



# Religious Studies Yr 9

## Curriculum Intent

Throughout Key Stage 3, pupils extend their understanding of Christianity and other principal religions in a local, national and global context. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities.

Pupils enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs.

Pupils reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues."

## Autumn Term | Philosophy of Religion

### Students will learn:-

- Nature of God
- Problem of Evil/Suffering
- Possible responses to the Problem of Evil/Suffering
- Arguments for/against the existence of God:
  - Teleological Argument
  - Feuerbach
  - Pascal's Wager
  - Free Will and Determinism

### Knowledge, understanding & Skills

#### Learning About Religion:

By the end of the unit, students will be able to explain a number of different arguments for/against God's existence

#### Learning From Religion:

By the end of the unit, students will be able to reflect upon the justifications for their own beliefs about God

#### Assessment

Key Words Test #1: Beliefs  
Free Will and Determinism Essay

### What does Excellence look like?

Considering whether it is even possible to prove/disprove the existence of God.

Evaluate which is the most successful argument for/against God's existence, justifying why this is the case.

### How is homework used to enhance learning?

Philosophical Poems (Homework Project)  
Does God Exist?

## Spring Term | Holocaust

### Students will learn:-

#### Holocaust:

- Anti-Semitism
- Kristallnacht
- Ghettos
- Concentration Camps
- Case Studies (e.g. Leon Greenman, Maximilian Kolbe, Anne Frank)

#### Middle East:

- After the Holocaust
- Jerusalem: Islam, Christianity, Judaism
- Timeline of Jerusalem
- Case Studies

### Knowledge, understanding & Skills

#### Learning About Religion:

By the end of this unit, students will understand the key historical events of the Holocaust and the Middle East conflict

#### Learning From Religion:

By the end of this unit, students will be able to reflect upon the place of religion in the modern world

### How is homework used to enhance learning?

Holocaust Diary Entries (Homework Project)  
Creating an inter-faith school in Jerusalem (Homework Project)

#### Assessment

Key Words Test #2: Practices

Holocaust Diary Entries (Homework Project)

### What does Excellence look like?

Charting the rise of anti-Semitism in the years prior to the Holocaust.

Understanding the complexity of the situation in the Middle East, and the various religious, historical and cultural factors that contribute to this

## Students will learn:-

- Right and Wrong
- Intentionalism
- Consequentialism
- Applied Ethics: e.g. Abortion, Euthanasia

## How is homework used to enhance learning?

- What is right and wrong? (Homework Project)
- Abortion Debate (Homework Project)

## Knowledge, understanding & Skills

### Learning About Religion:

By the end of the unit, students will be aware of different ways of deciding what is right and wrong, and be able to apply these to ethical issues.

### Learning From Religion:

By the end of the unit, students will be able to decide upon their own view on moral issues.

## Assessment

- Key Words Test #3: Teachings
- Abortion Debate Speech/Presentation



## What does Excellence look like?

Understanding that members of the same religion may come to very different conclusions about applied ethical issues, and the reasons for this.

Being able to argue from a consistently held position about moral issues, giving justified reasons to support these views.

## International Opportunities

### Visits Programmes

- Le Mont Saint Michel abbey.
- Palais des Papes – Avignon.
- Saintes Marie de la Mer – significance of this town for the traveller's community.
- Manade Paul Ricard – morals of games involving animals.
- La Chartreuse - Monastery
- Sagrada Familia, Gaudi's emblematic temple in Barcelona.
- Duomo di Milano (cathedral)
- Sant'Ambrogio - Romanic church
- Saronno - sanctuary
- Granada - cathedral, royal chapel
- Córdoba - Mezquita and cathedral (Muslim history)
- Jerez - cathedral, San Miguel Church
- Seville - cathedral

### Within the curriculum

- During the 'conflict' unit, students consider global events (the Holocaust, the Middle East conflict).
- Cultural relativity is recognised when studying both philosophy of religion and ethics.