

Year 9 RELIGIOUS EDUCATION



Topic Titles

Good, bad, right or wrong; how do I decide?
Whose body is it anyway?
The Problem of Evil
Poverty
Philosophical questions *

*2023-4 This module may be replaced dependent on student need and prior learning.

Intent

Our aim is to enrich our students' learning through a thought-provoking curriculum that engages students and allows them to explore different world views in order to nurture inquisitive, curious, tolerant and critically thinking young people. The department offers distinctive opportunities to promote student's spiritual, moral, social and cultural development. The subject allows students to gain a better understanding of the world around whilst developing respect for other peoples' views and the diversity in society; building essential cultural capital.

There is also a clear focus on developing key skills and knowledge required the subject and for the world today. The use of evidence to help explain beliefs and practices and we develop students' analytical and evaluative skills throughout all key stages as these are essential for progress but also for life.

Links with other subjects

In RE students will draw on learning from English as they structure extended responses to key questions.

They will nurture similar skills to History and Geography with their analysis of sources and different ways of interpreting statements.

As a subject which is fundamental to the lives of so many people and that has driven change globally over the past 6,000 years the subject naturally has links to History, Geography and Science as we look at the ultimate questions of origins, meaning and purpose of human existence.

How will knowledge and skills be taught?

Religious Education is delivered through a blend of investigation, group exploration and independent research into the topics.

Developing students' analytical skills and understanding is done through Socratic questioning to explore complex ideas and concepts. Students will be encouraged to challenge assumptions, clarify meaning, and reveal underlying principles throughout their key stage journey. This level of understanding will hopefully be seen in increasingly well explained and analytical written work.

How can parents help?

Encourage students to:

- remain up to date with homework and consolidation tasks.
- ask for the term's additional reading article.
- talk about what they are learning and ask questions, demonstrating curiosity.
- look at how they can enhance their understanding by discussing news stories related to the religions studied.

Recommended Reading and Preparation for Learning

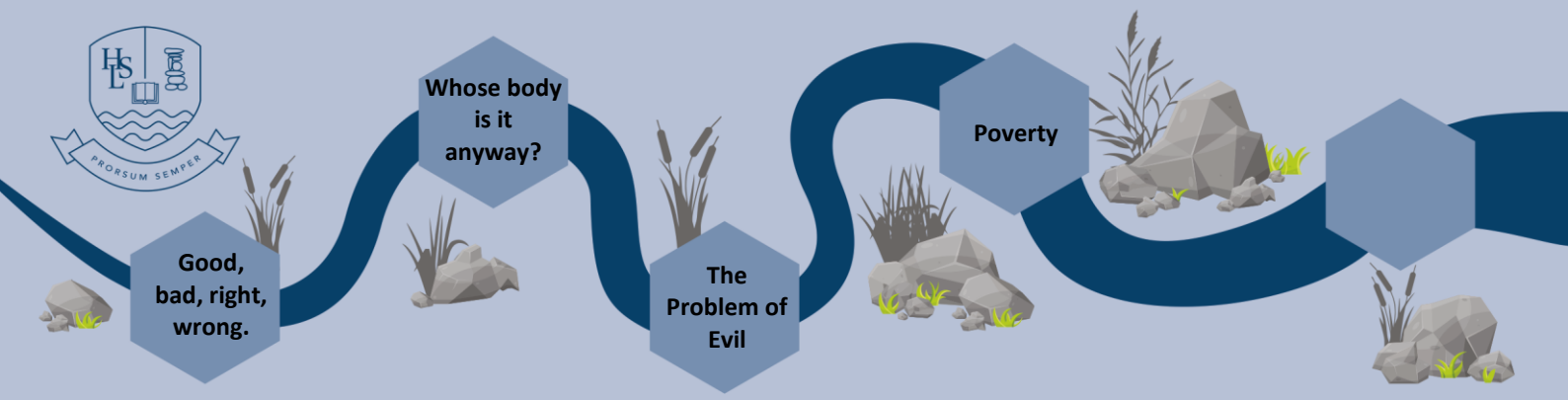
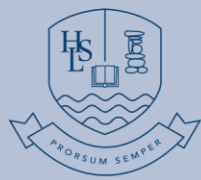
We would encourage students to read widely to broaden their understanding of all world religions and secular viewpoints.

BBC Bitesize has some excellent information about each of the world religions.

The department can recommend fictional wider reading that may develop students' curiosity into philosophy, ethics and religious diversity such as Sophie's World (14+).

Students will also find additional materials to support their learning on the VLE.

These will be added to as appropriate throughout the year.



Subject: Religious Education		Year Group: 9		Terms: 1	
Module/Theme: Good, bad, right or wrong; how do I decide?					
Topic Outline & Aims (Intent) In September students will explore ethical theories and sources of guidance to investigate how people decide how to act. Religious and non religious ethical codes will be covered and evaluated.					
Key Skills and Knowledge taught through this topic: (Intent) Students will understand the difference between absolute and relative morality by exploring religious ethical theories like Natural Law and Situation Ethics as well as non religious ethical theories like Utilitarianism. Students will develop subject specific skills such as using sources of authority and using new key terminology. Students will develop analytical and evaluative skills when considering the relevance of these theories. This will build on prior learning and will establish a solid foundation for students to progress through subsequent modules and key stages.					
Prior Learning: (Context) KS3: Throughout KS3 students have explored different religions and their basic beliefs as well as humanism. This module draws on this and shows how religion produces ethical codes and ethical theories. All year 7 and 8 modules feed into this module both in content, vocabulary and skills.		Future Learning: (Context) KS3: These ethical theories are deployed in our next module 'Whose body is it anyway?' when issues surrounding the body are explored (abortion, organ donation etc) and the ethical theories explored here are applied. This module allows us to challenge students of all abilities and include A level theories at this level to ensure solid foundation for GCSE is provided.		National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students' prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.	
RRSA Links: Article 14: Freedom of thought and religion			Assessment of Learning: (Impact) SUMMATIVE: formal assessed task FORMATIVE: Explanation questions concerning knowledge covered, evaluation questions, class notes marked and feedback given INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes		
British Values Links: Tolerance of those of different beliefs and faiths.					
Eco Schools Links: NA					
Reading / Enrichment: Links to articles on RE pages of the VLE Links to videos on the RE pages of the VLE		Key Vocabulary: (Literacy) Relative/ absolute morality, commandment, precept, utilitarianism, right/ wrong, agape, consequentialism.		Numeracy Opportunities: N/A	Career Links: Researcher Lawyer Ethicist Public services Teacher or lecturer Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.