



# Curriculum Overview

## Curriculum Area: Religious Education Year: 9

### Year 9 Curriculum:

#### **Autumn Term A: Caused by Chance?**

Key concepts should as 'God the Almighty' and the nature of God are introduced. We will examine the Genesis story and understand the differences between a literalist and a non-literalist. We use Genesis to explore stewardship and how stewardship and how it impacts on behaviour. Beliefs about the Big Bang and evolution are explored to identify the origins. We look at arguments for and against the design argument, examining the teleological, cosmological and other philosophical arguments for the existence of God.

#### **Autumn Term B: What might Hindus learn through festivals?**

What is meant by Sanatana dharma and why Hindu dharma is preferable to Hinduism. Who is the Brahman and the differing Hindu ways of understanding Brahman. Who is Vishnu? What is his role? Who/What are the avatars? What is the Ramayana? What does the story of Ramayana teach Hindus? What impact does this have on Hindus? The importance and impact of celebrating festivals and how they impact on individuals and Hindu communities. E.g. Festival of Light: Diwali. How do festivals unite Hindus?

#### **Spring Term A: Why might the existence of evil and suffering be a problem for theists?**

All pupils will learn about the different types of evil and suffering – natural and moral. What is the problem of evil? We will explore Christian responses to the problems of evil. Example of Job – knowing how Christians respond to suffering. Pupils will explore and discuss why evil happens? They will learn about our attitude about nature and the purpose of human life.

#### **Spring Term B: How should we make moral decisions?**

All pupils will learn about The Bible and the liberal, conservative and literal interpretations. We explore where a Christian might look for authority. We will look at places of authority – religious and non-religious. Pupils will learn about faith in the context of Christianity and Christian life – how do we make decisions in what to trust? (Family, nation and culture). Pupils will learn about ethical issues and how different Christians respond. We will explore the term, 'Having a moral compass and what does it mean?' There will also be an introduction to Humanism and how Christianity influences the UK. Finally, we will explore secularism in multi faith Britain.

#### **Summer Term: What is faith?**

All pupils will study Science versus Religion and explore what is faith and what do we have faith in? Pupils will learn about Facts versus Faith and how the Holy Spirit works within the world. Pupils will learn about peace and peacemaking and follow a case study on living a faith based life. Finally, pupils will learn about Oscar Romero and what words influenced him. We will explore religious experiences of individuals/communities and the impact these have on faith.

### **Links to the National Curriculum (Agreed Syllabus):**

**The curriculum for Religious Education and Worldviews aims to ensure that all pupils know about and understand a range of religions and worldviews, so that they can:**

- Describe, explain, and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- Identify, investigate, and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and
- Appreciate and appraise the nature, significance, and impact of different ways of life and ways of expressing meaning.

**Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and
- Appreciate and appraise varied dimensions of religion or a worldview.

**Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and
- Articulate beliefs, values, and commitments clearly to explain why they may be important in their own and other people's lives.

### **Knowledge and understanding of this curriculum will be assessed by:**

Knowledge quizzes

### **Powerful Knowledge/Cultural Capital Opportunities**

Pupils will be well prepared for life in our increasingly diverse society. They will acquire the necessary knowledge and skills to make sense of the complex world in which they live so that they can respect religious and cultural differences and contribute to a cohesive and compassionate society. RE supports our pupils to not only identify those values which will become the touchstones in their own lives, but also to foster mutual respect and tolerance of those with different faiths and beliefs. They will articulate clearly and coherently their personal beliefs, ideas, values and experiences so that they can hold balanced and well-informed conversations about religions and world views whilst respecting the views of others.