious, moral and ethical issues regarding the use of animals. Various religious views on animal uses and abuse will be analysed as well as students own personal views on the matter.  Students can also make estimations of what each religious stance on animal rights will be by recapping the key beliefs studied in Year 7 on love and forgiveness.  The personal meaning unit looked at early in the year allows students to formulate opinions from lessons on Muhammed views on animals and the Buddhist and Hindu belief on Hindu beliefs.  In KS4 GCSE (Religion and life) this unit can also be revisited on the concept on animal right in religion. This unit will also help students understand the Islamic stance on Animal rights when it is being studied at GCSE level. | The importance of this unit is to understand the different types of poverty that exist in our world. The words poor and rich needs to be discouraged as this can lead to the notion that should be blame assigned to people who are financially secure and people who face destitution. Please always reiterate in this unit that poverty does not necessarily mean dehumanisation, people can still achieve in life even if they are facing extreme poverty. Christian, Muslim, Buddhist and Sikh beliefs can be revisited from year 7 such as Jesus treatment of people who are in dire situation. Muhammed (PBUH) stance on social equality, Buddha’s views on wealth and greed. Topic from crime and punishment can be revisited when looking at the reasons for crime. In year 9 (Dangerous World and KS4 GCSE (Religion peace and justice) this unit can also be revisited on the concept of how war may lead countries into extreme poverty. |
| **Is knowledge embedded consistently across the SOW?** | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit understanding throughout the unit | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit understanding throughout the unit | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit understanding throughout the unit |
| **Is all of the vocabulary embedded throughout the SOW?** | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit understanding throughout the unit |
| **What (if any) additional vocabulary is needed to access this SOW?** | No | No | No | No | No |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** | Yes – see full SOW. | Yes – see full SOW. | Yes – see full SOW. | Yes – see full SOW. | Yes – see full SOW. |

**Year 9**

| **SOW** | Ultimate Questions | The problem of suffering | Social Injustice | Religion and Life | Dangerous World |
| --- | --- | --- | --- | --- | --- |
| **Knowledge** | * Understand what is ethics * How do we determine what is right or wrong? * To understand that not all questions can be answered * To understand the difference between believing and knowing * What is Atheist? * What is an Agnostic? * What is a Theist? * What are the ideas that try to prove the existence of God? * Religious responses to death * The belief of reincarnation looking at eastern religion influence and a non-religious perspective. | * Moral and natural suffering * Religious response to suffering and evil * Atheist response to suffering and evil * ‘The fall’ – Story of Adam and Eve * The story of Job * The concept of the Devil in religion * The Devils Wife * Good Karma and Bad Karma | * Understand and recognise prejudice, discrimination and stereotyping * Understanding Racism * Investigating the work of BLM * Instigating the work of Black consciences and Steve Biko and Donald Woods * Investigating the work of Martin Luther King and Malcolm X * The Srebrenica Massacre * Liberation Theology and Oscar Romero | * Understand the purpose of life * Understand their role in life * Understand the Christian and Jewish on creation * Understand the Islamic view of the creation of the world * Understand the non -religious views on the creation of the world * Evolution Theory * Does the Soul exist * Death and Afterlife | * Is religion dangerous? * Is religion the reason for war? * Terrorism * The work of the United Nations * Holy War   Weapons of mass destruction   * Buddhist beliefs on war * Christian beliefs on war * Islamic views on war * Jewish Beliefs on war * Hindu beliefs on war * Sikh beliefs on war |
| **Skills** | * Investigation – the what is deemed as acceptable and unacceptable in society * Interpretation – Different views what is myth and what is reality * Reflection – On questions that can’t be answer * Respect – Other beliefs and views * Evaluation – personal views on beliefs about God, atheist and agnostic beliefs. | * Investigation – the concept of suffering * Interpretation – Of how the stories of the fall and Job help religious people understand suffering * Reflection – How can the story of Job help students through difficult times * Empathy – With people who struggle in life * Respect – Everyone’s view point * Sympathy – towards people less fortunate then us * Evaluation – How we come to terms and overcome the concept of suffering | * Investigation- The work of the of the political leaders who strived for equality * Interpretation- to accurately recognise prejudice and discrimination * Analyse the work of the political leaders in terms of achieving equality * Evaluation – if the work of the political movements help to improve the lives of people who suffered discrimination. | * Investigation- of the various theories that exist surrounding the topic of the origins of the universe * Interpretation- What is the soul? * Reflection – On your purpose and value in this world * Respect – beliefs which are not their own * Analyse – The various theorises on our existence * Evaluation on which is the most plausible theory of existence | Investigation the causes of war   * Interpretation – Religious views on war * Reflection – Is war justifiable? * Respect – Other beliefs and views * Evaluation – can war ever be justified? |
| **Vocabulary** | * Ethics – The logical study of moral values and rules * Ultimate Question - is an inquiry behind the Ultimate answer to Life. * Atheist- A person who doesn’t believe in God * Theist – A person who believes in God. * Agnostic – A person who is not sure if God is real or not * Reincarnation - The rebirth of a soul in another body. * Teleology - from the Greek word ‘telos ’ meaning ‘end’ or ‘purpose’. | * Suffering – Pain, Sorrow * Moral Evil – evil that is caused by humans e.g. murder * Natural Suffering – suffering that occurs naturally e.g. flooding * The Fall – The title given to the story of Adam and Eve in the Bible. * Adam – First man according to Judaism, Christianity and Islam. * Eve – First women according to Judaism, Christianity and Islam. * Resilient – Strong, resistant. * Satan, Shaytan, Mara, Devil– A evil spirit in all major religions. * Folie à deux means -shared madness or "madness for two" * Omnipotent – all powerful * benevolent - all loving * omniscient all -knowing | •Direct discrimination. This means treating one person worse than another person because of their beliefs, race, gender, age, sexual orientation and disability  • Indirect discrimination. Leaving someone out because of their beliefs, race, gender, age, sexual orientation and disability  •Harassment because of their beliefs, race, gender, age, sexual orientation and disability  • Ill-treatment because of their beliefs, race, gender, age, sexual orientation and disability  •Racism - prejudice, discrimination directed against a person or people on the basis of racial or ethnic group, typically one that is a minority.  • Ethnic Cleansing - The mass expulsion or killing of members of one ethnic or religious group in an area by those of another. | * Seven day creation story * Stewardship/ Khalifa – Put in charge of something important * The Big Bang Theory – Scientific view on the origins of the universe * Evolution Theory – Scientific belief of the origins of all living beings * The Soul- religious belief shared by five of the six major religions of the world, on invisible life force that exists in all human beings * Ex nihilo – out of nothing | * War * Holy War * Weapons of Mass destruction * Jihad - struggle * Just -fair |
| **Does the knowledge above marry up with KO?** | Yes | Yes | Yes | Yes | Yes |
| **How does this knowledge link to/build on prior knowledge?** | In Yr9 the guidance set by the Lancashire agreed syllabus is used in some of the key questions that need to be asked. Where can we seek the truth and find meaning? What does it mean to be human? Is God real? If so, where is God? Does life have a purpose? Is death the end? If God exists, why is there evil and suffering? Is religion good for society? What does it mean to be religious in the 21st century? What is the relationship between religion and science?  The importance of this unit is to address some of the questions that students ask which they may find very difficult to answer or comprehend. Topics on life and death and the religious views on the afterlife, the concept of God is investigating within this unit. This is an extremely important and sensitive unit so empathy and sensitive must be show when discussing certain topics. The Ultimate question unit is designed to explore the questions that students may have about the meaning of life and our own existence. Students will focus on philosophies that try to prove the existence of God that are not related to any religion.  Previous learning and topics that can relate to this unit was studied in year 7. Religious beliefs on God and the nature of God will help students to understand some of the philosopher’s ideas on the existence of God.  The unit studied in year 8 such as personal meaning focus on topics like what God would like people to do in certain situations gives more meaning to some of the topics in thus unit such as universal truths on forgiveness and love. The unit crime and punishment can also be refed to as topics of reincarnation look at the idea of karma and the consequences of bad Karma.  Students will also look at topics studied in this unit at KS4 GCSE when investigate topics relating to the belief and nature of God. | The importance of this unit is to understand the reasons why suffering can happen in people’s lives and how they should deal with it. For most students within Blackpool suffering and trauma is a frequent occurrence. This is an extremely important and sensitive unit so empathy and sensitive must be show when discussing certain topics in this unit.  Previous learning and topics that can relate to this unit were studied in year 7. Students investigate how people in times of dilemma find solace by turning to scared literature.  The unit studied in year 8 personal meaning looks at parables and stories from various religions on how to cope with problems which students may face. This unit is to recognise and comprehend why evil and suffering occurs.  Students will also look at topics studied in this unit at KS4 GCSE in the Crime and punishment unit. | The unit is designed eradicate views of discrimination. Students will investigate and evaluate what prejudice and discrimination is. Students will study political movements such as BLM, black consciences and liberation theology. The investigation of the work of various political and influential leaders is important in mono-cultural community like Blackpool. Students will also focus on the idea of to deal with situations that involve discrimination Concepts which are investigated within the lesson are discussed throughout different topics in KS3 and KS4.  In year YR7 various images of Jesus Christ from around the world show the different perceptions of Christ. The teachings of prophet Muhammed (PBUH) that all men are women are equal like the ‘teeth of a comb’ can be re-visited in lessons.  In year 8 the unit peaceful world and focusing on the life of Gandhi where racism was prevalent and how he dealt with this through his belief of Ahimsa (non-violence) is recapped and made explicit in lessons. | What is the relationship between religion and science?  The importance of this unit is to address some of the questions on the origins of everything in existence. Students will also investigate the religious stance on the concept of the soul. This again is an extremely important and sensitive unit so empathy and sensitive must be show when discussing certain topics.  Previous learning and topics that can relate to this unit was studied in year 7. Religious beliefs on an all - powerful God and the idea on the Trinity and how it plays a part in the creation story must be revisited in this unit.  In year 8 the concept of reincarnation which is studied and looked at in the topic of animal rights can be related to the idea of the soul and its destination when it has turned away from God. The social injustice unit studied in year 9 can be linked to some of the points against the evolution theory such as the idea of natural selection.  Students will also investigate the topics studied in this unit in KS4. | The importance of this unit is to address some of the questions on the ideas on retaliation, forgiveness and revenge. Students will also investigate the religious stance on violence and non-violence. This again is an extremely important and sensitive unit so empathy and sensitive must be show when discussing certain topics.  In year 7 religious’ beliefs on the Kirpan in Sikhism and the importance to defend oneself must be revisited. The Bible and the Quranic lesson in year 7 and what one must do when facing extreme situations must be revisited.  The unit studied in year 8 such as peaceful world is looked at in year 8 so students can evaluate the importance of concepts such as forgiveness and ahimsa when they are faced with situations of violence. Students will also look at topics studied in this unit at KS4 GCSE when investigate topics relating to Religion peace and conflict. |
| **Is knowledge embedded consistently across the SOW?** | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. |
| **Is all of the vocabulary embedded throughout the SOW?** | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. |
| **What (if any) additional vocabulary is needed to access this SOW?** | No | No | No | No | No |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** | Yes – see full SOW. | Yes – see full SOW. | Yes – see full SOW. | Yes – see full SOW. | Yes – see full SOW. |