On – Line Programme of Learning for Year 9

Autumn (1st term)	Autumn (2 nd term)	Spring (1st term)	Spring (2 nd term)	Summer (1st term)	Summer (2 nd term)
From: September 2023	From: October 2023	From: January 2024	From: February 2024	From: April 2024	From: June 2024
To: October 2023	To: December 2023	To: February 2024	To: March 2024	To: May 2024	To: July 2024
Topic: Religion and Ethics	Topic: Religion and Ethics	Topic: Religion and Suffering	Topic: Religion and Suffering	Topic: Life after death	Topic: Life after death
Learning Outcomes:	Learning Outcomes:	Learning Outcomes:	Learning Outcomes:	Learning Outcomes:	Learning Outcomes:
 Students should acquire knowledge and understanding of principal religions and beliefs represented in the UK and globally. Students should develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures. 	 Students should acquire knowledge and understanding of principal religions and beliefs represented in the UK and globally. Students should develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures. Students should develop positive attitudes of respect towards other people who hold views and beliefs different from 	 Students should acquire knowledge and understanding of principal religions and beliefs represented in the UK and globally. Students should develop an understanding of the influence of beliefs, values and traditions on individuals, 	 Students should acquire knowledge and understanding of principal religions and beliefs represented in the UK and globally. Students should develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures. 	 Students should acquire knowledge and understanding of principal religions and beliefs represented in the UK and globally. Students should develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures. 	 Students should acquire knowledge and understanding of principal religions and beliefs represented in the UK and globally. Students should develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
 Students should develop positive attitudes of respect towards other people who hold 	their own, and towards living in a society of diverse religions and beliefs	communities, societies and cultures. • Students should	 Students should develop positive attitudes of respect towards other people who hold 	 Students should develop positive attitudes of respect towards other people who hold 	 Students should develop positive attitudes of respect towards other people who hold
views and beliefs different from their own, and towards	Students should develop the ability to make	develop positive attitudes of	views and beliefs different from their own, and towards	views and beliefs different from their own, and towards	views and beliefs different from their own, and towards

living in a society of
diverse religions and
heliefs

- Students should develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions and beliefs represented in the UK and globally.
- Students should be able to enhance their spiritual, moral, social and cultural education by developing awareness of fundamental questions of life, responding to such questions with reference to religions and beliefs. British values whilst reflecting on their own belief's values and experiences.

- reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions and beliefs represented in the UK and globally.
- Students should be able to enhance their spiritual, moral, social and cultural education by developing awareness of fundamental questions of life, responding to such questions with reference to religions and beliefs, British values whilst reflecting on their own belief's values and experiences.
- respect
 towards other
 people who
 hold views and
 beliefs different
 from their own,
 and towards
 living in a
 society of
 diverse
 religions and
 beliefs
- Students should develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions and beliefs represented in the UK and globally.
- Students should be able to enhance their spiritual, moral, social and cultural education by developing awareness of fundamental questions of life, responding to such

- living in a society of diverse religions and beliefs
- Students should develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions and beliefs represented in the UK and globally.
- able to enhance their spiritual. moral, social and cultural education by developing awareness of fundamental questions of life, responding to such questions with reference to religions and beliefs. British values whilst reflecting on their own belief's values and experiences.

Students should be

- living in a society of diverse religions and beliefs
- Students should develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions and beliefs represented in the UK and globally.
- Students should be able to enhance their spiritual, moral, social and cultural education by developing awareness of fundamental questions of life, responding to such questions with reference to religions and beliefs. British values whilst reflecting on their own belief's values and experiences.

- living in a society of diverse religions and beliefs
- Students should develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions and beliefs represented in the UK and globally.
- Students should be able to enhance their spiritual. moral, social and cultural education by developing awareness of fundamental questions of life, responding to such questions with reference to religions and beliefs. British values whilst reflecting on their own belief's values and experiences.

		questions with reference to			
		religions and			
		beliefs, British values whilst			
		reflecting on			
		their own			
		belief's values			
		and			
		experiences.			
Autumn Term – centrally	planned, standardised and	Spring Term – centrally planned, standardised		Summer Term – centrally planned, standardised	
teacher marked piece(s) of	of work	and teacher marked piece(s) of work		and teacher marked piece(s) of work	
The marked piece of work this term is a Teacher Assessed		The marked piece of work this term is a Teacher		The marked piece of work this term is a Teacher Assessed	
Question, focusing on the skills	of explanation, analysis and	Assessed Question, focusing on the skills of explanation,		Question, focusing on the skills of explanation, analysis and	
evaluation		analysis and evaluation		evaluation	
Building understanding:	Building understanding: Rationale	Building understanding:	Building understanding:	Building understanding:	Building understanding:
Rationale / breakdown for	/ breakdown for your sequence of	Rationale / breakdown for your sequence of	Rationale / breakdown for your sequence of lessons:	Rationale / breakdown for your sequence of lessons:	Rationale / breakdown for your sequence of lessons:
your sequence of lessons:	lessons:	lessons:	your sequence or lessons.	your sequence or lessons.	your sequence or lessons.
Lessons within this term are	Lessons within this term are aimed	100001101	Lessons within this term are	Lessons within this term are	Lessons within this term are
aimed to engage, inspire and	to engage, inspire and challenge	Lessons within this term	aimed to engage, inspire and	aimed to engage, inspire and	aimed to engage, inspire and
challenge pupils, equipping	pupils, equipping them with the	are aimed to engage,	challenge pupils, equipping	challenge pupils, equipping	challenge pupils, equipping
them with the knowledge	knowledge and skills to explore	inspire and challenge	them with the knowledge	them with the knowledge	them with the knowledge
and skills to explore difficult	difficult philosophical and ethical	pupils, equipping them	and skills to explore difficult	and skills to explore difficult	and skills to explore difficult
philosophical and ethical	questions, develop an understanding of different	with the knowledge and skills to explore difficult	philosophical questions, develop an understanding of	philosophical questions, develop an understanding of	philosophical questions, develop an understanding of
questions, develop an	religious beliefs and also	philosophical questions,	different religious beliefs and	different religious beliefs and	different religious beliefs and
understanding of different	encourage them to reflect on their	develop an	also encourage them to	also encourage them to	also encourage them to
religious beliefs and also encourage them to reflect on	own ideas and way of living.	understanding of	reflect on their own ideas	reflect on their own ideas	reflect on their own ideas
their own ideas and way of	Students are encouraged to	different religious beliefs	and way of living. Students	and way of living. Students	and way of living. Students
living. Students are	participate in philosophical	and also encourage	are encouraged to participate	are encouraged to participate	are encouraged to participate
encouraged to participate in	discussions and explore their own	them to reflect on their	in philosophical discussions	in philosophical discussions	in philosophical discussions
philosophical discussions and	ideas and beliefs in a classroom	own ideas and way of	and explore their own ideas	and explore their own ideas	and explore their own ideas
explore their own ideas and	environment where they feel heard, respected and understood.	living. Students are encouraged to	and beliefs in a classroom environment where they feel	and beliefs in a classroom environment where they feel	and beliefs in a classroom environment where they feel
beliefs in a classroom	neard, respected and understood.	participate in	heard, respected and	heard, respected and	heard, respected and
environment where they feel		philosophical discussions	understood.	understood.	understood.
heard, respected and		and explore their own			
understood.		and explore their own			

	The content and themes are	ideas and beliefs in a				
The content and themes are designed to address misconceptions rooted in prejudice, develop a strong foundation for appreciating diversity and promoting the integral values of tolerance and respect. In this way, the SACRE curriculum contributes towards establishing British values and aids every students spiritual, moral, social and cultural development whilst also playing an important role in preparing students for adult life, employment and lifelong learning.	designed to address misconceptions rooted in prejudice, develop a strong foundation for appreciating diversity and promoting the integral values of tolerance and respect. In this way, the SACRE curriculum contributes towards establishing British values and aids every students spiritual, moral, social and cultural development whilst also playing an important role in preparing students for adult life, employment and lifelong learning.	classroom environment where they feel heard, respected and understood. The content and themes are designed to address misconceptions rooted in prejudice, develop a strong foundation for appreciating diversity and promoting the integral values of tolerance and respect. In this way, the SACRE curriculum contributes towards establishing British values and aids every students spiritual, moral, social and cultural development whilst also playing an important role in preparing students for adult life, employment and lifelong learning.	The content and themes are designed to address misconceptions rooted in prejudice, develop a strong foundation for appreciating diversity and promoting the integral values of tolerance and respect. In this way, the SACRE curriculum contributes towards establishing British values and aids every students spiritual, moral, social and cultural development whilst also playing an important role in preparing students for adult life, employment and lifelong learning.	The content and themes are designed to address misconceptions rooted in prejudice, develop a strong foundation for appreciating diversity and promoting the integral values of tolerance and respect. In this way, the SACRE curriculum contributes towards establishing British values and aids every students spiritual, moral, social and cultural development whilst also playing an important role in preparing students for adult life, employment and lifelong learning.	The content and themes are designed to address misconceptions rooted in prejudice, develop a strong foundation for appreciating diversity and promoting the integral values of tolerance and respect. In this way, the SACRE curriculum contributes towards establishing British values and aids every students spiritual, moral, social and cultural development whilst also playing an important role in preparing students for adult life, employment and lifelong learning.	
Calendared Centrally Planned Extended Home – Learning Tasks: Following the school's home- learning policy there is no planned home learning for this half- term.	Calendared Centrally Planned Extended Home – Learning Tasks: Following the school's home- learning policy there is one piece of home-learning this half-term, which will take 90 minutes to complete. This home-learning will focus on literacy as well as the skills of inquiry and communication	Calendared Centrally Planned Extended Home — Learning Tasks: Following the school's home-learning policy there is no planned home learning for this half- term.	Calendared Centrally Planned Extended Home – Learning Tasks: Following the school's homelearning policy there is one piece of home-learning this half-term, which will take 90 minutes to complete. This home-learning will focus on literacy as well as Inference and observation.	Calendared Centrally Planned Extended Home – Learning Tasks: Following the school's homelearning policy there is one piece of home-learning this half-term, which will take 90 minutes to complete. This home-learning will focus on literacy as well as problem-solving and creativity.	Calendared Centrally Planned Extended Home – Learning Tasks: Following the school's homelearning policy there is no planned home learning for this half- term.	
Reading / literacy / Oracy:						

These skills will be developed through the Calendared Centrally Planned Extended Home-Learning that includes a compulsory reading/literacy task, through completing questions that require a variety of skills i.e., explanation, by developing the skills of writing using logical chains of reasoning as well as using CUBE, PERC model and a variety of writing frames to support students' academic literacy.

Numeracy:

The skill of numeracy will be developed through using logical chains of reasoning, beginning to appraise the value of the evidence provided by weighing up which argument is more logical, rational, or convincing and through the referencing of sources of wisdom and authority.

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

The RE department has recently formed close links with experienced Rabbis from two different denominational branches of Judaism. The Rabbi's scheduled annual visit consists of customised assemblies and workshops focusing on various topics allowing our students to learn about the Jewish beliefs, values, and traditions. These workshops are brought to life with religious artefacts. In addition to this the RE department aims to engage in a virtual workshop with the Jewish Museum, as well as this the department aims to have speakers from the Humanist Society UK discuss their beliefs and practices allowing students to further develop their understanding of beliefs in contemporary Britain. The RE department has also formed close links with the local churches in Southall namely St Johns and St Anselm's church. The customised assemblies led by the church's outreach workers allows for students to develop their understanding of the various tenets of the Christian faith.