

On – Line Programme of Learning for Year 9

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd term)	Summer (1 st term)	Summer (2 nd term)
From: September 2023 To: October 2023	From: October 2023 To: December 2023	From: January 2024 To: February 2024	From: February 2024 To: March 2024	From: April 2024 To: May 2024	From: June 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: <ul style="list-style-type: none"> 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 their own, and towards 	Learning Outcomes: <ul style="list-style-type: none"> 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 their own, and towards living in a society of diverse religions and beliefs Students should develop the ability to make 	Learning Outcomes: <ul style="list-style-type: none"> 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 	Learning Outcomes: <ul style="list-style-type: none"> 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 their own, and towards 	Learning Outcomes: <ul style="list-style-type: none"> 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 their own, and towards 	Learning Outcomes: <ul style="list-style-type: none"> 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 their own, and towards

<p>living in a society of diverse religions and beliefs</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <ul style="list-style-type: none"> 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. 	<p>respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs</p> <ul style="list-style-type: none"> 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 	<p>living in a society of diverse religions and beliefs</p> <ul style="list-style-type: none"> 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. 	<p>living in a society of diverse religions and beliefs</p> <ul style="list-style-type: none"> 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. 	<p>living in a society of diverse religions and beliefs</p> <ul style="list-style-type: none"> 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.
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Autumn Term – centrally planned, standardised and teacher marked piece(s) of work		Spring Term – centrally planned, standardised and teacher marked piece(s) of work		Summer Term – centrally planned, standardised and teacher marked piece(s) of work	
The marked piece of work this term is a Teacher Assessed Question, focusing on the skills of explanation, analysis and evaluation		The marked piece of work this term is a Teacher Assessed Question, focusing on the skills of explanation, analysis and evaluation		The marked piece of work this term is a Teacher Assessed Question, focusing on the skills of explanation, analysis and evaluation	
Building understanding: Rationale / breakdown for your sequence of lessons: Lessons within this term are aimed to engage, inspire and challenge pupils, equipping them with the knowledge and skills to explore difficult philosophical and ethical questions, develop an understanding of different religious beliefs and also encourage them to reflect on their own ideas and way of living. Students are encouraged to participate in philosophical discussions and explore their own ideas and beliefs in a classroom environment where they feel heard, respected and understood.	Building understanding: Rationale / breakdown for your sequence of lessons: Lessons within this term are aimed to engage, inspire and challenge pupils, equipping them with the knowledge and skills to explore difficult philosophical and ethical questions, develop an understanding of different religious beliefs and also encourage them to reflect on their own ideas and way of living. Students are encouraged to participate in philosophical discussions and explore their own ideas and beliefs in a classroom environment where they feel heard, respected and understood.	Building understanding: Rationale / breakdown for your sequence of lessons: Lessons within this term are aimed to engage, inspire and challenge pupils, equipping them with the knowledge and skills to explore difficult philosophical questions, develop an understanding of different religious beliefs and also encourage them to reflect on their own ideas and way of living. Students are encouraged to participate in philosophical discussions and explore their own	Building understanding: Rationale / breakdown for your sequence of lessons: Lessons within this term are aimed to engage, inspire and challenge pupils, equipping them with the knowledge and skills to explore difficult philosophical questions, develop an understanding of different religious beliefs and also encourage them to reflect on their own ideas and way of living. Students are encouraged to participate in philosophical discussions and explore their own ideas and beliefs in a classroom environment where they feel heard, respected and understood.	Building understanding: Rationale / breakdown for your sequence of lessons: Lessons within this term are aimed to engage, inspire and challenge pupils, equipping them with the knowledge and skills to explore difficult philosophical questions, develop an understanding of different religious beliefs and also encourage them to reflect on their own ideas and way of living. Students are encouraged to participate in philosophical discussions and explore their own ideas and beliefs in a classroom environment where they feel heard, respected and understood.	Building understanding: Rationale / breakdown for your sequence of lessons: Lessons within this term are aimed to engage, inspire and challenge pupils, equipping them with the knowledge and skills to explore difficult philosophical questions, develop an understanding of different religious beliefs and also encourage them to reflect on their own ideas and way of living. Students are encouraged to participate in philosophical discussions and explore their own ideas and beliefs in a classroom environment where they feel heard, respected and understood.

<p>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.</p>	<p>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.</p>	<p>ideas and beliefs in a classroom environment where they feel heard, respected and understood.</p> <p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Calendared Centrally Planned Extended Home – Learning Tasks: Following the school’s home-learning policy there is no planned home learning for this half- term.</p>	<p>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</p>	<p>Calendared Centrally Planned Extended Home – Learning Tasks: Following the school’s home-learning policy there is no planned home learning for this half- term.</p>	<p>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 Inference and observation.</p>	<p>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 problem-solving and creativity.</p>	<p>Calendared Centrally Planned Extended Home – Learning Tasks: Following the school’s home-learning policy there is no planned home learning for this half- term.</p>
<p>Reading / literacy / Oracy:</p>					

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.