Year 9 Curriculum Map Religious Studies

Religious Studies Vision	The vision for RS is that all our students build the confidence and the skills to consider some of life's biggest questions, explore a variety of different world views and are then able to form their own perspective and world view. Our students are the next generation of global citizens, and we have a duty to prepare them for this. We aim to teach our students the skills and knowledge to be able to coexist peacefully and respectfully in a multicultural world, and understand their own place in the world, and what they must bring to it. We want our students to know that how they treat others and how they treat the world at large, is a huge part of their character and who they are as a person. We aim to inspire our students to be courageous advocates, ambassadors for social change, and a positive voice in our future world so they can become responsible, kind and well-educated young people.
End Points	**Identify** • To be able to identify specific subject knowledge and use it appropriately. • To be able to give specific answers to knowledge questions. **Explain** • To be able to give some detailed knowledge about a particular topic, belief or religious teachings. • To be able to give multiple reasons, examples, teachings to extend your first point. **Influence** • To be able to explain how a belief/teaching/scripture influences a religious believer in their lives today (provide specific examples of how it impacts their behaviour, actions and way of life). **Evaluate** • To be given a statement such as 'there is no life after death' and give: o explained reasons why some people would **agree** with this o explained reasons why some people would **disagree** with this o religious teachings to support the points made o a justified conclusion
Key concepts and domains of knowledge in Religious Studies	**Domains of Knowledge** • Beliefs • Teachings • Practices • Evaluation **Key Concepts (content)** • Justice • Diversity • Judgement • Community • Prejudice/ Discrimination • Peace • Conflict • Relationships • Environment • Morality • Stewardship • Dominion • Forgiveness • Reconciliation

Term	**Autumn term 1**	**Autumn term 2**	**Spring term 1**	**Spring term 2**	**Summer term 1**	**Summer term 2**
Topics	**Unit 1:** Should Christians be greener than everyone else?		**Unit 2:** Is Religion Good or Bad?		**Unit 3:** Peace and Conflict	
Key concepts in each topic	• Morality • Environment • Stewardship • Dominion		• Morality • Justice • Peace • Prejudice/Discrimination		• Peace • Forgiveness • Conflict • Reconciliation	• Dominion • Morality • Stewardship

Domains of knowledge in each topic	**Beliefs** about what is good, bad, right and wrong from different world views. **Teachings** from 5 Pillars, 10 Commandments, Brahma Vihara on GBRW. **Practices** – how are the 5 pillars practiced, what do Christians do to put the 10 commandments into action etc.	**Beliefs** about Jesus, how and why he is considered radical. **Teachings** from the Bible about helping and loving one's neighbour. Teachings from the Bible about love and justice. **Practices –** how people in the past, and today, have put their faith into action and have been radical in their actions.	**Beliefs** about peace, pacifism, forgiveness, reconciliation. **Teachings** from the Bible and the Qur'an on the beliefs above. **Practices –** how those teachings influence Christians/Muslims today. E.g. Teachings on Pacifism influence the practices of Quakers.
End points covered	**Identify** meanings of key words such as Stewardship, Dominion etc. **Explain** the impact human lifestyle is having on the earth and how we can protect it. **Influence –** how do teachings on Stewardship and Dominion influence Christians today (e.g. Eco-Church)? **Evaluate –** Do Christians have more of a moral duty to look after the earth, than non-Christians?	**Identity** key terms such as Jihad, Prejudice and pacifism. **Explain** different aspects of Christianity and Religion and how they can be interpreted in a positive or negative way. **Influence** – explain how teachings from the Qur'an and the Bible influence the lives of religious believers. **Evaluate** – Is religion good or bad for society today?	**Identity** meanings of key terms and concepts such as holy war, pacifism, terrorism, protesting etc. **Explain** Christian beliefs and teachings on war, conflict, pacifism, forgiveness, nuclear weapons, reconciliation, victims of war, terrorism. **Influence –** how different teachings on peace and pacifism will influence different Christian groups' attitudes towards peace and conflict. **Evaluate –** Reasons for war, pacifism, nuclear weapons.

Broken down knowledge and understanding	**Make sense of belief** Students will explain the type and purpose of the Genesis Creation texts, and their place in the overall Bible narrative. **Understand the impact** Students will give some examples of how Christians have responded to the idea of Stewardship, as a community and as an individual. Students will show how Christians have used Genesis 1 and 2 to guide how they treat the environment. **Make connections** Students will offer a justified response to the question of whether Christians should be better stewards than everyone else. Students will respond to the challenges of caring for the planet, in the light of their learning, offering reasons and arguments for their responses.	**Make sense of belief** Students will identify Christian and Muslim beliefs towards peace, pacifism, forgiveness, war and violence. **Understand the impact** Students will explain how these beliefs and teachings influence the lives of Christians and Muslims today and how they influence the way in war is to be conducted by Christians and Muslims. **Make connections** Students will offer a justified response to the question of whether religion is good or bad for society, they will use specific examples from the unit to support their answer.	**Make sense of belief** Students will show understanding of the concepts relating to violence, terrorism and war and will know the key concepts of peace, justice, forgiveness and reconciliation and religious beliefs and teachings about these. **Understand the impact** Students will explain different religious beliefs and teachings about violence, war, nuclear war, peace and terrorism and explain how scripture influences those beliefs. **Make Connections** Students will evaluate if war/conflict is ever justified, and if peace and reconciliation is a better alternative to war, supporting these views with evidence, examples and scripture.
Assessment for each topic	**Formative** • Do Now recall quizzes • Targeted questioning • Exit tickets **Summative** End of unit assessment: 12-mark evaluation essay.	**Formative** • Do Now recall quizzes • Targeted questioning • Exit tickets **Summative** End of unit assessment consisting of knowledge, explain and influence questions. 30 minutes. 27 marks (24 content, 3 SPaG).	**Formative** • Do Now recall quizzes • Targeted questioning • Exit tickets **Summative** *Mid-unit assessment:* 12 marks. Identify, explain, influence question. *End of unit assessment:* consisting of knowledge, explain and influence questions. 30 minutes. 27 marks (24 content, 3 SPaG).