



YEAR 9 SUMMER 2



'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Religion and Life Issues

<p>Curriculum Intent</p>	<p>Why do we teach this to students? Students study this as part of their GCSE Religious Studies. This topic is the first 'theme' they study in order to complete their Thematic Studies Paper. Students study religious teachings, and religious, philosophical and ethical arguments, relating to animals and the environment, including the origins of earth and life on earth. Students explore their impact and influence in the modern world. They apply key Christian teachings – all issues are explored so that students are aware of contrasting perspectives. The issue of animal experimentation also includes contrasting religions, which at CHS is Christianity and Judaism.</p> <p>Why do we teach this now? Students have just completed a Christian Beliefs unit and are due to be setted based upon this. Some students will be identified to follow a short course. Following on from Christian Beliefs we are introducing a themes topic, in which they can apply Christian Beliefs. We have separated this topic, half is being taught before the summer holidays, half after. The animals and environment topic are studied first as the teachings can be used by the Short Course as they do not need the content, this theme is on the Full Course Paper.</p> <p>Students need to study 4 of 6 themes for the second RS GCSE paper. This is the first of the 4 themes, Theme B: Religions and Life.</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: AO1: Demonstrate a 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 The assessment objectives are weighted 50:50 in the exam.</p>
<p>Skills/Assessment objective links</p>	<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. 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. PSHE: Tackling religious discrimination British Values: Individual liberty, mutual respect and tolerance of those of different faiths and beliefs. Skills Builder: Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork</p>
<p>Spiritual, moral, social, and cultural development</p>	<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. 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. PSHE: Tackling religious discrimination British Values: Individual liberty, mutual respect and tolerance of those of different faiths and beliefs. Skills Builder: Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork</p>
<p>Numeracy</p>	<p>Students will explore concepts of time by looking at the creation of the universe.</p>
<p>Literacy</p>	<p>Vocabulary Tier 2: abuse, environment, big bang, creation, deforestation, evolution, natural resources, recycling, responsibility, sustainable, renewable, vegetarian, vegan, evolution Vocabulary Tier 3: awe, dominion, quality of life, sanctity of life, stewardship 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. 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. 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>
<p>Becoming future ready</p>	<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. <p>The environment is currently a huge global discussion. It 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>Adaptation</p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>

QFT/SEND Provision	<p>By product: differential outcomes using must, could, should.</p> <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>			
	Implementation Curriculum Delivery	#	Lesson Title, Lesson Objectives, Scripture:	Lesson builds upon:
Learning Outcomes (Knowledge)	1	Origins of the Universe To explain religious beliefs and teachings about the origins of the universe. Genesis 1 <ul style="list-style-type: none"> - To know that some Christians believe that the world was made in 6 days. Genesis 1. - To know that some Christians believe that the world was made in 6 periods of time (EXT: As the word Yom was mistranslated.) - To know that some Christians believe that God used, started, planned the big bang to create the universe. 	Students have explored the nature of the universe in ultimate questions in Y8 and the Christian Beliefs topic.	This will be developed in lesson 3,4 and 5 when students look at attitudes to the world – based on their beliefs about the creation of it.
	2	Origins of life on earth To explain religious beliefs and teachings about the origins of life on earth. Genesis 1 and 2 <ul style="list-style-type: none"> - To know that some Christians believe that God was made life on day 5 and 6 of creation when he filled the skies, filled the seas and filled the land. - To know that some Christians believe that the origins of life are that God made Adam and breathed life into his nostrils, and then made Eve from Adams rib as a companion. - To know that some Christians believe that God started, used, designed, caused evolution to create life on earth. 	Lesson 1 after looking at how the world was created; we explore how life on earth was created. It also builds upon the Y8 Ultimate question topic of am I caused, am I designed.	This will be developed in 6,7,8,9 where students explore the concept of the sanctity of life and how this differs to the attitudes towards animals.
	3	Stewardship, Dominion and Value of the world To explain Christian beliefs about the value of the world and the duty of human beings to protect the world. <ul style="list-style-type: none"> - To know that awe means to be amazed by the world. - To know that awe leads to wonder – where we wonder why we are here / how we came to be. - To know that Christians believe that the earth is Gods and that we have a duty to look after it. - To know that the duty of stewardship was given to Adam and Eve in Genesis. - To know that humans were given dominion – the authority to rule over the earth. (Genesis) EXT: Psalm 19:1-4 , Matthew 3:10 , Sermon on the mount , Parable of the talents	Lesson 2 – we explore the duties that humans were given. It also develops upon lesson 1 explaining how attitudes to the creation of the world can affect its value.	Students will apply these teachings to the rest of the topic as they underpin our attitudes to the world and animals.
	4	Use and Abuse of the Environment To explain religious beliefs about the use and abuse of the environment, including the use of natural resources. <ul style="list-style-type: none"> - To know that humans use were given the earth and its resources to use, but not abuse. - To know that natural resources are resources which are naturally occurring e.g. oil, trees etc. - To know that Christianity supports sustainability – using resources in a way in which they are still there for future generations. - To know that renewable energy sources are a way to look after the earth. - To know that non-renewable resources can be seen to abuse the environment. - To know that deforestation is the mass destruction of a large amount of trees and is abuse of the environment. 	L1 and 3 as we look at ways that we are destroying our world and not fulfilling the duty given to us	It is developed in L5 where we look at pollution as a way in which the environment is abused.
	5	Pollution - KAT		

		<p>To explain religious attitudes to pollution.</p> <ul style="list-style-type: none"> - To know that pollution takes many forms e.g. land, air, water etc. - To know that Pollution can negatively affect Gods earth, animals and people and should be avoided. 	L4 as we are furthering the student's knowledge of the way in which the environment is abused.	This is the end of our study on the environment – this topic will be revisited in revision and retrieval. We will draw on ideas from this when looking at the Messiah and the messianic age in Judaism.
	6	<p>Animal Experimentation</p> <p>To explain contrasting Christian and Jewish attitudes towards animal experimentation.</p> <ul style="list-style-type: none"> - To know that animals are used to test medicines and medical techniques. - To know that there are many benefits of animal research such as developing medicines, to know that items are safe for humans, to know that humans have more value than animals. - To know that there are reasons why people disagree with animal testing: it causes suffering, animals should be cared for, animals react differently to humans, so it is unreliable, it is unnecessary as you still have to test on humans. - To know that some Christians support animal testing as they believe that human life has more value, they have dominion over the animals, EXT: Pikuach Nefesh (saves human life) - To know that some Christians are against animal testing as they are Gods creation, we should look after them (stewardship) <p>EXT: Proverbs 12:10</p>	N/A	The attitudes to animals will be explored further by studying attitudes to animals for food.
		<p>Animals for Food</p> <p>To explain contrasting Christian attitudes to the use of animals for food.</p> <ul style="list-style-type: none"> - To know that humans use animals for food. - To know that in the Garden of Eden there was a vegetarian diet, EXT: Every seed bearing plant and fruit tree is food for you.' Genesis 1:29 - To know that God gave Noah permission to eat after the flood. Genesis 9:3 - To know that the Kosher food laws allow Jews to eat meat. Leviticus 11:2 - To know that Christians are likely to support free range farming over factory farming. Ext: To know that Christians are taught in Romans 14:3 neither should be judged. To know that the arguments for eating meat are: it gives you protein, it's part of a balanced diet, religion allows it. To know that the arguments against eating meat are: its cruel, we have a duty to look after the animals, there are alternatives to protein, the are against the way in which meat is processed (e.g. factory farming) <p>EXT: Isaiah 66:3, Acts 10:9-11</p>	Lesson 6. This is another example of the abuse of animals.	This is the end of the topic on animals – this topic will be revisited in revision and retrieval.
	8	<p>Value of Human Life</p> <p>To explain the Christian concepts of sanctity of life and quality of life.</p> <ul style="list-style-type: none"> - To know that sanctity of life means that life is sacred and given by God. - To know that we are all made in the image of God. Genesis 1: 27 - To know that Christians believe that only God can give and take life. It tells humans do not kill. Exodus 20:13. - To know that the quality of life is that life has to have some benefit to be worth living. <p>EXT: 1 Corinthians 3: 16-17, Pslam 139: 13-16 Luke 12: 6-7,</p>	Lesson 2 on the creation of life on earth – highlighting the unique nature of humans. As well as the sanctity of life in Y7 The Island	Students can apply this teaching to the GCSE topics of war, abortion, euthanasia, death penalty.
Current learning to be developed in the future within:	<p>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.</p>			

Assessment	Students will be formatively assessed with a 1,2,4 and 5 mark GCSE question. This content will be summative assessed on the full course in the Year 10 Summative Assessment in Autumn 1 when students have completed the unit by studying abortion and euthanasia.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.