



# YEAR 9 Autumn 2

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Is religion a power of peace of cause of conflict



<p><b>Curriculum Intent</b></p> <p><b>Skills/Assessment objective links</b></p>	<p><b>Why do we teach this to students?</b> This unit will enable learners to consider questions such as: What barriers exist in global society? Why do they exist? Do these barriers matter – to the world, to me? Religion – does it do more harm or more good in the world today? Is religion part of the problem to sharing one world, or part of the solution? Could it be both? How can we share one world more fairly? Can the human race tackle racism, sexism and poverty more effectively in the next generation? What do I think?</p> <p><b>Why do we teach this now?</b> This is taught in year 9 as a development of the Human Rights unit and before the GCSE, as a foundation towards the 'bigger questions' on the Themes paper. Students need a more mature and worldly view to approach this unit, hence we leave it to the end of Key Stage 3. Analysing how religion can be both peaceful and create conflict, enables students to further develop their understanding that the world isn't black and white, often issues are much more complex and nuanced. This allows students to develop these skills which allow them to tackle the next unit of the Holocaust.</p> <p><b>Oldham Local Agreed Syllabus Aims:</b></p> <ol style="list-style-type: none"> <li>1. Make sense of a range of religious and non-religious beliefs, so that they can: <ul style="list-style-type: none"> <li>• identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary;</li> <li>• explain how and why these beliefs are understood in different ways, by individuals and within communities;</li> <li>• recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.</li> </ul> </li> <li>2. Understand the impact and significance of religious and non-religious beliefs, so that they can: <ul style="list-style-type: none"> <li>• examine and explain how and why people express their beliefs in diverse ways;</li> <li>• recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world;</li> <li>• appreciate and appraise the significance of different ways of life and ways of expressing meaning.</li> </ul> </li> <li>3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can: <ul style="list-style-type: none"> <li>• evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses;</li> <li>• challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response;</li> <li>• discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.</li> </ul> </li> </ol>
<p><b>Spiritual, moral, social, and cultural development</b></p>	<p><b>SMSC: Spiritual:</b> The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. sense of enjoyment and fascination in learning about themselves, others and the world around them. <b>Moral:</b> acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. <b>Cultural:</b> understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</p> <p><b>PSHE:</b> Tackling religious discrimination</p> <p><b>British Values:</b> Individual liberty, mutual respect and tolerance of those of different faiths and beliefs.</p> <p><b>Skills Builder:</b> Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork</p>
<p><b>Numeracy</b></p>	<p>Students will explore numbers when looking at migration and war.</p>
<p><b>Literacy</b></p>	<p><b>Vocabulary Tier 2:</b> peace, conflict, violence, migrants, refugees, asylum seekers</p> <p><b>Vocabulary Tier 3:</b> Holy war, Jihad, orthodox, schism, colonialism, missionaries, reconciliation,</p> <p><b>Reading:</b> Students have the opportunity to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand.</p> <p><b>Writing:</b> RS GCSE is a literacy based subject. Students are supported in developing their answers to explain the beliefs and impacts of those beliefs. Students are also working on developing contrasting arguments to evaluate the ideas raised. This written work takes the form of extended writing, explaining and justifying their view, their views and evaluating those views to reach a conclusion</p> <p><b>Oracy:</b> Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.</p>
<p><b>Becoming future ready</b></p>	<p>RS students develop:</p> <ul style="list-style-type: none"> <li>- the ability to build and interrogate arguments and how to question and evaluate narratives</li> <li>- critical thinking skills and the ability to interpret information, formulate questions and solve problems</li> <li>- organisational and time management skills</li> <li>- teamworking and communication skills</li> <li>- writing skills, including accurate referencing and the ability to construct a reasoned argument</li> <li>- empathy and the ability to understand people and their motivations</li> <li>- the ability to appreciate different perspectives and take on board others' views</li> <li>- the ability to work methodically and accurately</li> <li>- independence of mind and the ability to think for yourself.</li> </ul> <p>The environment is currently a huge global discussion. Its importance and implications of our current habits is being raised by celebrities, the media, our politicians and pressure groups. Views on the environment are affecting views on eating meat and students will be empowered to engage in the discussion and reflect on their choices.</p>
<p><b>Adaptation</b></p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>

<p><b>QFT/SEND Provision</b></p>	<p><b>By product:</b> differential outcomes using must, could, should.</p> <p><b>By resource:</b> PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support, revision drop ins, catch up sessions.</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender and behaviour</p> <p><b>By Task:</b> Many tasks are scaffolded to support students, where there is a choice of task students are supported in choosing the task which will best support them to achieve their ability.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p>			
	<p><b>Implementation Curriculum Delivery</b></p>	<p><b>#</b></p>	<p><b>Lesson Title, Lesson Objectives, Scripture:</b></p>	<p><b>Lesson builds upon:</b></p>
<p><b>Learning Outcomes (Knowledge)</b></p>	<p><b>1</b></p>	<p><b>What is peace?</b></p> <ul style="list-style-type: none"> <li>• To explain the key terms of peace, violence, non-violence and pacifism.</li> <li>• To explain what conflict is and what can disrupt peace.</li> <li>- To know that peace means societal friendship and harmony in the absence of hostility and violence. Lack of conflict.</li> <li>- To know that conflict means a serious disagreement. A conflict is a clash of interest.</li> <li>- To know that violence means an act of physical force that causes or is intended to cause harm.</li> <li>- To know that pacifism means opposition to war and violence. E.G. Refusing to fight in a war.</li> <li>- To know that non-violence doesn't just mean not doing violence; it's also a way of taking positive action to resist oppression or bring about change.</li> <li>- To know of examples of conflict.</li> </ul>	<p>N/a</p>	<p>All lessons when students start to explore how religion can be seen to create or how it resolves conflict. Students will explore issues of gender, equality, war and missionary.</p>
	<p><b>2</b></p>	<p><b>Can there be peace if there is hunger?</b></p> <ul style="list-style-type: none"> <li>• To explain religious teachings on wealth and poverty.</li> <li>- To know that relative poverty is poverty relative to the normal standards of living. People who earn 50% less than average median incomes.</li> <li>- To know that Absolute poverty is income below the necessary level to afford basic necessities e.g. food and shelter.</li> <li>- To know that the poverty line is \$1.90 a day. A rough guide to poverty across countries.</li> <li>- To know how poverty can lead to conflict using examples of natural disasters, panic buying and MP expenses.</li> <li>- To know that the Rich Fool teaches not to be greedy with wealth.</li> </ul>	<p>Building upon the causes of conflict – how not having what we need to survive, further debunking the stereotype of conflict being war. This builds upon the wealth teachings in Y8 faith in action.</p>	<p>How not having what you need can lead to migration. The key teachings will be developed in attitudes towards helping others in L3 and 4.</p>
	<p><b>3</b></p>	<p><b>Conflict and migration</b></p> <ul style="list-style-type: none"> <li>• To explain the key terms of migrants, refugees and asylum seekers.</li> <li>• To explain conflict surrounding migration (causes and effect of)</li> <li>- To know that asylum seeker means an asylum seeker is a person who leaves their country of residence, enters another country, and makes in that other country a formal application for the right of asylum.</li> <li>- To know that refugees are people who have fled war, violence, conflict or persecution and have crossed an international border to find safety in another country.</li> <li>- To know a migrant is a person who moves from one place to another, especially in order to find work or better living conditions.</li> </ul>	<p>This builds upon L2 and 3 – looking at what causes conflict and how migration can lead to conflict in countries receiving displaced people. This builds upon ideas from Y8 Human Rights.</p>	<p>This is explored further when we look at responses to helping those in the greatest of needs in L4.</p>

		<ul style="list-style-type: none"> <li>- To know the rights that asylum seekers, refugees and migrants have in the country that they move to.</li> <li>- To know reasons why people, must leave their country of residence with examples of conflict they may face.</li> <li>- To know that Galatians 3:28-29 teaches us about equality and that we should not discriminate.</li> </ul>		
	4	<b>Who is responsible?</b> <ul style="list-style-type: none"> <li>• To explain the religious teachings on supporting those in need</li> <li>• To explain who is responsible for helping those in need.</li> </ul>	This builds upon L2 and 3 as students look at the teachings which motivate Christians to support others and if they are followed.	This concept is explored in the following lessons where we look at if the teachings are responsible for the conflict and how the church has addressed this.
		<ul style="list-style-type: none"> <li>- To know reasons why people may be considered poor or rich.</li> <li>- To know that the poverty cycle is a vicious circle which traps people for generations and those who are caught in the poverty trap usually have limited or no resources to break the cycle.</li> <li>- To know that short term aid is when people need immediate help with basic needs.</li> <li>- To know that long term aid is given which aims to give people the skills, education and/or tools that they need to help people get out of poverty themselves.</li> <li>- To know and explain who's job it is to provide aid (the government, charities, families, or the poor themselves).</li> </ul>		
	5	<b>Can you have peace as a woman in the church?</b> <ul style="list-style-type: none"> <li>• To explain religious attitudes to women in the church and how this can lead to conflict.</li> </ul>	This builds upon L1 as an exploration of the different ways in which conflict occurs.	This is explored further when we look at how LGBT groups can be excluded from the church.
		<ul style="list-style-type: none"> <li>- To know the argument against female priests.</li> <li>- To know what the early Christianity teach us about women and the church.</li> <li>- To know look at articles and conclude whether they support peace for a woman in the church.</li> </ul>		
	6	<b>Can you have peace as a gay Christian?</b> <ul style="list-style-type: none"> <li>• To explain religious attitudes towards the LGBT community.</li> </ul>	This builds upon the previous lesson that teachings in the Bible can be used to exclude certain groups – this can cause conflict.	Students can use this example to support their evaluation of the teachings of the church – discussing whether religion leads to conflict or works for peace.
		<ul style="list-style-type: none"> <li>- To know contrasting Christian attitudes to homosexuality</li> <li>- To know teachings that would oppose or support homosexuality.</li> </ul>		
	7	<b>Formative assessment</b> <ul style="list-style-type: none"> <li>• To evaluate if religion is a power of peace or cause of conflict.</li> </ul>	This builds upon the 6 previous lessons as students will draw upon this work to answer their extended writing.	Students will continue to develop their understanding of this question by exploring war as a conflict and if religion is a cause of war.
	8	<b>Does religion cause war?</b> <ul style="list-style-type: none"> <li>• To explain the causes of war and the role that religion has played.</li> </ul>	This builds upon lesson 1, as war is seen as a key cause of conflict and disruption to peace.	Students will look at Islamic teachings on war in L9.
		<ul style="list-style-type: none"> <li>- To know the term war means an organised conflict that happens between different groups of people (often countries).</li> <li>- To know the reasons why war takes place; self-defence, defend an ally, remove a leader/government, greed, stop genocide and to defend religion.</li> </ul>		

		<ul style="list-style-type: none"> <li>- To know the reasons for war in Kashmir, Ireland, Jerusalem and Afghanistan</li> <li>- To know religious quotes that support and oppose war.</li> </ul>		
	9	<b>What is Jihad?</b> <ul style="list-style-type: none"> <li>• To explain the teaching of Jihad</li> <li>- To know that the misconception that Jihad is warfare.</li> <li>- To know that Jihad means to struggle, to exert oneself and to strive</li> <li>- To know that greater jihad means to struggle to become a better person; it is about overcoming bad qualities of your personality and trying to become a better person.</li> <li>- To know lesser jihad means the struggle to defend against oppression; with force if necessary.</li> </ul>	This builds upon L8 by looking at Islamic teachings on Jihad to understand how this might be used to justify conflict.	Students look at further examples of war as conflict and the conflict that can arise within religion as a result of conflict.
		10	<b>How has the war in Ukraine caused conflict in the Orthodox church?</b> <ul style="list-style-type: none"> <li>• To explain how the war in Ukraine has led to a schism in the Orthodox church</li> <li>- To know that in 1054 there was a schism which resulted in a split of the Christian Church.</li> <li>- To know that the split of the church resulted in the Eastern Church (Orthodox) and the Western Church (Roman Catholic Church).</li> <li>- To know what beliefs are held by the Orthodox Church</li> <li>- To know who Patriarch Kiril is the head of the Orthodox Church.</li> <li>- To know Patriarch Kiril's view on why there is conflict in Ukraine.</li> </ul>	This builds upon L8 and 9 by students continue to explore the role of war as a cause of conflict, but this time look at how the war has conflicted the church rather than visa versa.
	11		<b>Reconciliation</b> <ul style="list-style-type: none"> <li>• To explain the Christian teaching of reconciliation and agencies that work for reconciliation.</li> <li>- To know that reconciliation means restoring the harmony of relationships after they have broken down.</li> <li>- To know that forgiveness means pardoning someone for what they have done wrong.</li> <li>- To know that reconciliation is a sacrament of the Catholic Church and to know that is what we seek from God when we have sinned.</li> <li>- To know that the parable of the lost/prodigal son teaches us reconciliation as the father accepts his son with open arms even though he spent all his inheritance.</li> <li>- To know that the parable of the unforgiving servant teaches reconciliation teaches us reconciliation as Jesus said to forgive 70 x 7.</li> <li>- To know that apartheid is a policy or system of segregation or discrimination on grounds of race.</li> <li>- To know that Desmond Tutu worked for reconciliation at the end of the apartheid in South Africa by chairing the Truth and Reconciliation Commission.</li> </ul>	Students look at the sacrament of reconciliation and the teachings in Christianity
<b>Current learning to be developed in the future within:</b>	See the table above which explains the sequencing of lessons, detailing where the learning will be developed. Beliefs about creation will be developed in our Judaism module. Full Course students develop this further by looking at the life issues of abortion and euthanasia.			
<b>Assessment</b>	Students will be formatively assessed with an extended piece of writing on if religion is a power of peace or cause of conflict in Jerusalem. This content will be summative assessed on in the Year 9 Summative Assessment.			
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.			

