

Year 9 Curriculum Sequencing Grid			
Subject: Religious Studies	Term One	Term Two	Term Three
Unit <i>(Tablet in 39 week plan)</i>	Can spiritual experience be transformative? (C3.6 Pathway 4)	How do beliefs grapple with evil and suffering? (C3.8 Pathway 6)	What do Jews and Sikhs believe about charity and service? (F3.16 Pathway 6)
Key Retainable Skills <i>(required for Y11)</i> <i>What... How... Why...</i>	Identify, make links, analyse, describe, explain, evaluate, illustrate, present, express, outline, consider, interpret, depict.	Identify, make links, analyse, describe, explain, evaluate, illustrate, present, express, outline, consider, interpret, depict	Identify, make links, analyse, describe, explain, evaluate, illustrate, present, express, outline, consider, interpret, depict
Key Retainable Knowledge <i>(required for Y11)</i> <i>What... How.... Why....</i>	This unit seeks to support students in understanding the nature of profound spiritual experience and the way that it can impact the lives of individuals and groups. Additionally, it aims to help them consider that some people may include rituals and ceremonies that mark key points in the human journey, as well as others including the 'spiritual every day.' Students will be able to compare a range of examples, while also evaluating the usefulness of these experiences. There is also the possibility for students to express themselves creatively, as they engage with several different worldviews.	This unit is an exploration of how people, from both religious and secular backgrounds, respond to evil and suffering in the world. The unit investigates how Christians have traditionally responded to the problem of evil, and also considers Buddhist and Humanist beliefs and responses. It encourages reflection about the conflict between good and evil and gives students the opportunity to consider how people can 'fight' against evil in the world, both personally and collectively.	Through study of this unit students will explore and compare concepts of charity and service within Sikhism and Judaism, recognising that the actions of Jews and Sikhs are deeply rooted in their understanding and experience of God.
Key Technical Vocabulary <i>To be modelled and deliberately practiced in context.</i>	Human Journey, Revelation, Conversion, Worldview, Peak Experiences, Samskaras, Ashramas, Everyday spiritual experience, Ritual, Atheist, Anicca, Anatta, Non-attachment.	Devil, Evil, Four Noble Truths, Free Will, Good, Jihad, Moral Evil, Natural Evil, Omnibenevolent, Omnipotent, Omniscient, Predestination, Refugee, Secular, Suffering, Three Roots of Evil, Problem of Evil and suffering, The Buddha, Humanism, Apartheid.	Charity, Service, Just, Keeper, Metaphorical, Tikkun Olam, Benevolence, Stewardship, Tzedakah, Tzedek, Virtues, Gurmukh, Guru Nanak, Khalsa, Guru Gobind Singh, Sewa, Langar, Gurdwara, Humanitarian, Environmental Causes.
Opportunities for reading	Religious texts. To be updated once resources are created.	Religious texts. To be updated once resources are created.	Sikh and Jewish texts. To be updated once resources are created.

Developing Cultural Capital <i>Essential knowledge and skills of educated citizens.</i>	British Values - Tolerance and mutual respect. SMSC. Protected Characteristics - Religion Understanding of Religion. Understanding belief and spirituality.	British Values - Tolerance and mutual respect. SMSC. Protected Characteristics - Religion Understanding of Christianity, Buddhism and Humanism. Understanding belief and spirituality.	British Values - Tolerance and mutual respect. SMSC. Protected Characteristics - Religion Understanding of Sikhism and Judaism. Understanding belief and spirituality.
Authentic Connections – Cross Curricular Links	Life Skills – British Values and Protected Characteristics. History – History of the religions, origin stories. Geography – Where in the world these religions began. Maths – Figures relating to census data etc. Music – Worship. Art – Religious art, symbols etc. English – Religious texts.	Life Skills – British Values and Protected Characteristics. History – History of the religions, origin stories. Geography – Where in the world these religions began. Maths – Figures relating to census data etc. Music – Worship. Art – Religious art, symbols etc. English – Religious texts.	Life Skills – British Values and Protected Characteristics. History – History of the religions, origin stories. Geography – Where in the world these religions began. Maths – Figures relating to census data etc. Music – Worship. Art – Religious art, symbols etc. English – Religious texts.
Key Assessment	Baseline and end point mind maps. Sharp Start Teacher navigation Whiteboard episodes Questioning Homework – Quiz/spelling test Exam style questions Peer/self-assessment	Baseline and end point mind maps. Sharp Start Teacher navigation Whiteboard episodes Questioning Homework – Quiz/spelling test Exam style questions Peer/self-assessment	Baseline and end point mind maps. Sharp Start Teacher navigation Whiteboard episodes Questioning Homework – Quiz/spelling test Exam style questions Peer/self-assessment