

TERM 1.1

Big Question: How does religion affect the life of the believer?

Powerful knowledge:

L1 – How can Christian teachings affect the life of a Christian?

- Key beliefs and teachings will be covered such as the Holy Trinity, Jesus as the Son of God, the Bible, the role of the church and the priest
- Analysis of these beliefs and how they make Christians feel, think and act in their daily lives
- Application of these beliefs and how a Christian would use them to in contemporary social situations

L2 – How can Jewish teachings affect the life of a Jew?

- Key beliefs and teachings are covered such as religious garments and their importance, the Tenakh, monotheistic beliefs, the role of prophets, the covenant, and important festivals
- How the belief in the covenant and the Torah would guide a Jew in moral dilemmas and actions and decisions
- The use of Torah scripture to aid a Jew in making moral decisions to obey God and keep the covenant

L3 – How can Islamic teachings affect the life of a Muslim?

- Key beliefs will be covered such as the 5 pillars, monotheistic about Allah and the concept of Tawhid.
- Analysis of the concept of Tawhid and the importance it has to Muslims today as well as how this impacts of their daily life
- Evaluation of the importance of the Shahadah

L4 – How can Sikh teachings affect the life of a Sikh?

- Pupils will cover key Sikh beliefs and teachings such as The Five K's, the concept of Langar and the role of the Gurdwara.
- Pupils will then analyse the three Golden Rules in the Sikh faith by investigating how Sikhs would practice these in their daily lives.
- Pupils will evaluate the challenges of following these in the contemporary world.
- Application of Sikh scripture to modern days scenarios.

L5 – How can Buddhist teachings affect the life of a Buddhist?

- Pupils will cover key Buddhist beliefs and teachings such as Dukka, Samudaya and Enlightenment.
- Pupils will apply the Noble Eightfold Path to modern day scenarios
- Pupils will evaluate the challenges of practicing Buddhist beliefs in the modern world

L6 – How can Hindu teachings affect the life of a Hindu?

- Pupils will cover key beliefs and teachings such as Trimurti, Moksha, Brahman
- Pupils will investigate how Hindus can come to know Brahman through the Four Yogas
- Pupils will evaluate the significance of these Yogas

L7 – End of Topic Test

- Pupils will be assessed on key beliefs and teachings across all 6 world religions.
- Pupils will be applying scripture to moral situations
- Pupils will be evaluating in depth the importance of one of these key beliefs

Links to KS2/previous units:

This is an overall recap of knowledge pupils should have covered in KS2, as RE is not a National Curriculum subject. We will be building upon this knowledge through application skills. Pupils will be applying religious teachings to the lifestyle and choices of a believer in today's world. Lessons include the beliefs and teachings of each religion, with homework booklets provided where pupils have to research and summarise key religious practices through various homework activities.

Key end-points assessed:

Understand the key teachings within religion and how they influence the lifestyle of a believer:

- Christianity – the role of Jesus in salvation and mending the relationship with God through the crucifixion
- Islam – the Five Pillars and concept of Tawhid, and the sin of Shirk
- Judaism – the covenant and the Tenakh
- Sikhism – the Five Ks and the role of langar
- Hinduism – Brahman and reaching Brahman through the four Yogas
- Buddhism – dukka and the use of the Eightfold Path to overcome dukka

Apply scriptural quotes to modern day scenarios such as:

- Conflict in the workplace between Christian values of justice and honesty and unethical treatment of workers
- Use of artwork in a mosque
- The Sikh concept of honest work in langar

Evaluate the challenges of living by these teachings in the contemporary world such as:

- How to deal with unethical practices in the workplace or place of worship with the use of religious teachings
- Assessing how to live by the Eightfold Path in the modern world with the use of social media
- Assessing which Yoga would be the best way to reach Brahman

TERM 1.1

Big Question: Does religion help people to be good? (Focus on crime and punishment)

Powerful knowledge:

L1 – What does it mean to be ‘good’ or ‘bad’?

- Introduction to the concept of philosophy and morality
- Analysis of the meaning of ‘good’ and ‘bad’ through philosophical questions and moral dilemmas
- Understanding the origin of evil in all six world religions – such as the Devil, free will, balance in the universe, and the Three Poisons.

L2 – What matters to religions? (Focus on religious rules)

- How religious symbols across the six world religions serve as reminders of ethical behaviour
- Introduction to religious rules across all six world religions such the Ten Commandments, the Five Pillars, the Three Pillars, the Noble Eightfold Path and Jesus’ Teachings from Sermon on the Mount.
- Analysis of the significance of these religious rules, the ethical values they promote and how they guide the moral behavior of believers through extended writing.

L3 – What makes people commit crimes?

- People commit crimes due socio-economic, psychological and environmental reasons
- Criminal and psychological real-life case studies
- Evaluation of how morally responsible criminals are for their actions

L4 – How does Judaism approach punishment?

- Key historical and cultural context of Jewish views of punishment – including the Torah and Talmudic influence on ideas of punishment, and the covenant and idea of responsibility to God and the Jewish people.
- The concepts of Tikkun Olam, Teshuva and Communal Responsibility and their link to how Jews should respond to the punishment of criminals

L5 – How does Islam approach justice?

- Islamic concept of justice and forgiveness, and their significance in society with the use of relevant Qur'an scripture
- Examining the relationship between Islamic principles of justice and forgiveness and the Sharia law
- Analyse how Shari'ah law addresses various crimes and promotes justice and forgiveness

L6 – How does Christianity approach forgiveness?

- Christian beliefs about forgiveness and redemption, with the use of Jesus' teachings from the Sermon on the Mount
- The role of forgiveness in the context of crime and punishment, with the use of case studies of Christians who have forgiven criminals

L7 – How does Hinduism approach the concept of dharma?

- The concept of dharma in Hinduism as the eternal and inherent nature of reality, regarded in Hinduism as a cosmic law underlying right behaviour and social order.
- Analysis of how dharma influences moral decision-making and behavior through the practice of Hindu virtues such as the absence of conceit, absence of hypocrisy, speaking the truth and harmlessness.

Key end-points assessed:

Understand that the concepts of 'morally good' and 'morally bad' vary across religions as some believe that evil originates from the Devil, free will, being tested/punished, a balance in the universe, or as a natural part of the world we live in.

Apply scriptural quotes to help compare religious attitudes to criminals through justice, forgiveness, punishment, or dharma.

Evaluate how morally responsible criminals are for their actions, due to their reasoning for committing crimes, such as socio-economic, psychological or environmental reasons.

Curriculum journey: RE

Year: 9

TERM 1.1

Big Question: What difference does it make to believe in sexual ethics?

Powerful knowledge:

L1 – What is sexual ethics?

- Definition of sexual ethics as the principles, values, and guidelines that help people make thoughtful and respectful choices about their sexual behaviour
- Illustrating this definition by applying ethical theories (such as Utilitarianism / Kantian Ethics/ Virtue Ethics) to sexual ethical scenarios (such as non-consensual sex, adultery, and the clash of conservative views with LGBTQ+ relationships)

L2 – How is sexuality viewed in the contemporary world?

- Defining sexuality as a term which encompasses sexual orientation, behaviours, attractions and fantasies
- The change over the years regarding sexuality – how contemporary views are more accepting of the concept of sexuality being more fluid through the law, school education, and the media compared to 50 years ago or 20 years ago.
- The causes of this change in attitudes such as feminist movements and secularisation
- Any potential dangers to this change in attitudes such as clashes within society between religious and non-religious groups, exploitation/objectification of LGBT+ groups, and lack of lawful protection.

L3 – How are relationships viewed in the contemporary world? (focus: marriage & types of sexual relationships)

- The importance of marriage as it allows people to 'solidify' their relationships by making a commitment (either through a religious/ secular lense)
- The nature of marriage in that a healthy marriage involves loyalty, trust, mutual respect and communication between two people. Some see the nature of marriage as specifically a heterosexual relationship, others may not.
- The different types of sexual relationships such as polyamorous, monogamous, open relationships, or casual relationships.
- The challenges in these sexual relationships such as consent, emotional ties, lack of communication or understanding from others regarding boundaries.

L4 – How does Judaism approach sex before marriage?

- Reasons for and against sex before marriage such as whether sex is a sacred act, if sex should only be reserved for a married partner, unplanned pregnancies.
- The use of Halacha (Jewish religious law) which prescribes a range of behaviours related to sexual conduct before marriage.
- The kedusha (holiness) of marriage as it is seen as a sacred union and sexual relations sanctify the bond
- The varied interpretations amongst Orthodox, Conservative (who would more likely strictly adhere to the Halacha) and Reformist Jews (who may be more accepting of consensual, monogamous relationships outside of marriage)

L5 – How does Islam approach divorce?

- Reasons for relationship breakdowns resulting in divorce such as adultery, lack of communication, financial strain, addiction, unfulfilled expectations, lack of intimacy
- The discouragement of divorce within Islam, even though it is permitted and protected by Shari'ah law
- The concept of Talaq to initiate the divorce process for a male, and Khula process for a female
- Qur'an scripture references on importance of marriage such as Surah Ar-Rum (30:20), Hadith teachings from Sahih Bukhari: *When a person marries, he has fulfilled half of his religion.*"; and Hadith from Sunan Ibn Majah: *"There is nothing like marriage, for two who love one another."*

L6 – How does Christianity approach adultery?

- The ethics of adultery within a committed relationship in the contemporary world – covering reasons for adultery such as excitement, boredom, genuine feelings developed, lack of intimacy and if these reasons make adulterous acts less/more morally wrong.
- A focus on the teachings of Jesus where adultery is addressed with a strong emphasis on the heart, intention and sanctity of marriage through the analysis of Adultery of the Heart (Matthew 5:27-28); Prohibition of Divorce (Matthew 19:3-9).
- A focus on the teachings of Jesus on forgiveness with analysis of Confronting the Adulteress (John 8:1-11) and the Parable of the Unforgiving Servant (Matthew 18:21-35)
- Investigate and evaluate case studies of Christian authoritative figures who have committed adultery such as Ted Haggard, Mark Driscoll, and John Gibson

L7 – How does Catholicism approach contraception?

- Catholicism as a denomination of Christianity, not a religion in of itself. The key teachings of Catholicism such as an emphasis on the Virgin Mary, the use of iconography, and more literal interpretations of Biblical scripture compared to Protestant denominations.
- Reasons for the use of contraception such as family planning, avoiding unwanted pregnancies, limiting the spread of STIs and education/career goals.
- The difference between artificial contraception and natural contraception
- Catholic teachings such as the Natural Law and that all sexual acts should have two purposes – procreation and unity between spouses.
- Analysis of Humanae Vitae in 1968 from Pope Paul VI, and how this links with the view that contraception is seen as an intrinsic evil.

Key end-points assessed:

Understand that sexual ethics is an umbrella term which encompasses sexuality, divorce, adultery, and contraception, and that views on the morality of these issues vary from and within religions.

Apply key religious teachings from Halacha, the Qur'an / Hadith, and from Jesus' teachings in the New Testament to these sexual ethical issues mentioned.

Evaluate how challenging it is to live by these teachings in an ever-changing world as they can sometimes clash due to traditional historical context, versus the secularisation of the modern world.

TERM 1.1

Big Question: What are the key beliefs and teachings within Christianity?

Powerful knowledge:

L1-2 – The Nature of God, and the Problem of Evil and Suffering

- Christian descriptions of God as omnipotent, omnibenevolent, just, and transcendent
- God showing these characteristics through: the creation of the world; sacrificing His Son; Judgement Day
- The Problem of Evil and Suffering as an atheist's response to God's characteristics – God cannot be omnipotent, or omnibenevolent, or He simply does not exist.
- Christian responses to the question why does God allow evil to exist – evil is a punishment, test, provides balance, the Devil, free will, education.

L3 – The Holy Trinity

- The concept that Christianity is a monotheistic faith, but that God can be in three 'persons' – the Father, the Son and the Holy Spirit.
- Each 'person' of the Trinity is fully God, but each 'person' is not the same.
- Jesus baptism is the only event of all three members of the Holy Trinity (Mark 1:9-11)
- *The characteristics of God the Father:* a protector, a guider, the Creator of the world, a loving Father (Parable of the Prodigal Son; Matthew 11:27)
- *The characteristics of the Son:* Jesus Christ who sacrificed himself for humanity, (John 1:14)
- *The characteristics of the Holy Spirit:* the power of God at work on Earth, Holy Spirit allows Christians to receive God's gifts such as faithfulness (John 14:25-26)

L4-5 – Christian Beliefs about Creation

- The Creation event as outlined in Genesis 1:1-2:3, where God created the world in 6 days and rested on the 7th. The world was created by God in a specific order, it was planned and purposefully designed.
- Day 1 – God created light; day 2 – the heavens and the waters; day 3 – land and vegetation; day 4 – sun, moon, stars, planets; day 5 – fish and birds; day 6 – land animals and humans made in God's image.
- 'Let there be light' (Genesis 1:3)
- 'So God created mankind in his own image' (Genesis 1:27)
- The role of the Holy Trinity with the creation of the world – God the Father giving the commands, God the Son as the Word, and God the Holy Spirit putting those commands into action
- Literalist Christians believe the Bible is 100% fact and the word of God;
- Conservatives Christians believe that each 'day' in the Genesis event was an era that lasted millions of years
- Liberal Christians would interpret it metaphorically and would be more open to scientific theories.

L6-7 – Beliefs about the Afterlife: Resurrection, Heaven and Hell, Judgement Day

- Resurrection is the belief that after death you come back to life to be judged by God based on your actions in this life (as Jesus also resurrected)
- 1 Corinthians 15:12-17 showing that resurrection is a central concept to the Christian faith
- John 11:25-26 showing the central role belief in Jesus has in order to resurrect and live an eternal life with God in the Kingdom of Heaven
- The Parable of the Sheep and the Goats illustrating the events of Judgement Day (where Jesus will return to Earth and separate people based on their good or bad deeds, and how they treated others).
- Heaven and Hell being interpreted as physical or mental states with/without God.
- Purgatory as a Catholic belief of an intermediate state where souls will be purified before entering heaven

Key end-points assessed:

By the end of this term pupils will:

Understand

- the nature of God from a Christian lens as omnipotent, omnibenevolent, and just,
- The concept of one God with three 'persons' as the Holy Trinity (the Father, the Son and the Holy Spirit)
- The role of the Holy Trinity in the Genesis creation event (the Father delivers the commands, the Word is Jesus Christ and the Spirit puts those commands into action)
- That heaven and hell can be mental and physical states with or without God, and that purgatory is a Catholic belief as an intermediate state.
- The central role of resurrection in the Christian faith
- The Parable of the Sheep and the Goats outlines the nature of Judgement Day and that Christians will go to heaven or hell based on their actions.

Analyse and evaluate:

- The nature of God through the Problem of Evil and Suffering through an atheist perspective.
- The Problem of Evil and Suffering through Christian responses on why we suffer due to evil being a punishment/ test/ education / free will / the Devil / balance in the world.
- The different interpretations of the Creation event in Genesis as literalist Christians believe the event to be 100% fact, conservative Christians believe that each 'day' represented an era, and liberalist Christians are more open to scientific theories.

TERM 1.1

Big Question: Theme B: Religion and Life**Powerful knowledge:****L1 – The Origins of the Universe**

- The difference between science and religion and how they approach truth – science focuses on observations and answers the ‘what/how’ questions whereas religion focuses on holy scripture, personal faith or experiences, and answers the ‘why’ questions
- Scientific understandings of how the universe began with the Big Bang Theory – the idea that the universe was born as a hot, dense, single point and underwent a sudden burst of expansion which led to an exponential growth spurt.
- The order of formation in the Big Bang – first matter formed, then light, clumps of gas created stars and galaxies, then planets.
- Red shift as evidence of the Big Bang Theory – that as light waves stretch the object appears more ‘red’ and the closer the light waves the more the object appears ‘blue’. Through the Hubble telescope, we have seen that galaxies have appeared more ‘red’ over time, suggesting the universe is still expanding.

L2 – The Origins of Human Life

- The theory of Evolution as proposed by Charles Darwin, as a process by which different kinds of living organisms are believed to have developed from earlier forms during the history of the earth through natural selection.
- Natural selection as a process whereby organisms better adapted to their environment tend to survive and produce more offspring.
- Humans came into existence through the process of evolution and natural selection that occurred over millions of years.

L3 – Religious Views on Creation and Human Life

- Genesis 1:1-3 – in Christianity, God created the heavens and the earth and light. The Spirit of God was hovering over the formless and dark waters.
- The Genesis Creation event where God created the world in 6 days and rested on the 7th. God created the world with order and purpose with specific items created on each day: Day 1 – light; Day 2 - heavens and waters; Day 3 – land and the vegetation; Day 4 – sun, moon, stars and planets; Day 5 – fish and birds; Day 6 – land animals and humans in God's image.
- Surah Ya-Sin (36:82): "His command is only when He intends a thing that He says to it, 'Be,' and it is."
- Islamic understandings that Allah is the omnipotent creator and planned and designed this world with purpose. The Islamic understanding is not as specific as Genesis, nor did Allah need to rest afterwards.
- Genesis 2:7-8 and Genesis 2:22-23 as an explanation of how humans were created through the breath of life and made in God's image. The understanding that women came from man, creating Adam and Eve.
- Islamic understandings that Allah created Adam out of clay and breathed life into him, the angels were involved in Adam's creation and Eve was created from Adam.

L4 – Use and Abuse of the Environment

- Stewardship – having a duty or responsibility to look after the earth, also known as *khalifah* in Islam.
- Dominion – having authority and power over the earth and the environment
- The study of three environmental issues:
 - Pollution - when there is too much of something that causes damage to the environment. The causes of pollution can be due to busy roads, factories, littering and fertilisers from farms running into rivers.
 - Global warming - a long-term increase in the average temperature of Earth's surface due to the build-up of greenhouse gases in the Earth's atmosphere. Human activity of burning fossil fuels adds to these gases.
 - Destruction of natural habitats – such as deforestation is the permanent destruction of forests which will lead to 28,000 species becoming extinct in the next 25 years.

L5 – Use and Abuse of Animals

- Exploring the consumption of animal meat through battery farming, and the use of animals in animal experimentation.
- Battery farming is a method where animals are arranged in rows and columns of identical cages connected together. Conditions are extremely crowded for the animals. They are fed special foods to help increase yield as quickly as possible.
- Animal experimentation refers to the use of animals in scientific research and experiments to gain a better understanding of biological processes, develop and test new medicines, study diseases, and assess the safety of products like cosmetics and household chemicals. These experiments can involve a wide range of animals, including mice, rats, rabbits, dogs, cats, and primates.
- Literalist Christians who believe in dominion would use Genesis 1:26 to show that they have the authority or power to use animals as they need to.
- Liberalist Christians would use Genesis 2:15 to show that we are stewards for God's creation and must not abuse the animals or environment
- Muslims believe in *khalifah* and that we need to look after the Earth Allah created (Surah 6:165)

L6 – Sanctity of Life vs Quality of Life

- Sanctity of life is the idea human life is sacred and holy. Our lives are worth something because we have been planned and created by God.
- Quality of Life is a description of how good someone's life is. Our lives are worth something because we have a good quality of life.
- Christians and Muslims believe that life should not be destroyed, it is precious and God-given, and all life deserves respect (Exodus 20:13; Psalm 139:13-16; Qur'an 17:33, Qur'an 5:32)

Links to KS2/previous units:

Yr 7 – BQ: Is there life after death?

Yr9 – BQ: How valuable is human life?

Key end-points assessed:

Understand:

- The scientific views on the formation of the universe through the Big Bang Theory and the formation of humans through evolution and natural selection.
- The religious beliefs of God creating the world with an order and a planned design, showing His omnipotence.
- How humans may use and abuse the environment through pollution, global warming and destruction of natural habitats
- How humans may use and abuse animals through battery farming and animal experimentation
- The role of stewardship and dominion from a Christian and Muslim perspective, and how these ideas will influence a Christian/Muslim's choices with the use and abuse of the environment or animals
- That there are two stances one could take in regards to what gives our life value which are the Sanctity of Life (our lives have worth because it has been planned by God) or the Quality of Life (our lives have worth because it is of good quality)
- The sanctity of life covers many ethical areas such as abortion, euthanasia, how one treats others such the homeless, how one treats their own bodies and how one speaks to others.

Analyse and evaluate:

- By comparing scientific and Christian beliefs between the origins of the universe and life – science teaches that the universe is around 13.8 billion years ago, and that it was formed out of an unplanned 'accidental' event, whereas Christianity teaches that the Earth was created 6-8 thousand years ago and it was created on purpose and designed by God.
- The line between stewardship and dominion by looking at why we may view certain animals differently to others due to maybe intelligence or usefulness of that animal
- The differing roles Sanctity of Life and Quality of Life may play when making ethical decisions such as abortion, euthanasia, treatment of others and ourselves.