

## DAGENHAM PARK SUBJECT CURRICULUM

<b>Subject</b>	RE
<b>Year Group</b>	9
<b>Overview</b>	<p>As pupils enter Year 9, they are equipped with the necessary knowledge to begin to make poignant judgements concerning the matters at the heart of religion. They look at the different interpretations of scripture, and the influences this has on the way people live their lives. They also have the opportunity to dive into evil and suffering in more depth – looking at particular events such as the Rwandan Genocide and the Holocaust (Sho’ah) in order to gain more knowledge and understanding about how religion can lead to persecution. The year is characterised by persecution, and groups that have been persecuted such as LGBT+, and they are able, by the end of the year, to make their own interpretation of scripture and come to their own conclusion about how they should live their lives.</p>
<b>Autumn Half term 1</b>	<p><b>Why are people persecuted for their religion?</b> Throughout this scheme of learning, pupils discover just some of the different events that have happened as a result of religious persecution. This is a foundational unit for a more in depth study of Sho’ah, which follows, and enables pupils to grapple with fundamental questions about religion such as ‘why would God let this happen?’. They also gain insight and understanding into the particular religious persecutions that have happened throughout history, and how the bystander effect has led many religious believers to commit atrocities in the name of their faiths. This unit also explores the religious responses to religious persecution from Churches, Mosques and other religious institutions, and also how some of these have been complicit in mass killing, ethnic cleansing and genocide.</p>
<b>Autumn Half term 2</b>	<p><b>Why is Sho’ah such a big deal for Jews?</b> This unit is based on the work of the Holocaust Education Trust and takes pupils through the history of Jewish persecution from the Roman Empire. It enables pupils to discover the Jewish and Church responses to Sho’ah and how some Jews and non-Jews resisted the atrocity (such as Bonhoeffer). By the end of the unit, not only will pupils have an in depth understanding of the events of Sho’ah, but also the religious responses from Jews to it, why it was such a big deal to them, and how it affected Jewish faith.</p>
<b>Spring Half term 1</b>	<p><b>Why do the holy books teach about LGBT+?</b> Pupils are able to explore the generic assumptions about homosexuality and LGBT+ that are made such as ‘gay people go to hell’. The unit dives into the Biblical evidence to ascertain whether the Bible suggests this, and uses Biblical criticism to interpret and contextualise particular passages that are used to justify such beliefs (Romans, Sodom and Gomorrah, Leviticus). The unit then follows homosexual voices through the different denominations within the Church, and explores homosexuality in Islam too. There is a case study of Shari’ah Law and why the death penalty is given to some homosexuals in places such as Saudi Arabia. This unit expands pupil’s</p>

	<p>knowledge and thinking concerning the LGBT+ community, and how this does not necessarily mean that homosexuality is a sin.</p>
<p><b>Spring Half term 2</b></p>	<p><b>How are women represented in holy books?</b>  Throughout this unit, pupils will study what gender is, whether God is male or female and different interpretations of God and then take a closer look at women within the Old and New Testaments. For example, the fall of Adam and Eve is studied with reference to Romans and Corinthians, and women in the Old Testament who are independent and present a positive picture of the role of women in Christianity.  Further, St. Paul's attitudes towards women will be discussed, and the role of women in the early Church will be explored. This will include a closer look at the portrayal of Mary Magdalene and the women who saw the resurrection of Jesus.</p>
<p><b>Summer Half term 1</b></p>	<p><b>How have women made a difference to religion?</b>  Throughout this unit, Hinduism, Islam, Buddhism and Judaism are all explored. Women such as Malala and Khadija are explored in Islam, and the unit explores Buddhist female monks, Jewish female Rabbis and general religious attitudes towards women. This enables pupils to expand their knowledge of the treatment of women by different religions, and come to a conclusion about whether religions do enough to promote gender equality.</p>
<p><b>Summer Half term 2</b></p>	<p><b>What does religion look like across the world – a case study</b>  In this unit of learning, pupils explore what religion looks like across the world, with particular reference to the early African Churches and Aboriginal religion. This unit enables pupils to expand their understanding of key beliefs of lesser known religions and uses some case studies to identify differing practices within traditional denominations. The study of religious leaders such as Desmond Tutu and how they have effected the beliefs and practices of these believers will also be taken into consideration.</p>
<p><b>Homework</b></p>	<p>Homework will be set regularly, at least once every four weeks. It will be set on Show My Homework and pupils are expected to do this within a reasonable period of time, specified by the classroom teacher.</p>
<p><b>Useful Resources</b></p>	<p><b>BBC Bitesize</b>  <b>NATRE</b>  <b>RE Online</b></p>