

# YEAR 9 RELIGIOUS STUDIES CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent – Our students will become knowledge-rich, inquisitive, global citizens. The curriculum is thematic and incorporates the pillars of progression: ‘substantive knowledge’, ‘ways of knowing’, and ‘personal knowledge’ (Ofsted 2021). Whilst adequate emphasis will be placed on Christianity, students will also study other religions represented in Great Britain to broaden their religious and cultural understanding. In year 9, to build on prior knowledge, they will study the third Abrahamic religion of Islam. This will ensure that our students will have had an opportunity to consider different World faiths. Our curriculum is intellectually challenging and personally enriching, as it affords students the chance to explore the depth and breadth of religious and non-religious traditions and allows them to make sense of their place in the World.

	Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
Topic	<b>How is religion present in the World?</b> Current Issues	<b>How is religion present in the World?</b> Current Issues	<b>In-depth study into Christianity</b> What does it mean to be a Christian today?	<b>In-depth study into Christianity</b> What does it mean to be a Christian today?	<b>Big Questions:</b> Does religion have a place in the world today?	<b>Big Questions:</b> Does religion have a place in the world today?
Core Knowledge/ Threshold Concept	<p><b>Belief-</b> Believing in religion today - Multi -faith Britain</p> <p><b>Religious tolerance</b> with the example of Malala Yousafzai</p> <p><b>Asylum seekers and Refugees</b> - Links to golden rule and world religions response.</p> <p><b>What is Islam?</b> Muhammad - Sunni Shi’a beliefs and the impact on religious believers today</p> <p><b>Practice</b> - 5 Pillars of Islam – with particular focus on prayer and the implications of keeping prayer today.</p>	<p><b>What challenges do Muslims face today?</b> Focus on food/dress</p> <p><b>Making ethical decisions</b> How do religious people deal with issues such as euthanasia and capital punishment?</p> <p><b>Practice –</b> Forgiveness - Islam/Christianity</p>	<p><b>Laws, rules and Holy Books-</b> Is the Bible still relevant today?</p> <p><b>Practice</b> - Christian worship- liturgical /non-liturgical</p> <p><b>Christian Festivals -</b> Christmas and Easter</p> <p><b>Gender challenges</b> within the religion</p>	<p><b>Sexual Relationships-</b> Christian teachings</p> <p><b>Marriage and Divorce-</b> Why is marriage important for religious people?</p> <p><b>Pilgrimage-</b> Lourdes</p>	<p><b>Secularisation</b> Is society becoming secular?</p> <p><b>Does God really exist?</b> Design and Causation argument for the existence of God</p> <p><b>Inconsistent triad –</b> Problem of evil and suffering.</p>	<p><b>Religion as a guide for life</b> Eightfold noble path</p> <p><b>Religion as a guide for life</b> Sikhism 5’ks</p> <p><b>Religious Experience –</b> Can we really experience God?</p>
Why this learning now?	Having studied Judaism and Christianity in Y8, students will progress to the third Abrahamic tradition of Islam. Students will consider the benefits and problems of being religious in		In term 2, students will build on their study of ‘Jesus, saviour or trouble maker’ to gain an in-depth look into what it means to be a Christian today. Having studied the origins and beliefs of the religion they will develop an		In term 3, students will gain an insight into the study of philosophy. The study of philosophy will enable students to enhance their problem-solving capacities. Students will have the opportunity to analyse concepts, definitions,	

	multi- faith Britain. They will then apply religious teachings to current issues in the world such as war and conflict.	understanding of the importance of Christian celebrations today.	arguments, and problems. Such skills will underpin any further academic study.
Assessment Opportunities:	<p><b>Formative Assessment:</b> Regular formative assessment will take place through the use of recall to link prior learning (5 mins), targeted questioning, <b>STAR</b> feedback, verbal feedback, and other AFL strategies.</p> <p><b>Summative assessment:</b> Students will be assessed through summative assessment to test their knowledge and understanding at various points throughout the year.</p>		
Learning at Home	<p>The Religious Studies learning at homework programme will be an opportunity for students to build on their lessons, deepen their understanding, and consolidate learning.</p> <p>Tasks will be varied and either be:</p> <ul style="list-style-type: none"> <li>• Knowledge recall quizzes</li> <li>• Research/ pre-reading homework tasks</li> <li>• Creative / project style tasks</li> </ul> <p>All of which will:</p> <ul style="list-style-type: none"> <li>• Develop independent study skills which will support students to achieve strong academic outcomes.</li> <li>• Consolidate, reinforce and extend what pupils know, understand, and what they can do in the classroom</li> <li>• Focus on knowledge recall and retention</li> <li>• Involve parents and carers in the students' learning</li> </ul>		
Key Vocabulary	Multi-faith society, multi-ethnic society, tolerance, Discrimination, Prejudice, Asylum Seeker, Refugee, Hajj, Holy War, Salah	Liturgical worship, non-liturgical worship, church, advent, lent, easter, Christmas, parish, priest, bible	Philosophy, design, causation, celestial, predestination, al-qadr, inconsistent triad, numinous, Sunni and Shia Islam
Spiritual, Moral, Social and Cultural concepts covered	<p><b><u>Spiritual, Moral, Social and Cultural (SMSC) development</u></b></p> <p>Within our Religious Studies curriculum, personal reflection will become a core skill; we will encourage pupils to will be reflective about their own beliefs (religious or otherwise) and perspective on knowledge of, and respect for, different people's faiths, feelings and values. Through learning, developing understanding and appreciating the range of different cultures within the World will be an essential element of their preparation for life in modern Britain as they will be able to recognise the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs underpin the Religious Studies curriculum. Students will develop the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives whilst, at the same time, offer reasoned views about moral and ethical issues and appreciate the viewpoints of others on these issues.</p>		
Links to careers and the world of work	<p>Careers: Journalist, festival coordinator, probation officer, police officer, food bank coordinator, missionary, nurse, teacher</p> <p>Employability links: Enables students to consider the challenges of living in a diverse society. Being able to understand different viewpoints and philosophies from an interdisciplinary perspective—and apply that understanding to find practical solutions.</p> <p>Studying religion encourages self-awareness, initiative, creativity and teamwork. Religious Studies students are excellent communicators and make great leaders.</p>		