



**SUBJECT: RELIGIOUS EDUCATION**

<b>Year Group:</b>	<b>YEAR 9</b>					
<b>Rationale:</b>	<p>The theme for this year is: 'Becoming a person of God'.</p> <p>By the end of the year of study, all students should be able to describe how someone who calls themselves a person of God, would live their life. Higher ability students will be able to make judgements using a variety of evidence and examples. The explanations shown in student work should be more detailed and demonstrate intermittent use of religious sources or scripture to justify their points. Students should be able to articulate and justify their own opinion on a range of religious issues. Using our 3 year 'E Model' at Key Stage 3, students will take time throughout the year to become more proficient in evaluating their work and considering other viewpoints.</p>					
	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Topic/Unit:</b>	<b>Messiah</b>	<b>Believing in God/Problem of Evil</b>	<b>A study of another faith: Islam</b>	<b>Love, Sex and Relationships</b>	<b>GCSE Creation</b>	<b>GCSE Creation</b>
<b>Knowledge:</b>	<p>Pupils will gain an understanding of the meaning and purpose of prophecy and will analyse passages from the Old Testament to suggest the qualities that were expected of the Messiah. Pupils will consolidate this information to argue that Jesus was/was not the Messiah.</p> <p><b>Build Upon:</b> Y8 Summer 1: Judaism -groups during the time of Jesus. Y7 Autumn 2: the miracles of Jesus. Y8 Spring 1: Jesus' passion.</p>	<p>Pupils will explore moral and natural evil and explain why these may cause people to doubt God's existence. Pupils will also be able to examine and justify the Christian responses to evil and evaluate their effectiveness in reducing evil and suffering in the world.</p> <p><b>Build Upon:</b> Y7 Summer 2: Catholic Social Justice - extreme poverty in the world. Y8 – Summer 2: places of pilgrimage (Miracles within Lourdes).</p>	<p>Pupils will be able to identify key religious beliefs in Islam:</p> <ul style="list-style-type: none"> <li>• Five Pillars</li> <li>• Worship</li> <li>• Festivals</li> <li>• Being a Muslim in the UK today.</li> </ul> <p><b>Build Upon:</b> Some feeder primary schools have covered elements of Islam at KS2. This does not apply to all students.</p>	<p>Pupils will identify and explain the meaning of different types of love, with a particular focus on the meaning of agape and how it is evidenced in the Gospels and in the world today.</p> <p>See Relationship and Sex Education Policy.</p> <p><b>Build Upon:</b> Age-appropriate curriculum throughout KS3 – see Relationship and Sex Education Policy.</p>	<p>Pupils are to commence their GCSE studies.</p> <p>Pupils will have an understanding of different Christian interpretations to Genesis Chapter 1 and Genesis Chapter 2.</p> <p><b>Build Upon:</b> Y7 Autumn 1: Story of Creation as outlined in Genesis 1.</p> <p>Fundamental and liberal Christians and their viewpoints on the creation of the world.</p>	<p>Pupils will build upon prior knowledge of the Catholic Churches teachings about Creation, to analyse the implications of significant issues, such as:</p> <ul style="list-style-type: none"> <li>• Natural Law</li> <li>• Sustainability</li> <li>• Stewardship</li> </ul> <p><b>Build Upon:</b> Y7 Summer 2: Catholic Social Teaching surrounding sustainability.</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>✓ Evaluate</li> <li>✓ Explain</li> <li>✓ Compare and contrast</li> <li>✓ Bible skills</li> <li>✓ Interpret scripture</li> <li>✓ Show insight</li> <li>✓ Analyse</li> <li>✓ Reach a justified conclusion</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evaluate</li> <li>✓ Articulate opinion</li> <li>✓ Compare viewpoints</li> <li>✓ Explain and justify</li> <li>✓ Make judgements</li> <li>✓ Show insight</li> <li>✓ Reach a justified conclusion</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evaluate</li> <li>✓ Describe</li> <li>✓ Examine</li> <li>✓ Compare and contrast</li> <li>✓ Analyse</li> <li>✓ Reach a justified conclusion</li> <li>✓ Recognising diversity</li> <li>✓ Apply religious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evaluate</li> <li>✓ Identify</li> <li>✓ Describe</li> <li>✓ Examine</li> <li>✓ Explain the influence and significance</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evaluate</li> <li>✓ Identify</li> <li>✓ Recognise</li> <li>✓ Describe</li> <li>✓ Empathise</li> <li>✓ Compare and contrast</li> <li>✓ Show insight</li> <li>✓ Formulate questions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evaluate</li> <li>✓ Identify</li> <li>✓ Describe</li> <li>✓ Compare and contrast</li> <li>✓ Reach a conclusion</li> </ul>
<b>Assess-ments</b>	<p><b>Assessment: Oracy</b></p> <p>Pupils work in pairs to produce a PowerPoint presentation explaining the problem of evil and suffering and how this may lead a person to become agnostic or an atheist. This must be presented to the class.</p>	<p><b>Assessment: Keywords</b></p> <p>Understanding of keywords and key pieces of scripture from this unit of work.</p>	<p><b>Assessment: Written</b></p> <p>1. Explain what Salah is and how it forms part of a Muslims everyday life. 2. "Salah is too difficult to follow for Muslims in Britain today."</p>	<p><b>Assessment:</b></p>	<p><b>Assessment: Written</b></p> <p>End of Year Assessment testing knowledge from topics undertaken throughout the year.</p>	<p><b>Assessment: Written</b></p> <p>Example GCSE question on this topic marked according to exam criteria.</p>

# St Edmund Arrowsmith **Catholic** High School: Curriculum (2022-2023)



<p><b>Homework</b></p>	<p>Pupils will be given a 'Blockbusters' style homework sheet. Each column has a variety of tasks to complete which focus on enhancing four different skills; read; explain; research and evaluate.</p>	<p>Pupils will be given a 'Blockbusters' style homework sheet. Each column has a variety of tasks to complete which focus on enhancing four different skills; read; explain; research and evaluate.</p>	<p>Pupils will be given a 'Blockbusters' style homework sheet. Each column has a variety of tasks to complete which focus on enhancing four different skills; read; explain; research and evaluate.</p>	<p>Due to the nature of this topic, homework is not set.</p>	<p>Pupils will be given homework at the start of the topic to revise Creation keywords.</p> <p>Pupils will then be set a weekly GCSE style exam question based on the lesson content, to further their understanding and demonstrate progress in subject area and exam skills, including explain and evaluate, and using supporting scripture.</p>	<p>Pupils will be set a weekly GCSE style exam question based on the lesson content, to further their understanding and demonstrate progress in subject area and exam skills, including explain and evaluate, and using supporting scripture.</p>
------------------------	---	---	---	--	--	---