

Scheme of Work: RE

Title of Scheme of Work: the Extreme World	Year 9		Half Term 3	
Intent <i>To develop an appreciation for the impact and influence that religion has on the world and its people.</i>	Prior knowledge: <ul style="list-style-type: none"> - Knowledge of the beliefs of each of the big Six religions, taught in KS3, will be adapted to specific extreme contexts. - Year 7 'Good and Evil' and Year 8 'Rights' units link to ethical decision making and the concepts of value of life - Year 9 curriculum links to Big Questions and Ethical Enquiry 		SACRE link "how key concepts are shared within the six major world faiths and other worldviews and where there are distinct concepts within each tradition"	
Scheme specific (Non-portable)	Non Scheme specific (portable)	Suggested order	Progress Points & Final Assessment	Key terms
What is extremism? <ul style="list-style-type: none"> - Different types of extremism and how these forms arise - Key concepts: extremism, exclusivism and fundamentalism - Historical and current case studies of extremism and the factors that caused them including religion, land, power and politics What is radicalisation? <ul style="list-style-type: none"> - The factors that make someone vulnerable to radicalisation - How to prevent, identify and support someone who is radicalised Social justice <ul style="list-style-type: none"> - What is equality and equity? - Gender equality: role of women in religion and wider society including religious teachings on the role of women 	The understanding of different religious practices – how they impact religion and religious people. The different beliefs of religions Structures to support learning: PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. FARM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion. Pupils are encouraged to include scriptural references and their own opinion.	<ol style="list-style-type: none"> 1. What is extremism? 2. How do we understand extremism? 3. How does someone become radicalised? 4. How are equality and equity different? 5. Midpoint and What is gender equality? 6. Feedback and Why is there world poverty? 7. What is religious freedom? 8. What is racism? 9. What does religion teach about sexuality? 10. What is genocide? 11. How does culture control women? 12. What is HBV? 13. What is CSE? 14. Assessment 15. Reflection 	Every other lesson in the unit will begin with a quiz based on the knowledge organiser. Students will be expected to review the knowledge organiser and home and be able to complete different sections of it each week. Half way through the unit, there will be a skills-based midpoint progress check. Students will answer a 5 mark question from the current unit. The teacher will complete a whole class feedback sheet to feedback the following lesson. The end of unit assessment will be out of 30. 10 marks will be available for knowledge recall and 20 marks for skills. The knowledge questions will test the current and any previous units taught. The knowledge questions will include 4 x 1 mark questions and 3 x 2 mark questions. The skills section will be made up of a 4 mark question asking for two contrasting beliefs, a	Equality Prejudice Discrimination Equity Gender equality Gender inequality Human sexuality Heterosexual Homosexual Racism Freedom of religious expression- Freedom from persecution- Ahmisa Exclusivism Extremism Fundamentalism Oppression Peace Persecution Radicalisation Terrorism Violence Genocide Arranged marriage Forced marriage FGM

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<ul style="list-style-type: none"> - Poverty: what are religious charities doing to reduce poverty and why is poverty unjust - Religious freedom: why are people denied religious freedom and what religions teach about this form of persecution - Racism: what is racism and religious teachings on racism - Sexuality: legal changes on sexuality and different arguments regarding sexuality and marriage. <p>Extremism:</p> <ul style="list-style-type: none"> - Genocide: how genocide can happen and a detailed study of Rwanda - Controlling women: FGM, breast ironing and forced marriage are cultural means for control. - HBV: honour based violence and domestic abuse: why does it happen and what myths are there around these issues? - CSE: the differences in healthy relationships and exploitation and grooming. Students will know what to do if they are worried about this issue and what the signs are of it. 	<p>SOCS: This is designed to allow pupils to evaluate a statement within a religious tradition. Pupils have to evaluate a statement but from one religious perspective. This means some Christians might say X, whereas other Christians think Y.</p> <p>Core RE skills: Compare and contrast religious and non-religious beliefs</p> <p>Explain the meaning, relevance and different interpretations of sources of authority</p> <p>Evaluate (use knowledge to explain points of view and make informed judgements account them to inform a personal response)</p> <p>Analyse (deconstruct information and make links to other knowledge to show something new)</p>		<p>synoptic 5 mark question asking for contrasting beliefs and reference to scripture, a current 5 marker asking for contrasting influences with a relevant religious quote and a 6 mark evaluation question</p> <p>The next lesson, and final lesson of the unit will be reflection</p>	<p>Breast ironing</p> <p>Domestic Abuse</p> <p>Honour based Violence</p> <p>Child sexual exploitation</p> <p>Grooming</p>
Key misconceptions	Home-learning	Resources		

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<ul style="list-style-type: none"> - Key misconception is that all Muslims can become extremists and no other viewpoint can lead to extremism. Understand that extremism happens outside of religion and is not a by-product of religion. - Pupils often assume that radicalisation will never happen to them. Pupils need to realise that there are numerous factors that can cause radicalisation. - Pupils should recognise that religion can contribute to and also criticise extremism. One religious person may use their religion to fuel extremism, whilst another can use it to combat extremism. - That religion causes the control of women and the view than eastern religions are oppressive of women - Misconceptions around what grooming is and its impact. Most importantly what constitutes as grooming. 	<p>Homework will be set every week and focuses on revision skills. Pupils will be given a knowledge organiser to revise from at home and asked to recall key definitions, examples and case studies in lesson time. We are embedding regular and purposeful revision into every lesson to ensure pupils are equipped to retain lots of information at GCSE and A Level</p> <p>Pupils will be asked to build a knowledge organiser through homework tasks. This involved revising key words, learning key concepts and case studies. Teachers will use formative assessment methods to measure the impact and progress of home learning.</p> <p style="text-align: center;">Home learning will assess key questions on the knowledge and facts around the extreme world topic</p>	<p>All resources have been adapted from newspaper articles and made appropriate for year 9 pupils. They are all saved in The Extreme World folder on Staff Share.</p> <p>All teaching PowerPoints have been made by subject specialists and saved in Staff Share.</p> <p>Each pupil will be given a knowledge organiser at the start of the unit and used in lesson time to support learning. They will have a retrieval quiz to stick in their books.</p>	
Subject Magic			
Trips, guest speakers...?	Beautiful work and / or Personal skills...?	Power of stories...?	Cultural Capital...?
<p>Links to PSICHE, RSE and SMSC.</p> <p>Pupils will read online articles about key case studies and watch videos of different case studies.</p>	<p>Students will develop their skills of extended writing and embedding in quotes.</p> <p>They will also develop the skills of reflection and oracy skills through discussion roles.</p> <p>Their work will follow the RE departments BE Proud procedure.</p>	<p>Key focus on case studies brings a 'real world' factor to the lessons. Exploration of events such as the Rwandan genocide.</p> <p>Pupils will learn about narratives of peoples' lives who have been affected by extremism. CSE and grooming.</p>	<p>Current affairs are often affected by acts of extremism and are discussed on national platforms. Local case studies explored in the units,</p> <p>In 2019, pupils contributed to a Peace Rainbow reflecting on the New Zealand attacks. Pupils come across examples of extremism</p> <p style="text-align: center;">CSE campaign hands</p> <p style="text-align: center;">Links to RSE and keeping children safe</p>