



Year 9 Curriculum Map

Subject: RE

Unit 1 Topic: Why do we suffer?	Unit 2 Topic: Judaism and the Holocaust.	Unit 3 Topic: Humanism	Unit 4 Topic: Power	Unit 5 Topic: Understanding Judaism
<p>Overall focus for the unit: To explore why people suffer and what Christianity teaches about suffering.</p> <p>To include:</p> <ul style="list-style-type: none"> • Why do we suffer? • Moral and natural evil • God and Suffering • Story of Job • Responding to evil. • Evil people. • Assessment: End of unit test. 	<p>Overall focus for the unit: To explore the Jewish faith and to understand the persecution the Jews have suffered.</p> <ul style="list-style-type: none"> • Founder. • 10 commandants • Torah. • Synagogue. • What is the Holocaust. • Why were the Jews persecuted in the Holocaust? • What were the impacts of the Holocaust on the religion? • Survivors. • Assessment <p>Create a memorial to show how the Holocaust challenged key Jewish beliefs.</p>	<p>Overall focus for the unit: To understand what it means to be humanist and how it influences people's decision making.</p> <p>To include:</p> <ul style="list-style-type: none"> • Human values • What makes us human? • What makes us define as humanist? • Dualism • Religious views • Assessment 	<p>Overall focus for the unit: To understand what power means and how power is demonstrated throughout the world.</p> <p>To include:</p> <ul style="list-style-type: none"> • What is power • The power of man • Power of Religion • The power of God. • Power of Technology • The power of money • Power of protests • Power of us 	<p>Overall focus for the unit: To understand what Buddhists, believe and the main aspects of Buddhism.</p> <p>To include:</p> <ul style="list-style-type: none"> • Was the Buddha really a prince? • What is life like? (Buddha's teachings). • The eightfold path. • The wheel of life. • The five precepts. • Meditation. • Mandalas • Assessment-end of unit test.



<p>Intent behind the unit Many pupils in the academy have experienced suffering, whether it be through the loss of a family member or a family member leaving. This unit allows pupils to begin asking why? Pupils then look at Christian teachings and see if we can learn anything from these religious viewpoints, developing empathy.</p>	<p>Intent behind the unit Living in a multicultural city, pupils are likely to encounter others from different faiths, therefore I am introducing them to another of the main religions. Building on prior knowledge from the previous unit. Building cross-curricular links with History.</p>	<p>Intent behind the unit People in today's world are moving away from being classed as 'religious'. Humanism always for pupils to express their own beliefs, without feeling like it needs to fit into a 'religious' bracket.</p>	<p>Intent behind the unit Pupils need to consider power in relation to the different key concepts and how power applies to their lives.</p>	<p>Intent behind the unit Living in a multicultural city, pupils are likely to encounter others from different faiths, therefore we aim to introduce them to another of the main religions. Studying religions is promoting tolerance, understanding and empathy. Buddhism is one of the two religions we do as part of the GCSE therefore I am introducing it to the pupils now.</p>
<p>Assessment Focus: This will be a knowledge recall test.</p>	<p>Assessment Focus: This will be creative task where students need to design and maybe create a memorial to show how the Holocaust challenged key Jewish beliefs..</p>	<p>Assessment Focus: This will be an extended piece of writing where pupils will assess to what extent they agree with a given statement. For example, <i>'To what extent is...'</i></p>	<p>Assessment Focus: This will be a knowledge recall test.</p>	<p>Assessment Focus: This will be a knowledge recall test on the whole of the Buddhism unit.</p>