**2023 – 2024 RE Curriculum Overview**

**Year 9**

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| **Christian Values**  **Christian values are embedded throughout the RE curriculum. Wisdom is promoted through a love of learning that is fostered throughout RE; in Year 9 in particular, students engage in a study of religion and ethics which encourages students to ask and explore ethical questions, engage with ethical concepts and interpret the intricate complexities of faith and life. Ethics topics prompt students to ‘dig deeper’ into religious teachings and explore the various interpretations. The study of religion and ethics allows students to see the impact of religious (and non-religious) belief and allows them to explore faith in action, for example by examining the different Christian attitudes to topics such as social justice, gender or abortion. By exploring these topics, students are invited to explore values in action, such as equality, respect, koinonia, love, courage, peace, justice and service. They are also able to recognise the challenges of actioning values in the modern day, and analyse the meaning of these values in the face of ethical dilemmas. These examples of how Christian values are explored in the RE curriculum are not exhaustive, rather they give a flavour of how the Christian values are embedded throughout the RE schemes of work.** | |
| **Autumn 1** | **Autumn 2** |
| **ASSESSMENTS** | |
| Formative Assessment   * Peel Parargraphs * Forms Quiz   Summative Assessment   * Assessment Paper | Formative Assessment   * Peel Paragraphs * Forms Quiz   Summative Assessment   * Speech Project |
| Religion, Ethics and Human Rights | Religion and Medical Ethics |
| IP - 8.2, 8.3, 9.2, 9.4, 9.5, 9.6 | IP – 8.2, 8.3, 9.2, 9.4, 9.5, 9.6 |
| Knowledge  This builds on prior study, in particular the ‘Is it fair?’ unit studied at the end of Y7. It allows students to discover and evaluate key ethical theories, such as Deontology, Utilitarianism and Situation Ethics and apply them to modern day issues. It also allows students to explore human rights laws in the modern world and a range of dilemmas which challenge the application of them, for example capital punishment or animal rights. Finally, this unit focuses on social justice and the variety of faith and non-faith attitudes towards social justice, with particular focus on Christian views.   * What the study of ethics is * Key ethical theories including those of Kant (Deontology) and Mill (Utilitarianism) * What human rights are * What social justice means, with reference to feminism, Black Lives Matter and LGBTQ+ Rights * Different religious views regarding social justice, particularly those from Christianity and Islam * What freedom of expression means and how this sometimes clashes with religious beliefs. * Different religious views on gender equality and how this fits or clashes with human rights * What capital punishment is and different religious views regarding capital punishment, particularly those from Christianity and Islam * What animal rights are and different religious views regarding animal rights, particularly those from Christianity and Islam | Knowledge  This unit allows students to explore the link between faith and science and analyse the ethical dillemas that modern science and medicine have brought to light. Students are encouraged to explore issues such as abortion, euthanasia, and genetic engineering, and are facilitated to evaluate and analyse a range of religious and non-religious responses to these ethical dilemmas.   * The link between ethics and medicine * What abortion is, the law regarding abortion in UK and the various pro-life and pro-choice attitudes * The Christian and Muslim view on abortion * What euthanasia is, the law regarding euthanasia in the UK and the various attitudes towards it * The Christian and Muslim views on euthanasia * What IVF is, the laws and guidelines on IVF in the UK and the various religious and non-religious attitudes towards it * What genetic engineering is, the laws and guidelines on GE in the UK and the various religious and non-religious attitudes towards it. * What stem cell research is, the laws and guidelines on stem cell research in the UK and the various religious and non-religious attitudes towards it * The different religious objections to medical treatment |
| Theological Concepts  Sanctity of life, quality of life, faith, justice, social justice, reconciliation, truth, revelation, creation, Christian values | Theological Concepts  Sanctity of life, quality of life, faith, truth, revelation, Christian values. |
| Skills   * + Enquiry   + Investigation   + Recall, describe and understand key beliefs and practices.   + Interpretation   + Explanation   + Application   + Analysis   + Making links and drawing comparisons   + Critical Evaluation   + Reflection   + Formulating ideas   + Literacy   + Communication   + Religious Literacy   + Theological, sociological and philosophical thinking. | |