



Marshall's Park Academy - Curriculum Overview

Subject: Religious Education

Year Group: 9



Our Year 9 programme of study has been purposely designed to challenge our students, broadening their understanding of Religious Education as an academic discipline. Thematically structured to complement the AQA GCSE specification they will move on to in KS4, students will build on their KS3 knowledge and enhance their understanding of the six main world religions as they progress through the modules. Students will study six units, each one focusing on a different ethical or moral theme to encourage independence and critical thinking skills.

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
Half term 1: Religion, Peace and Conflict	Half term 3: Social Injustice	Half term 5: Religion and Life
KNOWLEDGE/SKILLS	KNOWLEDGE/SKILLS	KNOWLEDGE/SKILLS
<ul style="list-style-type: none"> • To think about and question whether war can ever be justified, identifying reasons why wars start • War crimes: to examine the international rules of war, looking at a case study of when these rules have been broken (Kony 2012) • To discuss whether nuclear war can ever be morally justifiable with historical examples • To know the difference between nuclear deterrence and nuclear disarmament • To reflect on the events in Hiroshima and Nagasaki and decide whether the use of nuclear weapons is morally justified • To understand what Just War Theory is and the Christian approach to war and morality • To understand the difference between Greater and Lesser Jihad • To explain what makes certain types of war 'Holy War' 	<ul style="list-style-type: none"> • To know what is meant by the word stereotype • To know the difference between prejudice and discrimination • To consider whether people are inherently prejudiced and consider to what extent unconscious bias may account for this • To think about reasons why people are prejudiced • To consider a case study of disability discrimination • To examine historical sources that promote prejudice • To consider apartheid as an example of widespread prejudice and discrimination, explaining what life was like for black people in South Africa • To explain what factors enabled apartheid to continue for so long • To consider religious responses to the Holocaust and to what extent survivors were able to maintain their faith 	<ul style="list-style-type: none"> • To consider what factors determine a person's quality of life • To reconcile the relationship with a person's quality of life and the value it holds • To know different religious teachings on when life begins • To justify person viewpoints on when life begins • To know the UK's legal stance on abortion • To examine the morality of abortion, and link this to views about when life begins • To know the different forms of euthanasia and how legality differs around the world • To formulate opinions regarding the extent to which humans should interfere with the laws of nature



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Half term 2: Religion, Crime and Punishment	Half term 4: Relationships and Families	Half term 6: Creation
<p style="text-align: center;">KNOWLEDGE/SKILLS</p> <ul style="list-style-type: none"> • To know and understand what crime is and the legal position on criminal responsibility • To question the reasons why people commit crime and what traps offenders in a cycle of crime • To know and understand the UK's position on criminal responsibility, applying this to the case of James Bulger • To know and understand six aims of punishment as well as Christian attitudes towards punishment • To be able to explain the origin of Christian sin and use examples to explain how not all sins are crimes • To know current information about the death penalty around the world and consider whether it is ethically justifiable • To know and compare different religious attitudes towards crime 	<p style="text-align: center;">KNOWLEDGE/SKILLS</p> <ul style="list-style-type: none"> • To understand what is meant by the term sexuality and heterosexual and homosexual relationships • To consider both religious and contemporary attitudes towards different types of relationship • To consider the nature and purpose of the family • To consider religious attitudes towards polygamy, including examination of a case study • To consider why many religions hold beliefs surrounding sex before marriage • To consider the religious nature of marriage, and responses to same sex marriage and cohabitation • To explore different reasons for divorce, ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion • To consider to what extent the purpose of relationships is for procreation 	<p style="text-align: center;">KNOWLEDGE/SKILLS</p> <ul style="list-style-type: none"> • To know what each of the six main world religions teaches in terms of creation of the world/humanity • To know the leading scientific theories of creation (Big Bang Theory & Evolution) • To conduct research beyond the main religious beliefs to examine a lesser known tradition, looking at their teachings on creation • To consider alternative creation stories, such as those from Norse mythology and Chinese tradition • To increase knowledge and understanding of Buddhist and Christian beliefs about creation in preparation for core modules in Year 10 • To compare and contrast different beliefs about creation • To link key religious teachings on creation to scripture
<p style="text-align: center;">KEY ASSESSMENTS</p> <p>HALF TERM 1: Religion, Peace and Conflict</p> <p>HALF TERM 2: Religion, Crime and Punishment</p>	<p style="text-align: center;">KEY ASSESSMENTS</p> <p>HALF TERM 3: Social Injustice</p> <p>HALF TERM 4: Relationships and Families</p>	<p style="text-align: center;">KEY ASSESSMENTS</p> <p>HALF TERM 5: Religion and Life</p> <p>HALF TERM 6: Creation</p>