



**Year 7**

Subject: <b>World Views</b>	Year group: <b>7</b>	Date: <b>September 2023</b>	Length of enquiry: <b>First Autumn half term</b>
<p><b>Domain:</b> What is a world view?</p> <p><b>Religions Covered:</b> Christianity, Sikhism, Hinduism, Buddhism, Islam and Judaism</p>	<p><b>Key Concepts:</b></p> <p><b>Religious Knowledge (inc. SMSC):</b> What is a worldview? What is a source of authority What are holy books and what are the holy books for the 6 world religions? What is a place of worship and what are the places of worship for the 6 main world religions? What is a prophet?</p> <p><b>Religious understanding (inc. SMSC):</b> What influences my world view? Why are people theist, atheist or agnostic? Why do I have different beliefs to my friends?</p> <p><b>Religious analysis and critique (inc. SMSC):</b> Religious holy books – are they out of date? Should we challenge ideas, even if they come from a religion? Can we challenge religion?</p> <p><b>Beyond school (inc. SMSC)</b> How does my worldview affect the way I see the world? Where can I find people who think like me?</p>	<p><b>Topic end point</b></p> <p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>In this unit, students will be asked to think about how they see the world. Why do they believe what they do? Why may they have different views to their friends or even family? Is it ok to think differently?</p> <p>Students will be asked to think about what sources of authority influence their worldview. We will then examine important sources of authority for the 6 main world religions. We shall investigate the Christian, Islamic, Jewish, Hindu, Sikh and Buddhist holy texts, houses of worship and prophets. How do these sources of authority make people think differently?</p> <p>Finally, students will be challenged to think about worldviews will lead some people to be atheist, theist or agnostic.</p> <p>This first unit in year 7 provides an opportunity for students to pick up on any missed or lost learning from primary school. If students have been in primary at Bank View, this unit will secure the knowledge and key vocabulary that will assist them in all schemes of work moving forward.</p>	
<p>← Prior Learning Links</p> <p>Opportunity to see what knowledge students have brought forward from KS2.</p> <p>If students have been at Bank View Primary, this will act as synoptic unit of learning; bringing together themes learnt at KS2.</p>		<p>Future learning links →</p> <p>Indirectly - Key vocabulary and themes will assist pupils in every SOW in the spiral curriculum moving forward.</p> <p>Directly – The learning and the vocabulary learned in this unit will be revisited in the following units:</p>	

		Festivals (yr7), Pilgrimage (yr7), Food and religion (yr8), Creation (yr8) Being Kind (yr8), Holocaust (yr9) Life after death (yr9) and possible WJEC board units in KS4.
<b>Assessment Objectives</b>	<b>Possible misconceptions</b>	<b>Big Four</b>
What is a Worldview? Where do I get my worldview from? What is source of authority? What are the holy books, houses of worship and prophets for the 6 main world religions?	I don't believe in God so I don't need to know this. I don't like learning about religions My parents are not religious I never did religion in primary school	Oracy – students asked to participate in many discussions. Paired work, groups or class. Students asked to respond to questions.  Reading – students asked to read the stories behind the religious festivals.  Writing – various written tasks will be set in this unit. Students will be asked to retell and describe stories. Students asked to make notes after gathering information from videos. Students asked to compare and contrast.  Vocabulary – students introduced to lots of new religious language.

<b>Subject: World Views</b>	<b>Year group: 7</b>	<b>Date: October 2023</b>	<b>Length of enquiry: Second half of the Autumn Term and all of the Spring Term</b>
<b>Domain:</b>	<b>Key Concepts:</b>	<b>Topic end point</b>	
<b>Festivals</b>  <b>Religions Covered:</b> Christianity, Sikhism, Hinduism and Judaism	<b>Religious Knowledge (inc. SMSC):</b> Students will know stories behind the following festivals: Diwali, Holi, Christmas, Easter, Hanukkah and Rosh Hashanah. Students will know which religions celebrate these festivals and know how they are celebrated.  <b>Religious understanding (inc. SMSC):</b> Students will think about the purpose of festivals and how they bring people together. Students will draw comparisons with their own life. What do they celebrate? How do they celebrate? Do celebrations bring their friends and family together?  <b>Religious analysis and critique (inc. SMSC):</b> Do the stories have to be real to be true? If you just follow your religion at festival times, are you religious?	<b>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</b>  Exploration of different religious festivals, examining both how and why the festivals are celebrated. The unit is brought together by looking a light and community as common themes. Do festivals promote positive messages on how to live a good and moral life?  Hinduism - Focus on the story behind Diwali – the Ramayana. It is a festival of light showing how good always wins over evil. Move on to have a look at the festival of Holi. What is the story behind the festival?  Judaism – Rosh Hashanah. How can fresh starts be good for us all? Can we reform and make good choices? Hanukkah, the Jewish festival of light. Look at the story of the Maccabees. What can we learn to help us all lead a moral life?	

	<p><b>Beyond school (inc. SMSC)</b> Students will be able to engage meaningfully in their community. For example, if they see Diwali or Rosh Hashanah in the news, or being celebrated, or they have a customer celebrating a religious festival then it is hoped our students will be able to participate in a conversation about it.</p>	<p>Sikhism – Vaisakhi. How can the formation of the Khalsa encourage us to live well? How do the 5Ks inspire Sikhs to live good lives?</p> <p>Christianity – Christmas. Christian festival of light. What can we learn from all nativity characters, such as Joseph and the shepherds about living an honest and compassionate life?</p> <p>Consider how their religious faith inspired and guided them in their lives. Reflect on the value of love, forgiveness, honesty, kindness, generosity and service in their own lives and the lives of others, in the light of their studies in RE.</p>
<p>← Prior Learning Links</p> <p>Opportunity to see what knowledge students have brought forward from KS2. Opportunity for students to look again at vocabulary learnt in their previous unit 'Seeing the world in different ways.'</p>		<p>Future learning links →</p> <p>Indirectly - Key vocabulary and themes will assist pupils in every SOW in the spiral curriculum moving forward. Directly – The learning and the vocabulary learned in this unit will be revisited in the following units: Food and religion (yr8), Being Kind (yr8), Holocaust (yr9) and possible WJEC board unit in KS4.</p>
<p><b>Assessment Objectives</b></p> <p>What is a festival? How do people celebrate festivals? (generally) What are the festivals of light and why are they so important? What are the stories behind Diwali, Holi, Hanukkah, Christmas and Easter? Extension objective: Does it matter if the stories behind the festivals are not real? Can festivals encourage people to be good?</p>	<p><b>Possible misconceptions</b></p> <p>I don't believe in God so I don't need to know this. I'm not X religion, so I don't need to know about X festival.</p>	<p><b>Big Four</b></p> <p>Oracy – students asked to participate in many discussions. Paired work, groups or class. Students asked to respond to questions.</p> <p>Reading – students asked to read the stories behind the religious festivals.</p> <p>Writing – various written tasks will be set in this unit. Students will be asked to retell and describe stories. Students asked to make notes after gathering information from videos. Students asked to compare and contrast festivals.</p> <p>Vocabulary – students introduced to lots of new religious language. Will recap language from the first Year 7 unit.</p>

<b>Subject:</b> <b>World Views</b>	<b>Year group:</b> <b>7</b>	<b>Date:</b> <b>March 2024</b>	<b>Length of enquiry:</b> <b>Summer Term</b>
<b>Domain:</b> <b>Pilgrimage</b>  <b>Religions Covered:</b> Christianity, Islam, Hinduism and Judaism	<b>Key Concepts:</b> <b>Religious Knowledge (inc. SMSC):</b> Students will know stories about the following pilgrimages: Catholics to Lourdes Hindus to the River Ganges Sikhs to the Golden Temple Muslims on Hajj *Jews, Muslims and Christians to Jerusalem. Students will know why these destinations are important.  <b>Religious understanding (inc. SMSC):</b> Students will think about the purpose of pilgrimage and how they bring people together. How significant is water to religious people – why? How does going away on a trip/holiday help some people?  <b>Religious analysis and critique (inc. SMSC):</b> Do you have to go on pilgrimage to be religious? Should pilgrimage be for everyone? If you just follow your religion at pilgrimage times, are you religious?  <b>Beyond school (inc. SMSC)</b> Why should we preserve and respect our waterways and oceans? Why go on holidays – how do they make you feel? What is the benefit of going somewhere in a group? How can my community help me? What amazing places are out there for me to travel to?	<b>Topic end point</b> <p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>Students will explore religious pilgrimage from a mixture of different religions. Students will investigate the story of Bernadette at Lourdes and consider if miracles really can happen. Students will explore puja in the River Ganges and think about why the Ganges has been given Human Rights. Students will also explore the Sikh pilgrimage to the Golden Temple where they shall learn about langar. Students will the get to experience a langar in class. Finally, students will look at the Hajj pilgrimage. Why do Muslims consider it so important that every Muslim should try to go at least once in their lifetime?</p> <p>Finally, we shall bring the unit to a close by investigating the purpose of water in each of our pilgrimages. Can water remove sin? In the age of the internet, do we need to go on pilgrimage anymore?</p>	
<b>← Prior Learning Links</b> Opportunity to see what knowledge students have brought forward from KS2. Opportunity for students to look again at vocabulary learnt in their previous Year 7 Units 'Seeing the world in different ways' and 'Festivals'.		<b>Future learning links →</b> Indirectly - Key vocabulary and themes will assist pupils in every SOW in the spiral curriculum moving forward. Directly – Students looking at Hajj will continue to learn about the 5 pillars of Islam in two more units in Year 8. Directly – The learning and the vocabulary learned in this unit will be revisited in the following units:	



		Food and religion (yr8), Being Kind (yr8), Life after death (yr9) and WJEC board units in KS4.
<b>Assessment Objectives</b>	<b>Possible misconceptions</b>	<b>Big Four</b>
<p>What is a pilgrimage?</p> <p>Why is water so special to religious people?</p> <p>Why do Catholics go to Lourdes?</p> <p>Why to Muslims go on Hajj?</p> <p>Why do Hindus go the River Ganges?</p> <p>Why to Sikhs go to the Golden Temple?</p> <p>*Why do Jews, Muslims and Christians go to Jerusalem?</p>	<p>I don't believe in God so I don't need to know this.</p> <p>I'm not X religion, so I don't need to know about X pilgrimage.</p> <p>I have never been on holiday and I will never need to go to these places.</p>	<p>Oracy – students asked to participate in many discussions. Paired work, groups or class. Students asked to respond to questions.</p> <p>Reading – students asked to read the stories behind the religious pilgrimages.</p> <p>Writing – various written tasks will be set in this unit. Students will be asked to retell and describe stories. Students asked to make notes after gathering information from videos. Students asked to compare and contrast pilgrimages.</p> <p>Vocabulary – students introduced to lots of new religious language. We will recap language from the first two Year 7 units.</p>

## Year 8

Subject: <b>World Views</b>	Year group: <b>8</b>	Date: <b>September 2023</b>	Length of enquiry: <b>Autumn Term</b>
<b>Domain:</b>	<b>Key Concepts:</b>	<b>Topic end point</b>	
<p>Food for thought: Is it hard to follow your religion today?</p> <p><b>Religions Covered:</b> Christianity, Islam and Judaism</p>	<p><b>Religious Knowledge (Inc. <u>SMSC</u>):</b> What is the Exodus and how does it relate to the Passover festival? The Seder meal What are Jewish and Muslim dietary laws? What is Ramadan? What does it mean to fast? What is Eid?</p> <p><b>Religious understanding (Inc. <u>SMSC</u>):</b> What would you give up? Would you give anything up to show you were dedicated to something?</p> <p><b>Religious analysis and critique (Inc. <u>SMSC</u>):</b></p>	<p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>It is hoped that by the end of this units, students will be able to talk about Jewish and Muslim dietary rules. Students should know what kosher is and how what to look for on food packaging and likewise with halal. Students should be familiar with certain foods which Jews and Muslims cannot eat. Students will be asked to think about how hard it may be for people to follow these dietary laws.</p>	

	<p>Do you have to follow all the rules of your religion to be religious? Should religion be 'hard' to follow? Should religious people be put under pressure?</p> <p><b>Beyond school (Inc. SMSC)</b> Students will be able to know why people fast. When they are older, it is hoped that students will be able to have meaningful conversation with friends, colleagues and/or customers about their religion and religious practices.</p>	<p>Students should know about Moses, his role in the exodus and how the story relates to the Passover festival. Moving forward, students should know how Jews celebrate the Passover with the Seder meal. Pupils will be encouraged to think about whether keeping religious traditions are easy.</p> <p>Finally, students should know the Muslims fast for Ramadan as a way to get closer to Allah and to show empathy for those people less fortunate.</p>
<p>← Prior Learning Links</p> <p>This first unit in Year 8, picks up learning from two Year 7 units; Worldviews and Festivals. We continue to look at how food can unite people. How is food part of religion, part of your every day lived experience.</p>		<p>Future learning links →</p> <p>The final unit of Year 8; why should we be kind will continue learning about the 5 Pillars of Islam (we cover Ramadan in this unit). Moreover, starting to think critically about religion, assessing how it practiced in the 21<sup>st</sup> century will be picked up in all Year 9 modules, when we start to look at ethical/moral issues.</p>
<p><b>Assessment Objectives</b></p> <p>Explain the exodus Why is Passover called Passover? How is Passover celebrated? What is kosher? What is the kosher symbol? What is halal? What is the halal symbol? Is it hard to follow religious dietary laws? What does it mean to fast? What is Ramadan? Is it hard to follow Ramadan?</p>	<p><b>Possible misconceptions</b></p> <p>Religious people will get in trouble if they don't follow the rules of their religion I don't need to know about something I don't believe in</p>	<p><b>Big Four</b></p> <p>Oracy – debating skills, listening, reasoning, verbally responding to contrasting arguments and ideas and critiquing will all be encouraged.</p> <p>Writing – students will be asked to present their opinions in written form and be asked to justify themselves.</p> <p>Key vocab – students will access new vocabulary and will recap new words most weeks.</p> <p>Reading – students will access some reading material in every lesson. It will vary in size and detail. For example, one week I may ask students to read a text. Whether that be alone, in a group or in pairs etc. Another week we may only read from a PP.</p>

Subject: <b>World Views</b>	Year group: <b>8</b>	Date: <b>January 2024</b>	Length of enquiry: <b>Spring Term (though it may run into Summer Term if the Spring Term is very short)</b>
Domain: Creation – who made the world?	Key Concepts: <b>Religious Knowledge (Inc. SMSC):</b> What is the design theory?	Topic end point The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews	

<p><b>Religions Covered:</b> Christianity, Islam, Judaism and Hinduism</p>	<p>What is the watch theory? What is causation? Who was Charles Darwin and what was his theory of evolution? How do Christians, Hindus and Muslims think the world began? How do the ancient Mayan's think the world began? How do the ancient Aborigines think the world began? What is the scientific idea of creation?</p> <p><b>Religious understanding (Inc. SMSC):</b> How would atheists and theists think differently about creation? Do religion and science share any similar ideas about creation?</p> <p><b>Religious analysis and critique (Inc. SMSC):</b> Do ancient and/or religious ideas of creation have to be true? Who created God? Is the world has been designed why do bad things happen?</p> <p><b>Beyond school (Inc. SMSC)</b> When students are older, it is hoped that students will be able to have meaningful conversation with friends, colleagues and/or customers about one of life's big questions – how did we all get here?</p>	<p>address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>It is hoped that by the end of this units, students will be able to talk about different ideas of creation. Students should know more than one religious idea of creation. Students will be encouraged to say what is similar/different between them. Intelligent Design/Design theory will be introduced as a way to explain and justify theistic belief. Causation theory will be covered as a way to explain any challenges to the Deign Argument.</p> <p>The second half of the unit will address the scientific view of creation (the Big Bang). Students will look at Charles Darwin and his theory of evaluation.</p> <p>To conclude the unit, students will be asked for their own opinion on creation. Can they offer a personal point of view for one of life's biggest questions? How did we get here?</p>
<p> <b>Prior Learning Links</b></p> <p>This unit will cover ideas not yet explored in Key Stage 3 World Views. However, students will need to use the vocabulary picked up in Year 7, to advance in this unit (such as thiest and athiest). This unit will draw in learning from Georgraphy where students are looking at Eco-Systems this term.</p>		<p><b>Future learning links</b> </p> <p>Starting to think critically about religion, assessing how it practiced in the 21<sup>st</sup> century will be picked up in all Year 9 modules, when we start to look at ethical/moral issues.</p>
<p><b>Assessment Objectives</b></p> <p>What is cosmology? How do the ancient Mayan's and Aborigines think the world was created? Does it matter is the stories are real? How do Christians think the world was created? How do Muslims think the world was created? How do Hindus think the world was created?</p>	<p><b>Possible misconceptions</b></p> <p>Religion and scientific views on creation always conflict. The Big Bang is a TV show.</p>	<p><b>Big Four</b></p> <p>Oracy – debating skills, listening, reasoning, verbally responding to contrasting arguments and ideas and critiquing will all be encouraged.</p> <p>Writing – students will be asked to present their opinions in written form and be asked to justify themselves.</p> <p>Key vocab – students will access new vocabulary and will recap new words most weeks.</p> <p>Reading – students will access some reading material in every lesson. It will vary in size and detail. For example, one week I</p>



<p>What is intelligent design?          What is the watch theory?          What is causation?          What is evolution and who was Charles Darwin?          How do you think the world was made?</p>		<p>may ask students to read a text. Whether that be alone, in a group or in pairs etc. Another week we may only read from a PP.</p>
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<p>Subject: <b>World Views</b></p>	<p>Year group: <b>8</b></p>	<p>Date: <b>April 2024</b></p>	<p>Length of enquiry: <b>Summer Term</b></p>
<p>Domain:  <b>Why should we be kind?</b>   <b>Religions covered:</b>          Judaism, Christianity, Sikhism and Islam</p>	<p>Key Concepts:</p> <p><b>Religious Knowledge (Inc. SMSC):</b>          What is the parable of the Sheep and Goats?          What is the parable of the good Samaritan?          What is the Golden Rule?          What are the 5 pillars of Islam?          What is tzedakah?          What is sewa and langar?</p> <p><b>Religious understanding (Inc. SMSC):</b>          How and why do religious people translate scripture/teachings/stories into ideas of kindness and compassion?          Why is kindness important for society?</p> <p><b>Religious analysis and critique (Inc. SMSC):</b>          If you are kind just to get a reward to go to heaven, are you actually kind?          Is an act of kindness altruistic?</p> <p><b>Beyond school (Inc. SMSC)</b>          Why should I be kind?          How can kindness help people in my community?          If I ever need someone to show compassion towards me, where can I go?</p>	<p>Topic end point</p> <p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>In this unit, students will explore scripture/teachings/stories from Sikhism, Christianity, Judaism and Islam about kindness.</p> <p>Students will be asked to explore different texts to infer meaning and look for allegories and moral threads. Students will be asked to think about why all religions teach kindness. What would society look like without kindness? What would your life look like without kindness?</p> <p>Students will be encouraged to think about how religion can help communities support one another. However, students will also be asked to think about the altruism of kindness. If you are only 'good' to get a reward (heaven or a better afterlife) then is this good? Therefore, we shall explore the humanist view on kindness?</p>	
<p>← Prior Learning Links</p>		<p>Future learning links →</p>	



<p>This unit will extend themes covered earlier in Year 8 (Is it hard following your religion today) and Year 7 (What is a worldview and Pilgrimage). This unit also links to citizenship units in Year 7 – Why should I be a good citizen? And citizenship units in Year 8 – Human Rights and Different Opinions.</p>		<p>Starting to think critically about religion, assessing how it practiced in the 21<sup>st</sup> century will be picked up in all Year 9 modules, when we start to look at ethical/moral issues. This unit will also compliment the Year 9 Citizenship module ‘Democracy beyond the UK’.</p>
<p><b>Assessment Objectives</b></p> <p>Retell and explain the parable of the Sheep and Goats. How does it encourage kindness? Retell and explain the parable of the Good Samaritan. How does it encourage kindness? Describe and explain the 5 pillars of Islam. How do they encourage kindness? How do sewa and langar teach kindness? What are tzedakah and how do they teach kindness? What do humanists teach about kindness? What would society look like if people were not kind?</p>	<p><b>Possible misconceptions</b></p> <p>Only religious people are kind. Religion causes people to fight, not show kindness. Religious views don’t concern me.</p>	<p><b>Big Four</b></p> <p>Oracy – debating skills, listening, reasoning, verbally responding to contrasting arguments and ideas and critiquing will all be encouraged.</p> <p>Writing – students will be asked to present their opinions in written form and be asked to justify themselves.</p> <p>Key vocab – students will access new vocabulary and will recap new words most weeks.</p> <p>Reading – students will access some reading material in every lesson. It will vary in size and detail. For example, one week I may ask students to read a text. Whether that be alone, in a group or in pairs etc. Another week we may only read from a PP.</p>

## Year 9

Subject: World Views	Year group: 9	Date: September 2023	Length of enquiry: Autumn Term
<p><b>Domain:</b></p> <p>The Holocaust</p>	<p><b>Key Concepts:</b></p> <p><b>Religious Knowledge (inc. SMSC):</b> What was the Holocaust What is anti-Semitism? What were the concentration camps? How did Jewish people live before the war and why were they targeted?</p> <p><b>Religious understanding (inc. SMSC):</b> How must Anne Frank have felt in hiding?</p>	<p><b>Topic end point</b></p> <p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>Students should know that millions of Jewish people died during WW2. Students should know the terms, Holocaust, Anti-Semitism and Concentration camp and know how to use them in a sentence. This unit</p>	

	<p>How did children cope in the Holocaust? What should I be grateful for today.</p> <p><b>Religious analysis and critique (inc. <u>SMSC</u>):</b> Why did God not help the Jews? Why did Germans go along with the Final Solution?</p> <p><b>Beyond school (inc. <u>SMSC</u>)</b> Propaganda and control of the media. How to stop bullying</p>	<p>also encourages students to think about propaganda and how people can control others. We address the consequences of following rules, even if they are not moral. Students will be asked to show empathy after looking at the life of Anne Frank. What must a day in hiding have been like? After completing this unit, students should start to question if Jewish people kept their faith. Did they wonder why God did not protect them?</p>
<p>← Prior Learning Links</p> <p>This unit elaborate on past learning about WW1 and WW2, which are looked in both KS2 and KS3 phases at Bank View.</p>		<p>Future learning links →</p> <p>This unit will build a strong foundation of understanding that will enable students to complete their Key Stage 4 SOW. For example, students will find that the informations gathered in this unit will help them complete ‘Prejudice and Discrimination’ and ‘Contentious Issues’ in Years 10 &amp; 11. This unit will also help them start to think about the ethics and morality of society.</p>
<p><b>Assessment Objectives</b></p> <p>Do they know some key vocabulary? Can the use key vocabulary in the right context? To be able to say what the Holocaust was (in a sentence). To know that Jewish people (and others) dies in concentration camps. To think about Anne Frank and what a day in her life may have looked like. To think what we can learn from looking at the Holocaust.</p>	<p><b>Possible misconceptions</b></p> <p>The Holocaust did not happen Only Jews were killed People still don’t like Jews All Germans hate Jewish people (still)</p>	<p><b>Big Four</b></p> <p>Oracy – debating skills, listening, reasoning, verbally responding to contrasting arguments and ideas and critiquing will all be encouraged.</p> <p>Writing – students will be asked to write for a specific purpose, e.g., writing a diary entry from the perspective of Anne Frank. Students will look at inference, e.g., they will look at Nazi propaganda images and be asked to infer meaning and truth. They will be asked about what happened to Jewish people and how it may have how it has changed their lives.</p> <p>Key vocab – students will access new vocabulary and will recap new words most weeks.</p> <p>Reading – students will access some reading material in every lesson. It will vary in size and detail. For example, one week I may ask students to read a text. Whether that be alone, in a group or in pairs etc. Another week we may only read from a PP.</p>

Subject: <b>World Views</b>	Year group: <b>9</b>	Date: <b>November 2022</b>	Length of enquiry: <b>Spring Term</b>
Domain:	Key Concepts:	Topic end point	

<p>Gender Issues in the 21<sup>st</sup> Century</p>	<p><b>Religious Knowledge (inc. SMSC):</b> Understanding that no religion allows honour killings, FGM or domestic violence. How do religions try to address modern social issues? Which churches allow women priests? Why do some religious women dress the way they do?</p> <p><b>Religious understanding (inc. SMSC):</b> How would victims of honour killings, domestic violence, FGM etc feel? Why should these topics be taught in schools? Should we all have the right to wear what we want?</p> <p><b>Religious analysis and critique (inc. SMSC):</b> Do religions promote and/or encourage stereotypes? Could religion do more to prevent 'cultural norms'?</p> <p><b>Beyond school (inc. SMSC)</b> What are gender differences? What is the 'pay gap'? What is domestic violence? Is it legal and where can I go for help? What is honour based violence? Is it legal and where can I go for help? What is the difference between arranged and forced marriage? Are they legal and where can I go for help? What is FGM? Is it legal and where can I go for help?</p>	<p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>The intent of this unit is for students to examine how religion approaches gender issues relevant to students in the 21<sup>st</sup> century. We will look at issues that may be relevant in some students personal lives. Some issues they may hear mentioned on the news or in their favourite TV soap. Either way, the intent of this unit is to explain, provide context and offer a safe space to debate modern gender issues and consider how religions respond to these obstacles. Students will be encouraged to reason and critique ideas.</p> <p>It is intended that students will be equipped with the correct literacy to be able to speak meaningfully about issues such as domestic violence, honour killings, honour-based violence and FGM etc. The impact of such knowledge will be useful to students in and beyond school.</p> <p>Another outcome for this unit is that students will be made aware of where to access help for all the issues discussed.</p>
<p>← Prior Learning Links</p> <p>This unit continues to address ideas of discrimination and prejudice that students started to study in the Autumn Term of Year 9.</p>		<p>Future learning links →</p> <p>This unit will build a strong foundation of understanding that will enable students to complete their Key Stage 4 SOW. For example, students will find that the information gathered in this unit will help them complete 'Prejudice and Discrimination' and 'Contentious Issues' in Years 10 &amp; 11.</p>
<p><b>Assessment Objectives</b></p> <p>Offer an opinion as to whether religion encourages the separate spheres ideas. Explain the difference between an arranged and forced marriage.</p>	<p><b>Possible misconceptions</b></p> <p>Some religions allow and/or insist upon certain dress codes for women. Some religions allow and/or insist upon FGM, forced marriages and domestic violence. Things like honour-based violence don't happen in the UK.</p>	<p><b>Big Four</b></p> <p>Oracy – many topics, if not all, are suitable for class debate and discussion. Students will be asked to share ideas and opinions to the class (if they are comfortable) and in pairs and small groups. Vocabulary – lots of subject specific words introduced.</p>

<p>Explain reasons behind an 'honour killing'. Judge why honour killings are not honourable. Evaluate how some acts of gender discrimination are cultural and have nothing to do with religion. Explain how religions treat genders, e.g., different Christian views on the ordination of women. Analyse whether genital circumcision has a place in the 21<sup>st</sup> century.</p>	<p>Only Muslim women cover their heads, and they are forced to.</p>	<p>Writing – written tasks throughout unit, and assessments will be in written format. Inference tasks when students are asked to listen to personal opinions. Reading – students will be asked to read a variety of text and source material.</p>
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<b>Subject: World Views</b>	<b>Year group: 9</b>	<b>Date: April 2024</b>	<b>Length of enquiry: Summer Term</b>
<p><b>Domain:</b> Is there life after death</p> <p><b>Religions covered:</b> Christianity, Islam and Hinduism</p>	<p><b>Key Concepts:</b></p> <p><b>Religious Knowledge (inc. SMSC):</b> Understanding that non-Catholic Christians believe in a heaven and hell Understanding that Catholic Christians believe in a heaven, hell and purgatory. Understanding that some eastern religions do not believe that life is the end. Understanding that Hindus believe in reincarnation. An understanding of the key term's moksha, karma, dharma and samara. To know a humanist view on life after death. To know the views of some key philosophers on life after death. What do famous philosophers Hick, Plato, Aristotle and Dawkins think about life after death?</p> <p><b>Religious understanding (inc. SMSC):</b> To know how a belief in an afterlife can influence this life. To think if an afterlife encourages good behaviour. To think if a belief in an afterlife provides people with comfort. What is a monist or dualist view?</p>	<p><b>Topic end point</b></p> <p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>In this unit students will ponder one of life's hardest questions: what happens when we die?</p> <p>To help students reach their own conclusion, will shall look at and compare East and Western religious views on the afterlife. Do heaven and hell and purgatory exist? How do you get there? What do they look like? What is reincarnation? What impact does a belief in reincarnation have on this life?</p>	

	<p><b>Religious analysis and critique (inc. SMSC):</b>          Belief in an afterlife is just wishful thinking.          Being good in this life only to get to a 'good place' after death is not good. You should be good without wanting a reward.</p> <p><b>Beyond school (inc. SMSC)</b>          If someone I love dies, what happens to them?          How can religion and humanist groups help me grieve?</p>	<p>Does religion encourage people to live for tomorrow instead of for today? In this unit we shall look briefly at what key philosophers think about life after death. What do Aristotle, Plato, Hick and Dawkins think about the afterlife? What is a monist or dualist view of the afterlife?</p>
<p>← Prior Learning Links</p> <p>This unit continues to look at key religious beliefs, last covered in Year 8. For example, the last unit in Year 8 is 'Why should people be kind?' This unit unpicks what religious people can expect in the afterlife if they are kind.</p>		<p>Future learning links →</p> <p>This unit will build a strong foundation of understanding that will enable students to complete their Key Stage 4 SOWs. For example, students will find that the informations gathered in this unit will directly help them complete 'Prejudice and Discrimination' and 'Contentious Issues' in Years 10 &amp; 11.</p>
<p><b>Assessment Objectives</b></p> <p>What do Catholic and non-Catholic Christians believe happens when we die?          How does a belief in an afterlife affect this life?          Are ghosts' proof of life after death?          What are Muslim and Jewish practices for funerals?          What do Hindus believe happens when we die?          What do the following terms mean: reincarnation, samsara, moksha and karma.          What was the Indian caste system and why was it outlawed?</p>	<p><b>Possible misconceptions</b></p> <p>There is no afterlife          When you're dead, that's it.          We don't know          My mum/dad believes..., therefore so do I          Only my religion gets you to heaven</p>	<p><b>Big Four</b></p> <p>Oracy – many topics, if not all, are suitable for class debate and discussion. Students will be asked to share ideas and opinions to the class (if they are comfortable) and in pairs and small groups.          Vocabulary – lots of subject specific words introduced.          Writing – written tasks throughout unit, and assessments will be in written format. Inference tasks when students are asked to listen to personal opinions.          Reading – students will be asked to read a variety of text and source material.</p>