

Long Term Plan - Year 9 RS

4 Hours a Fortnight

'Religiously literate, culturally aware and philosophically curious'

Golden Threads				
				
Identity	Community	Ethics	God	Rituals
Disciplinary Approaches				
   THEOLOGY PHILOSOPHY SOCIAL SCIENCE				

Topic	Unit Title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to 'religiously literate, culturally aware and philosophically curious'.	Anticipated misconceptions	Links to previous KS	Links to future KS	SMSC & British Values	Cultural Capital / Local Links	Career Link
1	What difference does it make to be non religious in Britain today? 3.13	Define atheist and agnostic, and outline some of the varieties of both groups. To know about British Humanism, including Humanists UK.	Use sources to examine the diversity within the non- religious community, e.g. Census 2011 figures alongside the 2012 Theos report Faith of the Faithless and the 2015 British Social Attitudes Survey Explore the identity of people who are 'spiritual but not religious'. Examine non- religious alternatives to religious community participation and action, such as the Sunday Assembly and the Kindness Offensive.	Non - religiously literate - understanding of key beliefs and knowledge for Humanism/Athe ism Culturally aware - not everyone is religious and believes in a god. Philosophically curious - where do these ideas come from? Do they show any similarities with religious beliefs?	Misconception about Humanism and Atheism	Links back to KS3 year 7 Worldviews	Links to GCSE- alternative views on Thematic paper KS3 - Thematic Units on Art and Death	Social - ideas about making society better Moral - Do we need to believe in a god to be good? Spiritual - Thinking about the bigger picture. Cultural - Are Humanism and Atheism unique to certain cultures? British Values - Law, democracy, tolerance.	Speaker from Humanism UK Society is becoming more secular and many people refer to themselves as atheists, spiritualists, agnostics, humanists and other non- traditionally religious terms. It is an essential part of cultural capital to ensure students are aware of this and how our society is changing.	Charity worker Vocational roles Scientist Researcher

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2	Good, bad; right, wrong: how do I decide? Thematic 3.14	Definitions of key terms: ethics, morality, absolute and relative morality. Different World views on moral codes	Use case studies and moral dilemmas to explore how beliefs, values and principles act as a guide for moral decision- making. Consider where people get their moral guidance from. Explore how Christians and/or Buddhists, Muslims, Sikhs and non- religious people decide what is right and wrong, looking at teachings and codes for living and finding out how these are applied to everyday living and social issues. Use the example of the Holocaust to explore responsibility and conflict on interests Reflect upon what students have learned about their own ways of thinking and deciding about moral issues.	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups. Philosophically curious - challenging held religious and ethical views.	Misconception about ethics and what ethics are. That only religious people can have a moral code	Links to KS3 work on the Fall, and Why people are Good and Bad. KS3 units on other religions and non-religious views	Links to GCSE thematic topics on Religion and Life, Crime and Punishment, and Peace and Conflict Links to Holocaust Year 10 trip	Social - different views on these issues within society. Moral - How can we say something is good or bad? Spiritual - Do we need to believe in a God to do the right thing? Cultural - do different religions/groups react differently to these issues? British Values - utilitarianism as a theory was created as Bentham wanted to find an ethical basis for laws so British laws are based on utilitarianism thinking.	Discussion of laws and the concept of utilitarianism. Opportunity to hold a Q&A panel to see how people of different religions and none, would answer moral questions.	Charity worker Vocational roles. Solicitor Minister Counsellor

