

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<b>Autumn</b>  <b>Half Term 1</b>	<b>Is religion a power for peace or a cause of conflict in the world today?</b> <ul style="list-style-type: none"> <li>• How religions work for peace</li> <li>• Pacifism</li> <li>• Jihad</li> <li>• Islamophobia</li> <li>• Religion in the media</li> </ul>	Pupils will complete an extended piece of writing responding to the key question of the unit of work. This will enable pupils to demonstrate their knowledge and understanding against key criteria.	This unit of work introduces topics that will be studied further at GCSE should pupils opt for the subject, it also promotes community cohesion and British Values as it questions the way in which the media treats Islam and religion more broadly. It also addresses the use of sources of authority, another key skill for further study of RS.	Each starter/recall slide has key vocab for the lesson on it and this is also provided on a glossary sheet.  Knowledge of this is checked with a Teams quiz part way through the unit.  <b>Prior to the assessment, pupils will have the opportunity to discuss the key question and the work they have covered.</b>
<b>Autumn</b> <b>Half Term 2</b>  <b>Spring</b> <b>Half Term 3</b>	<b>What does religion have to say about medical ethics?</b> <p>Religious attitudes to:</p> <ul style="list-style-type: none"> <li>• Dialysis</li> <li>• IVF</li> <li>• Organ donation</li> <li>• Genetic Engineering</li> </ul>	Pupils will complete an extended piece of writing responding to the key question of the unit of work. This will enable pupils to demonstrate their knowledge and understanding against key criteria.	Medical Ethics - This is an engaging unit of work that allows pupils to develop their evaluation and oracy skills, discussing moral issues and investigating the issues around sometimes controversial medical treatments. They have to justify their choices on the most appropriate recipients for medical treatment and apply religious teachings to the issues. It enables all pupils to remain engaged until the end of the course whether they have opted to study RS further or not.	Each starter/recall slide has key vocab for the lesson on it and this is also provided on a glossary sheet.  Knowledge of this is checked with a Teams quiz part way through the unit.  <b>Prior to the assessment, pupils will have the opportunity to discuss the key question and the work they have covered.</b>

<p><b>Spring Half Term 4</b></p> <p><b>Summer Half Term 5</b></p>	<p><b>What are the benefits and challenges of living in a multi-cultural society?</b></p> <ul style="list-style-type: none"> <li>• Britain as a multi-cultural society</li> <li>• Benefits and challenges of multi-culturalism</li> <li>• How religions work for community cohesion (Christianity &amp; Islam)</li> <li>• Case Studies – MLK/Windrush</li> </ul>	<p>Pupils will complete an extended piece of writing responding to the key question of the unit of work. This will enable pupils to demonstrate their knowledge and understanding against key criteria.</p>	<p>This unit of promotes community cohesion and British Values as it explores issues around benefits and challenges of living in a multi-cultural society and encourages pupils to celebrate this. We also have the opportunity to build on the work done in Year 8 to address misconceptions around religion using census data by using it to explore data around race in the UK.</p>	<p>Each starter/recall slide has key vocab for the lesson on it and this is also provided on a glossary sheet.</p> <p>Knowledge of this is checked with a Teams quiz part way through the unit.</p> <p>There is a challenging text on the Windrush Scandal as part of this unit.</p> <p>Prior to the assessment, pupils will have the opportunity to discuss the key question and the work they have covered.</p>
<p><b>Summer Half Term 6</b></p>	<p><b>Are religious experiences real?</b></p> <ul style="list-style-type: none"> <li>• Spectrum of Belief</li> <li>• Revelation</li> <li>• Religious Experiences</li> <li>• Prayer/Unanswered Prayers</li> <li>• Miracles</li> </ul>	<p>Pupils will complete an extended piece of writing responding to the key question of the unit of work. This will enable pupils to demonstrate their knowledge and understanding against key criteria.</p> <p>Pupils will also sit an exam during their exam window.</p>	<p>This unit of work gives pupils an opportunity to explore theological themes around believing in God and gives them the chance to explore different examples of religious experiences and evaluate whether they are truth or fiction. They also explore questions of why people might fabricate such accounts.</p>	<p>Each starter/recall slide has key vocab for the lesson on it and this is also provided on a glossary sheet.</p> <p>Knowledge of this is checked with a Teams quiz part way through the unit.</p> <p>There are challenging texts that support the work on Gram Seed and Ian McCormack as part of this unit of work.</p> <p>Pupils will have the opportunity articulate their views on this key question.</p> <p>Prior to the assessment, pupils will have the opportunity to discuss the key question and the work they have covered.</p>