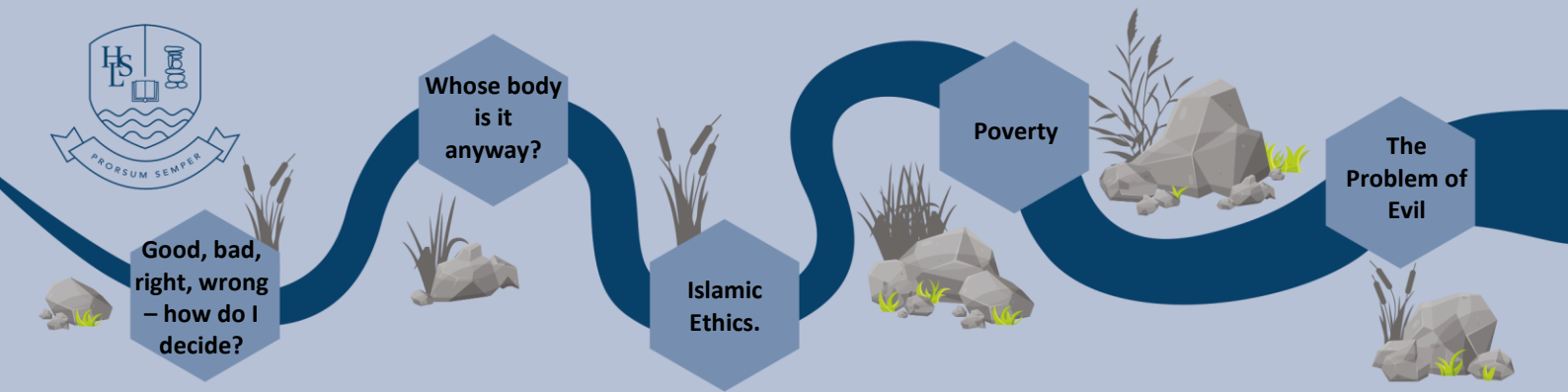
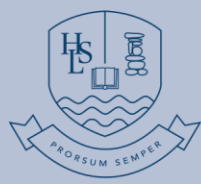
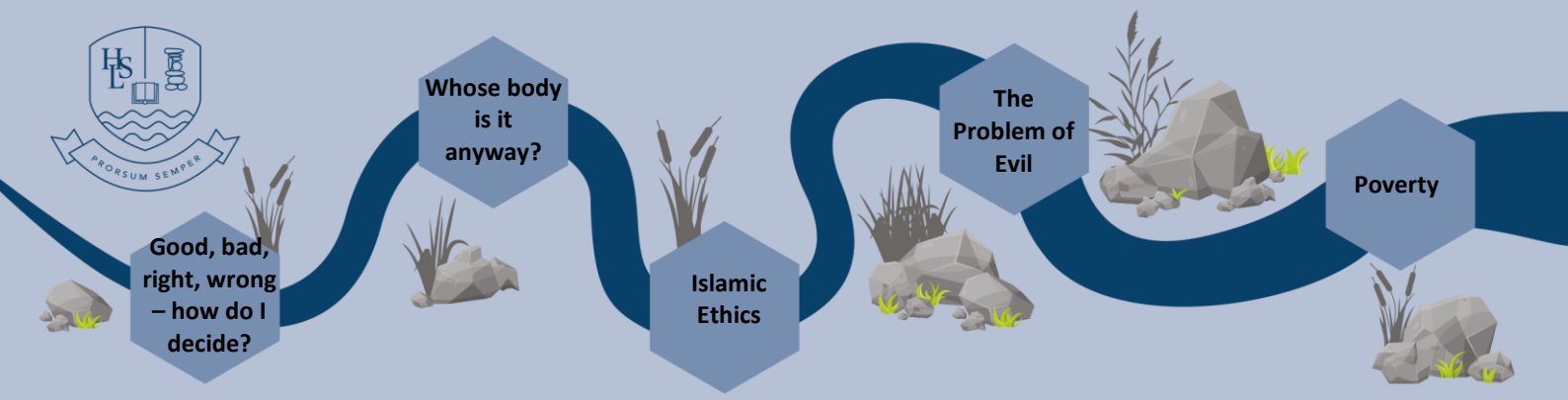


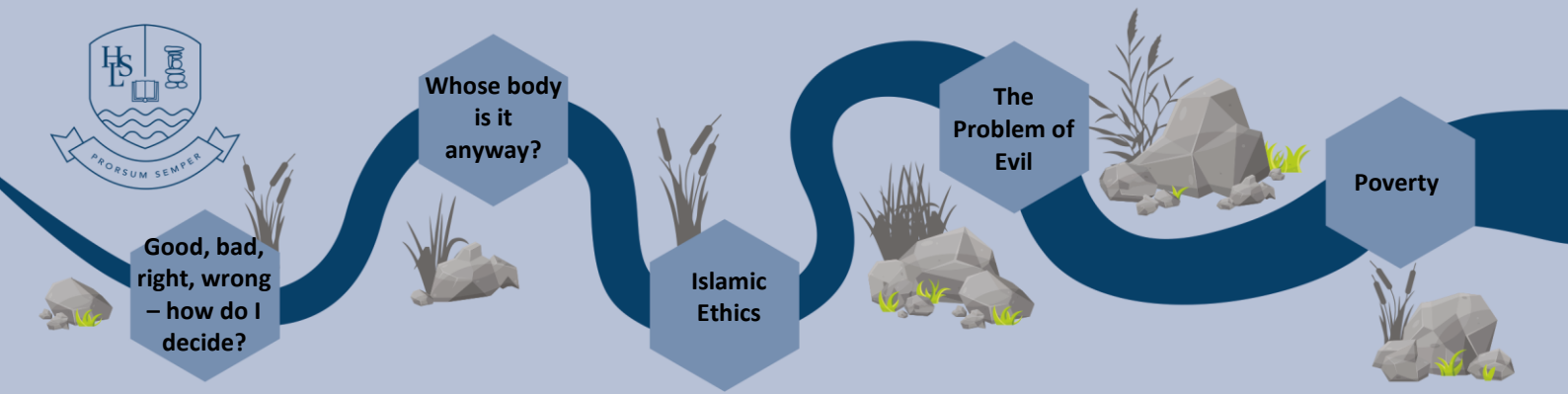
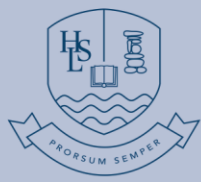
Subject: Religious Education		Year Group: 9		Terms: 1	
Module/Theme: Good, bad, right or wrong; how do I decide?					
Topic Outline & Aims (Intent) In September students will explore ethical theories and sources of guidance to investigate how people decide how to act. Religious and non religious ethical codes will be covered and evaluated.					
Key Skills and Knowledge taught through this topic: (Intent) Students will understand the difference between absolute and relative morality by exploring religious ethical theories like Natural Law and Situation Ethics as well as non religious ethical theories like Utilitarianism. Students will develop subject specific skills such as using sources of authority and using new key terminology. Students will develop analytical and evaluative skills when considering the relevance of these theories. This will build on prior learning and will establish a solid foundation for students to progress through subsequent modules and key stages.					
Prior Learning: (Context) KS3: Throughout KS3 students have explored different religions and their basic beliefs as well as humanism. This module draws on this and shows how religion produces ethical codes and ethical theories. All year 7 and 8 modules feed into this module both in content, vocabulary and skills.		Future Learning: (Context) KS3: These ethical theories are deployed in our next module 'Whose body is it anyway?' when issues surrounding the body are explored (abortion, organ donation etc) and the ethical theories explored here are applied. This module allows us to challenge students of all abilities and include A level theories at this level to ensure solid foundation for GCSE is provided.		National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students' prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.	
RRSA Links: Article 14: Freedom of thought and religion			Assessment of Learning: (Impact) SUMMATIVE: formal assessed task FORMATIVE: Explanation questions concerning knowledge covered, evaluation questions, class notes marked and feedback given INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes		
British Values Links: Tolerance of those of different beliefs and faiths.					
Eco Schools Links: NA					
Reading / Enrichment: Links to articles on RE pages of the VLE Links to videos on the RE pages of the VLE		Key Vocabulary: (Literacy) Relative/ absolute morality, commandment, precept, utilitarianism, right/ wrong, agape, consequentialism.		Numeracy Opportunities: N/A	
				Career Links: Researcher Lawyer Ethicist Public services Teacher or lecturer Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.	



Subject: Religious Education		Year Group: 9		Terms: 3 and 4	
Module/Theme: Whose body is it anyway?					
Topic Outline & Aims (Intent) Students will apply ethical theories and religious ethical codes explored in prior modules to real life ethical situations concerning life and death					
Key Skills and Knowledge taught through this topic: (Intent) Students will explore issues such as fertility treatment, abortions, conjoined twins and organ donation and consider how ethical codes and theories influence what people think is 'right' and 'wrong'. This will build on prior learning and will establish a solid foundation for students to progress through subsequent modules and key stages.					
Prior Learning: (Context) KS3: Throughout KS3 students have explored different religions and their basic beliefs as well as humanism and students' prior module showed how religion produces ethical codes and ethical theories. This module shows the impact of these of peoples' decisions concerning their body and life.. All year 7 and 8 modules feed into this module both in content, vocabulary and skills.		Future Learning: (Context) KS3: This module allows us to challenge students of all abilities and include A level theories at this level to ensure solid foundation for GCSE is provided.		National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students' prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.	
RRSA Links: Article 14: Freedom of thought and religion			Assessment of Learning: (Impact) SUMMATIVE: formal assessed task FORMATIVE: Explanation questions concerning knowledge covered, evaluation questions, class notes marked and feedback given INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes		
British Values Links: Tolerance of those of different beliefs and faiths.					
Eco Schools Links: NA					
Reading / Enrichment: Links to articles on RE pages of the VLE Links to videos on the RE pages of the VLE		Key Vocabulary: (Literacy) Agape, abortion, sanctity of life, quality of life, utilitarian, respect.		Numeracy Opportunities: N/A	
				Career Links: Researcher Lawyer Ethicist Public services Teacher or lecturer Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.	



Subject: Religious Education		Year Group: 9		Terms: 5	
Module/Theme: Islamic Ethics					
Topic Outline & Aims (Intent) In the spring term students will explore the religion of Islam and how faith affects a Muslim's actions in Britain today. They will evaluate these teachings. This module ensures students are religiously literate in (what will be) the world's dominant religion within the next century to promote religious tolerance and understanding.					
Key Skills and Knowledge taught through this topic: (Intent) Students will the context in which Islam originated and the core teachings. They will understand how and why the Sunni/ Shia split occurred and how this affected certain practices. Students will consider whether it is easy to be a Muslim in Britain today and also explore the ethical implications of these teachings. This will build on prior learning and will establish a solid foundation for students to progress through subsequent modules and key stages.					
Prior Learning: (Context) KS3: Throughout KS3 students have explored different religions and their basic beliefs as well as humanism.		Future Learning: (Context) KS3: This module allows us to challenge students of all abilities and sows the seeds for future learning for those who are taking GCSE RE. The concepts of zakat and ummah will be revisited in the upcoming module on Poverty.		National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students' prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.	
RRSA Links: Article 14: Freedom of thought and religion. Article 17 Right to information. Article 28/9: Right to an education.			Assessment of Learning: (Impact) SUMMATIVE: formal assessed task FORMATIVE: Explanation questions concerning knowledge covered, evaluation questions, class notes marked and feedback given INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes		
British Values Links: Tolerance of those of different beliefs and faiths.					
Eco Schools Links: Possible link to khalifah of the environment.					
Reading / Enrichment: Links to articles on RE pages of the VLE Links to videos on the RE pages of the VLE		Key Vocabulary: (Literacy) See word glossary. Examples include: monotheism, tawhid, haram, halal, salah (prayer 5 times a day), zakat (2.5% wealth to charity), shahada (statement of faith), Sawm (fasting).		Numeracy Opportunities: Numeracy calculations – zakat being 2.5% of wealth.	
Career Links: Lawyer. Politicians. Researcher. Public services Teacher or lecturer Clergy Lots of comedians and script writers studied RE / philosophy. Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.					



Subject: Religious Education		Year Group: 9		Terms: 6	
Module/Theme: Islamic Ethics					
Topic Outline & Aims (Intent) In the summer term students will explore the philosophical problem of evil as presented by Epicurus and JL Mackie. Students will be invited to look at different religious responses to the problem and how people can still believe in the God of Classical Theism whilst accepting evil and suffering in the world.					
Key Skills and Knowledge taught through this topic: (Intent) Students will explore the logical problem of evil through the inconsistent triad and understand the challenge that evil poses to the existence of an omnibenevolent and omnipotent God. Responses from Islam and Christianity will be explored (soul building, punishment, a test). This will build on prior learning and will establish a solid foundation for students to progress through subsequent modules and key stages.					
Prior Learning: (Context) KS3: Throughout KS3 students have explored different religions and their basic beliefs as well as humanism. This module will draw of the vocabulary and the skills students have nurtured.		Future Learning: (Context) KS3: This module allows us to challenge students of all abilities and sows the seeds for future learning for those who are taking GCSE RE.		National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students' prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.	
RRSA Links: Article 14: Freedom of thought and religion. Article 17 Right to information. Article 28/9: Right to an education.			Assessment of Learning: (Impact) SUMMATIVE: formal assessed task FORMATIVE: Explanation questions concerning knowledge covered, evaluation questions, class notes marked and feedback given INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes		
British Values Links: Tolerance of those of different beliefs and faiths.					
Eco Schools Links:					
Reading / Enrichment: Links to articles on RE pages of the VLE Links to videos on the RE pages of the VLE		Key Vocabulary: (Literacy) See word glossary. Examples include: omnipotent, omniscient, omnibenevolent, evil, soul-making, punishment, The Fall.		Numeracy Opportunities:	
				Career Links: Lawyer. Politicians. Researcher. Public services Teacher or lecturer Clergy Lots of comedians and script writers studied RE / philosophy. Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.	