





RELIGIOUS EDUCATION Year 9 curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Religious responses to war, violence and peace	Religious responses to war, violence and peace	Religious responses to crime and punishments	Religious responses to the treatment of the planet and animals	Religious responses to the treatment of the planet and animals	Religious responses to issues surrounding the treatment of other people.
Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i>	<p>Year 9 begins with an introduction to moral issues. Students are introduced to how religious beliefs influence moral decision making when it comes to issues surrounding acts of violence, war and striving toward peace. Students will learn about the different types of war, causes of war and different weapons used. Students will learn about the different views of terrorism v freedom fighter and debate if there is ever any justification for violence. In the second half of the Autumn term and into the Spring term, students learn about the causes and types of crime. They can debate if some crimes are morally justifiable. They will learn about the various methods and aims of punishment including: prison, community service and capital punishment. This unit introduces students to worldviews on causes of crime and the types of punishments used in the UK and abroad. It encourages students to begin to think about if some crimes are worse than others and are the punishments handed down effective. We look closely at the aims of punishment and evaluate if certain types fulfil these aims. Students debate the ethics of Capital Punishment and learn worldviews on this controversial issue. Students continue their learning of moral issues into the summer term looking at how religious beliefs influence moral decision making when it comes to animal rights and how we treat the environment. The unit begins with lessons on the environment and how and why some people feel they should be stewards to the earth. We will go on to discuss if animals are as important as humans and if so what does this mean for our continued mistreatment of them in the future? We will look at how and why we use animals for food and experimentation and discuss the ethics and religious views surrounding these issues. To end the moral issues journey we have a unit about social justice. Students learn about what social justice means and how people treat others differently according to certain characteristics. This unit focuses on prejudice and discrimination and</p>					



	<p>explores issues such as racism, homophobia, gender, sexism and misogyny. As well as introducing these ideas to students from a secular viewpoint, they will also explore various religious views and discuss how beliefs impact upon practice.</p> <p>Skills include: Analysis, Evaluation, Reflection, Response, Empathy, Investigation.</p>	
<p>Skills</p>	<p>R <i>Develop</i> RESILIENCE</p>	<p><i>Students need to tackle sensitive topics and be prepared to learn from their experiences no matter how tough they have been.</i></p>
	<p>A <i>Possess</i> AMBITION</p>	<p><i>Students should endeavour to participate in discussions, complete all tasks asked of them and respond positively to constructive criticism.</i></p>
	<p>I <i>Demonstrate</i> INTEGRITY</p>	<p><i>Students need to allow others to feel safe to express their opinions, feelings and beliefs, whilst having the courage to share their own personal feelings.</i></p>
	<p>S <i>Embed</i> Self-Discovery</p>	<p><i>Students need to reflect upon topical issues such as terrorism, capital punishment, animal experimentation and think about how they make them feel. They should be open to developing their opinions and feelings about art and music and to be mature enough to share these with others.</i></p>
	<p>E <i>Display</i> EMPATHY</p>	<p><i>Students need to listen to others' views, experiences and opinions and be prepared to take them on board in order to strengthen and develop their own. Students should be beginning to appreciate that moral issues can be contentious and difficult to navigate.</i></p>



<p>Curriculum Links</p>	<p>The final unit in year 8, "Why do people suffer" introduced students to topics such as the effects of war and terrorism in relation to suffering. In year 9, the first unit "Morality and War" builds upon these ideas and will expand to allow students to evaluate ideas such as 'What is the difference between a terrorist and a freedom fighter?', 'can suffering sometimes be justified?'</p>	<p>Religious views on Crime and punishment has its roots in the year 7 units "What is RE", "Why do people believe in God?", "What do Buddhists believe?" and "What do Muslims believe?" as students can use this knowledge to develop their understanding of religious views on forgiveness, punishment and offenders. For example, they know from Unit 2 "Why do people believe in God?" that part of God's nature is to be merciful. They know from Unit 3 in year 7 "What do Buddhists believe?" and unit 3 in year 8 "Why do people suffer?" how and why people</p>	<p>How should we treat animals and the environment links directly back to the learning in year 7 unit 2 "Why do some people believe in God?" when students learned about the creation story in Genesis. Students can apply the beliefs from this unit to help them to explain influences practice regarding protection of the earth and animals. Later on in this unit, students will learn about religious views toward eating meat, consolidating knowledge from the creation story in year 7 unit 2 "Why do some people believe in God?", the Buddhist precept of ahimsa from unit 3 "What do Buddhists believe?" and the Muslim belief in halal and haram from unit 4 "What do Muslims believe?"</p>	<p>The social justice unit consolidates learning covered in year 7 unit 1 "What is religion?" unit 4 "What do Muslims believe?" It links directly to the issue of Islamophobia and prejudice and discrimination introduced in year 7. Students will possess the background knowledge to tackle the issues surrounding stereotypes, scapegoating and religious prejudice. The unit goes on to discuss issues such as racism and homophobia all of which will help to embed the British values introduced in year 7 and across all curriculum areas in Baldon school.</p>
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Assessment	Curriculum Checkpoint 1- CC - Religious believers and war Curriculum Checkpoint 2 - Aims of punishment Exam 1 Unit 1 and 2 Curriculum Checkpoint 3 - Religious believers and war Exam 2 Unit 3 and 4 Curriculum Checkpoint 3 - Muslim views on social justice			
Aspirations & Careers	Students will be learning about relevant, topical and current issues which affect moral decision making. Careers within the animal industry, the armed forces, and civil service jobs within the police and prison service are touched upon this year.			