

Year group: 9		Subject: Religious Education		
Term 1 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
<p>What does it mean to belong to a faith community? Mixed religions.</p>	To be able to talk about what is special and of value about belonging to a group this is important to them	It is important to feel a sense of belonging, especially at the start of a new year when it might be a new class, school or team.	<ul style="list-style-type: none"> - Communication and interaction - Self-care and independence - Resilience and Well being - Cognitive life skills Healthy and Safe 	<p>Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers</p> <p>Moral- Offer reasoned views on your thoughts. Following school rules.</p>
	To show an awareness that some people belong to different religions.	<p>Recognising other people in the world and why they might look or act differently.</p> <p>Key words linked with religions. E.g Hinduism - Karma etc. Community Belonging Shared</p>		
Term 2 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	
<p>Has Christmas lost its true meaning? Y3A2</p>	To understand the Christian belief that God gave his only son (the most precious gift) to humanity.	Christmas term but covered in a different way where pupils have to think deeper about what Christmas stands for, both for themselves and others.	<ul style="list-style-type: none"> - Communication and interaction - Self-care and independence - Resilience and Well being - Cognitive life skills 	<p>Spiritual- enjoy learning about oneself, others and the surrounding world</p> <p>Cultural- Understand, accept, respect and celebrate your own learning as well as your peers</p>

			- Healthy and Safe	
	To recognise that the meaning of Christmas is different to everyone and no one meaning is the 'right' one.			
Subject - Religious Education				
Term 3 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Understand that Divali is the Hindu festival of light.	This can be moved to the term when Divali falls unless term 2. Build on learning in term 1. Introduce the religion in more detail.	- Communication and interaction - Self-care and independence - Resilience and Well being - Cognitive life skills Healthy and Safe	Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers Moral- Offer reasoned views on your thoughts. Following school rules.
Y3A1	Continuing understanding of religion helping some people have a sense of belonging. Also learning to give their own opinion.			

				Spiritual- enjoy learning about oneself, others and the surrounding world
Term 4 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	
How can Brahman be everywhere and in everything? Y3Su1	Understand that Hindus have a large number of deities.	Continuing learning about Hinduism from previous term. This needs to follow previous question.	<ul style="list-style-type: none">- Communication and interaction- Self-care and independence- Resilience and Well being- Cognitive life skills- Healthy and Safe	Cultural- Understand, accept, respect and celebrate your own learning as well as your peers
	Understand that Hindus believe that Brahman is in everything.			
	Extended outcome Give opinion on faith and if something has to be 'true' to be believed.	Higher level thinking for those who are ready.		
Subject -				
Term 5 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
Does joining the Khalsa make a	Understand the 5 Ks of Sikhism and why they are important.	Introduction to Sikhism. The adults may well be more comfortable introducing	<ul style="list-style-type: none">- Communication and interaction	Social- Community visits to develop skill set. Understanding the value of the learning

person a better Sikh? Y3A1	Link the values of Khalsa with themselves as well as Sikhism.	Sikhism this way as they should be familiar with the 5 Ks.	<ul style="list-style-type: none"> - Self-care and independence - Resilience and Well being - Cognitive life skills Healthy and Safe 	within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers
Term 6 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Moral- Offer reasoned views on your thoughts. Following school rules.
Do Sikhs believe it is important to share? Y3S1	<p>Understanding some of the basic principles of Sikhism.</p> <p>Linking sharing to their own experiences - self reflection</p>	Continuation from previous term of Sikhism. Links to PSHE and friendships.	<ul style="list-style-type: none"> - Communication and interaction - Self-care and independence - Resilience and Well being - Cognitive life skills - Healthy and Safe 	<p>Spiritual- enjoy learning about oneself, others and the surrounding world</p> <p>Cultural- Understand, accept, respect and celebrate your own learning as well as your peers</p>