RS Department: Y9 RS Curriculum Overview 2023-24

The Humanities Faculty intend their curriculum to support the development of:

- **Questioning and curious students:** Foster a love for the Humanities subjects, whilst being challenged to interact and to ask and pose questions about the world around them.
- **Deep thinking and critical students:** To develop their oracy, think critically and form their own judgements and arguments backed by evidence, whilst reflecting on experiences other than their own.
- **Independent students:** Opportunities for students to develop metacognitive strategies and revision tools alongside soft skills such as teamwork and reflection.
- **Global citizens:** Students will learn about people and places within and outside their own experiences allowing them to challenge stereotypes and place themselves in the world around them.

RS Curriculum Intent:

- Analyse and evaluate sources of wisdom and authority.
- Develop a greater sense of self and ability to express thoughts, ideas and concepts.
- Foster a greater understanding of British Values such as tolerance, democracy and the rule of law to prepare them for life in Modern Britain.

Year 9	Term 1		Term 2		Term 3		End Points
	Half Term 1 [4 lessons]	**Half Term 2** [4 lessons]	**Half Term 3** [3 lessons]	**Half Term 4** [3 lessons]	**Half Term 5** [3 lessons]	**Half Term 6** [4 lessons]	
Topic	How is conflict shaped by religious factors?		Why do genocides happen?		How do I behave ethically?		By the end of the year for Core RS students have been able to:
Skill	Critique ideas and opinions and create own arguments Justify responses or perspectives with evidence Ability to evaluate a range of knowledge or 'truths', including articles and sources of wisdom and authority Listen to and demonstrate respect when coming across a range of opinions that may not reflect their own						Understand different philosophical, ethical and religious viewpoints
Content	• Israel & Palestine • The influx of Islam (Crusades) • Israel's Claim to the Holy Land • Abrahamic covenant	• The religious divide in Northern Ireland • Catholicism, Protestantism and Sectarianism • The common ground • The causes of violence	• Peace and Conflict including the Iraq war and just war theory • The Shoah-The Holocaust: anti-Semitism • Evil and suffering with Hitler and Saddam as generators of evil.	• Genocides including the Armenian genocide • The Rwandan genocide • Why did God look on? And Human rights	• Zionism • Jewish Solidarity • Balfour declaration • The effects of the Balfour declaration	• Ethical behaviour of leaders • Machiavellian principles • Donald Trump • Tony Blair	Able to pose their own questions or critical thinking
Prior Knowledge Required	To know three different ideas regarding Jesus from Judaism, Islam and Christianity. To be aware of what may unify or divide Christians		Conflict caused as a result of the crusades Islamic beliefs and practices Jewish beliefs and practices The actions of Hitler in Germany		Jewish beliefs and practices Existence of Israel as a state Palestinian desire for justice American history Relativist, Absolutist and Utilitarianism		Able to intelligently comment on contemporary debates, laws, views or institutions in society
Feedback Points	**Question:** Why does the holy land divide three religious communities? (Written) What were the sources of sectarian tension in Northern Ireland?		**Question:** What are the key sources of conflict which create genocide? (British Values – Respect and Tolerance)		**Question:** How do I behave ethically? (British Values – Democracy) Was the Balfour declaration an attempt to ignore Palestinian rights?		Demonstrate the values and attributes of being a good citizen

	(British Values – Individual Liberty)					
Key Questions	• Why have we not yet found a long-standing solution to the conflict in Palastine/ Israel?	• Is the peace process in Northern Ireland fragile in a post Brexit world?	• How can we identify antisemitism, racism and sectarianism? • Why are protections needed for certain groups? • Is war ever justified?	• Should all citizens automatically have human rights? • Why should we respect others?	Should all nations have the right to self-determination	• Should we trust those in authority? • Can we trust all we see and hear on the internet?
Homework	Extended Writing "The only solution to the problem of the holy land is the creation of an Israeli and a Palestinian state" Do you agree give reasons for your answer	Extended Writing "Irish unity is inevitable "Do you agree with this view give reasons for your answer	Extended Writing "Sometimes war is necessary" Do you agree give reasons for your answer	Extended Writing "The holocaust should have been prevented "Do you agree with this view give reasons for your answer	Extended writing "The Balfour declaration was a mistake "Do you agree give reasons for your answer	Extended writing "Donald Trump sets poor ethical standards "Do you agree give reasons for your answer
Direct Vocab Instruction	*Holy Land* *Palestinian diaspora* *Jewish diaspora*	*Irish identity* *British identity* *Self- determination* *Protestantism* *Catholic* *Sectarian* *Civil Rights*	*Antisemitism* *Racism* *Just War* *Regime change* *Holocaust*	*Ethics* *Morals* *Genocide* *Human Rights* *Responsibilities*	*Self- determination* *Zionism* *Jewish experience* *Palestinian identity*	*Morals* *Ethics* *Fake News* *Denial* *Reliable* *Sexism* *Alienation*

RS Department: Y11 Core RS Curriculum Overview 2024-25

	The A-Z of Religion, Ethics, Morality and Society						
Year 11	**Term 1**		**Term 2**		**Term 3**		**End Points**
	Half Term 1 **[? lessons]**	**Half Term 2** **[? lessons]**	**Half Term 3** **[? lessons]**	**Half Term 4** **[? lessons]**	**Half Term 5** **[? lessons]**	**Half Term 6** **[? lessons]**	
Topic	P-S		T-W		X-Z		
Skill	Critique ideas and opinions and create own arguments Justify responses or perspectives with evidence Ability to evaluate a range of knowledge or 'truths', including articles and sources of wisdom and authority Listen to and demonstrate respect when coming across a range of opinions that may not reflect their own						By the end of the year for Core RS students have been able to:
Content	• Protest and the Police, Crime, Sentencing and Court Act (x2) • Qur'an and other holy texts	• Racism and Sexism including within institutions	• Technology (Genetic Engineering and AI) (x2) • Utilitarianism	• Virtue Ethics • War (technology in war)	• Xenu and Scientology (x3) • Yin and Yang	• Your own philosophy - Nihilism, Stoicism and Existentialism • Zen and Zoroastrianism	Understand different philosophical, ethical and religious viewpoints
Prior Knowledge Required	Examples of protest (History and SMSC link) Examples of holy books, such as the Bible and Qur'an Examples of racism and sexism in society		Examples of changes in technology in the 21ˢᵗ century and examples of AI Philosophical and ethical perspectives		Philosophical and ethical perspectives		Able to pose their own questions or critical thinking
Feedback Points	**Question:** How can we stand up to injustice? (Letter) (British Values – Respect and Tolerance)		**Question:** What are the moral implications of technology? (Debate) (British Values – Individual Liberty)		**Question:** What is your personal philosophy? (Diagram) (British Values – Respect and Tolerance)		Able to intelligently comment on
Key Questions	• Do we all have a right to protest? • How do religions challenge injustice?	• How can we challenge injustice?	• What questions should we ask of technology? • How do we decide what is right?	• How do we decide what is right? • Is technology inherently dangerous?	• What other religious ideas are there?	• How do you reflect on your own life so far?	contemporary debates, laws, views or institutions in society
Direct Vocab Instruction	*Protest*	*Microaggression*	*Artificial Intelligence*	*Just War*	*Religion*	*Philosophy*	Demonstrate the values and attributes of being a good citizen