

Curriculum Knowledge Map



Year 9	AUTUMN AND SPRING 1: LEARNING BLOCK 1 – Me, my relationships, and my community	
Topics	What does it mean to have healthy relationships? (8 weeks)	How do I keep myself and my community safe? (5 weeks)
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> • What some unhealthy relationship traits are • What some healthy relationship traits are • What Youth-Produced Sexual Images are • Some issues and laws surrounding YPSI • About different types of contraception • How to put on a condom • Why contraception is important • About STIs • Where to go if I have a sex or relationship issue • Some religious responses to sex and relationships • Some roles of family • Some reasons for marriage • What a civil marriage is • Religious teachings about marriage and divorce 	<ul style="list-style-type: none"> • Gang initiation • Grooming tactics • Laws • County Lines • Knife crime laws and issues
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> • Reason, discuss and debate about issues surrounding sex, gender, and discrimination, as well as sex education • How to respond to an exam-style question, creating a balanced argument, how to discern reputable sources of information 	<ul style="list-style-type: none"> • To be able to debate current and historical issues, to articulate issues surrounding knife crime • To be able to write a balanced argument
Disciplinary Literacy (Tier 3 Vocab)	<ul style="list-style-type: none"> • Abusive relationship • Perpetuate • Contraception • Barrier contraception • Hormonal contraception • Polygamy • Monogamy • Polyamory • Bigamy • Procreation • Covenant • Cohabitation • Vows 	<ul style="list-style-type: none"> • Community • Bystander • Street gang • Organised criminal gang • County Lines • Exploitation



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	<ul style="list-style-type: none"> Contemporary society Annulment Consummation Adultery Celibacy Chastity Iddah Ta'alaq Shari'ah Hadith 	
Assessment	1 x fact test 1 x extended answer Learning Block 1 Progress Test	1 x extended answer Learning Block 1 Progress Test
Diversity	<ul style="list-style-type: none"> The different kind of committed, stable relationships Varying roles and responsibilities of parents, including blended families 	<ul style="list-style-type: none"> Stereotypes of gang leaders and members challenged, as well as challenging the stereotypes of those vulnerable to being groomed

Year 9	SPRING 2 AND SUMMER: LEARNING BLOCK 2 – Me, my values, and the wider world	
Topics	Can God and Science Coexist? (8 weeks)	Whose life is it anyway? (6 weeks)
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> Teleological argument (argument from design) Cosmological argument Argument from Religious Experience Morals Scientific development: blood, organ and stem cell donation Abrahamic v. Dharmic ideas about arguments for the existence of God 	<ul style="list-style-type: none"> The difference between the approaches of the quality of life and the sanctity of life with considering abortion and euthanasia Teachings that support the quality of life and teachings that support the sanctity of life from different religions The role of personal agency (and lack thereof) in: <ul style="list-style-type: none"> Human trafficking Forced Marriage FGM



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Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> 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 Reason, discuss and debate the strengths and weaknesses of the coexistence of religious belief and science/scientific development Write a balanced argument, drawing conclusions about their own opinion from various sources of evidence 	<ul style="list-style-type: none"> 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.
Disciplinary Literacy (Tier 3 Vocab)	<ul style="list-style-type: none"> Design Teleological Cosmological Religious Experience Moral argument 	<ul style="list-style-type: none"> FGM Euthanasia Abortion Trafficking Arranged marriage Forced marriage
Assessment	1 x fact text 1 x extended answer Learning Block 2 Progress Test	1 x extended answer Learning Block 2 Progress Test
Diversity	<ul style="list-style-type: none"> Cover Dharmic as well as Abrahamic worldviews and arguments 	<ul style="list-style-type: none"> The difference between forced marriage and arranged marriage

