



## KS4 Religious Studies – Year 9 Long Term Mapping

### Subject Intent/ Aims:

The year 9 curriculum looks at incorporating aspects of the new Religious Education Directory which will be introduced formally in 2024/25, it aims to prepare the pupils for the challenges and rigor of the GCSE course by introducing more challenging texts and concepts and developing the skills they have been focusing on in year 7 and 8. The year 9 curriculum will support and enable the pupils to develop their extended writing skills further by analysing different beliefs and arguments and in reaching justifiable judgements upon beliefs, actions and values.

The overarching theme for year 9 is the dignity of the human person, one of the principles of Catholic Social Teaching, but also a foundational scriptural teaching: every human being has an inalienable dignity, and men and women are equal in dignity, since each are made in the image and likeness of God. Pupils will make connections between the Church's teaching on the dignity of the human person with contemporary ethical questions such as abortion, medical ethics, war and conflict and prejudice and discrimination.

<p style="text-align: center;"><b>ADVENT:</b> The Dignity of the human being Faith and Medical Issues</p>	<p style="text-align: center;"><b>LENT:</b> Peace and Conflict Human rights and social justice</p>	<p style="text-align: center;"><b>PENTECOST:</b> Belief in God Dialogue and encounter: Judaism</p>
<p style="text-align: center;"><u>Big Questions</u></p> <p><b>The Dignity of the human being</b></p> <p>The Sanctity of life is more Important than the quality of life?</p> <p><b>Faith and medical issues</b></p> <p>Is our body ours to do as we wish?</p>	<p style="text-align: center;"><u>Big Questions</u></p> <p><b>Peace and conflict</b></p> <p>Is Peace the only way to a fair and just society?</p> <p><b>Human rights and social justice</b></p> <p>We all have a duty to help those in need?</p>	<p style="text-align: center;"><u>Big Questions</u></p> <p><b>Belief in God:</b></p> <p>You don't need proof to believe in God?</p> <p><b>Dialogue and encounter: Judaism</b></p> <p>What does it mean to be a Jew?</p>



<p><u>Key Content/ Knowledge)</u></p> <p><u>Advent 1: The dignity of the human being</u></p> <ol style="list-style-type: none"> <li>1. To describe the passages in Genesis 1 and 2 about the creations of humans and explore some of the differences between the two accounts.</li> <li>2. To explain why the Church teaches that every human being has an inalienable dignity making links to Genesis 1 and 2</li> <li>3. To consider the Catholic Church's beliefs about the purpose and sanctity of the body</li> <li>4. To understand the Catholic Church's teachings on pre-marital sex</li> <li>5. To investigate different attitudes towards contraception and understand the Catholic attitude towards contraception.</li> <li>6. To investigate the work of a pro - life organisation and to assess it being a reflection on the Church's teaching on the sanctity of life</li> </ol> <p>7. Assessment point 1</p>	<p><u>Key Content/ Knowledge)</u></p> <p><u>Lent 1: Peace and Conflict</u></p> <ol style="list-style-type: none"> <li>1. Key concepts and definitions. To consider different attitudes towards peace and the nature and the importance of peace with reference to Gaudium et Spes, Justice, Peace and Reconciliation.</li> <li>2. To investigate the work of a Catholic organisation that works for Justice and Peace and to consider and evaluate ways in which they could support the work of a Catholic organisation in working for peace and justice</li> <li>3. To explore the Catholic teachings and responses to the nature and causes of conflict and the problems conflict causes, with reference to Matthew 26:47–56 (Jesus' arrest)</li> <li>4. To understand Catholic teachings and responses to the nature and history of pacifism and Catholic teachings about passive resistance, with reference to John 14:22–31</li> </ol>	<p><u>Key Content/knowledge</u></p> <p><u>Pentecost 1: Belief in God</u></p> <ol style="list-style-type: none"> <li>1. What do Catholics believe about God?</li> <li>2. To understand beliefs about the nature of God; as Creator, One, Lawgiver and Judge</li> <li>3. To explore the characteristics of God and compare how God is perceived in the OT and in the NT</li> <li>4. To reflect on the argument that an all loving and all - powerful God would not allow suffering in the world</li> <li>5. To understand how a Catholic upbringing may lead to or support a belief in God</li> <li>6. To understand what a religious experience is and how it supports a belief in God</li> <li>7. To reflect on the belief that God does not exist and to understand the Catholic response to this</li> </ol> <p>8. Assessment point 1</p>



<ol style="list-style-type: none"> <li>8. To consider the changing attitudes of marriage, divorce, family and homosexuality.</li> <li>9. To describe what the Church teaches is the nature and purpose of marriage and why it one of the seven sacraments with reference to Jesus' teaching on marriage in Mark 10:1-12</li> <li>10. The describe the rites of the sacrament of matrimony, explaining its origins, meaning and effects.</li> <li>11. To reflect on different attitudes towards divorce and understand the catholic response to this</li> <li>12. To reflect on different attitudes towards homosexuality and the Catholic response to these attitudes with refence to Pope Francis</li> <li>13. To reflect on the role of a Roman Catholic family in the Roman Catholic Church</li> <li>14. To investigate the Sulawesi cave art making links with the mystery of Imago-Dei</li> <li>15. To create our own artwork reflecting the mystery of Imago-Dei.</li> </ol> <p>Reflection: The Sanctity of life is more Important than the quality of life?</p> <p>Assessment point 2</p>	<ol style="list-style-type: none"> <li>5. To investigate the nature, history and importance of the Just War theory; the conditions of a just war and different opinions about whether a just war is possible</li> <li>6. <b>Assessment point 1</b></li> <li>7. To explore the nature of a holy war and the nature and meaning of Catholic teachings about war and peace, with reference to Matthew 10:34–40</li> <li>8. To investigate different teachings and responses to the problems and benefits of WMD, with reference to Catholic attitudes towards the use of such weapons.</li> <li>9. To consider the nature and history of problems involved in conflict – violence, war, and terrorism.</li> <li>10. To investigate the life and work of Dorothy Day at overcoming the problems involved with conflict and to consider and evaluate ways in which they could support the work of people like Dorothy Day at overcoming the problems involved with conflict.</li> <li>11. To consider what it means to forgive and whether some deeds are too awful to be forgiven, presenting arguments for and against</li> </ol>	<ol style="list-style-type: none"> <li>9. To understand the significance of prayer and how unanswered prayers challenge a belief in God</li> <li>10. To investigate the arguments from design and causation</li> <li>11. To understand how a belief in God influences Roman Catholics behaviour with reference to Matthew 25</li> <li>12. To investigate Catholic beliefs about life after death with reference to heaven and hell and the parable of the rich man and Lazarus</li> <li>13. To investigate the impact a belief in God has on somebody's life with reference to Mary</li> <li>14. To investigate the impact a belief in God has on somebody's life with reference to Mother Teresa.</li> <li>15. To explore the role of women in Christianity</li> </ol> <p>Reflection: You don't need proof to believe in God?</p> <p>Assessment point 2</p> <p><b>Pentecost 2: Dialogue and encounter: Judaism</b></p> <ol style="list-style-type: none"> <li>1. To Introduce key concepts. To explore how and why Judaism is one of the two sister faiths of Christianity, to investigate their common roots.</li> </ol>
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Advent 2: Faith and Medical issues

1. Key concepts and definitions and a recap of Catholic beliefs about the origins and sanctity of life and the dignity of the human being
2. To investigate humanist beliefs and how they differ from Christian attitudes with reference to the Sanctity and Quality of life
3. To investigate the law on drugs and alcohol in the UK and to consider Christian attitudes towards drugs and alcohol
4. To be able to explain what infertility is and the impact it has on people accessing fertility treatments
5. To consider and compare Christian and Humanist attitudes towards fertility treatments, reflecting on the claim 'fertility treatments are not right'.
6. To understand the benefits and disadvantages of organ donation
7. To consider and compare Christian and Humanist attitudes towards organ donation and consider the claim organ donation is wrong.

8. **Assessment point 1**

and including a catholic response and consider their own response to the belief that all sins can be forgiven

12. To consider the significance of redemption, with reference to atonement and salvation.
13. To interpret and relevant piece of art and create their own art -work/symbol of reconciliation.

Reflection: Peace is the only way to a fair and just society  
Assessment point 2

Lent 2: Human rights and social justice

1. To investigate the nature, history and purpose of human rights; the importance of human rights, with reference to Biblical Teachings.
2. To consider different teachings and responses to the causes of inequality and problems caused by inequality in the world, with reference John 13:34
3. To investigate the work of Malala and her personal convictions in the face of adversity and to reflect on how they can respond to the work of Malala and stand up for their own personal convictions in the face of adversity.
4. To consider different teachings and responses to the nature of religious freedom, with reference to the response of the Catholic Church to a

2. To consider the need for interfaith dialogue in the modern world and what it means to meet God in friend and stranger.
3. To understand the nature of God as One, with reference to the Covenant with Abraham, the Shema prayer. To know why Jew's, reject the Trinity and Incarnation.
4. To understand the nature of God as Creator with reference to the Genesis stories of creation and Shabbat.
5. To understand the nature of God as Law giver and Judge with reference to the covenant with Moses and the Mitzvot.
6. To understand the Mitzvot as Moral authority for Jews and why they call themselves a people of the law, referring to the significance of the Torah.
7. **Assessment point 1**
8. To explore the significance of the sanctity of life with reference to Pikuach Nefesh.
9. To consider the different Jewish attitudes towards abortion, making comparisons with the Catholic attitude learnt in previous units.
10. To consider Jewish attitudes to stewardship, with reference to Sukkot.
11. To investigate why the Synagogue is a central part of Jewish life





<p>9. To be able to explain what genetic engineering is and the advantage and disadvantages of genetic engineering.</p> <p>10. To understand Christian and humanist attitudes towards genetic engineering and consider the claim 'genetic engineering is immoral'</p> <p>11. To explore how the media examines all attitudes towards faith and medical issues.</p> <p>12. To explore how the media examines all attitudes towards faith and medical issues</p> <p>Reflection: Our body is ours to do as we wish?</p> <p>Assessment point 2</p>	<p>multifaith society and the benefits and challenges for Catholics living in a multi-faith society</p> <p>5. To explore different teachings and responses to the nature of prejudice and discrimination and the problems they cause.</p> <p>6. To explore and consider the benefits of living in a multi -ethnic society</p> <p>7. To investigate different teachings and responses to the teachings of the Catholic Church about racial harmony and how and why Catholics have worked for racial harmony, with reference to Galatians 3:23–29.</p> <p>8. Assessment point 1</p> <p>9. To investigate the nature and history of the distribution of wealth and opportunity in the UK and the world</p> <p>10. To consider Catholic teachings and responses to the nature and causes of poverty in the UK and in the world, including absolute and relative; with reference to Matthew 25:31–47</p> <p>11. To investigate the origins and meaning of Catholic Social teaching and understand what the principles of Catholic Social Teaching are</p>	<p>12. To reflect on religion in the modern world and be able to explain the arguments for and against wearing symbolic/religious clothing.</p> <p>13. To consider what it means to be a Jew today and the significance of history for Jewish, with reference to Pesach/Passover.</p> <p>14. To understand the importance of family life with reference to marriage and the marriage ceremony</p> <p>15. To draw comparison between Christianity and Judaism on the importance of the after life</p> <p>Reflection: What does it mean to be a Jew?</p> <p>Assessment point 2</p>
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	<p>12. To explore the principle of solidarity and how they can respond to the call for solidarity</p> <p>13. To explore the principle of the common good and how they can respond to the call for the common good</p> <p>14. To explore the principle of option for the poor and how they can respond to the call for the option for the poor.</p> <p>Reflection: We all have a duty to help those in need?</p> <p>Assessment point 2</p>	
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**HO Knowledge:**

To be able to evaluate and make sound judgements, giving reasoned arguments to support this judgement and making references to key sources of authority and/or sacred texts. To have a sound understanding of and be able to explain how and why belief can impact a person's actions/attitudes.

**HO Composites:**

**The dignity of the human being**

To analyse the strengths and weaknesses of the arguments for and against the argument the sanctity of life is more important than the quality of life and reach a judgement on what they think is the strongest argument giving reasons why.

To explore their own beliefs and reflect on how this impacts their own lives

**HO Composites:**

**Peace and Conflict**

To reflect on an example of when conflict in their own lives has led them to question the importance of forgiveness and reconciliation.

To analyse the strengths and weaknesses of the arguments for and against the belief peace is the only way we can bring about a fair and just society and to reach a judgement on what they think is the strongest

**HO Composites:**

**Belief in God**

To analyse the strengths and weaknesses of the arguments for and against belief in God and reach a judgement on what they think is the strongest argument giving reasons why.

To explore the impact faith has on a person's life and reflect on the impact it has on their own individual life

**Dialogue and encounter: Judaism**





<p><b><u>Faith and medical issue</u></b></p> <p>To understand the intersection of faith and medical issues, exploring how religious beliefs influence medical decisions, ethical considerations, considering previous learning on the sanctity of life, Imago Dei and Dignity of the human being. To synthesize learning by connecting faith-based perspectives with ethical medical practices and to foster empathy and respect for diverse beliefs, appreciating the complexities of navigating faith and medical issues in healthcare settings.</p>	<p>argument giving reasons why.</p> <p><b><u>Human rights and social justice</u></b></p> <p>To compare their own and others' responses to questions about issues surrounding whose responsibility it is to help those in needs and to reach a judgement on what they think is the strongest argument giving reasons why.</p> <p>To reflect on their own personal experiences and their behavior and attitudes had on other people.</p>	<p>To reflect on the meaning of what they have learned and how it impacts their own lives, beginning to consider what they believe to be true and why they believe this.</p> <p>To consider how their own lives and the future of the communities to which they belong could be transformed by interreligious dialogue</p>
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**Composite Skills:**

Literacy skills with **key concepts** and their definitions.

**Describe** skills and the importance of giving key facts and the impact of those facts.

**Explain** skills –How to expand their descriptions by giving evidence and examples –WHAT, WHY and HOW

**Discussion** skills Developing rounded and explained opinions with relevant evidence, Development of reflective skills by considering various viewpoints from both religious and non- religious perspectives.





**Final composition/ Deliberate Practice:**

**AO1**

**Define**

**Definition of a key term ('What is meant by...')**

**Describe**

**Demonstrate knowledge and understanding by describing a belief, teaching, practice, event etc.**

Pupils should be able to show excellent knowledge and understanding by describing different ideas/beliefs

They should be able to link belief to practice

They should be able to use a good range of key terms and teachings and explain why they are relevant

**Explain**

**Demonstrate knowledge and understanding of a topic by giving a full explanation**

To be able to Explain how... Explain why... Explain the main features of... Explain the importance of...

They should accurately use a good range of key terms and teachings and be able to explain why they are relevant

**AO2**

**Discuss**

**Discuss a statement showing that they have considered more than one point of view**



Evaluation of a view from more than one perspective.

Pupils are required to analyse and evaluate.

They must use their knowledge of religion and moral reasoning to offer different perspectives and viewpoints.

Pupils must be able to formulate judgements about those viewpoints.

They must be able to use religious language and sources of wisdom and authority.

They should be able to show an understanding of how belief affects behavior.

They must be able to use religious terms and teachings accurately and in a relevant way





**Assessment/s (Formative and Summative):**

**Formative and regular assessments for each unit of work include:**

- Key Concept tasks
- RRR tasks at the start of each lesson
- Discussion tasks/Think Pair Share
- Tiered questioning
- Synoptic quizzes to be completed regularly

**Summative assessment**

Pupils will be assessed twice per unit. Each assessment will test pupils' knowledge of the key content of each topic and of the key skills as set out below.

- Definition of a key term (linked to one of the eight key terms) from that topic.
- Demonstrate knowledge and understanding by describing a belief, teaching, practice, event.
- Demonstrate knowledge and understanding of a topic by explaining the statements made with reasoning and/or evidence.
- Demonstrate analysis and evaluation of a topic by discussing a variety of different arguments with reasoning, key terms and evidence. Students must arrive at a judgement.

The Sanctity of life is more Important than the quality of life?

Is our body ours to do as we wish?

Is Peace the only way to a fair and just society?

We all have a duty to help those in need?

You don't need proof to believe in God?

What does it mean to be a Jew?



<b><u>Advent</u></b>	<b><u>Advent 2</u></b>	<b><u>Lent 1</u></b>	<b><u>Lent 2</u></b>	<b><u>Pentecost 1</u></b>	<b><u>Pentecost 2</u></b>
<b><u>Key concepts:</u></b>	<b><u>Key concepts</u></b>	<b><u>Key Concepts</u></b>	<b><u>Key concepts</u></b>	<b><u>Key Concepts</u></b>	<b><u>Key Concepts</u></b>
Dignity	Fertility treatments	Peace	Human Rights	Belief	Mitzvot
Imago Dei	Organ donation	Justice	Social Justice	Omnipotent	Covenant
Sanctity of Life	Genetic engineering	Reconciliation	Catholic Social teaching	Omniscient	Torah
Quality of Life	Humanism	Redemption	Gaudium et Spes	Omnibenevolent	Pikuach Nefesh
Pro -Life	Imago Dei	Salvation	Solidarity	Prayer	Pesach
Contraception	Dignity	Forgiveness	Common good	Religious experience	Rosh Hashanah
Divorce	Sanctity of life	Conflict	Option for the poor	Design	Yom Kippur
Annulment	Quality of life	Pacifism	Personal Convictions	Causation	Shema



<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>Analysis of Sources of authority/Sacred texts Biology- when does life begin? Art- A study of the Sulawesi cave art Science- Genetic engineering, fertility treatments and organ donation</p>	<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>Analysis of Sources of authority/Sacred texts History- The impact of conflict and pacifism History- The life of Key figures who fought against adversity History- The history of prejudice and discrimination Geography: Wealth and poverty- the distribution of wealth</p>	<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>Analysis of Sources of authority/Sacred texts Science- Design and Causation History- The history of the Monotheistic faiths</p>
<p><b><u>SMSC/ BV/ RSHE:</u></b></p> <p><b>SMSC –</b></p> <ul style="list-style-type: none"> <li>To reflect on what it means to have personal dignity.</li> <li>To explain why the Church teaches that man and woman have an equal personal dignity</li> <li>To reflect on the extent to which they recognise their own and other's dignity, irrespective of appearances, actions and feeling</li> <li>To create a piece of art that helps others to appreciate the dignity of human beings, inspired by ancient human art</li> <li>To question what right you have to your own body and the moral implications of tampering with your body.</li> </ul>	<p><b><u>SMSC/ BV/ RSHE:</u></b></p> <p><b>SMSC –</b></p> <ul style="list-style-type: none"> <li>To question the need for peace and whether conflict can ever be justified and justified.</li> <li>To consider the impact of drugs and alcohol</li> <li>To consider the importance and impact of organ donation</li> <li>To consider their responsibility to each other with reference to Catholic Social teaching.</li> </ul> <p><b>RSHE-</b></p> <ul style="list-style-type: none"> <li>To consider the significance of good relationships with the people around us and how it impacts how we live our lives.</li> </ul>	<p><b><u>SMSC/ BV/ RSHE:</u></b></p> <p><b>RSHE-</b></p> <ul style="list-style-type: none"> <li>To understand the significance of relationships and family life for Jews</li> </ul> <p><b>BV</b></p> <ul style="list-style-type: none"> <li>Promotes tolerance of each other's beliefs and values</li> <li>To reflect on the advantages of Britain being a multi-faith society</li> <li>To show a coherent understanding of a range of religions, worldviews, beliefs, and actions</li> </ul>



<ul style="list-style-type: none"> <li>•</li> </ul> <p><b>RSHE-</b></p> <ul style="list-style-type: none"> <li>• To consider the belief that human life begins at conception and reflect upon how they recognise their own dignity.</li> <li>• To look at the moral implications of contraception and pre -marital sex.</li> <li>• To consider the significance of the dignity of the body and how that impacts their own beliefs and values</li> <li>• To understand the different issues surrounding contraception</li> <li>• To consider the claim that no-one can make a promise that binds them for life</li> <li>• To understand the significance of family life</li> <li>• To consider the changing attitudes to homosexuality</li> <li>• To consider whether procreation should be a natural act and science should not get involved</li> <li>• To think about the impact on a person's emotional wellbeing by not being able to conceive naturally</li> </ul>	<p><b>BV</b></p> <ul style="list-style-type: none"> <li>• Promotes tolerance of each other's beliefs and values</li> <li>• To reflect on the significance of justice and reconciliation for a peaceful and fair society</li> <li>• To reflect on the significance of respect and equality for a just society and the impact prejudice and discrimination can have on this</li> <li>• To reflect on what it means to live in a multi faith and multi ethnic society.</li> </ul>	
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<p><b>BV</b></p> <ul style="list-style-type: none"> <li>Promotes tolerance of each other's beliefs and values</li> <li>To understand the significance of family life and relationship on society</li> </ul>		
<p><b><u>Adaptive curriculum</u></b></p> <p><b>Objectives:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li>To understand the concepts sanctity of life, Imago Dei and dignity</li> <li>To explore their own beliefs and reflect on how this impacts their own lives</li> </ul> <p><b>Advent 2</b></p> <ul style="list-style-type: none"> <li>To understand and explore how religious beliefs influence medical decisions, ethical considerations,</li> </ul>	<p><b><u>Adaptive curriculum</u></b></p> <p><b>Objectives:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li>To reflect on an example of when conflict in their own lives has led them to question the importance of forgiveness and reconciliation.</li> <li>To consider whether peace is the only way we can bring about a fair and just society</li> </ul> <p><b>Advent 2</b></p> <ul style="list-style-type: none"> <li>To consider whether we all have a responsibility to help those in need</li> <li>To reflect on their own personal experiences and their behavior and attitudes had on other people</li> </ul>	<p><b><u>Adaptive curriculum</u></b></p> <p><b>Objectives:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li>To consider different arguments for and against belief in God</li> <li>To explore the impact faith has on a person's life and reflect on the impact it has on their own individual life</li> </ul> <p><b>Advent 2</b></p> <ul style="list-style-type: none"> <li>To Consider how interreligious dialogue could transform their lives and their communities.</li> <li>To know what It means to be a Jew</li> </ul>





<ul style="list-style-type: none"> <li>To be able to connect faith-based perspectives with ethical medical practices and to foster empathy and respect for diverse beliefs</li> </ul> <p><b>Suggested activities:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li><b>Discuss:</b> Introduction to Imago Dei in Catholic teaching.</li> <li><b>Read:</b> Genesis 1-2</li> <li>Watch a <b>video</b> on the Catholic understanding of the dignity of the human being</li> <li><b>Creative Activity:</b> Create a storyboard of the Catholic understanding of Imago Dei and dignity.</li> </ul> <p><b>Advent 2</b></p> <ul style="list-style-type: none"> <li>Create a piece of <b>art, a poem</b>, or a short story that reflects faith and medical issues</li> <li>Provide <b>handouts</b> with key points and annotations for different reading levels.</li> <li>Watch a <b>video</b> of or consider different case studies</li> </ul>	<p><b>Suggested activities:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li><b>Discuss:</b> what peace and conflict mean</li> <li>Watch a <b>video</b> on the Catholic understanding peace and forgiveness</li> <li>Write a diary entry about a somebody who is a conscientious objector</li> </ul> <p><b>Advent 2</b></p> <ul style="list-style-type: none"> <li>Use <b>visuals</b> and stories to illustrate key beliefs regarding human rights</li> <li>Write a diary entry about a somebody who is a victim or prejudice and discrimination.</li> <li><b>Create</b> a piece of art, a poem, or a short story that reflects the love of neighbor.</li> <li>Watch a <b>video</b> or <b>Read</b> a parable of Jesus that reflects love of neighbour.</li> </ul>	<p><b>Suggested activities:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li>Provide <b>handouts</b> with key points and annotations for different reading levels.</li> <li>Watch a <b>video</b> of or consider different arguments for and against the existence of God</li> <li><b>Creative Activity:</b> Create a storyboard of the different reasons to believe in God</li> </ul> <p><b>Advent 2</b></p> <ul style="list-style-type: none"> <li>Explore Storytelling, music, and art from the Jewish tradition.</li> <li>Field trip to a Synagogue</li> <li>Create a storyboard on the history of Judaism and its links with Christianity</li> </ul>
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#### Adaptive Strategies:

- **Differentiated Texts:** Provide simplified or annotated versions of key texts for varying reading levels.
- **Visual Aids:** Use videos and infographics to illustrate key learning.
- **Group Work:** Create mixed-ability groups to encourage peer support.
- **Scaffolded Discussions:** Provide sentence starters and key points for debates.

#### Inclusive Practices

- Ensure materials are accessible (e.g., large print, audio versions).
- Use inclusive language and diverse examples.
- Provide additional support for students with special educational needs.



St Philip Howard Catholic Voluntary Academy



Department Planning 2024



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust



**ST. PHILIP HOWARD**  
CATHOLIC VOLUNTARY ACADEMY