

Year 9 Curriculum Overview [2023-2024]

RE

Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
Crime and Punishment	Justice and Sin	Justice ensures people are treated fairly, A Sin is an act against the will of God. Similarities and Differences between crime and sin. Biblical perspectives on justice.	Do now's MCQs – Crime and Punishment	Oral skills Extended answers to questioning, debate Read and evaluate key text RE Skills in answers through extended writing opportunities	Communication skills Public Speaking Skills Questioning and critical thinking skills Critical reflection Integrity and accountability Intellectual curiosity Resilience	Formative: MCQ Test 1 Question on the aims of punishment. MCQ Test 2
	Christianity and Justice	Christian aid works in areas of poverty around the world helping those in need. CAFOD (the Catholic Fund for Overseas Development) campaigns for justice for the poor of the world. Jesus' teachings about justice: Jesus teachings about justice were revolutionary for the time. Jesus linked justice with non-violence and forgiveness.		Tier 2 Crime Rehabilitation Free will Reform Capital punishment Mental illness Forgiveness Law Judgement Poverty		Summative: Extended piece of writing evaluating the statement ' <i>Capital punishment is always wrong</i> '.
	Aims of Punishment	The main aim of punishment is to try to make sure that everyone obeys the law. Retribution - The idea that punishments should make criminals pay for what they have done wrong.				

	<p>Capital Punishment</p>	<p>Deterrence - The idea that punishments will be of such a nature that they will put people off (deter) committing crimes.</p> <p>Protection - The idea that society should be protected from the criminal and the offences that a criminal commits.</p> <p>Reform - The idea that punishments should try to change criminals so that they will not commit crimes again.</p> <p>Abolished in Great Britain in 1965.</p> <p>For - A life for a life, it is a deterrent, if you are prepared to murder someone then you should expect to die, justice for the victim's relatives, "Thou shall not kill" – 10 Commandments, convicted murderers will not have the chance to kill again.</p> <p>Against - Two wrongs do not make a right, the country with the highest murder rate also kills the most criminals (USA), the right to life is a Human Right, mistakes cannot be put right, we should only be judged by God, politicians become involved and might not act for the right reasons.</p>		<p>Protection</p> <p>Addiction</p> <p>Evil</p> <p>Punishment</p> <p>Tier 3</p> <p>Deterrence</p> <p>Retribution</p> <p>Sanctity of Life</p>		
	<p>Christian perspectives on capital punishment</p>	<p>For: The Bible sets down the death penalty as the punishment for a number of crimes, so it is allowed by God. The Christian church itself used capital punishment in the past. Jesus never taught that the penalty was wrong.</p> <p>Against: Christianity is based on the belief that Jesus came to save (reform) sinners. It is impossible to reform a criminal who has been executed. Jesus banned retribution</p>				

	<p>Why people commit crime</p>	<p>when he said an eye for an eye a tooth for a tooth is wrong. For Christians, the law of the New Testament has replaced the law of the</p> <p>Social - Most young people who end up in prison was excluded from school so they lack education and qualifications</p> <p>Gang rivalry in neighbourhoods, has led more people to carry knives and guns which leads to more trouble</p> <p>Psychological - Criminologists say that the majority of people in prison are suffering from mental illness or psychological problems</p> <p>Law breaking may give them an adrenaline rush and a feeling of importance</p> <p>Environmental - An uncared for environment does not encourage responsible behaviour</p> <p>Hanging around the streets and estates looking for something to do leads to boredom</p>				
	<p>Crime and conscience</p>	<p>Our conscience is what tells us the difference between right and wrong. When we are babies we do not know the difference between right and wrong. As we grow up all sorts of things help us to learn the difference between right and wrong.</p>				

	<p>Christian views on criminals</p>	<p>Christianity teaches that sin is a part of human nature and that all people have the potential to commit a crime. Many Christians believe that the Bible teaches the difference between right and wrong. Following God's will leads people to the right path; ignoring God's will leads to disaster.</p> <p>Christians look to the example of Jesus, who taught the importance of forgiveness: <i>Then Peter came to Jesus and asked, "Lord, how many times shall I forgive my brother or sister who sins against me? Up to seven times?" Jesus answered, "I tell you, not seven times, but seventy-seven times. Matthew 18:21-22</i></p>				
	<p>Religion in Prison</p>	<p>Prisoners have certain rights around practicing their faith in prison:</p> <p>To practice your faith in prison. To can tell prison staff what your faith is when you first get to prison. They will then help you get what you need to practice your faith. The prison must make sure there is a place you can go to practice your faith. For example, to say prayers or to go to religious meetings. Every prison will have a team of people to help you practice your faith. This is called a chaplaincy team. You can ask to see a chaplain even if you have no religious faith. Chaplains are there to listen to any prisoner who wants someone to talk to. For example, if they are feeling upset or worried.</p>				

Matters of life and death	<p>What Catholics believe in life after death and it affects their lives</p> <p>Non-religious reasons for believing in life after death</p> <p>Why some people do not believe in life after death</p> <p>The nature of abortion</p>	<p>Catholics believe in life after death because:</p> <ul style="list-style-type: none"> • Jesus rose from the dead • The bible and creeds say there is life after death • The Church teaches that there is life after death • The soul is something that can never die <p>Some people believe in life after death for non-religious reasons such as:</p> <ul style="list-style-type: none"> • Near-death experiences when people see things during heart attacks, operations, etc • Evidence of the spirit world, ghosts, mediums, etc • Evidence of reincarnation such as people remembering previous lives <p>Some people do not believe in life after death because:</p> <ul style="list-style-type: none"> • They do not believe in God • There is no scientific evidence • They do not see where life after death could take place <p>Abortion is allowed in the United Kingdom if two doctors agree that there is medical reason for it. Abortion is a controversial issue because:</p> <ul style="list-style-type: none"> • People disagree about when life begins • People disagree about whether abortion is murder • People disagree about whether a women has the right to choose 	<p>Do now's</p> <p>MCQs – Matters of life and death</p>	<p>Oral skills</p> <p>Extended answers to questioning, debate</p> <p>Read and evaluate key text</p> <p>RE Skills in answers through extended writing opportunities</p> <p>Tier 2</p> <p>Immortality of the soul</p> <p>Resurrection</p> <p>Near death experience</p> <p>Paranormal</p> <p>Reincarnation</p> <p>Abortion</p> <p>Sanctity of life</p> <p>Euthanasia</p> <p>Quality of life</p> <p>Tier 3</p> <p>Non-voluntary euthanasia</p> <p>Voluntary euthanasia</p> <p>Assisted suicide</p>	<p>Communication skills</p> <p>Public Speaking Skills</p> <p>Questioning and critical thinking skills</p> <p>Critical reflection</p> <p>Integrity and accountability</p> <p>Intellectual curiosity</p> <p>Resilience</p>	<p>Formative:</p> <p>MCQ Test 1</p> <p>Short piece of writing on different beliefs about life after death.</p> <p>MCQ Test 2</p> <p>Summative: Evaluation of the current UK legislation taking into account views for and against abortion including both secular and religious arguments.</p>
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	<p>Different Christian attitudes to abortion</p> <p>The nature of euthanasia</p> <p>Christian attitudes to euthanasia</p>	<p>Christians have different attitudes to abortion because:</p> <ul style="list-style-type: none">• Some Christians believe that abortion is always wrong because it is murder and against the will of God• Some Christians believe that abortion is wrong but must be allowed in some circumstances as the lesser of two evils <p>There are various types of euthanasia that are all aimed at giving an easy death to those suffering intolerably. British law says that euthanasia is a crime, but withholding treatment from dying patients is not. Euthanasia is a controversial issue because:</p> <ul style="list-style-type: none">• Medicine can keep people alive with little quality of life• Suicide is no longer a crime• We give euthanasia to suffering animals• The role of doctor is to save life not kill• Can you ever be sure that euthanasia is what someone wants? <p>All Christians are against euthanasia because they believe life is sacred and belongs to God. However, there are some different attitudes among Christians about switching off life-support machines, withdrawing treatment, and so on because they think these are not euthanasia.</p>				
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	<p>The media and matters of life and death</p> <p>The causes of world poverty</p>	<p>Some people think that what religions say about matters of life and earth should not be criticised by the media because:</p> <ul style="list-style-type: none">• They might stir up religious hatred• They might be offensive to religious believers <p>Other people think the media should be free to criticise religious attitudes because:</p> <ul style="list-style-type: none">• A free media is part of democracy• It religious want to be free to say what they want, then the media must be free to criticise religion <p>The main causes of world poverty are:</p> <ul style="list-style-type: none">• Natural disasters• Wars• Debt• Unfair trade• Lack of education• HIV/AIDS				
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Spring Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
Relationships and Society	Love or lust, changing attitudes to sex, Relationships and the family	<p>To identify what the terms marriage, divorce, and homosexuality mean.</p> <p>To discover how attitudes to marriage, divorce, and homosexuality have changed in the UK.</p> <p>To identify the reasons why attitudes to marriage, divorce, and homosexuality have changed in the UK.</p>	<p>Do now's</p> <p>MCQs – Relationships and Society</p>	<p>Oral skills</p> <p>Extended answers to questioning, debate</p> <p>Read and evaluate key text</p> <p>RE Skills in answers through extended writing opportunities</p>	<p>Communication skills</p> <p>Public Speaking Skills</p> <p>Questioning and critical thinking skills</p> <p>Critical reflection</p> <p>Integrity and accountability</p> <p>Intellectual curiosity</p> <p>Resilience</p>	<p>Formative:</p> <p>MCQ Test 1</p> <p>Question on the changing attitudes to family in society .</p> <p>MCQ Test 2</p>
	Christian attitudes to sex	<p>To identify that sex outside marriage means pre-marital sex and extra-marital sex (adultery).</p> <p>To identify the different Christian attitudes to sex outside marriage.</p> <p>To identify the reasons for the different Christian attitudes to sex outside marriage.</p>		<p>Tier two</p> <p>Adultery</p> <p>Contraception</p> <p>Faithfulness</p> <p>Homosexuality</p> <p>Pre-Marital Sex</p> <p>Procreation</p> <p>Promiscuity</p>		<p>Summative:</p> <p>Extended piece of writing evaluating the how attitudes to sex have changed in society.</p>
	Purpose of marriage	<p>To identify the purposes of marriage for Roman Catholics.</p> <p>To understand how the purpose of marriage is shown in the wedding ceremony.</p>		<p>Tier three</p> <p>Civil Partnership</p> <p>Re-Constituted Family</p> <p>Nuclear Family</p> <p>Cohabitation</p>		

	<p>Christian teachings on divorce</p>	<p>To understand the different Christian attitudes to divorce.</p> <p>To understand the reasons why different Christians have certain reasons for accepting or not accepting divorce (also considering the complications of remarriage).</p>				
	<p>Family life</p>	<p>To study Roman Catholic teachings on family life.</p> <p>To understand the importance of Roman Catholic teachings on family life.</p>				
	<p>Catholic parishes support for families</p>	<p>To discover how Roman Catholic parishes help with the upbringing of children.</p> <p>To assess the importance of Roman Catholic parishes helping with the upbringing of children.</p>				
	<p>Homosexuality</p>	<p>To understand the three different Christian attitudes to homosexuality.</p> <p>To learn the reasons for the different Christian attitudes to homosexuality.</p>				

	<p>Contraception</p> <p>Christian attitudes to contraception</p> <p>Sex and relationships in culture</p>	<p>To identify the different methods of contraception.</p> <p>To understand the ways that the different methods of contraception work, and the advantages and disadvantages of each type.</p> <p>To understand the different Christian attitudes to contraception.</p> <p>To identify reasons why these attitudes are held.</p> <p>To understand how an issue arising from marriage and the family has been shown in the media.</p> <p>To identify whether the treatment of religious people or religion was fair in the media item chosen.</p>				
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Year 9 Curriculum Overview [2022-2023]

RE

Summer Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
Judaism Beliefs & Teachings	The Almighty:	The nature of the Almighty. How the characteristics of the Almighty are shown in the Torah, and why they are important in Jewish life today, including One, Creator, Law-Giver and Judge, including reference to Genesis 2.	Do now's MCQs – Judaism B & T	Oral skills Extended answers to questioning, debate Read and evaluate key text RE Skills in answers through extended writing opportunities	Communication skills Public Speaking Skills Questioning and critical thinking skills Critical reflection	Formative – Exam question Summative – End of unit assessment
	The Shekhinah:	The nature and importance of Shekhinah. How the divine presence is shown in the Torah and why it is important, including interpretations of 2 Chronicles 7:1–3.		Judaism B & T Tier 2 Rabbi Circumcision	Integrity and accountability Intellectual curiosity Resilience	
	The Messiah:	The nature and purpose of the Messiah. How messiahship is shown in the scriptures including Jeremiah 23:5–8; the nature and significance of the Messianic Age and the Jewish responsibility to bring it about.		Tier 3 Barachu Minyan Tenakh Torah Shema Talmud		
	The covenant at Sinai:	The Covenant at Sinai: the nature and history of the Covenant at Sinai (the Ten Commandments), including Exodus 20.				

	<p>The covenant with Abraham and his descendants:</p> <p>Sanctity of life:</p> <p>Moral principles and the Mitzvot:</p> <p>Jewish beliefs about life after death:</p>	<p>The covenant with Abraham and his descendants: the nature and history of the Abrahamic covenant; the role of Abraham in the covenant, including Genesis 17.</p> <p>Sanctity of life: the nature and importance of Pikuach Nefesh (primacy of life. Why human life is holy by Jewish people.</p> <p>Moral principles and the Mitzvot: the nature and importance of the Mitzvot, including reference to the Mishneh Torah of Maimonides: Sefer Mada;</p> <p>Jewish beliefs about life after death: divergent Jewish understandings of the nature and significance of life after death, including reference to different forms of Orthodox and Reform Judaism.</p>		<p>Tikkum Olam</p> <p>Teshiva</p> <p>Messiah</p> <p>Shavuot</p> <p>Teshuva</p> <p>Gan Eden</p> <p>Gehinnom</p> <p>Nevi'im</p> <p>Olam Ha-Ba</p> <p>Halakhah</p> <p>Mitzvot</p> <p>Covenant</p>		
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Judaism Practices	<p>Public acts of worship:</p> <p>The Tenakh and Talmud:</p> <p>Private prayer:</p> <p>The Shema and the Amidah:</p> <p>Ritual and ceremony:</p> <p>Shabbat:</p>	<p>The nature and purpose of Jewish public acts of worship. The nature, features and purpose of Jewish public worship, including interpretations of Psalm 116:12–19.</p> <p>The nature, features, purpose and significance of the Tenakh (the written law) and Talmud (the oral law) for Jews in daily life today, with reference to Perkei Avot 2.</p> <p>The nature and purpose of prayer in the home and of private prayer. The nature, features and purpose of prayer three times a day.</p> <p>The nature and importance of the Shema and the Amidah (the standing prayer). When the Shema and the Amidah might be used, how and why, including reference to the Mezuzah.</p> <p>The importance of ritual for Jews today. The nature, features and purpose of the birth, marriage, Bar and Bat Mitzvah ceremonies. The nature, purpose and importance of mourning ceremonies.</p> <p>The nature, features, history and purpose of celebrating Shabbat. The nature, features</p>	<p>Do now's</p> <p>MCQs – Judaism Practices</p>	<p>Judaism Practices</p> <p>Tier 2</p> <p>Tier 3</p> <p>Kaddish</p> <p>Kedusha</p> <p>Kiddush</p> <p>Siddur</p> <p>Mezuzah</p> <p>Tallit</p> <p>Tefillin</p> <p>Mikvah</p> <p>Havdalah</p> <p>Bimah</p> <p>Yad</p> <p>Days of Awe</p> <p>Shofar</p> <p>Chametz</p> <p>Haggadah</p> <p>Leaven</p> <p>Challah</p> <p>Seder</p> <p>Aron Kodesh</p>	<p>Communication skills</p> <p>Public Speaking Skills</p> <p>Questioning and critical thinking skills</p> <p>Critical reflection</p> <p>Integrity and accountability</p> <p>Intellectual curiosity</p> <p>Resilience</p>	<p>Formative – GCSE style Exam question</p> <p>Summative – End of unit assessment</p>
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	<p>Festivals:</p> <p>Jewish festivals: the nature, history, purpose and significance of Jewish festivals. The origins and meaning of specific festivals, including Rosh Hashanah, Yom Kippur, Pesach, Shavuot and Sukkot.</p>	and purpose of the celebration of Shabbat in the home and in the synagogue,				
	<p>Features of synagogue:</p> <p>The nature, history and purpose of the different design of the synagogues in Liberal, Reform and Orthodox Judaism, including facing Jerusalem, layout of seating the Ark and the bimah.</p>					