Year 9 RE at LHS

1. Being Human



We begin our year by thinking about issues faced by humans around the world. Pupils will reflect on our **sources of authority** and guidance, where **morals** come from and the difference between right and wrong. Students will look at crime and punishment in the eyes of **the law, religious and non-religious views** and **critically evaluate capital punishment**. We develop skills of **written argument** discussing moral issues of **animal testing, abortion and euthanasia** using religious teachings to suggest how different groups would respond to the issues. Skills of **reflection, research, application, empathy and communication** will be further developed through the use of scenarios and **real world events** to apply religious teachings and reflect on their relevance for believers in the **modern world**.







Year 9 Term 1

2. Religion and relationships (continued)

Throughout each key topic we will look at **sources of authority** across different **major world religions**, consider their influence on believers and apply teachings to scenarios, taking into account **modern societal** norms. We will develop our abilities to form **reflective, well- considered and reasoned conclusions** in written tasks by analysing religious teachings relating to **marriage, family, homosexuality and gender roles.**





Assessment 1 (Oct)

Being Human

We will assess your understanding of the topic through a mixture of short and long answer questions with a focus on key terminology and the formulation of arguments for and against a topical issue including the application of religious

Term 2



Assessment 2 (Apr)

Religion and relationships

We will assess your understanding of the topic through a mixture of short and long answer questions. An extended writing piece on evaluation of religious teachings on



2. Religion and relationships

Pupils begin by **defining** relationships and considering what they already know about religious attitudes, **applying** their **knowledge and understanding** of religious belief. Pupils consider religious attitudes to **premarital sex** and **evaluate** whether religious views are outdated and how they may **influence** religious believers.

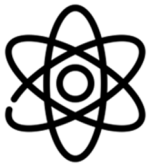


Term 3

FINISH

3. Religion and society

Pupils will start the topic by thinking about those in need around the **world**, the numbers of those in poverty around the world and **assess** the reasons for this **poverty**. Pupils will analyse a variety of religious teachings across **Christianity, Islam, Buddhism, Hinduism, Sikhism and Judaism** then apply these to situations around the world by **suggesting** how the teaching would **influence** religious believers to respond. Students will research examples of **religious charity** around the world and be able to explain how religion is working to reduce poverty.





We will consider the **UK** law on **prejudice and discrimination** through the **Equality Act 2010** and pupils will **compare** religious teachings to the requirements given in the **protected characteristics**. Students will **critically evaluate** whether these teachings are **compatible** with the modern world. Finally, students will consider whether it is possible to hold scientific world views alongside a commitment to religion.





Assessment 3 (Jul)

Religion and society

We will assess your understanding of the topic through a mixture of short and long answer questions. An extended writing piece on the work of religions to reduce poverty and on prejudice and