



This year in Religious Education we will be learning:		This links to:	Key Vocabulary:	
1	<p>Buddhism: Beliefs and Practices</p> <ul style="list-style-type: none"> Understand key Buddhist beliefs beginning with Buddha's life, four sights and how these beliefs lead him to develop the four noble truths and the Eightfold Path. Understand how Buddhism is practiced, including the importance of the Sangha and meditation. 	Year 9 begins with the study of a Dharmic faith as a contrasting worldview to the Abrahamic Faiths students have studied so far. Buddhism enables them to study a worldview often very different from their own and also see how practices flow out of beliefs.	<ul style="list-style-type: none"> Buddha Samsara Cycle Four Sights Nirvana Four Noble Truths 	<ul style="list-style-type: none"> Eightfold Path Sangha Meditation Enlightenment Ascetic
2	<p>Background to Mark's Gospel</p> <ul style="list-style-type: none"> The unit considers the authorship, purpose and historical context of Mark's Gospel. The unit concludes with the question of whether it is reasonable to place so much faith in such an ancient document. 	Students consider the historical context of Mark's Gospel which they will study later in the year and at GCSE. It builds on the Y7 unit on epistemology as it asks students to consider	<ul style="list-style-type: none"> Authorship Purpose Sources Early Church Tacitus 	<ul style="list-style-type: none"> Nero Roman Empire Manuscripts Eyewitnesses Gospel
3	<p>Worldview</p> <ul style="list-style-type: none"> This module studies major worldviews including Christianity, Islam as well as a materialist worldview by looking at key texts. Students also consider organised and personal worldviews before exploring their own view. Students consider the importance of tolerance in a diverse society and how tolerance has developed in contemporary British society. 	Students draw on their studies of Christianity and Islam from across key stage 3. In addition, this unit seeks to build on the worldview unit they have studied in Y7 and Y8.	<ul style="list-style-type: none"> Worldview Organised worldview Personal worldview Materialism John Locke 	<ul style="list-style-type: none"> Noah Yuval Harari Nicene Creed Six Article of Sunni Islam Tolerance British Values
4	<p>Ethics of Human Rights</p> <ul style="list-style-type: none"> Students trace the evolution of human rights in the west from the image of God, Ancient Rome through to modern thinker such as Nietzsche and Noah Yuval Harari. Students will consider whether such rights are an act of faith, imagined or a product of reason alone. 	Having studied worldview, students will make connections between their worldview and their ethical commitments. This unit builds on Y7 modules on creation as well as more recent studies in materialist worldviews such as Noah Yuval Harari. This will lay a foundation for ethical studies at GCSE.	<ul style="list-style-type: none"> Nietzsche Humanism Ethics Anthropology Image of God 	<ul style="list-style-type: none"> Reason Faith Universal Declaration of Human Rights (UDHR) Worldview
5	<p>Mark's Gospel</p> <ul style="list-style-type: none"> Students begin reading the first part of Mark's Gospel (Chapters 1-8) which deals with the issue of who is Jesus? This module will take students up to the conversation at Caesarea Philippi where Peter calls Jesus the Messiah. Students will study Jesus' miracles and teachings on the Kingdom of God, including parables. 	Students will use their knowledge of the Bible overview from KS3 and the Gospel's historical context to consider Mark's portrayal of Jesus' identity. This unit lays the foundation for Textual Studies in Mark at GCSE.	<ul style="list-style-type: none"> Messiah Son of Man Son of God Miracle Faith 	<ul style="list-style-type: none"> Parable Kingdom of God Blasphemy Pharisee Unclean

Target Grade:

AP1:

AP2:

AP3: