Whittington Green School – Year 9 GCSE Religious Studies

'Curriculum Intent: Our intent is to provide students with a broad, engaging and thought-provoking Religious Studies curriculum that develops their understanding of religious beliefs, teachings and practices, alongside non-religious perspectives. Through the study of Christianity, Buddhism and key philosophical and ethical issues, students will develop a deeper understanding of the beliefs, values and traditions that shape individuals, communities and the wider world. We aim to equip students with the knowledge and confidence to explore challenging questions about religion, morality, relationships, human rights, life and death, and the existence of God. Students will develop the ability to think critically, construct balanced arguments, evaluate different viewpoints and articulate their own informed opinions with respect and empathy. Ultimately, we want students to become reflective, open-minded and culturally aware individuals who can appreciate diversity, challenge prejudice, engage thoughtfully with differing perspectives and make informed decisions about the world in which they live.
Cultural capital - Humanities subjects cover cultural capital in a variety of ways through enabling students to develop a wide a varied knowledge of the world around them through communities in the past, present and future. Careers links will be covered to give context to all lessons that are delivered. Wider curriculum opportunities will be taken where appropriate to broaden student experiences i.e. trips etc.
Adaptations for SEND- A broad and relevant curriculum will be taught to all students in humanities, this will be appropriately scaffolded by LSA's and teachers to ensure every student can access the curriculum.
Careers Information, Advice and Guidance in Religious Studies - Students will access careers information, advice and guidance through the Religious Studies curriculum, enabling them to understand the relevance of their learning to future education, employment and life beyond school. Lessons will highlight the transferable skills developed through Religious Studies, including critical thinking, ethical reasoning, analysis, communication, empathy and the ability to evaluate different perspectives. Students will explore how these skills can support a wide range of career pathways, including law, education, journalism, politics, social work, healthcare, public services and the charity sector. Careers information will be embedded within relevant topics and lessons, with opportunities to explore the contribution of religious and philosophical perspectives to different professions and contemporary issues. Students will be encouraged to consider how their knowledge and understanding of religion, ethics and worldviews can inform their future choices. Where appropriate, the department will signpost students to further careers information, relevant qualifications, university pathways and opportunities to engage with employers or external speakers, supporting them to make informed decisions about their next steps.
The aims and objectives of this qualification are to enable students to: Religious Studies A include questions that allow students to demonstrate their ability to: • apply knowledge and understanding of two religions – CHRISTIANITY AND BUDDHISM • apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • understand the influence of religion on individuals, communities and societies • understand significant common and divergent views between and/or within religions and beliefs • apply knowledge and understanding in order to analyse questions related to religious beliefs and values • construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content. • develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism • develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying

Whittington Green School – Year 9 GCSE Religious Studies

• develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
• reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life
• reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.
Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
The exams will measure how students have achieved the following assessment objectives.
• AO1: Demonstrate knowledge and understanding of religion and beliefs including:
• beliefs, practices and sources of authority
• influence on individuals, communities and societies
• similarities and differences within and/or between religions and beliefs.
• AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

Year 9	Topic Overview	Recall and review of past learning	Learning Expectations	Target Words
In year 9, students are introduced the key beliefs and practices of Buddhism and Christianity, using their key stage 3 learning as building blocks to enable students to clearly demonstrate their knowledge of both religions and reflect on sources of authority as evidence.				
Term 1	Buddhist beliefs and practices	Building on knowledge of Buddhism introduced in YEAR 8 through the key concepts. Continuation of religious beliefs in year 9	• The early life of Siddhartha Gautama • The life and teachings of Buddha • The 3 marks of existence, The Four Noble Truths and the 8 fold path • Enlightenment and Nirvana • Worship and festivals • The nature, use and importance of Buddhist places of worship including temples, shrines, • monasteries (viharas), halls for meditation or learning (gompas) and their key features including • Buddha rupa, artefacts and offerings. • Puja, the significance and role of puja/devotional ritual in the home and in the temple, including	Nirvana Samsara Kamma Dependent arising Dukkha Worship Puja Samatha / vipassana/ visualisation meditation vihara monastery manta

			• chanting, both as a devotional practice and as an aid to mental concentration, mantra recitation, • use of malas. • Meditation, the different aims, significance and methods of meditation: • Samatha (concentration and tranquillity) including mindfulness of breathing • Vipassana (insight) including zazen • the visualisation of Buddhas and Bodhisattvas. • The practice and significance of different ceremonies and rituals associated with death and • mourning in Theravada communities and in Japan and Tibet. • Festivals and retreats and their importance to Buddhists in Great Britain today, including the: • Celebrations Wesak & Parinirvana Day. • Buddhist ethics • Ethical teaching: • kamma (karma) and rebirth • compassion (karuna) • loving kindness (metta). • The five moral precepts: • The six perfections in the Mahayanan tradition	chanting bodhisattva 5 moral precepts Ceremonies and rituals Wesak Parinirvana Karma Metta Karuna
Term 2	Christian beliefs & practices		• The nature of God, including the trinity • The story of creation – Genesis and science • The Life, death and resurrection of Jesus • The Ascension and mission • The role of salvation, atonement and judgement • Beliefs in life after death • The existence of evil and suffering • Use religious sources of authority (such as sacred texts) – including making references to the Biblical texts, using accurate terminology. • Apply beliefs to religious life today	Omnipotence Benevolence Omniscience Just Transcendent Immanent Holy spirit Salvation Atonement Resurrection Trinity Ascension

Whittington Green School – Year 9 GCSE Religious Studies

Term 3&4	Thematic studies		**Crime and punishment** Students will learn from a range of Christian perspectives, but will make reference to Buddhism when necessary. • Explain different religious viewpoints • Compare religious and non-religious perspectives • Analyse arguments • Evaluate statements and reach justified conclusions	Crime: Duty: Responsibility: Conscience Crime against the person Crime against property: Crime against the state Religious Offence: Punishment: Protection: Retribution: Deterrence: Reform Vindication: Reparation: Forgiveness: Imprisonment Repentance Young Offender: Prison reform: Death Penalty: Community Service: Electronic Tagging: Fine: Probation: Parole: Life Imprisonment: Early Release:
TERM 5	REVISIT KEY AREAS AND BELIEFS.		**Christianity – religion and life.**	Ethics Laws

			Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: • Abortion. • Euthanasia. • Animal experimentation. The origins and value of the universe • The origins of the universe, including: • religious teachings about the origins of the universe, and different interpretations of these • the relationship between scientific views, such as the Big Bang theory, and religious views. • The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. • The use and abuse of the environment, including the use of natural resources, pollution. • The use and abuse of animals, including: • animal experimentation • the use of animals for food. The origins and value of human life • The origins of life, including: • religious teachings about the origins of human life, and different interpretations of these • the relationship between scientific views, such as evolution, and religious views. • The concepts of sanctity of life and the quality of life. • Abortion, including situations when the mother's life is at risk. • Ethical arguments related to abortion, including those based on the sanctity of life and quality of	Abortion Euthanasia Assisted dying Animal rights Ahimsa Dominion Sanctity of life Stewardship Vivisection Genesis Creationist Fundamentalist Scientist Big bang theory Evolution Original sin Garden of Eden

			life. • Euthanasia. • Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.	