



Curriculum Plan Beliefs & Values

Year 9	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra-curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Unit 1 Rights & Responsibilities	Understanding human rights/rights of a child and their role in the life of UK citizens. The conflict between some Christian beliefs and Human Rights. The background and the role of the United Nations in long term conflicts The conflict in Rwanda and the conflict in Syria – are they genocides?	Explanation of key words, quotes, beliefs, practices & teachings Ability to understand alternative points of view	Knowledge Test <u>Explain whether you believe the conflict in Rwanda can be described as a genocide.</u> <u>Describe the background of the conflict and give two reasons to support your opinion.</u>	Religious terminology. Case Studies Using evidence Analysing sources & interpretations. Forming an argument Explaining Making a judgement Newspaper articles.	Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks. Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons. Community - Work together & respect different ideas, opinions, beliefs, cultures & religions. Make connection between the topics and students' lives. Understand the religions, cultures & beliefs of different groups and put this into context. Endeavour – Persevere with learning & understanding religious & cultural concepts. Use Knowledge Organisers to embed the knowledge into their learning.		Opportunities to share answers and opinions through class discussions to further learning & understanding. Form debates & arguments. Using empathy to understand key beliefs and attitudes. Different types of government. Describe the differences between democracy and dictatorship. The articles of the CRC. Understand your own rights and responsibilities as individuals. Explain why some rights are especially important to you. Organise campaigns for those deprived of rights and freedoms. Amnesty International. The origins, goals and structure of the United Nations (UN), and how all the different parts of the UN work together to improve the lives of men, women and children all over the world. Syria & Rwanda.



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Unit 2 Peace & Conflict	The causes of wars including religion, nationalism, ethnicity, economics, ideological and political differences. Global conflict. Religious organisations that help to promote world peace. The 7 principles of Just War theory. Explain why some people are pacifists and evaluate their reasons. Learn what Christianity teaches on forgiveness and reconciliation and why. Evaluate whether forgiveness is always possible, or not.	Explanation of key words, quotes, beliefs, practices & teachings Ability to understand alternative points of view	Knowledge Test <u>Explain how religious organisations work for peace.</u> <u>Religion is the main cause of war. How far do you agree?</u>	Religious terminology. Religious texts. Speeches Using evidence Analysing sources & interpretations. Forming an argument Explaining Making a judgement Newspaper articles.	Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks. Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons. Community - Work together & respect different ideas, opinions, beliefs, cultures & religions. Make connection between the topics and students' lives. Understand the religions, cultures & beliefs of different groups and put this into context. Endeavour – Persevere with learning & understanding religious & cultural concepts. Use Knowledge Organisers to embed the knowledge into their learning.	Opportunities to share answers and opinions through class discussions to further learning & understanding. Form debates & arguments. Using empathy to understand key beliefs and attitudes. Learning about religious creeds. Link news events to the topics. Just War. Consider the reasons for 'big' conflicts and try to think of resolutions. Weapons of Mass Destruction. Forgiveness & Reconciliation.
Unit 3 Anti—Racist BV	Racism: what can be done to reduce its harmful impact? What can religions do to play their part in a more just society? What do we already know about Dr King? Enquiry: what kind of role model, as an anti-racist and	Explanation of key words, quotes, beliefs, practices & teachings Ability to understand alternative points of view	Knowledge Test <u>ASSESSMENT: "It was the right thing to tear down the statue of Colston and throw it in Bristol Docks."</u> <u>How far do you agree?</u> 12 marks.	Religious terminology. Case Studies Using evidence Analysing sources & interpretations. Forming an argument Explaining	Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks. Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. DIRT lessons. Community - Work together & respect different ideas, opinions, beliefs, cultures & religions. Make	Opportunities to share answers and opinions through class discussions to further learning & understanding. British & Moral values. The unit will provide these opportunities: ▪ Pupils have opportunities to consider the concepts of racism, anti-racism, white privilege, structural or institutional racism, justice, diversity and harmony. ▪ Pupils have opportunities to consider a diverse range of views about questions of living together, tolerance and respect



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	as a Christian, is Stormzy? Anti-racist people from Islam – what can we learn from two examples? How bad is racism in our school and community? What can reduce it? How can I express my own vision for justice and equality? ‘More unites us than divides us.’			Making a judgement Newspaper articles.	connection between the topics and students’ lives. Understand the religions, cultures & beliefs of different groups and put this into context. Endeavour – Persevere with learning & understanding religious & cultural concepts. Use Knowledge Organisers to embed the knowledge into their learning.		and prejudice-reduction, and to confront racism wherever it is found in challenging ways. ▪ From the study of beliefs and values in different religions and worldviews, pupils will be able to think about their own experiences and views about race, ethnicity and racial justice in relation to religions and worldviews.
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