



Department Information:

Philosophy and Religion (PR) is taught once a week in Years 7, 8 and 9, ensuring that students have a clear understanding of their own faith and that of others within their local, national and global community. In year 9 students have the opportunity to understand Christianity, Buddhist Practice, Judaism, Evil, Suffering and Persecution, Religion in the modern world and Ethics.

ACHIEVE in the curriculum:

Ambition as students recall knowledge they have learned in Year 7 and 8, as well as looking at some tricky concepts in preparation for the GCSE should they choose PR.

Integrity as pupils begin to study some difficult ethical issues such as abortion, euthanasia and a study of the evil and suffering we may see in the world.

Curriculum Aims & Intent:

Provide an overview of the course content and its core aims and intent, what learners will know and understand at the end of the course etc.

The Year 9 curriculum offers a blend of developing student knowledge and understanding of what they have learned in Year 7 and 8, and challenging them with GCSE style content to prepare those who may choose to continue studying the subject at Key Stage 4. The year begins by developing knowledge of Christianity and Buddhism, in particular how the beliefs learned previously influence the practices of these religions. Students then look at some new concepts within Judaism which have not been previously studied and we make some cross curricular links with History here as we then go onto to study Anti-Semitism and the Holocaust, with students looking at the impact evil and suffering may have on religious belief. Towards the end of the year students then study the importance of religion in the modern world and ethical dilemmas which correlate alongside the GCSE content. As students progress through the year they will be challenged in their written work, again working towards GCSE style essay writing and practicing the type of exam questions that would be assessed at Key Stage 4.

Resources:

<https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>

<https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units>

<https://kerboodle.com>

How we keep parents informed:

Year 9 - Progress reports are published 4 times per year, in October, December, March and July, with a face-to-face parents' evening in January. GCSE Options Evening is also in January.

How parents can help their child:

Support to ensure home learning is completed for the deadline and organisation.
Support with understanding of subject specific key words.

Developing written literacy, ensuring any home learning where necessary is completed in full sentences and using paragraphs.
 Challenging your child to use Kerboodle at home in revision and home learning to encourage a more GCSE style approach to the subject as they are moving through the end of key stage 3.

| What we study and when: | | | | | |
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| Term | Unit, Topic Or Summary Of Work Covered | Knowledge, Understanding & Skills Developed | ACHIEVE / Personal Development Focus | How The Work Is Assessed | Careers Links |
| 1 | Christianity | The unit starts with an introduction to Christianity to recap knowledge students have from year 7. It then goes on to study concepts such as the Trinity, Bible scripture, the reformation and key Christian practices such as Lent and Easter. | Ambitious in the language used – with students beginning to understand GCSE terminology. Integrity – understanding beliefs and practices that might differ significantly from their own. | Students will complete a timed assessment at the end of the unit, assessing them on a variety of question styles. | |
| 2 | Judaism | The unit begins with an overall introduction to key Jewish beliefs and teachings. It then looks in depth at concepts such as the covenant, before looking the issue of Anti-Semitism. | Integrity – expected throughout and reinforced during debates and written evaluation. | Students will be expected to make reference to their knowledge from this topic in their term 3 assessment. | Looking at the Sabbath and modern day implications for Saturday being a holy day of no work. |
| 3 | Evil, Suffering and Persecution | Students are exploring evil and suffering predominantly through the events of the Holocaust and so students should not only be gaining a knowledge of historical events but analysing how these events contradict the beliefs in a loving, powerful and all knowing God. Students will explore different individual experiences of the Holocaust and draw on their own conclusions about the existence of God in the face of evil and suffering. | Collaborative – many of the lesson will see students working together, using their home learning and each other’s research. Integrity – expected throughout and reinforced during debates and written evaluation. Also a maturity and empathy when looking at the Holocaust as a case study and examples of persecution. | At the end of the unit students will complete a graded piece of extended writing, which explores the impact that evil and suffering has on beliefs like the covenant from term 4. | |

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| 4 | Buddhism Practices | The unit begins with recapping what students learned about Buddhist beliefs and teachings in year 8 and how this may influence Buddhist actions. It then goes on to study different aspects of Buddhist practices in depth such as worship, the Sangha, the life of Buddhist monks and the Five Moral Precepts. | Ambitious in the language used – with students beginning to understand GCSE terminology. Integrity – understanding beliefs and practices that might differ significantly from their own. | Students will recall knowledge in their end of year PPEs. | The study of the five moral precepts allows students to reflect on what careers are and are not appropriate for Buddhists. |
| 5 | Religion in the modern world | In this unit students will have the opportunity to study aspects of the modern world through the lens of different religions. Such as Islamic art, Christianity and music, and topics including the environment and capital punishment which allow students to apply multiple religious beliefs within the lesson to that issue. | Versatility – students will be exploring the versatility of religion in the modern world Collaborative – students will discuss religion in the modern world in groups | At the end of this topic students will complete a timed and graded assessment on knowledge learnt here, but also recalling from previous topics from the year in preparation for their move into Key Stage 4. | Students gain an understanding of how religion can be expressed through means such as art and music. |
| 6 | Religion and Ethics | The unit starts with an introduction into the key concepts of ethics and morality and how we make ethical decisions. It then explores a series of ethical issues such as animal rights, abortion, euthanasia and the sanctity of life. | Collaborative – many of the lesson will see students debating key ethical issues. Integrity when studying some sensitive ethical issues and the awareness of different views and beliefs in the classroom. | There will be no graded assessment in this term. Students will complete a GCSE style essay that will be marked with feedback. | Medical ethics and how this may influence/impact these career choices |