

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

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	<p>Assessment outcome:</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>Assessment outcomes:</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>Key skills and knowledge: Explain some of the different ways individuals show their beliefs.</p> <p>Assessment outcomes:</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>Key skills and knowledge: Recognise and explain how some teachings and beliefs are shared between religions.</p> <p>Assessment outcomes:</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>Assessment outcome:</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>Key skills and knowledge:</p> <p>Share their opinion or express their own belief with respect and tolerance for others.</p> <p>Assessment outcomes:</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>Gatsby Benchmark</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>Gatsby Benchmark</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>Gatsby Benchmark</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>Gatsby Benchmark</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>Gatsby Benchmark</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>Gatsby Benchmark</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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