

**Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

## Class 9- Explorer Curriculum – RS/2 Lessons weekly

Year	2022 – 2023 Autumn 1 Unit 1	2022 – 2023 Autumn 2 Unit 2	2022 – 2023 Spring 1 Unit 3	2022 – 2023 Spring 2 Unit 4	2022 – 2023 Summer 1 Unit 5	2022 – 2023 Summer 2 Unit 6
Year 9	<p>Topic: <b>Journeys and Pilgrimages</b></p> <p><b>Being reflective and self critical.</b></p> <p><b>Key Questions;</b></p> <ol style="list-style-type: none"> <li>1. What is a pilgrimage?</li> <li>2. How do believers practice this? Lourdes?</li> <li>3. How does it help them?</li> <li>4. Their life journey, milestones Pilgrimages: Canterbury, The Golden Temple, Hajj, Lourdes, Jerusalem.</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Explain how religious beliefs can shape the lives of individuals and contribute to society.</p>	<p>Topic: <b>Expressing faith</b></p> <p><b>Remembering roots. Being loyal and steadfast.</b></p> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is a prayer?</li> <li>2. How do Muslims Pray and why?</li> <li>3. Does it help?</li> <li>4. Does it affect their daily lives?</li> </ol> <p>Christian prayer Muslim prayer Hindu prayer Sikh prayer Jewish prayer Buddhist prayer</p> <p><b>Key skills and knowledge:</b></p> <p>Explain practices and lifestyles associated with belonging to a non-religious community.</p>	<p>Topic: <b>Places of worship</b></p> <p><b>Participating and willing to lead.</b></p> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. Am I setting a good example for others to follow?</li> <li>2. What makes a good leader?</li> <li>3. From where does religious authority come from and how do you recognise it?</li> <li>4. Do you need a place of worship to gain the respect and love of God?</li> <li>5. Do we need the ritual of visiting places of worship?</li> <li>6. What are the main features of these buildings?</li> </ol>	<p>Topic <b>Buddhism</b></p> <p><b>Being regardful of suffering. Being silent developing a sense for the sacred.</b></p> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do we cause/contribute to suffering?</li> <li>2. How have Buddhists responded to suffering?</li> <li>3. Who is Buddha? How did his enlightenment influence people today?</li> <li>4. How do believers of Buddhism practice and develop their contemplation?</li> </ol> <p>Story of Buddha 8 Fold Path 4 Noble Truths (HA) Temples and shrines Monkey King story</p>	<p>Topic: <b>Faith and commitment</b></p> <p><b>Being temperate and exercising self discipline and cultivating serene contentment.</b></p> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is a baptism?</li> <li>2. What is the story of Jesus being baptised?</li> <li>3. Why do we need rituals in religion?</li> <li>4. What is a marriage?</li> <li>5. Why do people have this ceremony?</li> <li>6. What are the rules behind this ritual?</li> </ol> <p><b>Marriage</b> Baptism Bar/ Bat mitzvah Communion Funerals</p> <p><b>Key skills and knowledge:</b></p>	<p>Topic: <b>Social Harmony</b></p> <p><b>Creating Unity and Harmony</b></p> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does a sense of unity and harmony cost?</li> <li>2. How do believers of faith create a sense of community and harmony?</li> <li>3. How does religion drive us to do things we may normally wouldn't.</li> <li>4. How far would you go to protect something you believe in?</li> <li>5. What makes people different?</li> </ol> <p>Discrimination Rosa Parks Martin Luther King Gandhi (religious influence over their actions)</p>

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	<p><b>Assessment outcome:</b></p> <p>Use religious vocabulary to describe different religious celebrations. (P10)</p> <p>Describe why other people belong to religions. (P11)</p> <p>Pre and post topic assessments.</p>	<p><b>Assessment outcomes:</b></p> <p>Identify simple links between values and commitments to own values.(P10)</p> <p>They can explain how religious stories and texts are used within different world religions. (P11)</p> <p>Pre and post topic assessments.</p>	<p>7. How do you show respect? Do people have specific roles?</p> <p>Mosque Church Gurdwara Synagogue Vihara Mandir</p> <p><b>Key skills and knowledge:</b> Explain some of the different ways individuals show their beliefs.</p> <p><b>Assessment outcomes:</b></p> <p>Use religious vocabulary to describe some key features of different religious groups. (P10)</p> <p>They can recognise diversity in forms of religious, spiritual. (P11)</p> <p>Pre and post topic assessments.</p>	<p><b>Key skills and knowledge:</b> Recognise and explain how some teachings and beliefs are shared between religions.</p> <p><b>Assessment outcomes:</b></p> <p>Can suggest meanings different forms of religious expression. (P10)</p> <p>They can recognise moral expression, within and between religions. (P11)</p> <p>Pre and post topic assessments.</p>	<p>Explain practices and lifestyles associated with belonging to a faith.</p> <p><b>Assessment outcome:</b></p> <p>Can link religious stories to sacred texts and different faith groups. (P10)</p> <p>They are able to make links between their own and others responses. (P11)</p> <p>Pre and post topic assessments.</p>	<p><b>Key skills and knowledge:</b></p> <p>Share their opinion or express their own belief with respect and tolerance for others.</p> <p><b>Assessment outcomes:</b></p> <p>Can respond to questions that cause wonder regarding God and people. (Why do bad things happen) (P10)</p> <p>They can suggest possible reasons for similarities with different religions. (P11)</p> <p>Pre and post topic assessments.</p>
<p>Links to Gatsby Benchmark.</p>	<p><b>Gatsby Benchmark</b></p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p><b>Gatsby Benchmark</b></p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p><b>Gatsby Benchmark</b></p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research</p>	<p><b>Gatsby Benchmark</b></p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p><b>Gatsby Benchmark</b></p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p><b>Gatsby Benchmark</b></p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research</p>

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