

## Fairfield High School Curriculum Overview – Year 9

Subject	Religious Education	<b>Why do we study these units in Year 9?</b>
Lessons per fortnight	3	In Year 9 RE we look at a range of topics to help build skills and understanding of religion within contemporary society. Themes covered include: The Relevance of Religion in the Modern World, Anti-Semitism; Beliefs in Christianity and Beliefs in Islam. These units of work allow students to start gaining skills and background knowledge ahead of starting their GCSE. We introduce the GCSE in Term Three, after the Christmas break, of Year 9 to help prepare students for Year 10 and the expectations of exam content and skill, as students will take their Religious Studies exam at the end of Year 10.
Setting	Tutor groups	

**Students are encouraged to be Responsible Global Citizens through activities/content on...** Understanding the role of religion in the modern world, for example the relationship between religion and racial harmony. This unit covers topics that are relevant to students in their everyday life and encourages them to know their rights and responsibilities in ensuring the world. This part of our global learning to help the world be a safe and equal place. With the introduction of the GCSE, this teaches students to know expectations of Christians and Muslims across the world.

**We ensure all students experience high challenge in the subject by including...** including ‘challenge’ tasks in each of our lessons to allow our students to stretch themselves. In addition, we signpost websites, reading material or TV programmes that would support students’ learning. This allows students to voluntarily deepen their learning outside of the classroom and broaden their knowledge.

**Literacy work this year includes...** use of key vocabulary tests at the start of each unit of work to allow students to feel confident with key words when they come up throughout the unit. We encourage the use of formal sentences in speaking and writing; this is especially as there are many discussions and sharing opinions within Religious Education.

**Innovation and Creativity opportunities this year include...** the use drama and art to help students learn and understand key concepts. This is particularly used at the start of the GCSE to help students revise key concepts that are new and complex.

**Employability opportunities/skills covered this year include...** collaborative working, for example working in groups researching the way religion fits into the modern world. As well as this, the ability to work independently and self-identify areas to improve on. Students also have the chance to develop leadership skills by researching ethical theories, such as situation ethics and utilitarianism, and then share this with others.

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	How does Religion fit in the Modern World?	To gain an awareness of different religious attitudes towards areas such as: gender, same-sex marriage, and racial harmony.	To analyse sources wisdom and authority to understand how religious views work with these	GCSE exam style assessment with focus on knowledge and technique.
2	What is the history of Anti-Semitism?	Knowing where Judaism has been persecuted throughout history, and the lead up to the treatment of Jews during the Holocaust.	Understand the role of religion within society during events in history e.g. WW2	GCSE exam style assessment with focus on knowledge and technique.
3-4	Introduction to GCSE	Context of GCSE topics. Refer to Edexcel Specification B RS GCSE	To analyse and interpret sources of wisdom and authority	GCSE exam style assessment with focus

	Beliefs in Christianity	<p>Topics include:</p> <ul style="list-style-type: none"> <li>- The Trinity</li> <li>- Creation</li> <li>- The Incarnation</li> <li>- The last days of Jesus' life</li> <li>- Salvation</li> <li>- Life after death</li> <li>- The problem of evil</li> <li>- Solutions to the problem of evil</li> </ul>	<p>To be able to develop and explain answers in detail</p> <p>To evaluate strengths and weaknesses of an argument throughout an essay</p> <p>Ability to present both sides of an argument</p> <p>To present personal ideas, opinions and beliefs</p> <p>To reflect on other people's beliefs and arguments in a critical way</p> <p>To make links between belief and behaviour of individuals</p>	<p>on knowledge and technique.</p>
5-6	Beliefs in Islam	<p>Context of GCSE topics. Refer to Edexcel Specification B RS GCSE</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>- The six beliefs of Sunni Islam</li> <li>- The five roots of Shia Islam</li> <li>- The nature of Allah</li> <li>- Prophethood</li> <li>- Holy books</li> <li>- Angels</li> <li>- Predestination</li> <li>- Afterlife</li> </ul>	<p>To analyse and interpret sources of wisdom and authority</p> <p>To be able to develop and explain answers in detail</p> <p>To evaluate strengths and weaknesses of an argument throughout an essay</p> <p>Ability to present both sides of an argument</p> <p>To present personal ideas, opinions and beliefs</p> <p>To reflect on other people's beliefs and arguments in a critical way</p> <p>To make links between belief and behaviour of individuals</p>	<p>GCSE exam style assessment with focus on knowledge and technique.</p>