

### 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.*

### Year 9 Essential Knowledge Summary

Schemata 1: Philosophy and Ethics	Schemata 2: Religion and the Environment	Schemata 3: Matters of Life and Death
<p><b>Composite Knowledge:</b> students will understand main beliefs and practices of those from non-religious worldviews. They will be introduced to different models of making moral choices and apply these to moral dilemmas.</p> <p><b>Component Knowledge:</b>  <i>Foundational Knowledge:</i>                      The origins and main beliefs of atheism and humanism. The meaning of ethics including key ideas like intentionalism and consequentialism, absolute and relative ethics. The main principles behind Situation Ethics and Utilitarianism.</p> <p><i>Declarative Knowledge:</i>                      Outline the main reasons given by atheists for their lack of belief in a God and evaluate the strength of these. Outline the origins and main beliefs of Humanism and identify similarities and differences between Humanism and religions. Apply different ethical theories to moral dilemmas.</p> <p><i>Procedural Knowledge:</i>                      Interpretation of non-religious texts e.g. the Humanist Manifesto. Application of evidence to evaluate opinions linked to whether Humanism is a religious worldview. Discussion of different views about the best ways to make moral decisions.</p> <p><i>Upper Hierarchical Knowledge:</i>                      Evaluating whether Humanism can be described as a religion. Critical analysis of different theories of ethics and personal reflection on their own approach to moral choices.</p>	<p><b>Composite Knowledge:</b> students will compare and contrast different approaches to the origins of the universe. They reflect on the impact of religious and scientific beliefs and link these to choices about vegetarianism and animal experimentation.</p> <p><b>Component Knowledge:</b>  <i>Foundational Knowledge:</i>                      Religious and non-religious beliefs about the creation of the universe. The concepts of stewardship and dominion and the impact these have on treatment of the environment and treatment of animals. How ethical theories can be used to make moral choices connected to this area.</p> <p><i>Declarative Knowledge:</i>                      Outline the main similarities and differences of the creation stories in the Abrahamic faiths. Compare religious beliefs about creation with current scientific theories and consider the impact on treatment of the environment. Explain how religious teachings from Judaism and Hinduism impact choices connected to eating meat. Evaluate whether it is acceptable to experiment on animals from religious and non-religious perspectives.</p> <p><i>Procedural Knowledge:</i>                      Interpretation and application of a variety religious texts e.g. the Bible/Torah and the Qur’an to the origins of the universe. Application of evidence to evaluate opinions linked to the claims of Jesus to be the Messiah. Write a personal, justified conclusion as to whether all religious people should be vegetarian linking to teachings from Judaism and Hinduism. Discussion of different views about the morality of experimenting on animals.</p> <p><i>Upper Hierarchical Knowledge:</i>                      Considering the tension between the concepts of Dominion over creation and Stewardship of creation. Considering the relationship between religion and science and whether these views can be reconciled.</p>	<p><b>Composite Knowledge:</b> students will explore the concept of the sanctity of human life. They will explore religious and non-religious approaches to the value of life and connect this to difficult moral choices linked to fertility, abortion, and euthanasia. Finally, they explore one of life’s biggest questions, whether there is life after death.</p> <p><b>Component Knowledge:</b>  <i>Foundational Knowledge:</i>                      The concept of the sanctity of life and religious teachings linked to the sacred nature of human life. Options available to those who struggle to have children naturally. The current UK law on abortion and euthanasia. Different religious and non-religious beliefs about life after death.</p> <p><i>Declarative Knowledge:</i>                      Explain beliefs about the sanctity of life using religious teachings and give examples of how we protect or damage human life. Apply teachings about the sanctity of life to fertility treatment, abortion and euthanasia. Outline arguments for and against ending human life. Explain different religious and non-religious views about life after death and come to a personal conclusion.</p> <p><i>Procedural Knowledge:</i>                      Interpretation of a variety of religious texts e.g. the Bible/Torah and the Qur’an to the origins and value of human life. Discussion of different views about the morality of fertility treatment. Application of evidence to evaluate different opinions within religions linked to moral issues such as abortion and euthanasia. Write a personal, justified conclusion as to whether abortion should ever be acceptable including references to religious and non-religious viewpoints.</p> <p><i>Upper Hierarchical Knowledge:</i>                      Consider whether human life is sacred and whether we should be able to make life and death decisions. Evaluating evidence about the nature of the afterlife and considering the impact of these beliefs on how people choose to live their lives.</p>

### Year 9 Final Composite Knowledge End Point

- The origins, beliefs and practices of non-religious worldviews including Humanism.
- An overview of different ethical theories including Situation Ethics and Utilitarianism.
- Different beliefs about the origins of the universe and the concepts of stewardship and dominion.
- How religious and non-religious worldviews impact on choices connected to animals including vegetarianism and animal experimentation.
- The concept of the sanctity of human life and how this impacts on choices connected to fertility treatment, abortion and euthanasia.
- Different religious and non-religious beliefs about life after death and the evidence these beliefs are based on.