

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group
 Ensuring that end points & NC/spec are covered
 Identifying what assessments are planned and when
 Allowing for whole academy intent priorities to be planned for

Religious Education - YEAR 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Buddhism	Human Rights	During these terms students study the character curriculum		Violence	Hinduism
Unit length:	7 lessons	7 lessons			7 lessons	7 lessons
Key concepts:	<ol style="list-style-type: none"> 1. The Wheel of Life. 2. Buddhist Worship 3. Wesak Festival. 4. Symbolism in Buddhism 5. Buddhist daily life and moral codes 6. Significant places 7. Summative Assessment. 	<ol style="list-style-type: none"> 1. Social Justice and Human rights 2. Prejudice and Discrimination 3. Prejudice and discrimination based on race. 4. The role of women in Christianity. 5. The role of women in Islam 6.. Poverty 7. Summative Assessment 			<ol style="list-style-type: none"> 1. Is war ever right? 2. peace, Justice, forgiveness and reconciliation. 3. Violent and Non-violent protest 4. Terrorism 5. Reasons for War 6. Just war theory-Christianity 7. Summative Assessment 	<ol style="list-style-type: none"> 1. Origins of Hinduism 2. Hindu beliefs about God. 3. Karma and rebirth. 4. Features of a Hindu Temple. 5. Hindu Worship. 6. Significant places for Hindus. Summative Assessment
Knowledge/ Skills:	To develop understanding of the topic and be able to explain the different concepts and to develop analytical skills in evaluating key beliefs.	To develop understanding of the topic and be able to explain the different concepts and to develop analytical skills in evaluating key beliefs.			To develop understanding of the topic and be able to explain the different concepts and to develop analytical skills in evaluating key beliefs.	To develop understanding of the topic and be able to explain the different concepts and to develop analytical skills in evaluating key beliefs.
End points covered:	Develop student's ability to confidently express their own opinions and beliefs	Develop student's ability to confidently express their own opinions and beliefs			Develop student's ability to confidently express their own opinions and beliefs	Develop student's ability to confidently express their own opinions and beliefs

	<p>whilst appreciating other's beliefs and conventions</p> <p>Develop students understanding of their own personal development, both in terms of physical development and academic development</p> <p>Introduce students to a range of different experiences in our society. Develop and understanding of the importance of their role in their community including the impact they can have.</p>	<p>whilst appreciating other's beliefs and conventions</p> <p>Develop students understanding of their own personal development, both in terms of physical development and academic development</p> <p>Introduce students to a range of different experiences in our society. Develop and understanding of the importance of their role in their community including the impact they can have.</p>			<p>whilst appreciating other's beliefs and conventions</p> <p>Develop students understanding of their own personal development, both in terms of physical development and academic development</p> <p>Introduce students to a range of different experiences in our society. Develop and understanding of the importance of their role in their community including the impact they can have.</p>	<p>whilst appreciating other's beliefs and conventions</p> <p>Develop students understanding of their own personal development, both in terms of physical development and academic development</p> <p>Introduce students to a range of different experiences in our society. Develop and understanding of the importance of their role in their community including the impact they can have.</p>
NC/Spec coverage:	SACRE Agreed Syllabus	SACRE Agreed Syllabus			SACRE Agreed Syllabus	SACRE Agreed Syllabus
Cross-curricular links:	Literacy	Literacy history			Literacy history	Literacy history
Assessments:	Formative-explanation /evaluation of a key concept of a key belief Summative-Knowledge quiz and exam questions.	Formative-explanation /evaluation of a key concept of a key belief Summative-Knowledge quiz and exam questions.			Formative-explanation /evaluation of a key concept of a key belief Summative-Knowledge quiz and exam questions.	Formative-explanation /evaluation of a key concept of a key belief Summative-Knowledge quiz and exam questions.

Other academy intent priorities

Curriculum
Careers -
Gatsby 4

Understanding of roles in society and different cultural differences and how this may link to Jobs or employment.

Building employability skills of communication and debating skills.

Culturally rich –
broadening
horizons

Opportunities to visit religious sites in the local community. Opportunities for external speakers to come into the academy .