

## Introduce:

# Year 9 Religious Studies and Worldviews

Intent: To embed an understanding of the beliefs, practices and philosophies that have transformed and shaped our world. Building on prior knowledge and strengthening the appreciation of different worldviews and having a meaningful impact on cultural capital.

Key Stage 2 Curriculum

HT1

Beliefs, human rights and social justice.

HT2

What is the place of religion in the 21st century?

HT3

Beliefs, human rights and social justice

HT4

What is the place of religion in the 21st century?

HT5

Christian Beliefs  
AQA GCSE

HT6

Christian Beliefs  
AQA GCSE



<p><b>Why These modules?</b> This unit is designed to give a knowledge rich but engaging sample of what GCSE RS looks like without teaching the content required for the exam. It introduces the students to the history of the faiths studied and some of the core beliefs that can allow them to access the themes in greater depth, It allows students to consider how these religious views contribute to approaches to current affairs such as attitudes to sexuality and the gap between the richest and poorest in our society.</p>	<p><b>Why These modules?</b> <b>Looking at the impact of religion in todays world.</b> <b>It is important to see religion as global, this unit will allow the students to see that although our society is arguably becoming more and more secular religion still has significant and important impact globally.</b> <b>Students will debate the positive and negatives of religion.</b></p>	<p><b>Why These modules?</b> This unit is designed to give a knowledge rich but engaging sample of what GCSE RS looks like without teaching the content required for the exam. It introduces the students to the history of the faiths studied and some of the core beliefs that can allow them to access the themes in greater depth, It allows students to consider how these religious views contribute to approaches to current affairs such as attitudes to sexuality and the gap between the richest and poorest in our society.</p>	<p><b>Why These modules?</b> <b>Looking at the impact of religion in todays world.</b> <b>It is important to see religion as global, this unit will allow the students to see that although our society is arguably becoming more and more secular religion still has significant and important impact globally.</b> <b>Students will debate the positive and negatives of religion.</b></p>	<p><b>Why These modules?</b> Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content. covers the content laid down by the Department for Education (DfE) subject content for GCSE Religious Studies. This knowledge may be applied throughout the assessment of the specified content.</p>	<p><b>Why These modules?</b> Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content. covers the content laid down by the Department for Education (DfE) subject content for GCSE Religious Studies. This knowledge may be applied throughout the assessment of the specified content.</p>
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<p><b>Teaching this supports</b> <b>The recognition of religious belief as influencing attitudes to current issues. Understanding how to form a reasoned and meaningful debate.</b> <b>GCSE – Christian beliefs &amp; Practices</b> <b>The value of human life</b> <b>Comparative Concepts</b></p>	<p>Teaching this supports the ability to think critically and analytically <i>It will enrich the knowledge and understanding of religion on the world stage.</i> <i>GCSE – Theme C</i> <i>Comparative concepts</i> <i>Medical Ethics</i> <i>AQA A level Philosophy</i></p>	<p><b>Teaching this supports</b> <b>The recognition of religious belief as influencing attitudes to current issues. Understanding how to form a reasoned and meaningful debate.</b> <b>GCSE – Christian beliefs &amp; Practices</b> <b>The value of human life</b> <b>Comparative Concepts</b></p>	<p>Teaching this supports the ability to think critically and analytically <i>It will enrich the knowledge and understanding of religion on the world stage.</i> <i>GCSE – Theme C</i> <i>Comparative concepts</i> <i>Medical Ethics</i> <i>AQA A level Philosophy</i></p>	<p><b>Teaching this supports</b> • Theme B: Religion and life. • Theme C: The existence of God and revelation. • Theme D: Religion, peace and conflict. • Theme E: Religion, crime and punishment</p>	<p><b>Teaching this supports</b> • Theme B: Religion and life. • Theme C: The existence of God and revelation. • Theme D: Religion, peace and conflict. • Theme E: Religion, crime and punishment</p>
<p>This feeds from <b>What does it mean to be Muslim?</b> <b>What does it mean to be Christian?</b> <b>How do we live a good life?</b></p>	<p>This feeds from Beliefs, human rights and social justice.  <i>Philosophy of Religion</i> <i>How to live a good life.</i></p>	<p>This feeds from <b>What does it mean to be Muslim?</b> <b>What does it mean to be Christian?</b> <b>How do we live a good life?</b></p>	<p>This feeds from Beliefs, human rights and social justice.  <i>Philosophy of Religion</i> <i>How to live a good life.</i></p>	<p>This feeds from  <b>What does it mean to be Buddhist</b> <b>What does it mean to be Muslim</b></p>	<p>This feeds from  <b>What does it mean to be Buddhist</b> <b>What does it mean to be Muslim</b></p>