

OVERVIEW	<p>The purpose of the RE curriculum is for students to know and understand a range of religious and non-religious worldviews and be able to critically engage with those views. Students should gain an appreciation for how those worldviews have impacted the world they live in at a local, national, and global level. The aim of Year 9 RE is to look at more of the philosophical side of religion, looking at ethical arguments towards life and death, but also ideas about equality, both within religion but also more secular arguments. We also aim to ensure students are not given stereotypical views about religion, which is why we study a unit on extremism, and allow students to understand that most religious believers are strongly against extremist views.</p>		
AUTUMN	<p>Unit 1 : Life and Death</p> <p>This unit of work explores issues around the topic of life and death. Students begin by exploring why doing the right thing isn't always obvious and examine Philippa Foot's trolley problem as an introduction to moral philosophy.</p> <p>Students then engage with the ethical and philosophical thought of Thomas Aquinas (Natural Moral Law) and Joseph Fletcher (Situation Ethics).</p> <p>Students then apply the thinking of Aquinas and Fletcher into the life and death issues of euthanasia, abortion, capital punishment and animal rights.</p>	<p>Assessment</p> <p>Big Write – Explain how people would criticise Aquinas' approach to morality.</p> <p>Big Write – “Abortion is wrong, no matter what.” Discuss this statement, showing you have considered more than one point of view. You must reference Aquinas and Fletcher in your writing.</p>	<p>Personal Development</p> <p>Unit 1: Moral: Students given the opportunity to offer reasoned views on ethical issues, and to listen to the opinions of others.</p>
SPRING	<p>Unit 2: Equality</p> <p>This unit of work explores different issues around equality. Students will learn about religious and non-religious perspectives on equality.</p> <p>Students begin by learning why equality is important and what religion teaches about equality.</p> <p>Students will study religious perspectives on racism and gender equality.</p>	<p>Assessment</p> <p>Mid-year assessment – Life and Death</p> <p>Big Write – “Religions need to catch up with the modern day and allow women roles within worship.” Discuss this statement showing you have considered more than one point of view.</p>	<p>Personal Development</p> <p>Unit 2: Moral: Students given the opportunity to offer reasoned views on ethical issues, and to listen to the opinions of others.</p>
SUMMER	<p>Unit 2: Equality</p> <p>Students will continue by exploring the debates surrounding women in worship and LGBTQ+ issues.</p> <p>Students will then examine religious teachings on disability.</p> <p>Unit 3: Extremism</p> <p>A study of the issues surrounding extremism. Students will explore the causes of religious extremism and understand the dangers of it. Students will examine why the majority of religious believers oppose extremism and what they might do to protest against it.</p>	<p>Assessment</p> <p>Big Write –</p> <p>“Religion is a help to people with disabilities.” Discuss this statement showing you have considered more than one point of view.</p> <p>End of year assessment – Life and Death. Equality.</p>	<p>Personal Development</p> <p>Unit 3: Moral: Students given the opportunity to offer reasoned views on ethical issues, and to listen to the opinions of others.</p>

Useful resources for supporting your child at home.

Seneca – There are quizzes on Seneca that match to the Life and Death and Equality units we study in Year 9. This will allow your child to quiz themselves to improve their ability to remember facts.

Knowledge Organiser – The Religious Education knowledge organiser contains key facts students need to know for the Life and Death and Equality units. You could test your child on their ability to remember these facts, or get your child to self-quiz using the 'Read, Cover, Write, Check' technique.