

# Curriculum Knowledge Map



Year 9	AUTUMN 1	Autumn 2
<b>Topics</b>	<b>Can God and Science Coexist?</b>	<b>What are different families like?</b>
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>• Teleological argument (argument from design)</li> <li>• Cosmological argument</li> <li>• Argument from Religious Experience</li> <li>• Morals</li> <li>• Scientific development: blood, organ and stem cell donation</li> <li>• Abrahamic v. Dharmic ideas about arguments for the existence of God</li> </ul>	<ul style="list-style-type: none"> <li>• Some roles of family</li> <li>• Some reasons for marriage</li> <li>• What a civil marriage is</li> <li>• Religious teachings about marriage and divorce</li> </ul>
<b>Procedural</b> <i>What should they be able to do?</i>	<ul style="list-style-type: none"> <li>• Reason, discuss and debate the strengths and weaknesses of the three arguments for the existence of God, as well as the role of morals and morality as evidence for and against the existence of God</li> <li>• Reason, discuss and debate the strengths and weaknesses of the coexistence of religious belief and science/scientific development</li> <li>• Write a balanced argument, drawing conclusions about their own opinion from various sources of evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Reason, discuss and debate about issues surrounding sex, gender, and discrimination, as well as sex education</li> </ul> <p>How to respond to an exam-style question, creating a balanced argument, how to discern reputable sources of information</p>
<b>Disciplinary Literacy</b> (Tier 3 Vocab)	<ul style="list-style-type: none"> <li>• Design</li> <li>• Teleological</li> <li>• Cosmological</li> <li>• Religious Experience</li> <li>• Moral argument</li> </ul>	<ul style="list-style-type: none"> <li>• Polygamy</li> <li>• Monogamy</li> <li>• Polyamory</li> <li>• Bigamy</li> <li>• Procreation</li> <li>• Covenant</li> <li>• Cohabitation</li> <li>• Vows</li> <li>• Contemporary society</li> <li>• Annulment</li> </ul>



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		<ul style="list-style-type: none"> <li>• Consummation</li> <li>• Adultery</li> <li>• Celibacy</li> <li>• Chastity</li> <li>• Iddah</li> <li>• Ta'alaq</li> <li>• Shari'ah</li> <li>• Hadith</li> </ul>
<b>Assessment</b>	Fact test	Peer assessed written piece
<b>Diversity</b>	<ul style="list-style-type: none"> <li>• Cover Dharmic as well as Abrahamic worldviews and arguments</li> </ul>	<ul style="list-style-type: none"> <li>• The different kind of committed, stable relationships</li> <li>• Varying roles and responsibilities of parents, including blended families</li> </ul>

Year 9		SPRING: Making Choices	
Topics	Spring 1: How do I know if a relationship is healthy?	Spring 2: Whose life is it anyway?	
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>• What some unhealthy relationship traits are</li> <li>• What some healthy relationship traits are</li> <li>• What Youth-Produced Sexual Images are</li> <li>• Some issues and laws surrounding YPSI</li> <li>• About different types of contraception</li> <li>• How to put on a condom</li> <li>• Why contraception is important</li> <li>• About STIs</li> <li>• Where to go if I have a sex or relationship issue</li> <li>• Some religious responses to sex and relationships</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between the approaches of the quality of life and the sanctity of life with considering abortion and euthanasia</li> <li>• Teachings that support the quality of life and teachings that support the sanctity of life from different religions</li> <li>• The role of personal agency (and lack thereof) and stigma in:               <ul style="list-style-type: none"> <li>- Human trafficking</li> <li>- Forced Marriage</li> <li>- FGM</li> <li>- HIV and AIDS</li> </ul> </li> </ul>	



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<b>Procedural</b> <i>What should they be able to do?</i>	<ul style="list-style-type: none"> <li>Reason, discuss and debate about issues surrounding sex, gender, and discrimination, as well as sex education</li> <li>How to respond to an exam-style question, creating a balanced argument, how to discern reputable sources of information</li> </ul>	<ul style="list-style-type: none"> <li>To write extended responses with religious ideas about abortion and euthanasia, to be able to structure a response and evaluate the strongest argument with reasons why.</li> </ul>
<b>Disciplinary Literacy</b> (Tier 3 Vocab)	<ul style="list-style-type: none"> <li>Abusive relationship</li> <li>Perpetuate</li> <li>Contraception</li> <li>Barrier contraception</li> <li>Hormonal contraception</li> </ul>	<ul style="list-style-type: none"> <li>Stigma</li> <li>FGM</li> <li>Euthanasia</li> <li>Abortion</li> <li>Trafficking</li> <li>Arranged marriage</li> <li>Forced marriage</li> <li>HIV</li> <li>AIDS</li> </ul>
<b>Assessment</b>	<b>Progress Test</b>	<b>Fact test</b>
<b>Diversity</b>	<ul style="list-style-type: none"> <li>The different kind of committed, stable relationships</li> <li>Varying roles and responsibilities of parents, including blended families</li> </ul>	<ul style="list-style-type: none"> <li>The difference between forced marriage and arranged marriage</li> </ul>

<b>Year 9</b>	<b>Summer: Exploitation and Vulnerability</b>
<b>Topics</b>	<b>How do I keep me and my community safe?</b>
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>Gang initiation</li> <li>Grooming tactics</li> <li>Laws</li> <li>County Lines</li> </ul>



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	<ul style="list-style-type: none"> <li>• Knife crime laws and issues</li> <li>• How to bring a community together</li> <li>• How to have a lasting positive effect on a community</li> <li>• Ways in which teenagers and vulnerable and how to combat those</li> </ul>
<b>Procedural</b> <i>What should they be able to do?</i>	<ul style="list-style-type: none"> <li>• To be able to debate current and historical issues, to articulate issues surrounding knife crime</li> <li>• To be able to write a balanced argument</li> </ul>
<b>Disciplinary Literacy</b> (Tier 3 Vocab)	<ul style="list-style-type: none"> <li>• Community</li> <li>• Bystander</li> <li>• Street gang</li> <li>• Organised criminal gang</li> <li>• County Lines</li> </ul> Exploitation
<b>Assessment</b>	<b>Fact test</b> <b>Progress Test</b>
<b>Diversity</b>	<ul style="list-style-type: none"> <li>• Stereotypes of gang leaders and members challenged, as well as challenging the stereotypes of those vulnerable to being groomed</li> </ul>

