

**Subject: Religious Studies**

**Year group: 9**

**Department Curriculum Vision:**

*“Northwood Students will explore a range of religious and non-religious traditions and worldviews, and have the opportunity to reflect upon their own personal worldview, in relation to big life-questions, to equip them to live and engage respectfully in our diverse world”*

	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>
<b>Content: (Know what...)</b>	<p><b>Is peace the opposite of conflict?</b></p> <p>Definitions of peace and conflict, to consider if they are the ‘opposite’ of one another            Reasons for conflict            The importance of peace in Islam, including why Islam is not a pacifist religion            Hindu teachings of Ahimsa and the effect on Gandhi’s worldview            Exploration of internal conflict and peace in Buddhist thought            Is war ever acceptable? (including Just War Theory)            Is religion the cause of conflict?</p>	<p><b>Is peace the opposite of conflict?</b></p> <p>Definitions of peace and conflict, to consider if they are the ‘opposite’ of one another            Reasons for conflict            The importance of peace in Islam, including why Islam is not a pacifist religion            Hindu teachings of Ahimsa and the effect on Gandhi’s worldview            Exploration of internal conflict and peace in Buddhist thought            Is war ever acceptable? (including Just War Theory)            Is religion the cause of conflict?</p>
<b>Skills: (know how...)</b>	<p>Describe and explain a variety of religious and non-religious worldviews, theories, attitudes, and scholarship            Unpick and understand scholarly conversations around peace and conflict            Utilise historical and religious examples of peace and conflict to support arguments            To evaluate answers to big questions around peace and conflict</p>	<p>Describe and explain a variety of religious and non-religious worldviews, theories, attitudes, and scholarship            Unpick and understand scholarly conversations around peace and conflict            Utilise historical and religious examples of peace and conflict to support arguments            To evaluate answers to big questions around peace and conflict</p>

<b>Key vocabulary</b>	Peace Conflict Absence Sociology Anthropology Theology Philosophy War Ahimsa Satyagraha Peaceful protest	Peace Conflict Absence Sociology Anthropology Theology Philosophy War Ahimsa Satyagraha Peaceful protest
<b>Mid Term Assessment</b>	Four knowledge questions followed by an extended writing task: What is the biggest cause of conflict? Encouraging students to evaluate different religious, non-religious, historical, sociological and philosophical arguments as well as their own worldview in relation to these	
<b>End Term Assessment</b>		Four knowledge questions followed by an extended writing task: Is peace the absence or opposite of conflict? Encouraging students to evaluate different religious, non-religious, historical, sociological and philosophical arguments as well as their own worldview in relation to these
	<b>Spring 1</b>	<b>Spring 2</b>

<p><b>Content:</b></p> <p><b>(Know what...)</b></p>	<p><b>How do we know what is good and evil?</b></p> <p>To know different religious, non-religious, ethical and philosophical arguments and responses to the following questions:          Do God's commandments help us understand what is good and evil, right and wrong?          Do we need religion to know what is right and wrong?          How should we decide what is 'ethical' or right?          What happens when we do wrong?</p>	<p><b>Can a book tell us how to live?</b></p> <p>To know different religious, non-religious, and philosophical arguments and responses around the following areas:          The authority of the Torah and the Bible in Jewish and Christian communities          The authority of the Qur'an for Muslims          The living and eternal nature of wisdom in Guru Granth Sahib for Sikhs          The wisdom held in ancient texts for modern readers          The benefits and drawbacks of relying on text alone and the additional sources of authority and wisdom</p>
<p><b>Skills:</b></p> <p><b>(Know how...)</b></p>	<p>Recall and explain different religious, non-religious, ethical and philosophical arguments and responses.          Use evidence and examples, including that from history, scholarship, social science data and religious scripture to support arguments.          To evaluate arguments and their position in relation to student's own worldview</p>	<p>Recall and explain different religious, non-religious, scholarly and philosophical arguments and responses.          Use evidence and examples, including that from history, scholarship, social sciences and religious communities to support arguments.          To evaluate arguments and their position in relation to student's own worldview</p>

<b>Key vocabulary</b>	Ethical Unethical Moral Immoral Right Wrong Authority Scripture God Theist Atheist Humanist Commandment Situation Ethics Utilitarianism Virtue Ethics Consequences Sin Karma Atonement Reconciliation	Wisdom Authority Revelation Inspired Dictated Oral Written Guru Teacher Living Eternal Ancient Modern Scholars Theologian Disagreement vs consensus
<b>Mid Term Assessment</b>	Four knowledge questions followed by an extended writing task: Do we need religion to know right from wrong? Encouraging students to evaluate different religious, non-religious, historical, sociological and philosophical arguments as well as their own worldview in relation to these	
<b>End Term Assessment</b>		Four knowledge questions followed by an extended writing task: Can holy texts or scriptures tell us how to live in our modern life? Encouraging students to evaluate different religious, non-religious, historical, sociological and philosophical arguments as well as their own worldview in relation to these

	Summer 1	Summer 2
<b>Content:</b> <b>(Know what...)</b>	<p><b>How are religious and non-religious beliefs and teachings expressed in art and architecture?</b></p> <p>Features of:  Hindu art and architecture  Sikh art and architecture  Muslim art and architecture  Christian art and architecture  Jewish art and architecture  Non-religious art  Practice of prayer and meditation</p> <p>Reasons for these features in relation to religious and non-religious worldviews  Similarities and differences between art and architecture</p>	<p><b>How are religious and non-religious beliefs and teachings expressed in art and architecture?</b></p> <p>Features of:  Hindu art and architecture  Sikh art and architecture  Muslim art and architecture  Christian art and architecture  Jewish art and architecture  Non-religious art  Practice of prayer and meditation</p> <p>Reasons for these features in relation to religious and non-religious worldviews  Similarities and differences between art and architecture</p>
<b>Skills:</b> <b>(Know how...)</b>	<p>Identify and describe features, similarities and differences of religious and non-religious art and architecture  Explain reasons why art and architecture is presented or appears as it does, using religious, non-religious and cultural reasons for these features  Explain how worldviews are presented in art and architecture</p>	<p>Identify and describe features, similarities and differences of religious and non-religious art and architecture  Explain reasons why art and architecture is presented or appears as it does, using religious, non-religious and cultural reasons for these features  Explain how worldviews are presented in art and architecture</p>

<b>Key vocabulary</b>	Art Architecture Geometric Calligraphy Prophet Forbidden Sin Deities Murtis Ijtihad Romanesque Gothic Qiblah Mirabh Diwan Langar Sewa	Art Architecture Geometric Calligraphy Prophet Forbidden Sin Deities Murtis Ijtihad Romanesque Gothic Qiblah Mirabh Diwan Langar Sewa
<b>Mid Term Assessment</b>	Four knowledge questions followed by an extended writing task: "Religious and non-religious worldviews impact artwork, artwork and imagery does not impact religious practice". Is this true? Encouraging students to evaluate with use of detailed evidence and examples.	
<b>End Term Assessment</b>		Four knowledge questions followed by an extended writing task: "Places of worship are more than just that, they serve more purposes for the local community." Is this true? Encouraging students to evaluate with use of detailed evidence and examples.

## Additional information

<b>Homework</b>	Homework is set once every two weeks. This is to be completed in students' books under a title: homework - unless otherwise specified. Homework will sometimes include revision for MUAs/EUAs
<b>Extra curricular and enrichment opportunities</b>	Debate Club enriches students' argumentation and respectful disagreement skills
<b>Useful links that will support learning</b>	
<b>How parents can support learning</b>	Encourage philosophical questioning. Fostering curiosity and respect. Promoting respectful questioning, including 'Why?' or 'How do you know that?'