

## HUMANITIES Faculty - Religious Education - Y9 - Lady Hawkins' School

	Half Term 1 (8)	Half Term 2 (7)	Half Term 3 (6)	Half Term 4 (7)	Half term 5 (4)	Half term 6 (7)
Topic  With Herefordshire key questions	Alternative religions  3.13 What difference does it make to be an atheist or agnostic in Britain today?	Religion and human rights 3.17 Should Happiness be the purpose of life? 3.7 What is so radical about Jesus	Religion science and ethics 3.16 Why is there suffering? Are there any good solutions?	Religion science and ethics 3.16 Why is there suffering? Are there any good solutions?	What is ethics 3.14 Good, bad, right, or wrong? How do I decide?	Natre Project  3.18 How can people express the spiritual through the arts
Key Concepts	To understand the following Alternative religions and their ethos: Conspiracy & Illuminati Atheism Humanism Paganism Scientology Rastafarianism	To learn about and discuss the following Human Rights topics: Animal rights Freedom of speech Religion & Gender Religion & community Religion & social justice	To explore ethical topics introducing a scientific approach to deepen knowledge, empathy and understanding about Beliefs about death Death penalty Drugs & Ethics Euthanasia Genetic engineering	To continue to explore ethical topics introducing a scientific approach to deepen knowledge, empathy and understanding Religion & vaccinations IVF Abortion Religion & Science	To understand the meaning of ethics and to begin to explore the following ethical questions Is everyone equal Attitudes to poverty	To create on artistic piece from a selection of religious topics. Choose from Art (painting, drawing, sketching, etc) Poetry Photography Dance Music Drama Sculpture
	<p>This scheme of work is based on the Herefordshire agreed syllabus (2020 – 2025) using the Key question approach.</p> <p>The purpose of this scheme of work is to ensure pupils:</p> <ul style="list-style-type: none"> <li>• Make sense of a range of religious and non-religious beliefs.</li> <li>• Understand the impact and significance of religious and non-religious beliefs.</li> <li>• Make connections between religious and non-religious beliefs, concepts, practices, and ideas studied.</li> </ul>					
Knowledge and Understanding Milestones	<b>I can</b> understand why people follow alternative religions and I can empathise with them	<b>I can</b> demonstrate a balanced opinion on various human rights topics	<b>I can</b> explore ethical topics introducing a scientific approach to deepen knowledge and understanding about ethical topics.	<b>I can</b> continue to explore ethical topics introducing a scientific approach to deepen knowledge	<b>I can</b> show that I understand the meaning of ethics.	I can express my religious and or spiritual beliefs by creating a piece of art.

				and understanding about ethical topics.		
Scaffolding for SEND to ensure quality first teaching	<p>A range of the following methods will be used and will be tailored to the individual needs of the pupils. EHCPs will be followed to ensure that an inclusive curriculum is provided to ensure success for all pupils.</p> <ul style="list-style-type: none"> <li>• Scaffolds, Sentence stems</li> <li>• Frayer models for key vocabulary</li> <li>• Glossaries</li> <li>• Disciplinary literacy reading strategies</li> <li>• Guided reading activities</li> <li>• Challenge tasks</li> <li>• Model answers</li> <li>• Targeted questioning</li> <li>• Knowledge Organiser tests</li> <li>• Recall quizzes</li> <li>• Dual coding</li> </ul>					
Careers input	Charity work Social worker Councillor Volunteer work Public relations Jobs helping refugees Homeless jobs	Charity work Volunteer work Public relations Religious leader Political leader MP Speaker	Social worker Councillor Volunteer work Public relations Scientist NHS Lawyer	Religious leader Volunteer Charity worker Public relations	Social worker Councillor Volunteer work Public relations Jobs helping refugees Scientist Lawyer	Social media &Marketing Artist Author Illustrator Radio presenter Film maker Musician

Links (prior knowledge, future knowledge)	<p><b>This unit of work builds on</b> the KS2 unit “Why do some people believe in God and some people not?”</p> <p><b>This unit of work prepares students for</b> GCSE RE and having a deeper understanding and empathy for those who follow alternative religions.</p>	<p><b>This unit of work builds on</b> What matters most to Humanists and Christians?</p> <p><b>This unit of work prepares students for</b> Having a balanced and knowledgeable attitude towards different religions and non-religions.</p>	<p><b>This unit of work builds on</b> the KS2 unit “Creation and science: conflicting or complementary? [</p> <p><b>This unit of work prepares students for</b> being able to give a balanced view in writing and in debate scenarios.</p>	<p><b>This unit of work builds on</b> Creation and science: conflicting or complementary? [</p> <p><b>This unit of work prepares students for</b> being able to give a balanced view in writing and in debate scenarios.</p>	<p><b>This unit of work builds on</b> the KS2 unit “How do Christians decide how to live? ‘What would Jesus do?’”</p> <p><b>This unit of work prepares students for</b> being able to give a balanced view in writing and in debate scenarios.</p>	<p><b>This unit of work builds on</b> previous learning about the 6 main religions in year 7.</p> <p><b>This unit of work prepares students for</b> being able to express themselves through art.</p>
Key Vocabulary	Theist, Atheism Humanist Illuminati Freemasons Conspiracy theory Agnostic Paganism Babylon	Halal Kosher Freedom of expression Community Cohesion Gender Transgender Social justice	Death penalty Ethics Afterlife Genetic engineering	Vaccinations IVF Euthanasia Abortion	Ethics Altruism Autonomy Conscience Morality Integrity Compassion Responsibility	Art (painting, drawing, sketching, etc) Poetry Photography Dance Music Drama Sculpture
Review and Assessment Dates (including opportunities for retrieval practice)	<p><b>Formative Assessment:</b> Students will do challenge tasks based on the content of the unit being taught. Students' will give self and peer reviews on a regular basis. These opportunities will be embedded into lessons where and when appropriate.</p> <p><b>Summative Assessment:</b> Knowledge Organisers will be provided to support end-of-topic revision in preparation for end of topic assessment. Knowledge organiser tests may be given halfway through a unit where suitable</p>					