The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	RE
Year Group	Year 9
Intent	**Successful and resilient learners**: who understand that they are made in the image and likeness of God called to live their 'lives to the full' and who understand the power of Christ and his values in overcoming adversity **Confident individuals**: who are secure in their understanding of their vocation and God given talents to take their place in the wider world. **Responsible citizens**: who make clear links to our school mission statement, Catholic and British values such as tolerance and mutual respect in respect to peoples of other faiths and none who are aware of moral and life decisions that they make and how to be responsible 'stewards' of God's creation. To put into action and continue the 'Fisher Way' by putting their faith in action.

Narrative	1) They will have learnt keywords relevant to the new topic. 2) This year they will have developed a deeper understanding on topics such as Church history going back to Abrahamic times, enhancing their knowledge and understanding of world religions in their beliefs and practices. 3) Learners will continue to follow our Life to the full, which will teach Relationship, Sex and Health Education (RSHE) within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church. RSHE is a statutory subject for all schools from September 2020, we are embracing “the challenges of creating a happy and successful adult life” by giving pupils knowledge “that will enable them to make informed decisions about their wellbeing, health and relationships” (DFE Statutory Guidance). This follows on from KS1 and KS2 guidance and prepares learners for KS4. 4) They will begin the transition process towards the study of GCSE RS, developing their knowledge of Judaism as a specialism.					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Church History significant dates in Christian history Denominations Intro to ethics and moral decision making Case study - Capital punishment	Sikhism Beliefs and teachings, Gurus, Equality and service, Langar, Sewa and the Gudwara Advent and Christmas	Living the Christian Life Vocation, Jesus teaching - the Beatitudes, Christian values. Case studies.	Relationships and sex Education 'Life to the Full' The search for Love, In control of my Body, In control of my choices, Fertility and Contraception, Marriage, Issues of Consent, Rights and responsibilities Diocesan VOCATION DAY (flexible date) TBC each year	GCSE Religious studies: C3 Study of Judaism Beliefs and teachings: Nature of God, Covenant, Mitzvot, Pikuach Nefesh, Life after Death.	C3 Study of Judaism Practices and worship: Worship, Synagogue, Prayer, Kosher, Rituals, Festivals
Key skills	To know, understand and be able to critically evaluate key points in Christian history	To know, understand and be able to critically evaluate the key tenets, beliefs and	To know, understand and critically evaluate the Beatitudes and their central role in	Respectful of themselves and others as persons, appreciation of their bodies characters	Develop learners’ knowledge and understanding of religions and non-religious beliefs, such as atheism and	

	and why there is diversity amongst denominations. To explore a variety of key ethical theories – religious and non-religious. To apply the above to a range of issues connected with 'Sanctity of Life' debates with a specific focus on Capital punishment	practices of Sikhism. Including key areas of Sewa, equality and the Gurdwara	living the Christian life. To explore the key concept of vocation and its importance for themselves and others in 'living life to the full'. To apply a range of case studies to the above	and gifts, analysis of the views of others, opportunities to offer gratitude to others and to God.	humanism, religious beliefs, teachings, practice • Develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments • Provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life • Challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.
Cultural capital and careers	Wider debates focusing on diversity within religious groups. Exploration of treatment of criminals in a wider world setting – different political and cultural approaches to the aims of punishment. Awareness raising of organisations such as Amnesty International	Diversity – history of the UK as multi faith and multiethnic society, Role of religion in supporting a society based on equality (class, gender, social status etc) Lawyer / HR / Government and politics	Awareness of individuals in promoting Christian values in society and how this had impacted British and global history. To reflect on their place in the world and how they can contribute positively to their local land global communities. *Living the Christian Life –*	To consider the desire to love and to be loved and an appreciation of romantic love, sexual attraction and intimacy, respectful of themselves as others and persons.	Wider knowledge and appreciation of other cultures and faiths. Lillie – recipe developer (Kosher) http://casestudies.reonline.org.uk/casestudy/lillie-recipe-developer-chef/

			see Y9 SOW (Vocation day)			
Assessment	Keywords test. End of unit assessment	Keywords test. End of unit assessment	Keywords test. End of unit assessment	Keywords test. End of unit assessment	Keywords test. Every 5th lesson Knowledge Check questions End of unit assessment	Keywords test. Every 5th lesson Knowledge Check questions End of unit assessment