

| <u>Timeline</u> | <u>Topic</u> | <u>Key concepts and knowledge</u> | <u>Skills development</u> | <u>Rationale</u> |
|---|--|--|---|---|
| <p><u>Understanding</u> = Understanding humanity (including subject content, subject specific skills, cultural capital) <u>Practising</u> = Practising humanity (including personal skills, British Values, mental health, moral education, spiritual education) <u>Contributing</u> = Contributing to humanity (including forming views on current issues, transferable skills, aspiration, careers and employability, social education)</p> | | | | |
| 8 lessons | What matters most to humanists? | <p><u>Understanding</u> = different definitions and understandings of what humanism is; humanist ideas about what a human being is, in relation to a scientific understanding of the world; ideas about how to understand the world and live well in it; concepts about morality and how to live a ‘good’ life’; issues surrounding the debate about the meaning of life; how humanists seek to improve the world, including campaigns by Humanists UK</p> <p><u>Practising</u> = developing an understanding of what being a human being is all about; considering how to live a moral, meaningful, good life in modern Britain; consideration of own values and ideas about what matters to humanity; developing respect and tolerance</p> <p><u>Contributing</u> = how and why humanists and others seek to improve the world; ideas about how to be a good member of society</p> | <p><u>Understanding</u> = interpreting texts and examining the views of people; evaluating different points of view; applying concepts to life; comparing and contrasting ideas about life</p> <p><u>Practising</u> = developing tolerance, empathy and respect; working out own values and thinking about how to live these out</p> <p><u>Contributing</u> = applying science and other areas of academic study to life; considering key current issues facing humanity and how these can be addressed</p> | <p>Introducing new concept in RS – atheistic worldview rather than ‘religion’</p> <p>Also introduction to judging importance in religion and non-religion and looking at human values – this reflect the year 9 theme of “What really matters?” in the agreed syllabus</p> <p>Examination of ideas about what humanity is all about from a new perspective</p> <p>A chance for pupils to compare their understanding of religions to a non-religious outlook</p> <p>Progressing with evaluation skills from KS3, as pupils now explore non-religious ideas about ultimate truths and humanity</p> |

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| 6 lessons | What matters most to Christians? | <p><u>Understanding</u> = what the Bible is and how Christians use it, with a focus on how they find out what matters; what the Sermon on the Mount teaches Christians about important values relating to how to live and how to treat others; what mattered to the early church; what mattered to St Paul as seen through his life and writings; the role of denominations in the history of the church and how these relate to disagreements about what matters</p> <p><u>Practising</u> = consideration of own moral values and priorities; values of tolerance and respect; how religious principles about how to live could apply to non-religious people; how to treat others</p> <p><u>Contributing</u> = important community values; making and keeping promises; how to be a good team player</p> | <p><u>Understanding</u> = how to use and interpret the Bible; applying general principles to everyday life; prioritising certain values; evaluating and judging the importance and relevance of teachings and ideas</p> <p><u>Practising</u> = making moral decisions; important values for making these decisions; being respectful and tolerant</p> <p><u>Contributing</u> = interpretation of texts; application of theory to practice; evaluating different points of view and weighing up options when making decisions</p> | <p>Building on understanding of Christianity today (year 7) and the importance of Jesus (year 8), to understand what actually matters most to Christians</p> <p>Preparing for studying important values later on in year 9, which will be a chance to apply understanding of what matters in Christianity</p> <p>Introduction to some important teachings and values that will be covered in year 10 Christianity topics</p> <p>Chance to continue working on skills in evaluation, which are needed for assessing importance in all future topics</p> |

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| 5 lessons | What matters most to Muslims? | <p><u>Understanding</u> = the role and importance of the Qur’an as a guide for Muslims; how the Sunnah also guides Muslims about what matters and how to live; the nature and importance of Shari’ah law and how it can be applied to modern life; the concepts of Al-Qadr and human freedom; human responsibility; ideas about jihad, with reference to greater and lesser jihad; ideas about ‘holy war’</p> <p><u>Practising</u> = how ancient texts and ‘revelation’ can guide life today; importance of role models as guides for life; the role of human responsibility in decision making</p> <p><u>Contributing</u> = applying ‘big’ concepts to specifics in life; applying concepts about justice and responsibility to human life</p> | <p><u>Understanding</u> = interpreting and applying scripture; making moral choices; debating conflict between human freedom and accountability; applying teachings about jihad and ‘holy war’ to current issues; evaluation of media sources explaining, comparing and contrasting views</p> <p><u>Practising</u> = taking personal responsibility; acting justly; acting with tolerance, respect and empathy; considering personal struggles</p> <p><u>Contributing</u> = analysing social struggles; promoting justice amongst a community; applying and obeying laws;</p> | <p>Building on knowledge of important beliefs and practices in Islam (studied in year 8) and applying these to the question of ‘what matters most?’</p> <p>Providing a contrast to important values in Christianity and humanism</p> <p>Tackling current contemporary issues and media portrayal of these, as well as a misunderstanding of issues in Islam such as jihad</p> <p>This contributes to the study of values at the end of year 9</p> |

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| <p>8 lessons</p> | <p>What's the most important value for humanity?</p> | <p><u>Understanding</u> = how religious and non-religious people explain the important values for humanity; similarities and differences between ideas about values in Christianity, Islam, Dharmic faiths and humanism; how these values may be applied to current issues in Britain, such as education, domestic politics and international relations; specific studies of these values: goodness, truth, morality, peace, justice and freedom <u>Practising</u> = values of respect, wisdom, tolerance, altruism, autonomy, equality and responsibility and how these can be reflected upon and lived out; being responsible citizens who reflect British Values; personal reflection and development in relation to values; considering important values in own lives <u>Contributing</u> = applying shared human values to current issues such as education, democracy and international relations; concepts of tolerance, negotiation and dialogue to overcome differences</p> | <p><u>Understanding</u> = explaining, comparing and contrasting the values from within different world views; applying these values to contemporary issues; evaluating different ideas about values <u>Practising</u> = making moral decisions based on shared values; tolerance and respect for the views of others; reflecting on own personal values and how to develop these <u>Contributing</u> = debating and discussing how different values can be applied to current issues in the UK; negotiation and compromise; identifying common and shared values as a way of overcoming differences with others</p> | <p>Joining together threads of all previous year 9 topics to identify common values in religious and non-religious world views</p> <p>Final stage in applying religious beliefs and practices to consider what actually matters to humans and why</p> <p>Considering contemporary issues in light of common human values, which will help with year 10 curriculum</p> <p>Focus on British Values and well as a wider understanding of what matters to people, including personal reflection about this</p> |