

Subject	Religious Studies
	Term 1
Scheme title:	Human Rights and Social Justice
Purpose of scheme	To respond to the Enquiry Question: Do we still need Human Rights?
Study Approach	Sociology
Knowledge in sequ	Pupils begin this unit by being introduced to another Eastern Religion: Sikhism which builds on their knowledge from the Year topic which examined Hinduism and Buddhism. To ascertain the starting point of each pupil, a world religion chart comparing and contrasting "the big six" is completed to weigh up similiar and differing characteristics between them. Throughout this unit, pupils examine the themes of human rights, social justice and exploitation through the lens of Sikhism, Judaism and Humanism. Investigating Jewish responses to Human Rights and Social Justices builds on the unit pupils studied in Year 7 and Humanism serves as a secular worldview / belief system that corresponds to what pupils explored in the Year 8 topic of Life After Death. Throughout the unit pupils develop and refine skills of empathy and reflection, evaluating what it means to have human rights and why social justice is important, linking to trending events in the world today such as modern-day slavery, war, etc. Pupils investigate the work and person of Malala Yousafzai, weighing up her impact in the modern world and the importance of standing up for justice and equality.
Key Skills:	Critical Thinking, Empathy, Problem Solving
Key Vocabulary:	Monotheistic, Sikhism, Waheguru, Guru Granth Sahib, Gurdwara, gurus, sewa, caste system, khalsa, langar, the 5Ks, United Nations, Amnesty Internation, human rights, equality, justice, fair pay, living wage, right to education, injustice, exploitation, human trafficking.
End Point:	By the end of the unit pupils will have refined skills of text analysis, empathy and critical thinking to respond to the enquiry question, weighing up different examples of human rights and the importance of having them, referring to key figures (such as Malala Yousafzai) and a range of beliefs and practices from religions, worldviews and belief systems. Pupils will have developed an awareness, appreciation and respect of different experiences faced throughout the globe by different individuals and communities, drawing on empathy and reflection to offer responses to these.
Assessment Metho	Assessment 1: Google Form Assessment
	Assessment 2: Extended Written Piece (Critical Thinking, Empathy, Problem Solving)
	Assessment 3: Knowledge Organiser Quiz

Year Group: Year 9	
Term 2	Term 3
An Introduction to Islam	Theme B: Religion and Life
To respond to the Enquiry Question: Is it possible to be a 'Good Muslim' living in Britain today?	GCSE Study (AQA Specification) Narrative Style Model
Theology and Chronology	Theology, Philosophy, Sociology and Chronology
Pupils begin by discussing what they already know about Islam and misconceptions are addressed (e.g. media bias against Islam). Key teachings revisited throughout the unit are covered initially (e.g. Akhirah, Risalah, Tawhid and Jihad). Pupils move on to uncover the origins of monotheism (Ibrahim) and why this was controversial at the time and then progress onto investigating the Prophet Muhammad (Seal of the Prophets) and his impact and influence on the Islamic population today. Here we also consider the life of the Prophet and the context in which Islam started (Arabia) and why the religion spread so rapidly. This progresses onto considering the Prophet as both a political and military leader and reviewing various sources to evaluate whether the methods used by the Prophet in the early days of Islam were always peaceful. Pupils then investigate the holy building and various scriptures of Islam including the Holy Qur'an and Shariah Law and the impact of these on the lives of Muslims today. Students will explore The Women's Mosque Movement in Egypt to gain insight into Muslim feminism, exploring how Muslim women advocate for their rights & gender equality within Islam. The unit concludes with pupils developing an awareness of the 5 Pillars of Islam (the 5 main practices for Muslims) and the impact of following the Pillars on everyday lives. The knowledge gained throughout the unit concludes with pupils responding to the Big Question.	2.1 The Origins of the Universe (Religion and Science), 2.2 The Value of the World, 2.3 The Use and Abuse of the Environment, 2.4 Pollution, 2.5 The Use and Abuse of Animals, 2.6 The Origins of the World, 2.7 Abortion, 2.8 Euthanasia, 2.9 Beliefs About the Afterlife.
Evaluation, Text/Source Analysis, Judgement	Critical Thinking, Empathy, Evaluation, Time Management, Note-Taking, Text and Source Analysis
Mosque, Jihad, Akhirah, Tawhid, Qur'an, Prophethood, Shahadah, Salah, Sawm, Zakah, Hajj (pilgrimage), Makkah	As per keyword lists provided by AQA.
By the end of the unit pupils should have the knowledge required to respond to the Enquiry Question, they will have an awareness of the challenges faced by Muslims maintaining their faith and consider this in relation to life as a British citizen. This unit provides contextual information about Islam that support pupils' further study of the religion at GCSE.	Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the Religion and Life, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Abortion, Euthanasia and Animal
Assessment 1: Knowledge Organiser Quiz	Practice Paper (after 2.7 Abortion)
Assessment 2: Extended Written Piece (Evaluation, Text/Source Analysis, Judgement)	Practice Paper (after 2.9 Death and the Afterlife)
Assessment 3: Google Form Assessment	