

Subject: RE Rotation block (12 lessons) Year 9 Curriculum Map

Term/Focus	Where have we come from? (4 lessons/3 weeks)	Where are we going? (4 lessons/3 weeks)	How should we live? (4 lessons/3 weeks)
<p>Key knowledge and skills – What core knowledge and key skills will be acquired and developed by students?</p>	<p>Foundation / Developing</p> <p>How do you think the world began and how do you think humans came into existence? What do one or two religions think about this question? What is a secular or scientific view on how the universe began? What is meant by the Design Argument? What is meant by the First Cause argument?</p> <p>Skills: Investigation of different beliefs about how the universe began. Empathy of different beliefs about the origins of human kind and the universe. Reflection on own views compared to other views. Starting to evaluate different views against own view.</p>	<p>Foundation / Developing</p> <p>Students will start this mini unit considering the end of life. They will be discussing questions like: What would you do if you had 24 hours left to live/6 months? What would your funeral look like? Does what we believe about death affect how we live? Students will then look at different religious views about life after death (Hindu, Christian, Buddhist, Sikh)</p> <p>Skills: Students will be investigating different beliefs about life after death, they will be reflecting on their own beliefs and starting to compare their views with other views. They will be using empathy when they learn about how other views affect how people live their lives.</p>	<p>Foundation / Developing</p> <p>After considering where we have come from and where we are going, students will now consider how we should live. They will consider and discuss questions like: What is meant by morality? Where should we get our morality from? How should we treat people? Should we live life with a consequentialist or relative attitude? They will learn about the Trolley Dilemma and consider how it can be applied to life. Students will then consider how other religions believe we should live and the concept of charity.</p> <p>Skills: This has the highest challenge of the 3 units students will study and they will investigate and interpret the concepts of relativism and consequentialism. They will interpret religious beliefs on how to live and they will reflect and express their own view on morality.</p>
	<p>Good / Exceptional</p> <p>Discussions around all of the above but also: What do multiple religions think about how the universe began? (Christian, Hindu and Sikh) and what are arguments for and against these? What are the arguments against the Design Argument and the First Cause Argument?</p> <p>Skills: Same as above but also students will be doing more analysis and evaluation and comparing their view with secular and religious views in more depth. They will</p>	<p>Good / Exceptional</p> <p>Knowledge and Skills: Students will be investigating all of the above but will be challenged to include greater depth in their analysis and answers. They will be challenged to compare views in greater detail and to evaluate different views in more depth. They will be expected to spend more time applying different views to real life.</p>	<p>Good / Exceptional</p> <p>Knowledge and skills: Students will be learning all of the above but will be expected to analyse and evaluate the different arguments they are presented with (consequentialism, relativism, different religious views). Students will be expected to provide a greater depth to their own reflection and how they formulate their view as an argument. This is excellent for developing writing skills.</p>

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	also be expected to interpret arguments in more detail and give counter arguments.		
Links to GCSE	The questions that the students will be debating and considering will be woven into the whole of the GCSE throughout the two year course. As well as this, these questions are also essential to thinking about students' own lives.	The questions that the students will be debating and considering will be woven into the whole of the GCSE throughout the two year course. As well as this, these questions are also essential to thinking about students' own lives.	The questions that the students will be debating and considering will be woven into the whole of the GCSE throughout the two-year course. As well as this, these questions are also essential to thinking about students' own lives.