







Year 9 Religious Studies Curriculum Rationale

THEME: Religious Life




The Religious Studies KS3 curriculum is intended to allow students to know more about the religious beliefs of the world and instil a passion about culture. The curriculum is designed to cover most of the world religions, humanism and introduce some philosophical ideas but follows the Northamptonshire 2018–2023 curriculum with the biggest % of lessons focused on Christianity. The intention is to inspire student’s curiosity about the faiths within our community and to act as a solid grounding for the teaching of RS and Philosophy at GCSE and A level.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p>MAIN ENQUIRY: Theism</p>	<p>In this unit students will build on their learning in the Year 7 & 8. In Year 9 the focus is on Christianity.</p> <p>Key Questions: What are the Christian beliefs about God?</p> <ul style="list-style-type: none"> Students explore in greater detail the nature of God and what people believe. This includes exploring the concept of The Trinity. <p>Is belief the same for all?</p> <ul style="list-style-type: none"> Students explore why people believe in a God and also explore non-belief. 	<p>Builds on Year 7 & 8 knowledge which has covered elements of all of the BIG six religions and a range of themes.</p> <p>Students are going deeper into Christian beliefs e.g. exploring ideas such as Omnipotence, Omnibenevolence etc.</p> <p>(see end of document for unit plan / year 9 sequence of lessons)</p>	<p>Assessment 1 - Recap Forms quiz to test knowledge recall.</p> <p>Assessment 2 -Written answer to assess understanding.</p>	<p>Local Agreed Syllabus links:</p> <ul style="list-style-type: none"> AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with 	<p>Discussion, videos, reading and the involvement of all the HPL traits. But in particular:</p> <p> Linking.</p> <p>Making links between faith and beliefs / responses to the question of whether there is a God..</p> <p> Analysing – what are the strengths and weaknesses of different arguments for and against the existence of God?</p>	<p>Each enquiry will have focussed homework task to develop students’ knowledge and understanding within their enquiry:</p> <p>These will be mainly retrieval and flipped learning tasks.</p> <p>Students will also be encouraged to recap and revisit prior learning throughout.</p> <p><u>What parents can do to support:</u></p> <p>Discuss topics studied with your child e.g. Conversations about BIG questions, topical issues etc.</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	<p>Can Religion and Science ever be compatible?</p> <ul style="list-style-type: none"> <i>Linking to work in year 8 (ethical issues) students consider whether religion and science are compatible.</i> <p>What are the arguments for and Against God as creator?</p> <ul style="list-style-type: none"> <i>Students explore a range of Christian theories including the First Cause and Design arguments. They will also contrast this with scientific ideas on The Big Bang and evolution. This section also links back to year 8 study of evil and suffering.</i> <p>Why do people believe in miracles?</p>			<p>reference to the specific beliefs and religions studied.</p> <p>Geography – physical geography links to ideas such as creation and evolution.</p> <p>History – Early Christian Church views e.g. the theories of Thomas Aquinas.</p>		<p>Homework will be set that builds on the lesson content.</p> <p>Encourage students to read the news and discuss stereotypes that are sometimes used in the media. Other issues in the news that are related indirectly about faith and ethics in the news e.g. g. the Pope’s condemnation of the Ukraine War.</p> <p>Seneca – student account with questions and quizzes to help with the consolidation of lesson topics.</p> <p>Wider reading around the topic and some of the matters of faith – cross over.</p> <p>Use of online and printed KS3 RS revision (BBC Bitesize) to consolidate and extend in class learning.</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	<ul style="list-style-type: none"> Students explore traditional Biblical miracles as well as the idea of modern miracles. 					
<p>MAIN ENQUIRY: Peace and Conflict</p>	<p>In this unit students focus on the attitudes of faiths towards conflict, building on what they learnt in year 8 and exploring new concepts.</p> <p>Key questions: Can Christians justify violence and conflict?</p> <ul style="list-style-type: none"> Students recap year 8 unit on Christian views on Violence. Students will look deeper at concepts such as Pacifism through case studies. <p>Is it always possible to forgive and forget?</p> <ul style="list-style-type: none"> Students how Christian communities have tried to support and 	<p>Follows on from the first unit examining Evil and Suffering.</p> <p>New concepts introduced will include Pacifism and Conscientious Objection.</p> <p>Main focus in this section is on Christianity but we also look at historic examples of violence and conflict such as the Rwandan Genocide.</p> <p>(see end of document for unit plan / year 9 sequence of lessons)</p>	<p>Assessment 3 - Recap Forms quiz to test knowledge recall.</p> <p>Assessment 4 -Written answer to assess understanding.</p>	<p>Local Agreed Syllabus Links:</p> <ul style="list-style-type: none"> AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific 	<p> Linking between key beliefs and then the practices that believers follow.</p> <p>Making links between past events and topical issues.</p> <p> Meta Thinking – how religions shape ideas on what is appropriate behaviour in society and at times of conflict.</p> <p> Analysing e.g. using examples to explore how individuals have used their faith to take action and to inspire others.</p> <p> Analysing</p>	

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	<p><i>promote peace especially following challenging events such as wars and genocide. Students will consider actions following the Rwanda Genocide for example. Also, students will consider the key ideas of forgiveness and reconciliation.</i></p> <p>Is an 'eye for an eye' really the right policy?</p> <ul style="list-style-type: none"> <i>Students investigate concepts of justice and injustice. In this enquiry students will also explore arguments for and against capital punishment.</i> 			<p>beliefs and religions studied.</p> <p>History & RS – Holocaust (studied in Year 9 in RS and touched upon in History) and persecution of Jewish peoples. The impact of the Crusades on Christian and Muslim faiths.</p> <p>PSHE – ideas of discrimination and prejudice covered.</p> <p>Geography – Understanding the political and ethnicity divide in Rwanda and how it led to conflict.</p>	<p>Analysing the arguments for and against capital punishment.</p>	
<p>MAIN ENQUIRY: Holocaust through Ethics</p>	<p>In this unit students explore the events of the Holocaust from</p>	<p>Students build on knowledge gained in the previous unit.</p>	<p>Assessment through questioning throughout lesson sequence.</p>	<p>Local Agreed Syllabus Links:</p> <ul style="list-style-type: none"> Learning from religion and 	<p>Discussion, videos, reading and the involvement of all the HPL traits. But in particular:</p>	

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	<p>religious, ethical and historical perspectives.</p> <p>Key Questions: Why is it important to remember and learn from the Holocaust?</p> <ul style="list-style-type: none"> • <i>Students explore the question: Are humans naturally Good or Bad? This considers a range of perspectives (religious, non-religious and scientific)</i> • <i>Students investigate the Treatments of the Jews in Europe before WW2.</i> • <i>Students Investigate the 'Final Solution' and address misconceptions of the Holocaust.</i> • <i>Students explore the question: Is obeying orders good? This allows students to consider who was responsible.</i> 	<p>This unit will help students develop a deeper understanding of the ethical dilemmas and challenges surrounding the study of the Holocaust.</p> <p>(see end of document for unit plan / year 9 sequence of lessons)</p>		<p>belief. Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied.</p> <ul style="list-style-type: none"> • This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied. 	<p> Linking between core beliefs and how people put those beliefs into action.</p> <p>Meta</p> <p> Thinking – debating the ethics of topical and even controversial issues.</p> <p> Analysing – the whether faiths can give valuable and appropriate guidance in the modern world.</p>	

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	<ul style="list-style-type: none"> • <i>Can the greatest good for the greater number be justified? Students consider the ethics of this question.</i> • <i>Finally, students consider how and why it is important to remember and record the events of the Holocaust.</i> <p>ENRICHMENT Each year the Humanities faculty organised a Holocaust event. This usually requires students to spend at least 2 hours off timetable to participate in a talk by a Holocaust Survivor or Second-Generation speaker. This allows students to get an insight into individual experiences during the Holocaust and reflect on what they have learnt.</p>			<p>History & RS – Holocaust (studied in Year 9 in RS and touched upon in History) and persecution of Jewish peoples. The impact of the Crusades on Christian and Muslim faiths.</p> <p>Geography – using maps to pinpoint the key locations used during the Holocaust / understanding the socio-political impact.</p> <p>PSHE – issues of prejudice and discrimination.</p>		