Year	· 9	HT1	HT2	HT3	HT4	HTS	НТ6	
	TOPIC	What do Muslims believe in? BELIEFS	What is it like to be a teenage Muslim? PRACTICES	What do Buddhists believe in? BELIEFS	What is it like to be a teenage Buddhist? PRACTICES	Why is Easter such an important time for Christians?	What is happiness?	Faith and role models
	Why this and why now?	Unit on Muslim beliefs – story of Muhammed. Understanding of sensitivities around use of human images. The Qur'an – what it contains, how it is respected by Muslims (parallels to how Jews show respect to the Torah in year 8). Differences and similarities between Sunni and Shia Muslims (an understanding of diversity / range of views within a religion is useful for y10 study) and some context around the local Muslim population in Ashton (links with unit on multi faith Britain in	Unit explores common Muslim practices related to worship, action/ behaviours, festivals and rights of passage. Builds on the understanding of Islamic belief explored in the previous unit of work. A number of themes are explored in this unit that are studied about other religions in other units – e.g. worship, pilgrimage, food, fasting. This is to allow pupils to draw comparison /contrasts between religious experiences.	Unit on Buddhist beliefs – story of Siddartha and most common teachings of buddhism - 4 Noble Truths, Eightfold path.	Unit explores common Buddhist practices related to worship, action/ behaviours, festivals and rights of passage. Builds on the understanding of Buddhist belief explored in the previous unit of work. A number of themes are explored in this unit that are studied about other religions in other units – e.g. worship, pilgrimage, food. This is to allow pupils to draw comparison /contrasts between religious experiences.	Unit focused on the Christian Holy Week – what it means for modern Christians. Discussion around fasting, temptation etc – links made to Ramadan studied earlier in the year. Stations of the Cross as a way of remembering the Holy Week story. Exploration of evidence linked to the Ascension / resurrection – why Romans etc might not have wanted a potential site of pilgrimage.	Philosophy unit prompts pupils to reflect on own ideas about happiness and 'living a good life'. Consideration of perspectives of a number of religions / groups – Christianity, Buddhism, secular perspectives as well as perspectives of Philosophers and social scientists. Consideration of the role of charity in bringing happiness to giver and receiver. Leading to art project to enable pupils to articulate own ideas and values.	Pupils consider what makes someone a role model (vs. what makes someone famous). Pupils explore a number of role models linked to a range of faith communities to consider the impact of someone's faith on their actions. Consideration of what we can learn from the role model stories for own lives.
UDIES	What is the essential knowledge that needs to be remembered? Which substantive concepts are referenced in this unit?	y11). Sunni and Shia Muslims The Qur'an Revelations Seal of the prophets Pbuh False idols Belief Parable	5 pillars Hajj pilgrimage Wudu Mosque (minbar, mihrab, madrassah, minaret, Qiblah wall) Halal Rak'ah Hijab & niqab Aqeeqah Fasting Rights of passage worship Ritual Identity sacrifice	Siddartha, Buddha Enlightenment Anicca Anatta Dukkha Kamma Reincarnatinon 4 Noble Truths, middle way Nirvana Eightfold path Belief Parable reincarnation	Meditation Lotus flower Mandala Branches, Novice, monk, ordination Songkran, Wesak, Kathina Rights of passage, rituals interpretations Symbolism Worship	Liturgical Calendar Temptation and lent Fasting / self-denial Stations of the cross Forgiveness & reconciliation Lourdes Pilgrimage sacrifice Belief Parable Symbolism	Eightfold Path Charity Philosophers Hierarchy of Needs sacrifice belief moral dilemma	Martin Luther King Jr Mother Theresa Maximillian Kolbe Corrie Ten Boom Nelson Mandela Mahatma Gandhi Nicky Cruz sacrifice belief moral dilemma
RELIGIOUS STUDIES	Assessment	Within lessons formative tasks are used to establish base knowledge and misconceptions.	Within lessons formative tasks are used to establish base knowledge and misconceptions.	Within lessons formative tasks are used to establish base knowledge and misconceptions.	Within lessons formative tasks are used to establish base knowledge and misconceptions.	Within lessons formative tasks are used to establish base knowledge and misconceptions.	Within lessons formative tasks are used to establish base knowledge and misconceptions.	Within lessons formative tasks are used to establish base knowledge and misconceptions.

	Reflection questions are planned to develop pupil's own awareness of values. Termly summative assessment linked to essential knowledge.	Reflection questions are planned to develop pupil's own awareness of values. Termly summative assessment linked to essential knowledge.	Reflection questions are planned to develop pupil's own awareness of values. Termly summative assessment linked to essential knowledge.	Reflection questions are planned to develop pupil's own awareness of values. Termly summative assessment linked to essential knowledge.	Reflection questions are planned to develop pupil's own awareness of values. Termly summative assessment linked to essential knowledge.	Reflection questions are planned to develop pupil's own awareness of values. Termly summative assessment linked to essential knowledge.	Reflection questions are planned to develop pupil's own awareness of values. Termly summative assessment linked to essential knowledge.
End Point	Pupils can articulate core beliefs of the Islamic faith.	Pupils can articulate some of the practices that unite the Islamic community.	Pupils can articulate core beliefs of Buddhism.	Pupils can articulate some of the practices that unite the Buddhist community.	Pupils consider the evidence base behind key religious teaching	Pupils consider different arguments about what it is to 'live a good life' and reflect on what this means for their own values.	Pupils understand how religious role models have demonstrated their faith in action, reflect on own role models and the values that they may or may not represent.
Disciplinary area, religious focus and links with SACRE curriculum?	Theology (beliefs) Islam SUBSTANTIVE KNOWLEDGE	Human/Social Sciences (practices) Islam SUBSTANTIVE KNOWLEDGE PERSONAL KNOWLEDGE	Theology (beliefs) Buddhism SUBSTANTIVE KNOWLEDGE WAYS OF KNOWING PERSONAL KNOWLEDGE	Human/Social Sciences (practices) Buddhism SUBSTANTIVE KNOWLEDGE WAYS OF KNOWNG PERSONAL KNOWLEDGE	Theology (beliefs) Christianity SUBSTANTIVE KNOWLEDGE WAYS OF KNOWING PERSONAL KNOWLEDGE	Philosophy & Ethics Comparative PERSONAL KNOWLEDGE	Philosophy & Ethics Comparative PERSONAL KNOWLEDGE