

Holywell School Curriculum Overviews

Year 9 Curriculum Overview

RE

Curriculum Intent

RE is a vital part of the Holywell Middle school curriculum with cross-curricular links to not only the other Humanities subjects but also to English, Art, Music and Drama. As a Church of England School providing a values-based education, we place great emphasis on the development of mutual respect and kindness. We have created a school that is both welcoming and caring towards everyone who joins us. These values are embodied within the RE curriculum as we seek to explore further students' understanding of and respect for other cultures and religions, while still retaining Christianity as the underlying belief system of the school community.

Students are encouraged not only to learn about aspects of religion, belief and worship, but also to identify, cross-examine and refine their own beliefs in the light of their learning. All this takes place within a safe and caring environment in which students can explore their thoughts and feelings with growing confidence, encouraged by both their peers and teachers. In Year 9 students are increasingly exposed to GCSE style questions to prepare them fully for GCSE Religious Studies.

Term	First half term	Second half term
Autumn term	BUDDHISM THE BUDDHA Early Life Asceticism Enlightenment KEY BELIEFS – to include some or all of: 4 Noble truths Wheel of life Noble eightfold path 5 moral precepts 6 perfections	<u>BUDDHISM cont...</u> WORSHIP Puja Mantras Meditation Rituals DENOMINATIONAL DIVERSITY Tibetan Buddhism Theravada Buddhism Mahayana Buddhism
Evidence of learning	GCSE style questions [a] Give two reasons why Siddhartha Gautama gave up his life of luxury [b] Explain two Buddhist beliefs about the causes of suffering. Refer to sacred writings	GCSE style question “It is not easy to achieve enlightenment” Evaluate this statement
Links to prior learning	Year 8 – problem of evil and causes of suffering	Year 8 – Hinduism – puja and mantras
Links to future learning	GCSE – Christianity unit – causes of suffering and role of Christ in salvation and forgiveness of sin	GCSE – Christianity and Islam units – denominational diversity
Spring term	<u>WHAT IS HUMANITY?</u> DEFINING HUMANITY	<u>WHAT IS HUMANITY? cont...</u> HUMAN RIGHTS V ANIMAL RIGHTS

Holywell School Curriculum Overviews

	Physical, mental and spiritual make-up Sacred texts – eg made in God’s image and the implications of this SPIRITUAL CONNECTION TO OUR MAKER Déjà vu, glitches in the matrix, feeling ‘watched’ Coincidences Awe and wonder moments Visions/dreams	Right to life – animals versus humans Vegetarianism and veganism – a moral choice Sanctity of life Case Study: The Holocaust – ‘justification’, comparison with animal extinction, immorality, impact on legislation and modern thinking
Evidence of learning	GCSE Style Questions [a] Explain two reasons why Christians belief in a creator God. Refer to sacred writings or another source of Buddhist belief and teaching in your answer. [5 marks] [b] “To be human means to have a spiritual and mental connection to a superior moral guiding force” Evaluate this statement	GCSE Style Questions: [a] Explain two contrasting beliefs about the preservation of human life [b] Describe Christian teaching about the value of human life versus animal life
Links to prior learning	Year 8 – Nature of God unit looks at awe and wonder moment and the teleological argument for the existence of God	Year 9 History – the Holocaust
Links to future learning	GCSE – Religion and life unit that examines the sanctity of life	GCSE Religion and Life units that considers animal rights
Summer term	<u>CHRISTIAN DIVERSITY</u> EARLY HISTORY OF THE CHURCH Death and resurrection of Christ, ascension, Pentecost Role of the apostles Epistles of St Paul – importance and impact THE BEGINNINGS OF DENOMINATIONAL DIVERSITY The Great Schism -East v West Martin Luther and the birth of Protestantism MODERN DAY DIVERSITY British diversity Case Study: may include Methodist, Quaker, Baptist Eastern Christianity versus Western Christianity – differences and reasons for them Case Study: may include Africa, Caribbean, Russia	<u>CHRISTIAN DIVERSITY cont...</u> DIFFERENCES IN BELIEF AND PRACTICE Holy Communion v Eucharist Adult v infant baptism Missionary work, monasticism etc CULTURAL/GEOGRAPHICAL INFLUENCES Geographical influences eg the many faces of Jesus Music Mardi Gras/ Day of the Dead Festivals – Mardi Gras, Day of the Dead, Easter, Halloween, Christmas
Evidence of learning	GCSE Style Questions: [a] Explain two reasons why Christianity has split into over 40,000 different denominations [b] “Denominational diversity is the key to explaining why Christianity is the largest world religion”. Evaluate this statement.	GCSE Style Questions: [a] Explain two contrasting beliefs about the role of holy Communion [b] How do you account for the differences in Christian traditions and beliefs that exist around the world
Links to prior learning	Easter lessons on the death and resurrection of Christ Year 7 History – the Protestant Reformation	Year 5 – Faith unit examines adult versus infant baptism Year 8 – Hinduism unit compares Hindu and Christian rites of passage

Holywell School Curriculum Overviews

		Easter lessons and Christmas lessons explore different festivals around the world
Links to future learning	GCSE Christianity unit	GCSE Christianity unit
Protected characteristics	Mutual respect and tolerance-students will learn to respect those of different views.	
Spirituality	The ‘Buddhism’ unit touches on the idea of meditation and connecting with something greater and more important than earthly experiences. This is reinforced by Buddhist noble truths and concepts of existence that do not relate to a particular deity but exist because of our connection to everyone and everything around us in a spiritual way. The ‘What is Humanity’ unit will encourage students to think deeply about what makes us unique as humans and consider the question of the value placed on human life compared to animal life. It will also explore the awe and wonder moments that enable us to perceive of something existing greater and beyond our earthly existence. Our ‘Christian Diversity’ unit picks up these things further with students exploring the possibility of performing miracles [Jesus and the apostles] life after death with the ascension of Jesus	
Reading in the curriculum (Literacy & Vocabulary) Students are encouraged to read, comprehend and analyse sacred texts in every unit The scheme of work has built in feedback lessons that involve detailed comprehension activities centred around lengthy pieces of writing Students are often set reading and comprehension homework to supplement their classroom learning		
Safeguarding including safety in the curriculum Ensuring students are seated in a way that takes account of safeguarding notes and which promotes positive learning and social outcomes		
Values in the Curriculum Every lesson is linked to a value and we encourage students to show all the school values in their lessons. Some units specifically explore key values such as justice, equality and respect.		
How we track your progress Linking to the progress descriptors all students’ progress is tracked through the work they produce and contribute to in class, homework, end of unit assessments and in class assessments/quizzes		
Parents/Carers can support their child by: Checking Satchel One for the homework that is being set and ensuring it is completed. Listening to students read aloud and discussing important ideas with them. Encouraging students to read related material at home or explore related websites. Help students to develop independent working skills and resilience. Taking students to relevant museums, living history experiences and encouraging them to read around the subject at home by exploring related websites or selecting relevant non-fiction library books. Ensuring there is a quiet place to concentrate and study at home, away from any distraction.		
Sustainability within the subject		

Holywell School Curriculum Overviews

The 'What is Humanity' unit explores the role of animals in our society and the need to protect them. Students will discuss the need to use animals as food but consider the importance of preserving animals and the environment for the future generation – the notion of stewardship.

Careers Links

Aid/charity worker, church organisation worker, youth worker, life coach, community development officer, social worker, healthcare professional, counsellor, sales and marketing, civil service, administration, librarian, law enforcement, diplomat, media consultant, researcher