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| **Year 9 Curriculum Overview [2024-2025]**  **RE** | | | | | | |
| **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Crime and Punishment**  **Matters of life and death** | **Justice and Sin**  **Christianity and Justice**  **Aims of Punishment**  **Capital Punishment**  **Christian perspectives on capital punishment**  **Why people commit crime**  **Crime and conscience**  **Christian views on criminals**  **Religion in Prison**  **What Catholics believe in life after death and it affects their lives**  **Non-religious reasons for believing in life after death**  **Why some people do not believe in life after death**  **The nature of abortion**  **Different Christian attitudes to abortion**  **The nature of euthanasia**  **Christian attitudes to euthanasia**  **The media and matters of life and death**  **The causes of world poverty** | Justice ensures people are treated fairly,  A Sin is an act against the will of God.  Similarities and Differences between crime and sin.  Biblical perspectives on justice.  **Christian aid** works in areas of poverty around the world helping those in need.  **CAFOD (the Catholic Fund for Overseas Development)** campaigns for justice for the poor of the world.  **Jesus’ teachings about justice:** Jesus teachings about justice were revolutionary for the time. Jesus linked justice with non-violence and forgiveness.  The main aim of punishment is to try to make sure that everyone obeys the law.  **Retribution -** The idea that punishments should make criminals pay for what they have done wrong.  **Deterrence -** The idea that punishments will be of such a nature that they will put people off (deter) committing crimes.  **Protection -** The idea that society should be protected from the criminal and the offences that a criminal commits.  **Reform -** The idea that punishments should try to change criminals so that they will not commit crimes again.  Abolished in Great Britain in 1965.  **For -** A life for a life, it is a deterrent, if you are prepared to murder someone then you should expect to die, justice for the victim’s relatives, “Thou shall not kill” – 10 Commandments, convicted murderers will not have the chance to kill again.  **Against -** Two wrongs do not make a right, the country with the highest murder rate also kills the most criminals (USA), the right to life is a Human Right, mistakes cannot be put right, we should only be judged by God, politicians become involved and might not act for the right reasons.  **For:** The Bible sets down the death penalty as the punishment for a number of crimes, so it is allowed by God. The Christian church itself used capital punishment in the past. Jesus never taught that the penalty was wrong.  **Against:** Christianity is based on the belief that Jesus came to save (reform) sinners. It is impossible to reform a criminal who has been executed. Jesus banned retribution when he said an eye for an eye a tooth for a tooth is wrong. For Christians, the law of the New Testament has replaced the law of the  **Social -** Most young people who end up in prison was excluded from school so they lack education and qualifications  Gang rivalry in neighbourhoods, has led more people to carry knives and guns which leads to more trouble  **Psychological -** Criminologists say that the majority of people in prison are suffering from mental illness or psychological problems  Law breaking may give them an adrenaline rush and a feeling of importance  **Environmental -** An uncared for environment does not encourage responsible behaviour  Hanging around the streets and estates looking for something to do leads to boredom  Our conscience is what tells us the difference between right and wrong. When we are babies we do not know the difference between right and wrong. As we grow up all sorts of things help us to learn the difference between right and wrong.  Christianity teaches that sin is a part of human nature and that all people have the potential to commit a crime. Many Christians believe that the Bible teaches the difference between right and wrong. Following God's will leads people to the right path; ignoring God's will leads to disaster.  Christians look to the example of Jesus, who taught the importance of forgiveness: *Then Peter came to Jesus and asked, “Lord, how many times shall I forgive my brother or sister who sins against me? Up to seven times?” Jesus answered, “I tell you, not seven times, but seventy-seven times*. Matthew 18:21-22  **Prisoners have certain rights around practicing their faith in prison:**  To practice your faith in prison. To can tell prison staff what your faith is when you first get to prison. They will then help you get what you need to practice your faith. The prison must make sure there is a place you can go to practice your faith. For example, to say prayers or to go to religious meetings.  Every prison will have a team of people to help you practice your faith. This is called a chaplaincy team. You can ask to see a chaplain even if you have no religious faith. Chaplains are there to listen to any prisoner who wants someone to talk to. For example, if they are feeling upset or worried.      Catholics believe in life after death because:   * Jesus rose from the dead * The bible and creeds say there is life after death * The Church teaches that there is life after death * The soul is something that can never die   Some people believe in life after death for non-religious reasons such as:   * Near-death experiences when people see things during heart attacks, operations, etc * Evidence of the spirit world, ghosts, mediums, etc * Evidence of reincarnation such as people remembering previous lives   Some people do not believe in life after death because:   * They do not believe in God * There is no scientific evidence * They do not see where life after death could take place   Abortion is allowed in the United Kingdom if two doctors agree that there is medical reason for it. Abortion is a controversial issue because:   * People disagree about when life begins * People disagree about whether abortion is murder * People disagree about whether a women has the right to choose   Christians have different attitudes to abortion because:   * Some Christians believe that abortion is always wrong because it is murder and against the will of God * Some Christians believe that abortion is wrong but must be allowed in some circumstances as the lesser of two evils   There are various types of euthanasia that are all aimed at giving an easy death to those suffering intolerably. British law says that euthanasia is a crime, but withholding treatment from dying patients is not. Euthanasia is a controversial issue because:   * Medicine can keep people alive with little quality of life * Suicide is no longer a crime * We give euthanasia to suffering animals * The role of doctor is to save life not kill * Can you ever be sure that euthanasia is what someone wants?   All Christians are against euthanasia because they believe life is sacred and belongs to God. However, there are some different attitudes among Christians about switching off life-support machines, withdrawing treatment, and so on because they think these are not euthanasia.  Some people think that what religions say about matters of life and earth should not be criticised by the media because:   * They might stir up religious hatred * They might be offensive to religious believers   Other people think the media should be free to criticise religious attitudes because:   * A free media is part of democracy * It religious want to be free to say what they want, then the media must be free to criticise religion   The main causes of world poverty are:   * Natural disasters * Wars * Debt * Unfair trade * Lack of education * HIV/AIDS | Do now’s  MCQs – Crime and Punishment  Do now’s  MCQs – Matters of life and death | Oral skills  Extended answers to questioning, debate  Read and evaluate key text  RE Skills in answers through extended writing opportunities  **Tier 2**  Crime  Rehabilitation  Free will  Reform  Capital punishment  Mental illness  Forgiveness  Law  Judgement  Poverty  Protection  Addiction  Evil  Punishment  **Tier 3**  Deterrence  Retribution  Sanctity of Life  Oral skills  Extended answers to questioning, debate  Read and evaluate key text  RE Skills in answers through extended writing opportunities  **Tier 2**  Immortality of the soul  Resurrection  Near death experience  Paranormal  Reincarnation  Abortion  Sanctity of life  Euthanasia  Quality of life  **Tier 3**  Non-voluntary euthanasia  Voluntary euthanasia  Assisted suicide | Communication skills  Public Speaking Skills  Questioning and critical thinking skills  Critical reflection  Integrity and accountability  Intellectual curiosity  Resilience  Communication skills  Public Speaking Skills  Questioning and critical thinking skills  Critical reflection  Integrity and accountability  Intellectual curiosity  Resilience | Formative:  MCQ Test 1  Question on the aims of punishment.  MCQ Test 2  Summative: Extended piece of writing evaluating the statement *‘Capital punishment is always wrong’.*  Formative:  MCQ Test 1  Short piece of writing ondifferent beliefs about life after death.  MCQ Test 2  Summative: Evaluation of the current UK legislation taking into account views for and against abortion including both secular and religious arguments. |
| **Year 9 Curriculum Overview [2024-2025]**  **RE** | | | | | | |
| **Spring**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Relationships and Society** | **Love or lust, changing attitudes to sex, Relationships and the family**  **Christian attitudes to sex**  **Purpose of marriage**  **Christian teachings on divorce**  **Family life**  **Catholic parishes support for families**  **Homosexuality**  **Contraception**  **Christian attitudes to contraception**  **Sex and relationships in culture** | To identify what the terms marriage,  divorce, and homosexuality mean.  To discover how attitudes to marriage,  divorce, and homosexuality have changed in  the UK.  To identify the reasons why attitudes to marriage, divorce, and homosexuality have changed in the UK.  To identify that sex outside marriage means  pre-marital sex and extra-marital sex  (adultery).  To identify the different Christian attitudes to sex outside marriage.  To identify the reasons for the different Christian attitudes to sex outside marriage.  To identify the purposes of marriage for  Roman Catholics.  To understand how the purpose of marriage is shown in the wedding ceremony.  To understand the different Christian  attitudes to divorce.  To understand the reasons why different Christians have certain reasons for accepting or not accepting divorce (also considering the complications of remarriage).  To study Roman Catholic teachings on family  life.  To understand the importance of Roman Catholic teachings on family life.  To discover how Roman Catholic parishes  help with the upbringing of children.  To assess the importance of Roman Catholic parishes helping with the upbringing of children.  To understand the three different Christian  attitudes to homosexuality.  To learn the reasons for the different Christian attitudes to homosexuality.  To identify the different methods of  contraception.  To understand the ways that the different methods of contraception work, and the advantages and disadvantages of each type.  To understand the different Christian  attitudes to contraception.  To identify reasons why these attitudes are held.  To understand how an issue arising from  marriage and the family has been shown in  the media.  To identify whether the treatment of religious people or religion was fair in the media item chosen. | Do now’s  MCQs – Relationships and Society | Oral skills  Extended answers to questioning, debate  Read and evaluate key text  RE Skills in answers through extended writing opportunities  **Tier two**  Adultery  Contraception  Faithfulness  Homosexuality  Pre-Marital Sex  Procreation  Promiscuity  **Tier three**  Civil Partnership  Re-Constituted Family  Nuclear Family  Cohabitation | Communication skills  Public Speaking Skills  Questioning and critical thinking skills  Critical reflection  Integrity and accountability  Intellectual curiosity  Resilience | Formative:  MCQ Test 1  Question on the changing attitudes to family in society .  MCQ Test 2  Summative: Extended piece of writing evaluating the how attitudes to sex have changed in society. |
| **Year 9 Curriculum Overview [2024-2025]**  **RE** | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Judaism Beliefs & Teachings**  **Judaism Practices** | **The Almighty:**  **The Shekhinah:**  **The Messiah:**  **The covenant at Sinai:**  **The covenant with Abraham and his descendants:**  **Sanctity of life:**  **Moral principles and the Mitzvot:**  **Jewish beliefs about life after death:**  **Public acts of worship:**  **The Tenakh and Talmud:**  **Private prayer:**  **The Shema and the Amidah:**  **Ritual and ceremony:**  **Shabbat:**  **Festivals:**  **Features of synagogue:** | The nature of the Almighty. How the characteristics of the Almighty are shown in the Torah, and why they are important in Jewish life today, including One, Creator, Law-Giver and Judge, including reference to Genesis 2.  The nature and importance of Shekhinah. How the divine presence is shown in the Torah and why it is important, including interpretations of 2 Chronicles 7:1–3.  The nature and purpose of the Messiah. How messiahship is shown in the scriptures including Jeremiah 23:5–8; the nature and significance of the Messianic Age and the Jewish responsibility to bring it about.  .  The Covenant at Sinai: the nature and history of the Covenant at Sinai (the Ten Commandments), including Exodus 20.  The covenant with Abraham and his descendants: the nature and history of the Abrahamic covenant; the role of Abraham in the covenant, including Genesis 17.  Sanctity of life: the nature and importance of Pikuach Nefesh (primacy of life. Why human life is holy by Jewish people.  Moral principles and the Mitzvot: the nature and importance of the Mitzvot, including reference to the Mishneh Torah of Maimonides: Sefer Madda;  Jewish beliefs about life after death: divergent Jewish understandings of the nature and significance of life after death, including reference to different forms of Orthodox and Reform Judaism.  The nature and purpose of Jewish public acts of worship. The nature, features and purpose of Jewish public worship, including interpretations of Psalm 116:12–19.  The nature, features, purpose and significance of the Tenakh (the written law) and Talmud (the oral law) for Jews in daily life today, with reference to Perkei Avot 2.  The nature and purpose of prayer in the home and of private prayer. The nature, features and purpose of prayer three times a day.  The nature and importance of the Shema and the Amidah (the standing prayer). When the Shema and the Amidah might be used, how and why, including reference to the Mezuzah.  The importance of ritual for Jews today. The nature, features and purpose of the birth, marriage, Bar and Bat Mitzvah ceremonies. The nature, purpose and importance of mourning ceremonies.  The nature, features, history and purpose of celebrating Shabbat. The nature, features and purpose of the celebration of Shabbat in the home and in the synagogue,  Jewish festivals: the nature, history, purpose and significance of Jewish festivals. The origins and meaning of specific festivals, including Rosh Hashanah, Yom Kippur, Pesach, Shavuot and Sukkot.  The nature, history and purpose of the different design of the synagogues in Liberal, Reform and Orthodox Judaism, including facing Jerusalem, layout of seating the Ark and the bimah. | Do now’s  MCQs – Judaism B & T    Do now’s  MCQs – Judaism Practices | Oral skills  Extended answers to questioning, debate  Read and evaluate key text  RE Skills in answers through extended writing opportunities  **Judaism B & T**  **Tier 2**  Rabbi  Circumcision  **Tier 3**  Barachu  Minyan  Tenakh  Torah  Shema  Talmud  Tikkum Olam  Teshiva  Messiah  Shavuot  Teshuva  Gan Eden  Gehinnom  Nevi’im  Olam Ha-Ba  Halakhah  Mitzvot  Covenant  **Judaism Practices**  **Tier 2**  **Tier 3**  Kaddish  Kedusha  Kiddush  Siddur  Mezuzah  Tallit  Tefillin  Mikvah  Havdalah  Bimah  Yad  Days of Awe  Shofar  Chametz  Haggadah  Leaven  Challah  Seder  Aron Kodesh | Communication skills  Public Speaking Skills  Questioning and critical thinking skills  Critical reflection  Integrity and accountability  Intellectual curiosity  Resilience  Communication skills  Public Speaking Skills  Questioning and critical thinking skills  Critical reflection  Integrity and accountability  Intellectual curiosity  Resilience | Formative – Exam question  Summative – End of unit assessment  Formative – GCSE style Exam question  Summative – End of unit assessment |