

Subject: Year 9 Religious Education

Year 9 Curriculum Intent: The Religious Education curriculum in Y9 builds on the study of specific religious worldviews in years 7 and 8 and moves on to an exploration of non-religious worldviews and an understanding of different models for approaching moral choices. This includes absolute versus relative morality as well as intentionalism and consequentialism. Students then have the opportunity to apply these different ethical models to big moral questions facing humans. Students consider the origins of the universe and the concepts of stewardship and dominion as outlined in the Torah, Bible and the Qu'ran. This leads on to discussion around treatment of the environment and animal rights. Finally students consider the value, meaning and purpose of human life and the impact human origins have on this. This leads on to discussion around the sanctity and quality of human life in particular the issues of abortion, euthanasia and life after death. *These challenging issues are dealt with sensitively and in an age-appropriate way.*

	Scheme 1: Philosophy and Ethics	Scheme 2: Religion and the Environment	Scheme 3: Religious attitudes to matters of life and death.
Acquire	Knowledge of the origins of atheism and humanism including main reasons for rejecting the existence of God. Knowledge of a variety of models of making ethical choices including situation ethics and utilitarianism.	Knowledge of different religious and non-religious beliefs about the origins of the universe. Knowledge of different interpretations of religious texts and how this impacts on treatment of the environment and animals.	Knowledge of different religious and non-religious beliefs about the origins of human life. Knowledge of different interpretations of religious texts and how this impacts on moral choices linked to fertility treatment, abortion and euthanasia. Knowledge of different religious and non-religious approaches to life after death.
Apply	Discuss the strength of the reasons given by atheists for rejecting God's existence. Evaluate whether Humanism is a religious worldview. Apply different models of ethics to a range of moral dilemmas and come to personal conclusions.	Discuss the relationship between sacred texts and scientific theories of the origins of the universe giving a personal response. Evaluate whether all religious people should be vegetarian with reference to Hinduism and Judaism. Discuss the moral considerations linked to animal experimentation.	Discuss the relationship between sacred texts and scientific theories of the origins of human life giving a personal response. Outline divergent religious and non-religious beliefs linked to fertility treatment, abortion and euthanasia based on understanding of religious texts. Explain divergent approaches to the afterlife including different religious and non-religious beliefs.
Vocabulary	Atheism Humanism Ethics Morality	Creation The Big Bang Theory The Theory of Evolution Stewardship	Sanctity of Life Fertility Treatment Abortion Viability

	Dilemma Intentionalist Consequentialist Thought Experiment Absolute Ethics Relative Ethics Situation Ethics Utilitarianism	Dominion Vegetarianism Animal welfare Reincarnation Karma Brahman Ahimsa Kosher	Euthanasia Quality of life The immortality of the Soul Judgement Day Heaven Hell Purgatory Reincarnation
Assessment	Informal low stakes recall tasks. <u>Milestone 1</u> (open book assessment): A written response to the following question: Explain two reasons why atheists do not believe in God. <u>Big Test 1</u>: (closed book assessment) Section 1: 10 knowledge questions connected to the Philosophy and Ethics module. Section 2: Two written responses to questions linked to the Philosophy and Ethics module.	Informal low stakes recall tasks. <u>Milestone 2</u>: (open book assessment): An extended writing task evaluating the statement: "All religious people should be vegetarian." With specific reference to teachings from Hinduism and Judaism.	Informal low stakes recall tasks. <u>Milestone 3</u>: (open book assessment): A written response to the following questions: Outline three reasons why religious believers might oppose animal testing for cosmetics. Explain two reasons Christians believe in the sanctity of life. <u>Summer Assessment</u>: (closed book assessment) Section 1: 20 knowledge questions connected to the Philosophy and Ethics, Religion and Environment and Matters of Life and Death modules. Section 2: Two written responses to questions linked to the modules studied during Y9 with the opportunity to make links to other areas of study during KS3.