



# Curriculum map - RE

YEAR 9 TOPIC(s)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	How do religious beliefs tackle prejudice and discrimination?	How do religious beliefs tackle prejudice and discrimination?	To what extent do Christian beliefs about the origins of the world effect how they interact with it?	To what extent do Christian beliefs about the origins of the world effect how they interact with it?	What is Morality? How do we know what is right and wrong?	What is Morality? How do we know what is right and wrong?

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
What students will know	<p>Forms of prejudice and discrimination, including racial, religious, and cultural biases, and their negative impacts on individuals and communities.</p> <p>Islamophobia and anti-Semitism, the importance of countering stereotypes and promoting religious tolerance.</p> <p>The principles of human rights and social justice, including the importance of equal treatment, fairness, and dignity for all individuals, regardless of their religious or cultural background.</p> <p>Freedom of religious expression as a fundamental human right</p>	<p>The Burqa ban and its implications in different countries, including the controversies surrounding religious attire and cultural expression.</p> <p>The lives, contributions, and struggles of inspirational figures like Martin Luther King, Malala Yousafzai, Mahatma Gandhi, and Rosa Parks, and their impact on civil rights, education, non-violence, and social justice.</p> <p>The diverse beliefs, practices, challenges, and contributions of religious communities to British society.</p>	<p>Different interpretations of Genesis, including a look at liberal and literal views of the Creation narratives.</p> <p>The concept of "The Fall" and its theological implications, including the origin of sin and its impact on humanity.</p> <p>The Design argument, a philosophical and theological argument for the existence of God based on observations of order and complexity in the natural world and the work of William Paley.</p>	<p>Stewardship and its relevance to environmental ethics, including the responsibility to care for and protect the natural world.</p> <p>The role of organizations like Christian Aid in addressing climate change and promoting social justice, as well as the importance of environmental activism within religious contexts.</p> <p>A look at different eschatological beliefs and interpretations related to the end of the world in religious traditions including The Book of Revelation.</p>	<p>Theories and perspectives on morality, including religious, ethical, and philosophical viewpoints.</p> <p>Knowledge of factors that contribute to the causes of crime, such as social, economic, and psychological influences.</p> <p>Christian and Muslim attitudes towards punishment, including concepts of justice, forgiveness, and reconciliation.</p> <p>Forgiveness as a moral virtue and its significance in religious and secular contexts.</p> <p>The difference between good and evil, exploring various ethical frameworks and religious teachings on moral behaviour.</p>	<p>The Devil in different religious and cultural traditions, including its origins, symbolism, and role in religious narratives.</p> <p>The role of angels in Islam, including their significance as messengers, protectors, and intermediaries between humans and the divine.</p> <p>The principles of utilitarianism, a moral theory that evaluates actions based on their overall consequences for the greatest happiness or well-being of the majority.</p> <p>The ethical dilemma presented in The trolley problem, exploring the complexities of moral decision-making and the conflicts between moral principles.</p>

<p>What students will be able to do</p>	<p><b>Ways of Knowing:</b></p> <p>Critical Thinking: Question and challenge prejudiced attitudes and discriminatory practices in themselves and others.</p> <p>Empathy and Perspective-Taking: Explore the experiences of marginalized groups and victims of discrimination</p> <p>Develop empathy and a broader perspective on the impact of prejudice.</p> <p>Ethical Inquiry: Reflect on ethical dilemmas and consider the ethical implications of their actions and choices.</p> <p><b>Personal Knowledge:</b></p> <p>Self-Reflection: Reflect on their own beliefs, biases, and attitudes, fostering self-awareness and personal growth in combating prejudice and discrimination.</p>	<p><b>Ways of Knowing:</b></p> <p>Empathy and Perspective-Taking: Explore the lives of inspirational figures and the experiences of religious individuals to foster empathy and an understanding of different cultural and social realities.</p> <p><b>Personal Knowledge:</b></p> <p>Reflection and Self-Awareness: Reflect on their own attitudes, biases, and beliefs about religious diversity, civil rights, and social justice.</p> <p>Values and Ethical Awareness: Consider own values and ethical principles, fostering personal growth and moral development.</p> <p>Cultural Awareness: Study the experiences of religious individuals in Britain to foster a cultural awareness and appreciation for the richness of religious diversity.</p>	<p><b>Ways of Knowing:</b></p> <p>Critical Thinking: Critically evaluate the Design argument, considering different interpretations and evaluating the strengths and weaknesses of these perspectives.</p> <p>Textual Analysis: Develop skills in interpreting religious narratives and understanding their cultural and historical contexts.</p> <p>Philosophical Inquiry: Ask questions about the nature of the universe and the existence of God.</p> <p>Scientific Exploration: Consider the relationship between religious beliefs and scientific explanations of the origins of the universe and life.</p> <p><b>Personal Knowledge:</b></p> <p>Reflection and Self-Awareness: Reflect on own beliefs, values, and perspectives regarding the creation</p>	<p><b>Ways of Knowing:</b></p> <p>Critical Thinking: Critically evaluate environmental issues and religious texts such as The Book of Revelation.</p> <p>Information Literacy: Research Christian Aid's work on climate change.</p> <p>Cultural and Religious Awareness: Study religious texts and eschatological beliefs encouraging cultural and religious awareness</p> <p>Ethical Considerations: Reflect on ethical considerations and moral responsibilities towards the environment and global issues through the study of stewardship.</p> <p><b>Personal Knowledge:</b></p> <p>Reflection and Empathy: Reflect on personal beliefs, values, and attitudes towards</p>	<p><b>Ways of Knowing:</b></p> <p>Critical Thinking: Critically evaluate causes of crime, attitudes to punishment, forgiveness, and concepts of good and evil.</p> <p>Ethical Reasoning: Assess the consequences and implications of moral choices including the impact of forgiveness and retribution.</p> <p>Cultural and Religious Awareness: Explore different religious attitudes towards punishment and concepts of good and evil to promote cultural and religious awareness and appreciate diverse belief systems.</p> <p><b>Personal Knowledge:</b></p> <p>Reflection and Self-Awareness: Reflect on own moral beliefs, values, and ethical principles.</p> <p>Understanding of Human Behaviour: Develop an understanding of human behaviour and the</p>	<p><b>Ways of Knowing:</b></p> <p>Philosophical Inquiry: Evaluate concepts of good and evil including: The Devil, angels, and free will to prompt philosophical inquiry into questions about the nature of good and evil, the existence of evil entities, and the implications of free will.</p> <p>Reflection and Personal Values: Reflect on their own beliefs, values, and attitudes towards moral dilemmas, good and evil, and the concept of free will.</p> <p><b>Personal Knowledge:</b></p> <p>Values Exploration: Explore own values and ethical principles.</p> <p>Empathy and Perspective-Taking: Consider various moral dilemmas and religious beliefs about good and evil to encourage empathy and an understanding of diverse human</p>
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YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>Values and Character Development: Explore human rights and social justice issues to develop values such as compassion, fairness, and respect for diversity.</p> <p>Civic Responsibility: Become informed and engaged citizens, advocating for equality and justice in their communities.</p>		<p>of the world and human existence.</p> <p>Spiritual and Philosophical Exploration: Explore personal spiritual and philosophical beliefs and questions.</p>	<p>environmental stewardship, social justice.</p> <p>Engagement and Advocacy: Inspire students to become more engaged in environmental and social justice causes.</p> <p>Spiritual and Existential Inquiry: Reflect on existential questions and their own spiritual perspectives through a study of the End Times.</p>	<p>complexities of criminal motivations.</p>	<p>experiences and moral perspectives.</p> <p>Self-Awareness: Reflect on their own views on free will and determinism, developing self-awareness of their philosophical and theological beliefs.</p>
Assessment	10 Knowledge questions midpoint assessment	/30 mark knowledge end of unit assessment	10 Knowledge questions midpoint assessment	End of unit /30 written assessment	10 Knowledge questions midpoint assessment	End of unit /30 written assessment
Beyond the classroom	Fiction: "The Hate U Give" by Angie Thomas	Non-Fiction: "The Diary of Anne Frank" by Anne Frank	Fiction: "The Hobbit" by J.R.R. Tolkien	Non-Fiction: "The Sixth Extinction: An Unnatural History" by Elizabeth Kolbert	Fiction: "Lord of the Flies" by William Golding	Non-Fiction: "The Moral Landscape: How Science Can Determine Human Values" by Sam Harris