



Subject:	Religion & Worldviews
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Lead Teacher:	J Barker
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Year:	9 GCSE
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Curriculum organisation
 Students are taught in mixed groups of 30 for one hours per week. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	Study of Christianity: The Big Picture.	<ul style="list-style-type: none"> • What is the Christian story about? • What do Christians believe about the purpose of life? • What are the sources of Christian beliefs? • Why can beliefs and attitudes differ amongst Christians? 	<ul style="list-style-type: none"> • Jesus • Bible • Literal/Non-literal • Conservative • Liberal 	The development of skills is not linear and the following skills are developed across all units of study – pupil competency develops as they revisit skills and apply them in different contexts:	<ul style="list-style-type: none"> • Whole class discussion • Pair work • Practical activities • Problem-solving tasks • Watching short video clips • Research tasks
	Creation & the origins of human life	<ul style="list-style-type: none"> • What does the Bible say about the origins of the universe and life? • How do Christians interpret the Bible stories? • What does science suggest? How do Christians respond? • How might beliefs about the origins of the universe and life influence attitudes towards the environment? Towards the importance of human and animal life? 	<ul style="list-style-type: none"> • Genesis 1-3 • Big Bang & evolution • Sanctity of life • Speciesism • Dominion • Stewardship • Environmental responsibility • Sustainability • Global citizenship 		
	The nature of God	<ul style="list-style-type: none"> • What do Christians believe about the nature of God? • How might Christians reconcile God's omnibenevolence with evil and suffering? 	<ul style="list-style-type: none"> • Omnipotent • Omnibenevolent • The Trinity • The Holy Spirit 		
Spring Term	Jesus and salvation	<ul style="list-style-type: none"> • What do Christians believe about the nature, life and purpose of Jesus? • Why is salvation important? How might it be gained? • Why are the crucifixion, resurrection and ascension of Jesus important to Christians? 	<ul style="list-style-type: none"> • Incarnation • Crucifixion • Sin & salvation • Atonement • Resurrection • Ascension • Sin • Grace 	<ul style="list-style-type: none"> • Describing and explaining • Mastery of subject vocabulary • Application • Interpreting texts • Debate • Analysis of <ul style="list-style-type: none"> ▪ Belief ▪ Arguments ▪ impact ▪ evidence • Evaluation • Reflection • Developing supported conclusions • Construct well argued & structured written arguments. 	
	Eschatology	<ul style="list-style-type: none"> • Why do Christians believe in life after death? Why might beliefs differ? • What do Christians believe about life after death? 	<ul style="list-style-type: none"> • Eschatology • Soul • Dualism • Judgement 		
Summer Term	Eschatology	<ul style="list-style-type: none"> • What do Christians believe about life after death? • What do humanists believe about life after death? • How do funerals reflect beliefs? 	<ul style="list-style-type: none"> • Resurrection • Heaven • Hell 		
	Study of Buddhism: The Buddha	<ul style="list-style-type: none"> • How do Buddhists interpret Buddhist texts? • What do Buddhist texts suggest about the Buddha's early life? • Why might stories about the Buddha's early life be important to Buddhists? 	<ul style="list-style-type: none"> • Prophecy • The Four Sights • Renunciation • Asceticism • The Middle Way • Meditation • Enlightenment 		

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • Exercise book 	<ul style="list-style-type: none"> • Examination questions • Formal assessment week (May) • Peer and self assessment • Homework tasks • Retrieval practice activities

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • GCSE RS support & development drop in – pupils can participate in a variety of activities that will help to develop and/or consolidate their understanding and skills. • Revision notes are available on teams – these can be used to consolidate learning or to catch up if learning has been missed. • The following websites have student resources: <ul style="list-style-type: none"> ○ https://request.org.uk (Christianity) ○ https://thebuddhistcentre.com/stories/schools/ (Buddhism) ○ www.humanism.org.uk (Humanist views) ○ BBC Bitesize 	<ul style="list-style-type: none"> • Encourage your child to read and/or listen to age appropriate news and documentaries that explore world events and ethical issues. Discussing these at home will help to develop good listening and debating skills and will help when analysing and evaluating different ideas, beliefs and worldviews. • Encourage your child to review their learning on a weekly basis; they could: <ul style="list-style-type: none"> ○ make revision cards/resources as they go along. ○ teach you what they have learned in their lesson. ○ summarise weekly content using sketch notes and key words.

Inclusion	Inclusion in year 9 RS
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<ul style="list-style-type: none"> • Pupils explore different worldviews and perspectives. They consider how these influence actions and beliefs and develop an understanding of how people might experience, understand and interpret the world around them differently to themselves. • Visual cues are used to support delivery and learning. For example, PowerPoints are designed to be accessible by: <ul style="list-style-type: none"> ○ Including minimal detail; short points not prose. ○ Using Images to support/clarify text. ○ Having a single colour background. ○ Having a strong contrast between background and text (usually black/dark grey background to avoid glare with cream or pastel coloured text) • Different methods for recording/presenting detail are used; for example – sketch notes, key word summaries, diagrams/mind maps. • Most lessons include quiet thinking/reading time to facilitate processing/reduce sensory overload. • Peripheral learning environment isn’t over stimulating (for example, walls are not filled with displays). • Detailed revision booklets are available to all students to support revision and add depth to class notes/understanding. • All class resources are available on Teams to support independent learning.

If you have any questions about this Learning Overview, please contact the named Teacher above.