



YEAR 9 Spring 2 & Summer 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Christian Beliefs

Curriculum Intent	<p>Why do we teach this to students?</p> <p>Students study this as part of their GCSE Religious Studies. This topic is the start of a deeper study of Christianity where we look at the Christian beliefs to be able to then explore the practice of the religious beliefs. Understanding the religious beliefs and practices allows students to explore how this affects moral issues. Students study the teachings and practices of Judaism and their basis in Jewish sources of wisdom and authority. This unit allows students to complete their GCSE Paper 1.</p> <p>Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.</p> <p>Why do we teach this now?</p> <p>This is the first GCSE units that students study. So that students can apply religious beliefs we first start by teaching them what the beliefs are. Students explore Christian Beliefs so that they can then apply these beliefs to the issues of religion and life and beyond. This unit allows us to set a comprehensive assessment to select students for the right course of study at GCSE.</p> <p>Specification aims:</p> <ul style="list-style-type: none"> • 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 • 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. <p>Assessment Objectives:</p> <p>AO1: Demonstrate a knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> - beliefs, practices and sources of authority - influence on individuals, communities and societies - similarities and differences within and/or between religions and beliefs. <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence</p> <p>The assessment objectives are weighted 50:50 in the exam.</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Spiritual: 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. A sense of enjoyment and fascination in learning about themselves, others and the world around them. Moral: 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. Cultural: 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>PSHE: Tackling religious discrimination</p> <p>British Values: Individual liberty, mutual respect and tolerance of those of different faiths and beliefs.</p> <p>Skills Builder: Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork</p>
Numeracy	<p>Eternal – a never starting or ending being. Oneness. Timelines of life events.</p>
Literacy	<p>Vocabulary Tier 2: explain, similar, contrasting, contemporary,</p> <p>Vocabulary Tier 3: denomination, God, omnipotent, omniscient, omnibenevolent, just, trinity, holy spirit, creation, incarnation, resurrection, blasphemy, crucifixion, resurrection, ascension, heaven, afterlife, day of judgement, heaven, hell, purgatory, sin, original sin, salvation, grace, atonement.</p> <p>Reading: 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>Writing: 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 4, 5 and 12 mark answers.</p> <p>Oracy: 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>
Becoming future ready	<p>RS students develop:</p> <ul style="list-style-type: none"> - the ability to build and interrogate arguments and how to question and evaluate narratives - critical thinking skills and the ability to interpret information, formulate questions and solve problems - organisational and time management skills - teamworking and communication skills - writing skills, including accurate referencing and the ability to construct a reasoned argument - empathy and the ability to understand people and their motivations - the ability to appreciate different perspectives and take on board others' views - the ability to work methodically and accurately - independence of mind and the ability to think for yourself.
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: differential outcomes using must, could, should.</p>

QFT/SEND Provision	<p>By resource: PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge.</p> <p>By Intervention: by providing different levels of supervision and support, revision drop ins, catch up sessions.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender and behaviour</p> <p>By Task: 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>By Offering Optional Activities: In class or as homework, to extend learning.</p>			
Learning Outcomes (Knowledge)	#	Lesson Title, Lesson Objectives:	Lesson builds upon:	This will be developed in:
	1	Intro	This is a series of lessons across all GCSE units where students explore the place in today's society for this study and links to 'future ready' This builds upon the Christian Beliefs intro lesson.	The starter lessons in all GCSE units.
	2	Nature of God	Students start the unit with beliefs about God.	Students continue to explore the nature of God in the trinity.
		To understand the Christian belief about the nature of God (Omnipotent, omniscient, omnibenevolent, and just)		
	3	Trinity	Students understand Gods qualities and now explore the unique belief in the trinity.	Students explore how a belief in the trinity is understood through the creation stories.
		To explain the concepts of the oneness of God and the trinity.		
	4	Creation Beliefs - 1,2,4,5 KAT	Students look at the creation stories to explore what this teaches us about the trinity.	Students look further into the son of God and explore beliefs about Jesus.
		To explain the different Christian beliefs about how the world was formed. To explain Christian beliefs about creation with beliefs about the trinity.		
	5	Incarnation	Students look at Christian beliefs on the birth of Jesus that lead to a belief that he was the son of God.	Students look at the final key events in Jesus' life.
		To explain the belief in the incarnation – Jesus as the son of God.		
	6	Crucifixion	Students look at what the death of Jesus and how this leads to a belief that he was the son of God.	Students look at what the consequences of Jesus' death are.
		To explain the impact of the crucifixion on Christians today.		
	7	Jesus and Atonement -	Students explore how Jesus atoned for the sins of humanity.	Students evaluate the problem of evil and how the death of Jesus shows Gods omnibenevolent nature
		To explain the meaning and significance of atonement.		
	8	Problem of Evil - 12 mark Q KAT	Students evaluate if evil prove God doesn't exists, they look at his nature and the impact of the self-sacrifice through Jesus	After understanding the impact of Jesus' death students go on to explore the way to be saved.
		To explain the problem of evil and suffering in relation to the qualities of God.		
	9	Salvation	The effect of Jesus dying on the cross.	Students evaluate the teachings on means of salvation.
		To explain the Christian beliefs about the means of Salvation		
	10	Salvation Evaluated	The previous lesson on the ways to be saved	Students look at the Resurrection and continue to explore what this teaches us about God and Jesus
		To evaluate the different means of Salvation		
	11	Resurrection	Students continue to explore teachings on God and Jesus by looking at the event of the resurrection	Students will explore the resurrection appearances to understand that Jesus lived on earth after His death.
		To explain the meaning and significance of Jesus' resurrection		
	12	Resurrection Appearances - Summative 3 – 24 mark Q	Students develop their understanding of the key belief of the resurrection. At this point students are assessed on all learning so far.	Students look at what happens after 40 days on earth.
		To explain the meaning and significance of the Resurrection appearances.		
	13	Ascension and Commission	Students look at the end of Jesus' time on earth and His final teaching of the commission.	Students look at how the end of Jesus' life affects a Christians belief on life after death.
		To explain the meaning and significance of the ascension		
	14	After life and judgement	Students develop their	Students look at the

		To explain different Christian beliefs about the afterlife and judgement	understanding of the afterlife exploring the nature of God and Jesus death and what this teaches Christians.	teaching of the sheep and goats and what this teaches Christians about salvation and the afterlife.
	15	Sheep and goats	The passage of the sheep and the goats explores teachings on Salvation	Students look at what the concepts of heaven and hell are like after looking at judgement and means to salvation.
		To explain the parable of the sheep and the goats as an effect of Salvation.		
	16	Heaven and Hell	Students look at what being saved would be like as well as eternal damnation.	Students review teachings on the afterlife in a formative assessment
		To explain the Christian concepts of heaven and hell.		
	17	Review and 1,2,4,5 KAT	This lesson brings to a close the Christian teachings and allows the teacher to identify any misunderstandings which may need to be addressed further in retrieval practice / feedback.	This unit underpins the thematic units. Students continue to apply these key concepts throughout the course.
To review the key terms in Christian Beliefs.				
Current learning to be developed in the future within:	See the table above which explains the sequencing of lessons, detailing where the learning will be developed. Students will be revisiting these themes throughout the course, through retrieval and through direct links within lessons. Sins, forgiveness, nature of God creation all underpin future lessons within the issues paper. The events of the life of Jesus are also the base of many Christian practices and the direct links are explored in the Christian practices unit.			
Assessment	Students will be formatively assessed formatively with 1, 2, 4 and 5 mark GCSE question and a 12 mark GCSE question. This content will be summative assessed in a full 24 mark question. This will also be summatively assessed in the Y10 2 test challenge in autumn 1.			
Impact	Attainment and Progress – Refer to assessment results / data review documentation.			