

In year 9 we teach the following units over the course of the year. This year focus is placed on the philosophy and ethics, the impact of faith on the life of a believer. The topics are also bridging units for the potential option of GCSE RS course.

Topic	Rationale	Knowledge acquisition: <i>To know....</i> <i>...that (Declarative)</i> <i>.... how to (Procedural)</i>	Key vocabulary	Skills and enrichment
Introduction to ethics.	This module helps students learn about ethical and moral thinking of themselves, religious and non-religious people; the decisions they might make depending on the ethical / religious principal employed and the impact on their lives and the lives of others following their choices	Lesson 1 - What influences our ethical choices? <i>To know what ethics and morality are and where they may come from</i> <i>To know how religion may influence ethical decisions.</i>	Ethic Morality Relativity Absolute	a) <u>Subject specific skills</u> - Accurate use of key vocabulary - Understanding ethical theories that people may employ to make decisions and the impact of those decisions - Evaluation of a fundamental ethical and moral questions - Understanding of historical context of beliefs – ethical theories - Explaining ethical implications for the individual, communities and society. - Self-reflection of own world views and answers to ultimate questions and ethical and moral approaches - Class debate and discussion – learning from the views and opinions of others b) <u>Numeracy</u> - Statistics linked to ethical ideas c) <u>Literacy</u> - etymology of key words - accurate use of key words - Completion of written explanations of the theories - Interpretation of the ethical ideas including compare and contrast. - Analysis of strengths and weakness of each theory - Written applications of each theory - Explaining own views and opinions on the theories d) <u>Reading</u> - people experience of belief / faith / world views - Booklets and information sheets d) <u>Cultural Capital</u> - How people make ethical decisions e) <u>Curriculum links</u> <i>To Newcastle Agreed Syllabus</i> - SACRE: this RE modules has its basis in the AQA exam syllabus specification A and therefore...
		Lesson 2 - Should decision making be based on individual situations? <i>To know the principals of situation ethics as outlined by Joseph Fletcher.</i> <i>To know how to apply the ethical principal</i>	Love Situational Agape Joseph Fletcher	
		Lesson 3 - What does it mean to be a utilitarian? <i>To know what the ethical theory of Utilitarianism teaches.</i> <i>To know how to apply the ethical principal</i>	Utilitarianism Jeremy Bentham John Stuart Mill Happiness	

				<i>'The religions and worldviews studied in such syllabuses will be deemed to have met the Agreed Syllabus'.</i> <u>Assessment for this unit</u> • Low-stakes knowledge tests – self assessment with red pen – red pen improvements made by students • Lesson tasks and questions - self assessment with red pen and teacher formative assessment with written and oral feedback – red pen improvements made by students • Apply task – written evaluation - teacher formative assessment with written and oral feedback – red pen improvements made by students • Homework – ethical evaluation task – teacher assessment – oral feedback • Homework – End of unit Frog quiz – teacher summative assessment - percentage given • Summative assessment- Mock covering unit 1 and 2 – teacher summative with written feedback and red pen improvements made by student
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Crime and Punishment	This module helps students learn about religious and non-religious views on crime, punishment, justice and forgiveness; the reasons why people commit crimes, how society responds to wrongdoing, and the impact that beliefs about justice, punishment and reconciliation can have on individuals, communities and wider society.	Lesson 1 – What are laws, crimes and sins and do laws have to be just? <i>To know what laws, crimes and sins are with examples</i> <i>To know why we need laws and how they benefit the individual and society</i> <i>To know why laws, need to be just and fair</i>	Laws Crime Sin Just	a) <u>Subject specific skills</u> • Accurate use of key vocabulary • Understanding religious beliefs and teachings about crime, punishment and justice. • Evaluation of different views on punishment, justice and the death penalty and reaching a justified judgement. • Understanding the historical context of beliefs and how religious attitudes towards crime and punishment have changed over time. • Explaining ethical implications for the individual, communities and society. • Self-reflection of own world views and answers to ultimate questions and ethical and moral approaches. • Class debate and discussion – learning from the views and opinions of others b) <u>Numeracy</u> • Statistics linked to ethical ideas c) <u>Literacy</u> • etymology of key words • accurate use of key words • Completion of written explanations of • Interpretation of the ethical ideas including compare and contrast. • Analysis of strengths and weakness • Written applications of • Explaining own views and opinions on d) <u>Reading</u> • people experience of belief / faith / world views • Booklets and information sheets d) <u>Cultural Capital</u> • Understand how laws and the justice system help society. • Explore religious and non-religious views on right and wrong. • Consider important debates about crime, punishment and the death penalty. • Develop empathy through learning about forgiveness and reconciliation. • Reflect on how beliefs and values influence people's decisions and actions. e) <u>Curriculum links</u> <i>To Newcastle Agreed Syllabus</i>
		Lesson 2 – Why do people commit crime and how do we punish them in the UK? <i>To know some of the why people commit crime</i> <i>To know religious views on these reasons</i> <i>To know the range of punishments in the UK that can be used to punish criminals</i>	Poverty Greed Addiction Hate Upbringing Opposition	
		Lesson 3 – Why do we punish criminal? <i>To know some of the ways we punish criminals in the UK</i> <i>To know the 4 aims of punishment in the UK justice system</i> <i>To know how religious believers view the aims of punishment</i>	Retribution Deterrence Protection Reform	
		Lesson 4 – Is it morally right to use the death penalty (capital punishment)? <i>To know what the death penalty / capital punishment is, which counties have it and which do not.</i> <i>To know the arguments for and against the death penalty / capital punishment – including the religious viewpoints.</i> <i>To know how it links to the 4 aims of punishment.</i>	Death penalty Capital punishment Abolished	
		Lesson 5 – Do religious people support or reject Capital punishment? <i>To know the viewpoints of religious faiths linked to capital punishment.</i> <i>To know how they reflect the aims of punishment</i>	Retribution Protection Reform Deterrent	
		Lesson 6 – Is Capital punishment outdated? <i>To know the viewpoints of different religious groups on capital punishment.</i> <i>To know the arguments for and against the use of capital punishment.</i>	Outdated Abolished Reinstated	
		Mock revision and Mock weeks		
		Lesson 7 – Why is justice important? <i>To know what justice is and why it is important to religious people and society when linked to the topic of crime and punishment.</i>	Justice Fairness Restorative justice	

		Lesson 8 – What is forgiveness and why is it important? - Christian forgiveness To know what forgiveness is and why Christians choose to forgive. To know some examples of sources of authority where forgiveness is taught. To know the story of the Walker family and why they chose to forgive	Forgiveness Atonement Reconciliation	- SACRE: this RE modules has its basis in the AQA exam syllabus specification A and therefore... ‘The religions and worldviews studied in such syllabuses will be deemed to have met the Agreed Syllabus’. <u>Assessment for this unit</u> - Low-stakes knowledge tests – self assessment with red pen – red pen improvements made by students - Lesson tasks and questions - self assessment with red pen and teacher formative assessment with written and oral feedback – red pen improvements made by students - Apply task – written evaluation - teacher formative assessment with written and oral feedback – red pen improvements made by students - Homework- Mid unit Frog quiz- teacher summative assessment- percentage given - Homework – End of unit Frog quiz – teacher summative assessment - percentage given - Summative assessment Mock – covering unit 1 and 2 – teacher summative with written feedback and red pen improvements made by student
		Lesson 9 – How do different religions respond to evil and suffering? To know what the Corrymeela Community is. To know how Judaism and Islam teach about forgiveness To know how beliefs impact forgiveness for religious believers.	Repent Tawbah Teshuvah Malala Yousafzai	

Aspects of Philosophy and belief in God	This module helps students to pose critical questions about the existence of God and how religious and non-religious people respond to ultimate questions.	Lesson 1 - What is the Philosophy of Religion all about? To know what philosophy means and what philosophy of religion is. To know key classical philosophers and their main theories. To know how it can be used to answer questions about the existence of God.	Philosophy Existence Theist Atheist Agnostic	a) <u>Subject specific skills</u> • Accurate use of key vocabulary • Understanding that religions use sources of authority to guide decisions • Evaluation of a fundamental ethical and moral questions • Explaining beliefs and why people hold their own specific beliefs • Explaining the impact beliefs have on the believers – the impact on how they live their lives • Analysis and comparison of sources of religious authority • Understanding of historical context of beliefs. • Self-reflection of own worldviews and answers to ultimate questions and ethical and moral approaches • Class debate and discussion – learning from the views and opinions of others b) <u>Numeracy</u> • Statistics linked to the topic c) <u>Literacy</u> • Etymology of key words • Accurate use of key words • Interpretation of sources of authority • Written explanations of beliefs – including compare and contrast • Explaining how beliefs impact on the lives of believers d) <u>Reading</u> • Information booklets and worksheets • Sources of authority. • People's experiences of belief / faith / world views d) <u>Cultural Capital</u> • Origins of religions and world views • The UK as a Christian country based on the fundamental British values • The UK as a multicultural society • Impact of beliefs in the wider world – links to History curriculum e) <u>Curriculum links</u> <i>To Newcastle Agreed Syllabus</i> • SACRE: KS3 (Y9) Unit 5: The Influence of Beliefs on the Lifestyle of Believers
		Lesson 2 – What does the Design or Teleological argument for the existence of God say? To know what the main points of the Design or Teleological argument are –Newton and Paley. To know how, for some, nature shows evidence of complexity and design that proves the existence of God.	Teleological Design Analogy Complexity Purpose	
		Lesson 3 – How can we evaluate the Teleological argument for the existence of God? To know what strengths and weaknesses of the Design/Teleological argument are. To know Hume and Dawkins' critique of Teleological argument. To know how to evaluate the argument and draw a conclusion on its success in 'proving' the existence of God	Teleological Strength Weakness Conclusion	
		Lesson 4 – What is the First Cause or Cosmological Argument? To know what the First Cause / Cosmological argument states. To know the concept of cause and effect and how this can show the argument. To know why some disagree with the Cosmological argument.	Cause Effect Cosmological Aquinas	
		Lesson 5 – How can we evaluate the First Cause or Cosmological argument? To know what the strengths and weaknesses of the First Cause / Cosmological are. To know how to evaluate the strengths and weaknesses of the argument. To know how to compare the teleological and cosmological arguments.	Cosmological Strength Weakness Compare	

		Lesson 6 – Can we prove that God does not exist? To know what the different types of truth are. To know the relationship between science and religion. To know what Humanists believe about God.	Truth Proof Irrational	- SACRE:KS3 (Y7/8) Unit 6: Looking for Evidence of God - SACRE KS3 (Y9) Unit 6: Origins of the Universe - SACRE: this RE modules has its basis in the AQA exam syllabus specification A and therefore... 'The religions and worldviews studied in such syllabuses will be deemed to have met the Agreed Syllabus'. Assessment for this unit - Low-stakes knowledge tests – self assessment with red pen – red pen improvements made by students - Lesson tasks and questions - self assessment with red pen and teacher formative assessment with written and oral feedback – red pen improvements made by students - Apply task – written evaluation - teacher formative assessment with written and oral feedback – red pen improvements made by students - Homework – linked to lesson, chosen by teacher – teacher assessment – oral feedback - Homework – End of unit Frog quiz – teacher summative assessment - percentage given - Summative assessment test – covering unit 3 – teacher summative with written feedback and red pen improvements made by student
		Lesson 7 - Can Religious Experiences prove the existence of God? To know what religious experiences are and give examples. To know how religious experiences can prove the existence of God.	Numinous experiences Miracles Auditory visions	

The Problem of evil and Suffering and Buddhism	This module helps students learn about religious and non-religious responses to evil and suffering; the challenges that suffering can create for belief in God, and the ways different religions explain, respond to and find meaning in suffering through faith, forgiveness, charity and personal actions.	Lesson 8 - What is Evil and Suffering? To know what moral and natural evils are and give examples. To know that evil and suffering can cause some of to question their faith	Evil Suffering Moral evil Natural evil Free will	a) <u>Subject specific skills</u> • Accurate use of key vocabulary • Understanding that religions use sources of authority to guide decisions • Evaluation of a fundamental ethical and moral questions • Explaining beliefs and why people hold their own specific beliefs • Explaining the impact beliefs have on the believers – the impact on how they live their lives • Analysis and comparison of sources of religious authority • Understanding of historical context of beliefs. • Self-reflection of own worldviews and answers to ultimate questions and ethical and moral approaches • Class debate and discussion – learning from the views and opinions of others b) <u>Numeracy</u> • Statistics linked to the topic c) <u>Literacy</u> • Etymology of key words • Accurate use of key words • Interpretation of sources of authority • Written explanations of beliefs – including compare and contrast • Explaining how beliefs impact on the lives of believers d) <u>Reading</u> • Information booklets and worksheets • Sources of authority. • People's experiences of belief / faith / world views d) <u>Cultural Capital</u> • Origins of religions and world views • The UK as a Christian country based on the fundamental British values • The UK as a multicultural society • Impact of beliefs in the wider world – links to History curriculum e) <u>Curriculum links</u> <i>To Newcastle Agreed Syllabus</i> • SACRE: KS3 (Y9) Unit 3: Applying Religious Teachings to an Issue: Suffering • SACRE KS3 (Y9) Unit 4: The Buddha: His Life and Teachings
		Lesson 9 – Why is Evil and Suffering a problem for religious believers? To know what makes evil and suffering a 'problem' for religious believers. To know how the concepts God being omnibenevolent, omniscient, omnipotent link to the problem of evil.	Omniscient Omnibenevolent Omnipotent	
		Lesson 10 – How do religious people respond to of evil and suffering? To know how religions may respond to the existence of evil and suffering in the world To know how Christians reconcile evil and suffering with their beliefs in God	Disobedience Original sin Free will Karma Forgiveness Reconcile	
		Lesson 11 – How do non-religious people respond to evil and suffering? To know what atheists and humanists are and what they believe about evil and suffering. To know the difference between atheist and agnostic (negative atheists) and their views on God.	Atheist Agnostic Humanist	
		Lesson 12 – How do religions respond to evil and suffering? – Islam and Christianity To know the Biblical account of 'the fall' - Adam and Eve in Genesis. To know how Muslims may respond to moral and natural evil.	Predestination Test of faith Original sin The fall	
		Lesson 13 – How do religions respond to evil and suffering? - Tsunami case study To know the events of the Boxing Day Tsunami 2004 To know what a theodicy is. To know how Muslims may respond to natural evil.	Tsunami Natural evil Test of faith	
		Lesson 14 – How do religions respond to evil and suffering? – Christianity in action To know why Christians respond to evil and suffering with practical action and charity – recap Christian teachings from year 8.	Parable WWJD Charity	

	To know how Christians respond to evil and suffering with practical action and charity.		- SACRE: this RE modules has its basis in the AQA exam syllabus specification A and therefore... <i>'The religions and worldviews studied in such syllabuses will be deemed to have met the Agreed Syllabus'</i> Assessment for this unit - Low-stakes knowledge tests – self assessment with red pen – red pen improvements made by students - Lesson tasks and questions - self assessment with red pen and teacher formative assessment with written and oral feedback – red pen improvements made by students - Apply task – written evaluation - teacher formative assessment with written and oral feedback – red pen improvements made by students - Homework – linked to the lesson and set by teacher – teacher assessment – oral feedback - Homework – End of unit Frog quiz – teacher summative assessment - percentage given
	Lesson 15 – How do religions respond to evil and suffering? - Christian forgiveness To know why Christians, choose to forgive. To know some examples of sources of authority where forgiveness is taught. To know the story of Corrie ten Boom and why she chose to forgive	Forgiveness Reconciliation Corrie Ten Boom Atonement	
	Lesson 16 – How do religions respond to the problem of evil and suffering? – Judaism and Job To know where sin originated (came from) for Jews. To know that suffering is a response to sin. To know the story of Job and how this explains the existence of suffering in the world	Challenge Sin Just Job	
	Lesson 17 – How do religions respond to evil and suffering? – Judaism and The Holocaust To know the events of the Holocaust and how they link to evil and suffering. To know how different survivors responded to the Holocaust and how it affected their faith	Sin Forgiveness Reconcile Holocaust	
	Lesson 18- How do religions respond to evil and suffering? - Judaism and the effects of the Holocaust To know the events of the Holocaust and how they link to evil and suffering. To know how different survivors responded to the Holocaust and how it affected their faith	Forgiveness Survivor Atrocity	
	Lesson 19- How do religions respond to evil and suffering? - Debate To know different religious attitudes to the topic of evil and suffering To know how to structure a persuasive argument for the purpose of a debate To know how to speak formally and articulate your opinions successfully	Articulate Debate Evaluate	

		Lesson 20 – Who was the Buddha and what did he teach? To know the story of Siddhartha Gautama and how he became the Buddha. To know how Buddhists responded to evil and suffering from the experiences of the Buddha and through their personal search for enlightenment.	Siddhartha Gautama Enlightenment Suffering	
		Lesson 21- What do Buddhists believe about evil and suffering and how do they respond? To know how Buddhists use the teachings and truths of Buddha to avoid evil and suffering. To know the Four Noble Truths and the Eightfold path To know what negative actions cause suffering.	Enlightenment Suffering Meditation Mindfulness Compassion	