

Scheme of Work: RE

Intent To develop an appreciation for the impact and influence that religion has on the world and its people.

Title of Scheme of Work: the Extreme World	Year 9		Half Term 2	
Students will know the difference in extremism and terrorism and the factors that can lead to radicalisation. Students will explore examples of religious extremism and assess whether religion does more harm than good. Students will learn RSE content on violence, such as honour based violence, FGM, forced marriage and child exploitation. Students will know what to do if they are worried about any topics covered.	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 8 ‘Evil and Suffering’ and Year 8 ‘Rights’ units link to ethical decision making and the concepts of value of life - Year 9 curriculum links to Ethical Enquiry around morality and the use of violence 		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
<p>Knowledge of extremism</p> <ul style="list-style-type: none"> - Know the difference in extremism, fundamentalism and exclusivism - Name three factors that can lead to extremism <p>Radicalisation</p> <ul style="list-style-type: none"> - Radicalisation is the process of supporting extremism - Explain three factors that lead to extremism e.g. teenager, poverty and us them mentality. - Shamima Begum is an example of someone who was radicalised by ISIS <p>Far Right Extremism</p> <ul style="list-style-type: none"> - This is extreme white supremacy and nationalism - English defence league is a far right extremism group - Example of far right extremism becoming terrorism in Norway 	<p>The understanding of different religious practices – how they impact religion and religious people.</p> <p>The different beliefs of religions</p> <p>Structures to support learning:</p> <p>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.</p> <p>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</p>	<ol style="list-style-type: none"> 1. Knowledge of Extremism 2. Radicalisation 3. Far right extremism 4. Racism 5. Equity and equality 6. Gender discrimination 7. Sexuality and progress point 8. Feedback and Oracy takeover on Gender 9. The control and oppression of women 10. Forced marriage and violence to women 11. CSE 12. Genocide 13. Assessment 14. Feedback 	<p>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.</p> <p>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.</p> <p>The end of unit assessment will be out of 30. Approximately 10 marks will be available for knowledge recall and 20 marks for skills.</p> <p>The knowledge questions will test the current and any previous units taught.</p> <p>Skills questions will include examples such as:</p> <p>Term 1</p>	<p>Prejudice</p> <p>Discrimination</p> <p>Heterosexual</p> <p>Homosexual</p> <p>Extremism</p> <p>Radicalisation</p> <p>Terrorism</p> <p>Genocide</p> <p>Forced marriage</p> <p>Breast ironing</p> <p>Domestic Abuse</p> <p>Honour based Violence</p> <p>Grooming</p>

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<p>Racism</p> <ul style="list-style-type: none"> - White privilege means not worrying about ones race to access resources and opportunities - Example of EDL as having racist beliefs - Religion teaches everyone is equal e.g. quote 'there is neither Jew nor Gentile...' <p>Equity and Equality</p> <ul style="list-style-type: none"> - Equity is getting different support to have equal opportunity - Systematic barriers are systemised acts of discrimination that prevent opportunity and resources - Islam teaches 'all mankind is from Adam and Eve' <p>Gender discrimination</p> <ul style="list-style-type: none"> - Misogyny is prejudice to women that affects access to opportunity and resources - Difference in banter and abuse - Andrew Tate is an example of misogyny - Example of Reuther teaching Christianity can support feminism - Islam teaches women to wear a hijab ... is this discrimination or empowerment? <p>Sexuality</p> <ul style="list-style-type: none"> - Heterosexual and homosexual as types of sexuality, plus examples of asexual, pansexual bisexual - Homosexual acts made legal in 1967 	<p>scriptural references and their own opinion.</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>		<ul style="list-style-type: none"> • Explain two beliefs about an issue and include examples (4) • Explode a quote (5) • Evaluate a religious belief (6) <p>Term 2</p> <ul style="list-style-type: none"> • Explain two beliefs about an issue and include examples (4) • Explain two contrasting beliefs about... (4) • Explode a quote (5) • Evaluate a religious belief (6) <p>Term 3</p> <ul style="list-style-type: none"> • Explain two beliefs about an issue by including a quote (5) • Explain two contrasting beliefs (4) • Explode a quote (5) • Evaluate a religious belief (6) <p>The next lesson, and final lesson of the unit will be reflection</p>	
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<ul style="list-style-type: none"> - Buddhism teaches homosexuality is acceptable - Islam teaches homosexuality is wrong - Catholics are against and coe accept homosexuality <p>Gender</p> <ul style="list-style-type: none"> - People can ascribe own pronouns - Sex is physical, sexuality is attraction - Examples of gender non conformity - Transgender is changing identity <p>Control and oppression of women</p> <ul style="list-style-type: none"> - Oppression means cruel or unjust treatment - Examples are forced marriage, FGM and breast ironing - FGM is child abuse and gender based violence - Jesse Clarke argues FGM is a human rights problem not a female problem <p>Forced marriage and violence to women</p> <ul style="list-style-type: none"> - Violence linked to so called 'honour' - Factors like rebellion, extra/premarital sex and homosexuality can lead to HBV - Domestic abuse is a product of HBV <p>CSE</p> <ul style="list-style-type: none"> - Children are groomed into participating in child sexual exploitation - It can occur online or in person - Signs of CSE include frightened, secretive and having mood changes 				
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Genocide					
<ul style="list-style-type: none">- Racism and terrorism can lead to genocide- Stages of genocide can include classification, dehumanisation and extermination- Rwanda is a case study for genocide					
Key misconceptions		Home-learning		Resources	
<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>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...?	
Links to PSICHE, RSE and SMSC. Pupils will read online articles about key case studies and watch videos of different case studies.	Students will develop their skills of extended writing and embedding in quotes.	<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>	

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	<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>CSE campaign hands</p> <p>Links to RSE and keeping children safe</p>
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