



Religious Education Department

Scheme of Learning

Year 9 RE (5 hours per fortnight)

Religion Key – Christianity=■ Judaism=■ Islam=■ Hinduism=■ Buddhism=■ Sikhism=■ Secular = ■

KS3 Curriculum – Year 9

National Curriculum – Programme of Study for KS3 RE

There is no national curriculum for Religious Education, however as The Academy of St Nicholas is a joint denomination school it is essential that we follow the Archdiocese and the Diocese requirements.

The programmes of study that both dioceses have designed has significantly influenced the design of The Academy of St. Nicholas programme of study for KS3 RE. You will see references for the Religious Education Directory, which is the Archdiocese curriculum and Illuminating Pathways, which is the diocese curriculum.

The Archdiocese requires that the second religion that we study at KS4 is Judaism, this therefore influences our KS3 curriculum to prepare students for the knowledge they require.

We are required to have 51% of the programme of study be Christianity with the rest being other world religions as well as including other world views such as atheism and humanism.

Careers Education Advice Information and Guidance Tracking (CEAIG)

Year 9:				
Half-Term	Unit of Study	Lesson Topic:	Explicit CEAIG Links	Career industry/sector link:
1	Contemporary Ethics	Throughout the topic IVF Genetic Engineering Human Rights Life Support	Employability skills: Leadership Teamwork Active listening Respect	Medical Ethics Politics Lawyers Healthcare Environment
2	Understanding Islam	Throughout the topic	Employability skills: Leadership Teamwork Active listening Respect	All due to skills
3	Persecution	Throughout the topic	Employability skills: Leadership Teamwork Active listening Respect	All due to skills
4	Forgiveness	Throughout the topic	Employability skills: Leadership Teamwork Active listening Respect	All due to skills
5	Philosophy	Throughout the topic	Employability skills: Leadership Teamwork Active listening Respect	All due to skills Politics Psychology
6	Religion and community	Throughout the topic	Employability skills: Leadership Teamwork Active listening Respect	All due to skills Social Work

Common Assessment Framework

Each half term, there will be **THREE** common assessments for Y9 RE students.

Each assessment is identified in the Scheme of Learning.

Each assessment will be followed by either **PERSONALISED** or **COLLECTIVE** feedback.

Each assessment will fall in to **THREE** categories, designed to assess each aspect of the Programme of Study and skills in equal weighting.

CA (K)	Knowledge retention – key words quiz linked with homework	Marks= 14 <i>(7 marks for correctly identifying word and 7 for SPAG)</i>	Peer/self-assess
CA (Ex)	Skills and knowledge based – retention, explanation and quote application	Marks= 30	Collective feedback
CA (Ev)	Skills based – Evaluation	Marks= 20	Personalised feedback

AUTUMN 1 CONTEMPORARY ETHICS	Key Questions: 1. Quality of life is not a justified reason to end a life. 2. Should humans have the power to change and create life? 3. Can it ever be justified to violate human rights?		Key Vocab Tier 2 and 3	Links: 1. Holistic links to previous topics. 2. Religious Education Directory (RED) 3. Illuminating Pathways 4. Cross Curriculum	Homework	Assessment
Lesson 1-4	In order to answer the main key question 1, students should examine the following areas/questions: <ul style="list-style-type: none"> • What are our morals and values – where do they come from and how should we use them? • What is quality of life and should we base decisions on how we feel? • Is all life sacred and what are the implications of imago Dei and ending life. • What are the ethical and religious implications of separating conjoined twins? 		Ethics Quality of Life Morals Values Judgement Sanctity Sacred Comparison Imago Dei Implications Autonomy Free Will Analysis Conjoined	1. Academy values Year 8 – Social Justice Year 8 – Christianity 2. Catholic Social Responsibility, U7.3.7, U9.1.2, U8.1.4, U.9.1.4 3. Key Strand – 7, 8, 9, 1 4. Science, English	Knowledge retrieval 1	
Lesson 5	Planning Assessment	TBAT create a writing structure and plan to be used in assessment	Use the Academy writing structure and framework to develop a plan for the assessment big write.			
Lesson 6	Evaluation Assessment	TBAT demonstrate progress through evaluating	Evaluation Task: To write a letter from the Catholic Church expressing concern at separating conjoined twins and arguing that quality of life is not a justified reason to end a life.		Key word homework	Evaluation assessment

Lesson 7	Personalised Feedback	TBAT examine assessment strengths and areas for development.	Feedback Lesson must include: <ul style="list-style-type: none"> Review learning of any knowledge as a class students didn't understand. Models to demonstrate to students how to improve. Personalised comments and feedback for each student. Students are to do a complete re-write of their letter (in the event of a perfect letter students can do an additional evaluation task, such as reasons for an against a statement). 		Personalised feedback	
Lesson 8-11	In order to answer the main key question 2, students should examine the following areas/questions: <ul style="list-style-type: none"> What are the ethical and religious implications around the use of IVF? What are the ethical and religious implications around the use of genetic engineering? Debate lesson – pro's/ con's/ religious arguments 		Autonomy Free Will Analysis IVF Infertility Implications Genetic Engineering	1. Religion and Life 2. U7.3.7, U9.1.2, U8.1.4, U.9.1.4 3. Key Strand – 6, 7, 8, 9 4. Science, Careers	Knowledge retrieval 2	Keywords (lesson 10) Peer/ Self assessed
	Christianity	Secular				
Lesson 13-14	In order to answer the main key question 2, students should examine the following areas/questions: <ul style="list-style-type: none"> What are the ethical and religious implications around the use of organ donation? What are the ethical and religious implications around the use of life support? 		IVF Genetic Engineering Autonomy Free Will Organ donation Life support	1. Religion and Life 2. Catholic social responsibility, U7.3.7, U9.1.2, U8.1.4, U.9.1.4 3. Key Strand – 7, 8, 9 4. Science, English Cfl		
	Christianity	Secular				
Lesson 15	Retrieval Assessment	TBAT demonstrate progress through knowledge retrieval	Complete the 30-mark retrieval assessment. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the assessment.		Retrieval assessment	

Lesson 16	Collective Feedback	TBAT examine assessment strengths and areas for development.	Full Feedback Lesson: <ul style="list-style-type: none"> • Collective feedback – use models to equip students to correct their work. • This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking. 			Collective feedback
Lesson 17-20	In order to answer the main key question 3, students should examine the following areas/questions: <ul style="list-style-type: none"> • Are human rights necessary and is it ever ok to violate a human right? • Why do some people/countries abuse human rights? • How is human slavery abuse of rights? • What is free will? Does Free will remove our responsibility? • Do we have the right to take away others free will? 		Ethics Rights Responsibilities Violate Necessary Slavery Exploitation Free Will Violate	<ol style="list-style-type: none"> 1. Year 8 – Social justice 2. U7.3.7, U9.1.2, U8.1.4, U.9.1.4, U8.3.4 3. Key Strand – 7, 8, 9 4. History, English, Geography and CfL 		
	Christianity	Secular				

AUTUMN 2 Islam – Beliefs and Practices	Key Questions: 1. Is there more division within Islam than there is commonality? 2. Why is Muhammad considered to be the greatest Prophet – was his impact the biggest? 3. What Influence does Islam have on a Muslims life?		Key Vocab Tier 2 and 3	Links: 1. Holistic links to previous topics. 2. Religious Education Directory (RED) 3. Illuminating Pathways 4. Cross Curriculum	Homework	Assessment
Lesson 1-3	In order to answer the main key question 1, students should examine the following areas/questions: <ul style="list-style-type: none"> • What are the key differences between Sunni and Shi’a Islam and does a conflict in beliefs suggest that God is not real? • What are the different Islamic beliefs on angels, the roles and importance? • Does the belief in predestination impact free will and how does the belief in an afterlife influence Muslim behaviour? 		Sunni Shi’a Conflict Interpretation Islam Significance Angels Predestination Free Will Influence Behaviour	1. Year 8 – Islam 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Key Strand - 4 4.	Knowledge retrieval 1	
Islam						
Lesson 4	Planning Lesson	TBAT create a writing structure and plan to be used in assessment	Use the Academy writing structure and framework to develop a plan for the assessment big write.			
Lesson 5	Evaluation Assessment	TBAT demonstrate progress through evaluating	Evaluation Task: Write a newspaper article about an event in Garston that is celebrating Islam.		Keyword Homework	Evaluation assessment
Lesson 6	Personalised Feedback	TBAT examine assessment strengths and areas for development.	Feedback Lesson must include: <ul style="list-style-type: none"> • Review learning of any knowledge as a class students didn’t understand 			Personalised Feedback

			<ul style="list-style-type: none"> Models to demonstrate to students how to improve Personalised comments and feedback for each student Re-do task as per school policy 		
Lesson 7-10	<p>In order to answer the main key question 2, students should examine the following areas/questions:</p> <ul style="list-style-type: none"> Examine the importance of impact of Prophet Adam. Examine the importance of impact of Prophet Adam. Explain how Muhammad is different from the other prophets. Explain the 10 obligatory acts <p>Islam</p>	Prophet Faith Influence Khalifa Stewardship Illiterate Significant Obligatory Influence	<ol style="list-style-type: none"> Year 8 – Islam U7.6.5/6, U8.6.4/5, U9.6.4/5 Key Strand - 4 		Keywords (lesson 10) Peer/ Self assessed
Lesson 11-14	<p>In order to answer the main key question 3, students should examine the following areas/questions:</p> <ul style="list-style-type: none"> How are holy books a source of authority and how do they influence a Muslims life? What is the impact of Eid festivals on a Muslims life? What is the significance of marriage within Islam? What is the Muslim duty in regard to stewardship. <p>Islam</p>	Festival Celebration Mourning Commemorate Marriage Significant Legal Stewardship Khalifa Creation	<ol style="list-style-type: none"> Year 8 – Islam U7.6.5/6, U8.6.4/5, U9.6.4/5 Key Strand - 4 CfL, Geography, Science 	Knowledge retrieval 2	
Lesson 15	Retrieval Assessment	TBAT demonstrate progress through knowledge retrieval	Complete the 30-mark retrieval assessment. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the assessment.		Retrieval Assessment

Lesson 16	Collective Feedback	TBAT examine assessment strengths and areas for development.	Full Feedback Lesson: <ul style="list-style-type: none"> Collective feedback – use models to equip students to correct their work. This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking.		Collective feedback
Lesson 17-18	Additional Lessons to examine further aspects of Islamic faith, such as: <ul style="list-style-type: none"> Explain the Islamic belief about miracles. Examine Islamic beliefs within art. Explain the significance of the festival of Ashura and the different Muslim beliefs. Islam	Miracles Omnipotence Omnibenevolent Pattern Expression Vedic	<ol style="list-style-type: none"> Year 8 – Islam U7.6.5/6, U8.6.4/5, U9.6.4/5 Key Strand - 4 Art, Maths 		

SPRING 1 Persecution	Key Questions <ol style="list-style-type: none"> Is Faith the best way to deal with persecution? (Lessons 1-4). How did the Holocaust impact a Jews faith – where was God? (Lesson 8-11) Will persecution always be apart of human history? (Leson 12-14) 	Key Vocab Tier 2 and 3	Links: <ol style="list-style-type: none"> Holistic links to previous topics. Religious Education Directory (RED) Illuminating Pathways <ol style="list-style-type: none"> Cross Curriculum 	Homework	Assessment
Lesson 1-4	In order to answer the main key question 1, students should examine the following areas/questions. <ul style="list-style-type: none"> What is persecution? Examine the different types and examples throughout history. Religious persecution with a focus on antisemitism (as this topic links with HMD). Examine antisemitism throughout history from Egypt to WWII. Judaism	Persecution Suffering Discrimination Prejudice Dignity Antisemitism	<ol style="list-style-type: none"> Year 8 – Social Justice U8.4.2/4, U7.3.7, U8.1.2, U9.1.4, U.9.1.3 Key Strand – 4, 7, 8, 9 English 	Knowledge retrieval 1	

Lesson 5	Planning Assessment	TBAT create a writing structure and plan to be used in assessment	Use the Academy writing structure and framework to develop a plan for the assessment big write.		
Lesson 6	Evaluation Assessment	TBAT demonstrate progress through evaluating	Evaluation Task: Write a speech around the topic; 'Faith in God is the best way to deal with persecution'.	Keyword Homework	Evaluation assessment
Lesson 7	Personalised Feedback	TBAT examine assessment strengths and areas for development.	Feedback Lesson must include: <ul style="list-style-type: none"> Review learning of any knowledge as a class students didn't understand Models to demonstrate to students how to improve Personalised comments and feedback for each student Re-do task as per school policy 		Personalised Feedback
Lesson 8-11	In order to answer the main key question 2, students should examine the following areas/questions. <ul style="list-style-type: none"> What was the holocaust? Which groups were persecuted during the holocaust? What was life like for the persecuted groups during the holocaust? How did the holocaust effect the lives of persecuted groups? Explore Holocaust poetry. God's role in the Holocaust 		Persecution Suffering Discrimination Prejudice Holocaust Antisemitism Gradual	1. Year 7 – Covenants Year 8 – Judaism 2. U8.4.2/4, U7.3.7, U8.1.2, U9.1.4, U.9.1.3, U7.6.6, U8.6.5, U9.6.4 3. Key Strand – 4, 7, 8, 9 4. English, History	Keywords (lesson 10) Peer/ Self assessed
	Judaism				

Lesson 12-14	<p>In order to answer the main key question 3, students should examine the following areas/questions.</p> <ul style="list-style-type: none"> • How is Rwanda a modern-day example of persecution? • Why is reconciliation important? • How is Islamophobia a form of persecution? • How does Islamophobia impact Muslim individuals and communities? • How can Islamophobia be prevented? • How and why are Christians persecuted? • How do Christians respond to persecution? 		<p>Persecution Suffering Discrimination Prejudice Islamophobia</p>	<ol style="list-style-type: none"> 1. Year 8 – Social Justice Year 9 – Contemporary ethics 2. U8.4.2/4, U7.3.7, U8.1.2, U9.1.4, U.9.1.3, U7.6.6, U8.6.5, U9.6.4 3. Key Strand – 4, 7, 8, 9 4. English, CfL, History 	Knowledge retrieval 2		
Christianity		Islam					
Lesson 15	Retrieval Assessment	TBAT demonstrate progress through knowledge retrieval	<p>Complete the 30-mark retrieval assessment. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the assessment.</p>				Retrieval Assessment
Lesson 16	Collective Feedback	TBAT examine assessment strengths and areas for development.	<p>Full Feedback Lesson:</p> <ul style="list-style-type: none"> • Collective feedback – use models to equip students to correct their work. This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking. 				Collective feedback
Lesson 17-18	<p>TBAT identify antisemitism during WW11 through media What examples of persecution are there? What is the Jewish reaction to the new laws? Are the Polish bystanders equally to blame?</p>		<p>Persecution Suffering Discrimination Prejudice Antisemitism Holocaust Bystander</p>	<ol style="list-style-type: none"> 1. Year 7 – Covenants Year 8 – Judaism 2. U8.4.2/4, U7.3.7, U8.1.2, U9.1.4, U.9.1.3, U7.6.6, U8.6.5, U9.6.4 3. Key Strand – 4, 7, 8, 9 <p>English, History</p>			
Islam							

SPRING 2 FORGIVENESS	Key Questions 1. Does everyone deserve to be forgiven? (Lessons 1-4). 2. Does forgiveness replace punishment? (Lesson 8-10) 4. Can you have reconciliation without forgiveness? (Lesson 12-13)		Key Vocab Tier 2 and 3	Links: 1. Holistic links to previous topics. 2. Religious Education Directory (RED) 3. Illuminating Pathways 4. Cross Curriculum	Homework	Assessment
Lesson 1-4	In order to answer the main key question 1, students should examine the following areas/questions. <ul style="list-style-type: none"> • What is forgiveness and the Christian teachings around it (comparing Gee Walker and Julie Nicholson). • What do Christians believe about God being merciful. • Examine Jesus' teachings around forgiveness and whether there is a limit to forgiveness. 		Deserve Concept Forgiveness Influence Perspective Merciful Parable	1. Year 8 – Jewish festivals Year 9 – Persecution 2. U7.2.7 3. Key Strand – 1, 3, 7 5. Links with English (Literacy and Oracy)	Knowledge retrieval 1	
Christianity						
Lesson 5	Planning Lesson	TBAT create a writing structure and plan to be used in assessment	Use the Academy writing structure and framework to develop a plan for the assessment big write.			
Lesson 6	Evaluation Assessment	TBAT demonstrate progress through evaluating	Write a letter to Julie Nicholson from the perspective of Gee Walker, trying to encourage Julie to forgive.		Keyword Homework	Evaluation assessment
Lesson 7	Personalised Feedback	TBAT examine assessment strengths and areas for development.	Feedback Lesson must include: <ul style="list-style-type: none"> • Review learning of any knowledge as a class students didn't understand • Models to demonstrate to students how to improve • Personalised comments and feedback for each student • Re-do task as per school policy 			Personalised feedback

Lesson 8-11	<p>In order to answer the main key question 2, students should examine the following areas/questions.</p> <ul style="list-style-type: none"> • What do Christians believe about God as a judge? • How do parables teach Christians about forgiveness and the consequences of unforgiveness? • If you have been forgiven does that mean you no longer need a punishment? • How do Christians ask for forgiveness? 		<p>Forgiveness Influence Perspective Merciful Judgement Justice Punishment Confession Penance Merciful</p>	<ol style="list-style-type: none"> 1. Year 8 – Jewish festivals Year 9 – Persecution 2. U7.4.1, U8.4.7 3. Key Strand – 1, 3, 7 4. Links with English (Literacy and Oracy) 		<p>Keywords (lesson 11) Peer/ Self assessed</p>
Lesson 12-13	<p>In order to answer the main key question 3, students should examine the following areas/questions.</p> <ul style="list-style-type: none"> • How does Yom Kippur link to forgiveness. • Is reconciliation always necessary? • Do reconciliation and forgiveness go together? • Why is the sacrament of reconciliation so important? 		<p>Forgiveness Influence Confession Sacrament Peace</p>	<ol style="list-style-type: none"> 1. Year 8 – Jewish festivals 2. U7.4.1, U8.4.7 3. Key Strand – 1, 3, 4, 7 4. English (Literacy and Oracy), History 	<p>Knowledge retrieval 2</p>	
Lesson 14	<p>Retrieval Assessment</p>	<p>TBAT demonstrate progress through knowledge retrieval</p>	<p>Complete the 30-mark retrieval assessment. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the assessment.</p>			<p>Retrieval assessment</p>
Lesson 15	<p>Collective Feedback</p>	<p>TBAT examine assessment strengths and areas for development.</p>	<p>Full Feedback Lesson:</p> <ul style="list-style-type: none"> • Collective feedback – use models to equip students to correct their work. <p>This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking.</p>			<p>Collective feedback</p>

Lesson 16-18	Additional Lessons to examine further aspects of forgiveness, such as: <ul style="list-style-type: none"> • Other religious views on forgiveness (Hindu/Sikh) • Examine the religious view on forgiveness and holy war. 	Kirpan Khalsa Jihad	1. Year 8 - Islam 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Key Strand – 4 4. History		
	Hinduism	Sikhism			

SUMMER 1 PHILOSOPHY	Key Questions <ol style="list-style-type: none"> 1. Can the existence of God be proven? 2. How does Plato's cave help us understand reality? 3. Why is there a rise in secularism and what are the dangers of it? 		Key Vocab Tier 2 and 3	Links: <ol style="list-style-type: none"> 1. Holistic links to previous topics. 2. Religious Education Directory (RED) 3. Illuminating Pathways 4. Cross Curriculum 	Homework	Marking	
Lesson 1-5	In order to answer the main key question 1, students should examine the following areas/questions. <ul style="list-style-type: none"> • Why is philosophy important? • Does Augustine's theodicy solve the problem of evil? • Does Irenaeus' theodicy solve the problem of evil? • Does the teleological argument prove God's existence? • Does the cosmological argument prove Gods existence? 		Philosophy A priori A posteriori Knowledge Reality Evil Theodicy Argument	<ol style="list-style-type: none"> 1. Year 8 – Religious expression Year 8 – Alternative world views Christianity – Beliefs and Teachings 2. 3. Key Strand – 6, 7 4. Geography, Science, Philosophy 	Knowledge retrieval 1		
Lesson 6	Christianity	Secular	Planning Lesson TBAT create a writing structure and plan to be used in assessment Use the Academy writing structure and framework to develop a plan for the assessment big write.				
Lesson 7	Evaluation Assessment	TBAT demonstrate progress through evaluating	Evaluation Task: Someone has written a letter to the church stating that there cannot be a God because there is so much evil and suffering in the world. You are to write a letter in response arguing the existence of God.			Key word Homework	Evaluation assessment
Lesson 8	Personalised Feedback	TBAT examine assessment strengths and	Feedback Lesson must include: <ul style="list-style-type: none"> • Review learning of any knowledge as a class students didn't understand • Models to demonstrate to students how to improve 				Personalised feedback

		areas for development.	<ul style="list-style-type: none"> Personalised comments and feedback for each student Re-do task as per school policy 				
Lesson 9-10	<p>In order to answer the main key question 2, students should examine the following areas/questions;</p> <ul style="list-style-type: none"> What is Plato's cave analogy and how does it help us to understand true reality? What are the strengths and weaknesses of Plato's cave analogy? Does Plato's theory of the forms give us a realistic view of the world? 		Reality Truth Knowledge Concept Allegory	<ol style="list-style-type: none"> Philosophy Key Strand – 6, 7 English 			
	Secular						
Lesson 11	God's Eternity VS. Free Will	<p>What are the implications surrounding God's eternity and human free will?</p> <p>What does eternity and free will mean?</p> <p>Why is free will important?</p> <p>Can God's eternity and human free will be compatible?</p> <p>What is predestination?</p> <p>What controversies arise from predestination?</p>	Reality Truth Knowledge Concept	<ol style="list-style-type: none"> Year 8 – Religious Expression Year 8 – Alternative world views Christianity – Beliefs and practices U7.3.7, U9.1.2, U8.1.4, U.9.1.4, U8.3.4 Key Strand – 6, 7 	Knowledge retrieval 2	Keywords Peer/ Self assessed	

Lesson 12-13	<p>In order to answer the main key question 3, students should examine the following areas/questions;</p> <ul style="list-style-type: none"> • What is Karl Marx’s theory on religion and what are the advantages and disadvantages of Marx’s work on religion? • What are the advantages and disadvantages of Freud’s work on religion? • Why is there a rise of secularism and what’s the dangers of secularism? 		<p>Secular Theory Oppression Criticised Psychological</p>	<p>1. Year 8 – Alternative World Views 2. 3. Key Strand – 6, 7 Links to sociology, psychology, philosophy A Level</p>		
Christianity						
Lesson 14	Retrieval Assessment	TBAT demonstrate progress through knowledge retrieval	<p>Complete the 30-mark retrieval assessment. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the assessment.</p>			Retrieval assessment
Lesson 15	Collective Feedback	TBAT examine assessment strengths and areas for development.	<p>Full Feedback Lesson:</p> <ul style="list-style-type: none"> • Collective feedback – use models to equip students to correct their work. This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking. 			Collective feedback

SUMMER 2 RELIGION AND COMMUNITY	Key Questions 1. How has societal changes impacted Christianity? 2. Does religion still have a place in society? 3. Can there ever be equality between genders?		Key Vocab Tier 2 and 3	Links: 1. Holistic links to previous topics. 2. Religious Education Directory (RED) 3. Illuminating Pathways 4. Cross Curriculum	Homework	Assessment
Lesson 1-4	In order to answer the main key question 1, students should examine the following areas/questions; <ul style="list-style-type: none"> • How have attitudes towards marriage and family changed in recent years? • Why is the sacrament of matrimony so important? • What are the different attitudes towards sex outside of marriage? • What are the religious attitudes towards divorce? • What do Catholics believe about divorce? • What is the importance of family life? 		Matrimony Secular Attitudes Sacrament Adultery Per marital sex Immoral Contemporary Divorce	1. Year 7 – The Island 2. U9.1.5, U9.1.6, U9.3.5 3. Key Strand – 1, 2, 3, 7, 8 4.	Knowledge retrieval 1	
Lesson 4	Planning Lesson	TBAT create a writing structure and plan to be used in assessment	Use the Academy writing structure and framework to develop a plan for the assessment big write.			
Lesson 5	Evaluation Assessment	TBAT demonstrate progress through evaluating	Evaluation Task: ‘Times have changed, the church needs to update its teaching to reflect the world today’. Write an article based on this headline.			
Lesson 6	Personalised Feedback	TBAT examine assessment	Feedback Lesson must include: Personalised feedback			

		strengths and areas for development.	<ul style="list-style-type: none"> Review learning of any knowledge as a class students didn't understand Models to demonstrate to students how to improve Personalised comments and feedback for each student Re-do task as per school policy 			
Lesson 7-8	<p>In order to answer the main key question 1, students should examine the following areas/questions;</p> <ul style="list-style-type: none"> What are the current societal opinions surrounding homosexuality? Can religion and LGBTQ+ rights be compatible? Is disagreeing with homosexuality homophobic? What is the church's view on homophobia? 		Sexuality Homosexuality Compatible Homophobia Challenge	<ol style="list-style-type: none"> Year 8 – Social Justice U9.1.5, U9.1.6, U9.3.5 Key Strand – 1, 2, 3, 7, 8 History, CfL 		
	Christianity	Secular				
Lesson 9-13	<p>In order to answer the main key question 2, students should examine the following areas/questions;</p> <ul style="list-style-type: none"> What is the importance of religion within society? How are religious festivals celebrated within communities and should society make more of an effort to celebrate religious festivals? Why is religious education important for understanding different religions? Which religious sources inspire believers to give to charity and help the needy? What are the benefits and challenges of a multi-faith society? How can multi-faith society influence society's opinion on religion? 		Community Festivals Integrated Faith Denomination Symbols Relevant Charity Generosity Inspiration Poverty Multi-faith society Characteristics Benefits Challenges Diversity	<ol style="list-style-type: none"> Year 7 - Covenants Year 8 – Judaism Year 8 – Islam Year 8 - Christianity Year 9 - Islam U7.6.6, U8.6.4/5, U9.6.4/5 Key Strand – 1, 2, 3, 7, 8 CfL 	Knowledge retrieval 2	Keywords Peer/ Self assessed
	Christianity	Secular				

Lesson 14	Retrieval Assessment	TBAT demonstrate progress through knowledge retrieval	Complete the 30-mark retrieval assessment. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the assessment.		Retrieval assessment
Lesson 15	Collective Feedback	TBAT examine assessment strengths and areas for development.	Full Feedback Lesson: <ul style="list-style-type: none"> • Collective feedback – use models to equip students to correct their work. • This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking. • 		Collective feedback
Lesson 16-19	In order to answer the main key question 3, students should examine the following areas/questions; <ul style="list-style-type: none"> • What are the modern societal roles for men and women and how has gender equality developed over time? • How do gender stereotypes influence gender in sport? • What are the religious attitudes towards gender equality? • Is there a difference between sex and gender? • 	Gender Equality Societal Attitudes sex Elite Stereotypes	<ol style="list-style-type: none"> 1. Year 7 - Covenants Year 8 – Judaism Year 8 – Islam Year 8 –Christianity Year 9 – Islam 2. U7.3.7, U9.1.2, U9,1,3 3. Key Strand – 1, 2, 3, 7, 8 4. History, PE, Science, CfL 		
	Christianity	Secular			