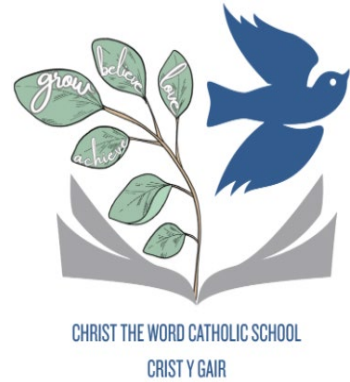


Learning Plan Spring 2		Subject/Pwnc: Religious Education	Year/Blwyddyn: 9
<p><u>The Four Purposes in Humanities:</u></p> <p>Ambitious, capable learners, who: have high standards; seek and enjoy challenge; are knowledgeable and skilful; explain ideas and concepts; can interpret data and apply mathematical 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> <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	Understand Catholic, Orthodox and Reform Judaism and non-religious beliefs to the right to Education. Evaluate these beliefs before drawing comparisons. Create detailed notes to support the writing for the SYL task. Plan an essay based on these findings.	<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>Wk 1 & 2</p> <p>Homework: Research Catholic, Jewish and non-religious beliefs to rights to education on pink sheet.</p> <p>Set: 23.02.2026 Due: 09.03.2026</p>
Week 2	Compare differences and similarities of Catholic, Orthodox, Reform and non-religious beliefs on the rights to Education.	<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>	

Week 3	<p>Utilise a range of research methods to gather data that can be used as evidence.</p> <p>Identify relevant media sources, such as documentaries, to provide up to date insights into changing attitudes on education.</p>	<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 3 & 4	<p>Homework: Data Research</p> <p>Set: 09.03.2026</p> <p>Due: 23.03.2026</p>
Week 4	<p>Identify similarities and differences between the various beliefs.</p> <p>Discuss the data found and explain the reliability of your sources. Including census, opinion poll, surveys, documentaries and data.</p> <p>Draw conclusions based on the data available.</p>	<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>Week 5</p> <p>NEA Preparation</p>	<p>Show your Learning (SYL)</p> <p>'All Humans have the right to Education.'</p> <p>Analyse and evaluate religious and non-religious beliefs on the themes of Education.</p> <p>Use contextual knowledge to inform my analysis of the statement.</p> <p>Come to a reasoned conclusion based on the research and data gathered</p>	<p>Using the classwork, research and prior knowledge:</p> <p>Success Criteria:</p> <p>I can explain non-religious views on education, including why they believe access to learning is a human right based on equality, fairness, and human potential.</p> <p>I can describe how education differs around the world and give examples of countries or regions where children struggle to access schooling.</p> <p>I can identify key issues that prevent children from receiving an education, such as poverty, conflict, discrimination, gender inequality, and lack of resources.</p> <p>I can compare Catholic, Orthodox Judaism, and Reform Jewish beliefs about education, showing how each tradition, values learning and human development.</p> <p>I can evaluate how these different perspectives support the idea that all humans have the right to education, using examples and clear reasoning.</p>	Wk 5	<p>Homework: Data research</p> <p>Set: 23.03.2026</p> <p>Due: 27.03.2026</p>