

Learning Plan LP2		Subject/Pwnc: Religious Education		Year/Blwyddyn: 9	
<p><u>The Four Purposes in Humanities:</u></p> <p>Ambitious, capable learners, who: have high standards; seek and enjoy challenge; are knowledgeable and skilful; explain ideas and concepts; can interpret data and apply mathematical concepts.</p> <p>Enterprising, creative contributors, who: research and critically evaluate; connect and apply knowledge/skills to generate ideas; think creatively to solve problems; play different roles in teams effectively.</p> <p>Ethical, informed citizens, who: find, evaluate and use evidence in forming views; engage with contemporary issues; understand and exercise their rights and responsibilities; consider the impact of their actions; know about their culture, community, society and the world; respect the needs and rights of others; are committed to sustainability.</p> <p>Healthy, confident individuals, who: are confident, resilient and empathetic; form relationships based on trust and respect; face and overcome challenge; develop skills and knowledge to manage everyday life.</p>					
<p>Knowledge focus/what matters:</p> <p><i>Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.</i></p> <p><i>Our natural world is diverse and dynamic, influenced by processes and human actions.</i></p> <ul style="list-style-type: none">• Draw considered and reasoned conclusions to my enquiries, while understanding that other people may form different conclusions from the available evidence.• Use my knowledge and understanding to analyse and explain moral and ethical issues before making final judgements.• Explore, analyse and compare key ideas using relevant terminology and supporting my views.					
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)		Homework/Gwaith cartref to support progress	
Week 1/2	<ul style="list-style-type: none">• Exploring a series of ancient cave art and understand what it teaches about humanity.• Evaluate the concept of Imago Dei, and how this relates to early communication.• Create a depiction of cave art based on religious or spiritual beliefs of how the world is viewed.	<p>I can recall prior learning including scripture and apply this knowledge to new discoveries.</p> <p>I can ask questions to support my viewpoints, whilst evaluating my overall judgements.</p> <p>I can investigate complex problems and find solutions.</p> <p>I can construct and critique a range of viewpoints before making well supported evaluations.</p>		Wk 1/2	Homework: Catholic social teaching.
Week 3/4	<ul style="list-style-type: none">• Evaluate and discern what Catholic social teaching is, in relation to the dignity of the human person.• Summarise findings on the Pope and create a letter which is written to the Bishop of Kenya or the Bishop of Bolivia, regarding issues on climate change.	<p>I can recall prior learning including scripture and apply this knowledge to new discoveries.</p> <p>I can ask questions to support my viewpoints, whilst evaluating my overall judgements.</p>		Wk 3/4	Homework: Pope Leo XIV
					Set: 3.11.2025
					Due: 17.11.2025
					Set: 17.11.2025
					Due: 1.12.2025

	<ul style="list-style-type: none"> Discuss how these issues need to be addressed by the church, to ensure that Catholic Social Teaching is being implemented throughout the world. Research using sources of Media and SOWA and consider how this contributes to the problem of poverty. Critique and construct arguments for and against 'The Pope is only responsible for climate change' 	<p>I can investigate complex problems and find solutions.</p> <p>I can construct and critique a range of viewpoints before making well supported evaluations.</p>		
Week 5	<ul style="list-style-type: none"> Define what a 'Soul' is. Discuss beliefs on the 'Soul' and how this is viewed by others. Explore what is meant by soul in relation to core Catholic beliefs. To understand the concepts of Psycho-Physical and immortality. Consider Catholic teachings on the Soul and use SOWA to support the beliefs. 	<p>I can recall prior learning including scripture and apply this knowledge to new discoveries.</p> <p>I can ask questions to support my viewpoints, whilst evaluating my overall judgements.</p> <p>I can investigate complex problems and find solutions.</p> <p>I can construct and critique a range of viewpoints before making well supported evaluations.</p> <p>I can recall prior learning and apply this knowledge to new discoveries.</p> <p>I can synthesise a range of viewpoints using subject specific vocabulary and sources of wisdom.</p>	Wk 5	<p>Homework: Soul</p> <p>Set: 1.12.2025</p> <p>Due:15.12.2025</p>
Week 6/7	<ul style="list-style-type: none"> To research multiple beliefs on the soul from, Hinduism, Buddhism, Judaism, Islam, Richard Dawkins, Plato and Aristotle. Examine each belief and compare your findings. Create enquiry questions for each belief and summarise beliefs on the soul. Compare and contrast two religions and one non-religious belief on 'There is no such thing as a soul' Explain how Catholics may respond to this statement. Reflect on the different beliefs before making final judgments. Explain how a Catholic may respond compared to an Atheist on the 'Soul'. 	<p>I can recall prior learning including scripture and apply this knowledge to new discoveries.</p> <p>I can ask questions to support my viewpoints, whilst evaluating my overall judgements.</p> <p>I can investigate complex problems and find solutions.</p> <p>I can construct and critique a range of viewpoints before making well supported evaluations.</p> <p>I can synthesise a range of viewpoints using subject specific vocabulary and sources of wisdom.</p>	Wk 6/7	