

## 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]	
<b>Topic</b>	How is conflict shaped by religious factors?		Why do genocides happen?		How do I behave ethically?		
<b>Skill</b>	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:
<b>Content</b>	<ul style="list-style-type: none"> <li>Why Jerusalem is important to all three faiths – Judaism, Christianity, Islam</li> <li>Abrahamic covenant</li> </ul>	<ul style="list-style-type: none"> <li>Zionism and claims to the Holy Land</li> <li>The creation of Israel 1948</li> </ul>	<ul style="list-style-type: none"> <li>Peace and Conflict including just war theory</li> <li>The Shoah-The Holocaust: anti-Semitism</li> </ul>	<ul style="list-style-type: none"> <li>Genocides including the Armenian genocide and the Rwandan genocide</li> <li>Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>Leaders and prophets in religion</li> </ul>	<ul style="list-style-type: none"> <li>Ethical behaviour of modern leaders</li> <li>Machiavellian principles</li> </ul>	Understand different philosophical, ethical and religious viewpoints  Able to pose their own questions or critical thinking  Able to intelligently comment on contemporary debates, laws, views or institutions in society  Demonstrate the values and attributes of being a good citizen
<b>Prior Knowledge Required</b>	To know three different ideas regarding Jerusalem from Judaism, Islam and Christianity. To be aware of the creation of Israel in 1948.		Jewish beliefs and practices. Theories of war and conflict.		Religious leaders including Jesus, Moses, Buddha and Guru Nanak. Key 20 <sup>th</sup> / 21 <sup>st</sup> century leaders.		
<b>Feedback Points</b>	<b>Question:</b> How is Jerusalem important to the Abrahamic religions? (British Values – Individual Liberty, Respect and Tolerance)		<b>Question:</b> What is meant by genocide? (British Values – Respect and Tolerance)		<b>Question:</b> Do leaders behave ethically? (British Values – Democracy)		
<b>Focus Question</b>	<ul style="list-style-type: none"> <li>Who is Jerusalem important to?</li> <li>Extended Writing: "Jerusalem is a unifying site for the Abrahamic religions". Do you agree? Give reasons for your answer.</li> </ul>	<ul style="list-style-type: none"> <li>Why is Jerusalem important to many faiths?</li> <li>Extended Writing "Jerusalem means the same thing to each faith". Do you agree with this view? Give reasons for your answer.</li> </ul>	<ul style="list-style-type: none"> <li>Is war ever justified?</li> <li>Extended Writing "Sometimes war is necessary." Do you agree? Give reasons for your answer.</li> </ul>	<ul style="list-style-type: none"> <li>Do all citizens automatically have human rights?</li> <li>Extended Writing: "Genocides are always the result of war". Do you agree with this view? Give reasons for your answer.</li> </ul>	<ul style="list-style-type: none"> <li>How have religious leaders set an example for their followers?</li> <li>Extended Writing: "Religious leaders provide a strong example of leadership." Do you agree? Give reasons for your answer.</li> </ul>	<ul style="list-style-type: none"> <li>Do leaders behave ethically?</li> <li>Extended Writing: "Leaders always set a good example for others". Do you agree? Give reasons for your answer.</li> </ul>	
<b>Homework</b>	Homework will enable students to answer the focus question.						
<b>Direct Vocab Instruction</b>	<i>Holy Land</i> <i>Palestinian diaspora</i> <i>Jewish diaspora</i>	<i>Self-determination</i> <i>Pilgrimage</i> <i>Faith</i>	<i>Antisemitism</i> <i>Racism</i> <i>Just War</i>	<i>Holocaust</i> <i>Genocide</i> <i>Human Rights</i>	<i>Identity</i> <i>Morals</i> <i>Ethics</i>	<i>Fake News</i> <i>Denial</i> <i>Reliable</i> <i>Alienation</i>	