

## RPE Year 9 Curriculum Overview

Having built a strong foundation of knowledge of the 'pegs' and developed skills in evaluation, year 9 embark on a more in-depth study of the main religious tradition of Great Britain 'Christianity: Beliefs and Practices' to reflect the increased curriculum time and increased academic rigour of year 9. Students will then be in a position to apply this detailed knowledge and understanding of the religion to two themes.

	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4
Topic	Christian Beliefs	Christian Practices	Crime and Punishment	Religion and Life part 1
Critical Prior Knowledge	<ul style="list-style-type: none"> <li>Christianity is explored in year 7 term 1 and term 3, and year 8 term 1.</li> </ul>	<ul style="list-style-type: none"> <li>To learn Christian Practices, it is vital to learn Christian Beliefs first (year 9 term 1)</li> <li>Christianity is explored in year 7 term 1 and term 3, and year 8 term 1.</li> </ul>	<ul style="list-style-type: none"> <li>Christianity is explored in year 7 term 1 and term 3, in year 8 term 1 and throughout year 9.</li> <li>Islam is studied in year 7 term 3.</li> <li>The themes of forgiveness and retribution are studied in year 8 term 1.</li> </ul>	<ul style="list-style-type: none"> <li>Christianity is explored in year 7 term 1 and term 3, in year 8 term 1 and throughout year 9.</li> </ul>
Overall Intent (Big ideas and key concepts)	<p>Students study the fundamental beliefs and teachings of Christianity and their basis in Christian sources of wisdom and authority.</p> <p>Students will comprehend the influence of the beliefs and teachings on individuals, communities and societies.</p> <p>Students will come to know about a range of different Christian perspectives.</p> <p>RELIGIOUS FOCUS – Christianity</p>	<p>Students study the practices of Christianity and their basis in Christian sources of wisdom and authority.</p> <p>Students will comprehend the influence of the practices on individuals, communities and societies.</p> <p>Students will come to know about a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant.</p> <p>RELIGIOUS FOCUS – Christianity</p>	<p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues crime and the causes of crime alongside the issue of punishment, and their impact and influence in the modern world.</p> <p>They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>RELIGIOUS FOCUS – Christianity and Islam</p>	<p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues of the origins and value of both the universe and humanity, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>RELIGIOUS FOCUS – Christianity</p>
Essential Knowledge milestones (What students must master)	<ul style="list-style-type: none"> <li>The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering; the oneness of God and the Trinity: Father, Son and Holy Spirit.</li> <li>Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).</li> </ul>	<ul style="list-style-type: none"> <li>Different forms of worship and their significance: liturgical, non-liturgical and informal, including the use of the Bible; private worship.</li> <li>Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.</li> <li>The role and meaning of the sacraments: the meaning of sacrament; the sacrament of baptism and its significance</li> </ul>	<p>Religion, crime and the causes of crime:</p> <ul style="list-style-type: none"> <li>Good and evil intentions and actions, including whether it can ever be good to cause suffering.</li> <li>Reasons for crime, including poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law.</li> </ul>	<ul style="list-style-type: none"> <li>The origins of the universe, including religious teachings about the origins of the universe, and different interpretations of these, and the relationship between scientific views, such as the Big Bang theory, and religious views.</li> <li>The value of the world and the duty of human</li> </ul>

	<ul style="list-style-type: none"> <li>Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.</li> </ul> <p>Jesus Christ and salvation:</p> <ul style="list-style-type: none"> <li>beliefs and teachings about the incarnation and Jesus as the Son of God;</li> <li>the crucifixion, resurrection and ascension;</li> <li>sin, including original sin;</li> <li>the means of salvation, including law, grace and Spirit;</li> <li>the role of Christ in salvation including the idea of atonement.</li> </ul>	<p>for Christians; infant and believers' baptism and different beliefs about infant baptism; the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.</p> <ul style="list-style-type: none"> <li>The role and importance of pilgrimage and celebrations including two contrasting examples of Christian pilgrimage: Lourdes and Iona; the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.</li> <li>The role of the church in the local and worldwide community: the role of the Church in the local community, including food banks and street pastors.</li> <li>The place of mission, evangelism and Church growth.</li> <li>The importance of the worldwide Church including: working for reconciliation; how Christian churches respond to persecution; the work of Christian Aid.</li> </ul>	<ul style="list-style-type: none"> <li>Views about people who break the law for these reasons.</li> <li>Views about different types of crime, including hate crimes, theft and murder.</li> </ul> <p>Religion and punishment:</p> <ul style="list-style-type: none"> <li>The aims of punishment, including retribution, deterrence and reformation.</li> <li>The treatment of criminals, including prison, corporal punishment, community service.</li> <li>Forgiveness.</li> <li>The death penalty.</li> <li>Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</li> </ul>	<p>beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.</p> <ul style="list-style-type: none"> <li>The use and abuse of the environment, including the use of natural resources, pollution.</li> <li>The origins of life, including religious teachings about the origins of human life, and different interpretations of these, the relationship between scientific views, such as evolution, and religious views.</li> </ul>
<b>Cultural Capital</b>	<p>The RPE department has created a wide, varied and rich curriculum so that every student is exposed to lots of new experiences, different activities, lots of different world views and attitudes, develop lots of skills and qualities that are vital to success in later life. This should be evident in the entirety of our curriculum.</p> <p>Students attend the 'Christian Practices Fayre' in during Learning Cycle 2. This is an opportunity for students to come to experience first-hand what Christianity looks like in their local community.</p>			
<b>Assessment Points</b>	1. In class knowledge and understanding assessment based on work covered so	1. In class knowledge and understanding assessment based on work covered so	1. In class knowledge and understanding assessment based on work covered so	1. In class knowledge and understanding assessment based on work covered so far, plus

	far, plus retrieval from previous years. 2. In class knowledge, understanding and evaluation assessment based on whole unit of work, plus retrieval from previous years.	far, plus retrieval from previous years.. 2. In class knowledge, understanding and evaluation assessment based on whole unit of work, plus retrieval from previous years.	far, plus retrieval from previous years. 2. In class knowledge, understanding and evaluation assessment based on whole unit of work, plus retrieval from previous years.	retrieval from previous years. 2. In class knowledge, understanding and evaluation assessment based on whole unit of work, plus retrieval from previous years.
<b>ECC Student Characteristics</b>	<p><b>Being healthy and staying safe</b></p> <ul style="list-style-type: none"> <li>Establishing inclusive and encouraging classrooms that students feel safe in.</li> </ul> <p><b>Being resilient</b></p> <ul style="list-style-type: none"> <li>Reward culture allows students to feel safe to make mistakes and learn from them.</li> <li>Effective use of feedback – set specific and achievable targets and action points.</li> <li>Use of teaching methods to instil determination and encourage constant involvement in lessons.</li> <li>Assessment processes are planned so that students build in confidence and aren't daunted by exam questions/tests as they go up the school.</li> <li>Emotional resilience – we tackle difficult topics in lessons and will not avoid them.</li> </ul> <p><b>Respectful</b></p> <ul style="list-style-type: none"> <li>Our curriculum is set and delivered to ensure our students have respect for other people's beliefs and opinions and to tackle prejudice and discrimination.</li> <li>Our classrooms are run on the basis of mutual respect between the teachers and the students.</li> </ul> <p><b>Effective communicators</b></p> <ul style="list-style-type: none"> <li>Most lessons involve open and evaluative discussion.</li> <li>Active learning – a variety of teaching methods to encourage collaborative learning.</li> </ul> <p><b>Knowledgeable</b></p> <ul style="list-style-type: none"> <li>Units of work are planned to build layers of knowledge and always retrieve previous knowledge.</li> <li>Homework is always based on revision to help build strong layers of knowledge.</li> </ul> <p><b>Skilled and able to transfer these skills</b></p> <ul style="list-style-type: none"> <li>KS3 assessments created to develop important RPE literacy skills.</li> <li>Most lessons involve open and evaluative discussion – this is then used in evaluative written pieces.</li> </ul>			
<b>Connection to future learning (When is this developed / revisited)?</b>	<ul style="list-style-type: none"> <li>The conceptual pegs will be revisited in every RPE lesson.</li> <li>Christianity will be revisited throughout years 9, 10 and 11.</li> <li>Concepts like liberal and literal understandings of the Bible are revisited regularly</li> </ul>	<ul style="list-style-type: none"> <li>The conceptual pegs will be revisited in every RPE lesson.</li> <li>Christianity will be revisited throughout years 9, 10 and 11.</li> </ul>	<ul style="list-style-type: none"> <li>The conceptual pegs will be revisited in every RPE lesson.</li> <li>The principle of the Sanctity of Life is revisited in year 9, 10 and 11.</li> </ul>	<ul style="list-style-type: none"> <li>The conceptual pegs will be revisited in every RPE lesson.</li> <li>Concepts like stewardship and dominion are revisited in year 10.</li> </ul>