

Religious Education: Year Nine Curriculum Overview.

Calendar`	Theme/Big Question:	Small Questions:	Assessment Opportunities
Autumn 1	Religion and Society	<ul style="list-style-type: none"> • What are the core beliefs of Islam? • What are the five pillars of Islam? • Is punishment just? What are aims of punishment? What are the Christian and Muslim responses? • Can war be justified? What are the Christian and Muslim responses? • Why should society never accept bullying? What are the Christian and Muslim responses to bullying? • Why do most religious people oppose excessive alcohol consumption and the use of illegal drugs? • What is situation ethics, the conscience and how can the Bible lead us in making decisions? <ul style="list-style-type: none"> • Do Christians have an extra duty to ensure human rights? • Do Religious people have an extra duty to care for the environment? <ul style="list-style-type: none"> • How can we be stewards? • Are fertility treatments moral? • Is organ donation the most Christian thing to do when we die? 	<ul style="list-style-type: none"> • Keyword and definition test • Mid Unit Assessment: AO1: <ul style="list-style-type: none"> - 1 x keyword definition question (2 marks) - 1x describe skill question (5 marks) - 1x explain skill question (8 marks) • End of Unit: AO1 <ul style="list-style-type: none"> -1 x keyword definition question (2 marks) - 1 x describe skill question (5 marks) - 1x explain skill questions (8 marks) - 1 x discern/evaluate skill question (15 marks).
Autumn 2	Marriage and relationships	<ul style="list-style-type: none"> • What is the sexual nature of human beings? • What are the messages of Pope John Paul II's Theology of the Body? <ul style="list-style-type: none"> • How is human sexuality expressed? • What is a valid marriage in the Catholic Church? • What does the Catholic Church teach about the nature of marriage? <ul style="list-style-type: none"> • What does the Catholic Church teach about divorce? • What does the Catholic Church teach about Natural Family planning? <ul style="list-style-type: none"> • What is the nature and purpose of the family? 	<ul style="list-style-type: none"> • Keyword and definition test • Mid Unit Assessment: AO1: <ul style="list-style-type: none"> - 1 x keyword definition question (2 marks) - 1x describe skill question (5 marks) - 1x explain skill question (8 marks)

		<ul style="list-style-type: none"> • What does the Catholic Church teach about the roles of men and women in the family? <ul style="list-style-type: none"> • What does the Bible say about gender equality? • What is Catholic teaching about the equality of men and women? <ul style="list-style-type: none"> • What are the Catholic teachings about gender prejudice and discrimination? 	<ul style="list-style-type: none"> • End of Unit: AO1 <ul style="list-style-type: none"> -1 x keyword definition question (2 marks) - 1 x describe skill question (5 marks) - 1x explain skill questions (8 marks) - 1 x discern/evaluate skill question (15 marks).
Spring 1	Community Cohesion	<ul style="list-style-type: none"> • What is a multi-ethnic society and what are the benefits? <ul style="list-style-type: none"> • Should the government legislate for community cohesion? <ul style="list-style-type: none"> • Why should we promote racial harmony? • Should the Church be more responsible for helping asylum seekers? • Case study: Rwanda. What were the historical causes of the genocide? What are the lasting effects? <ul style="list-style-type: none"> • Why is it important that we do not forget such atrocities? • Should all religions work together to promote religious harmony? 	<ul style="list-style-type: none"> • Keyword and definition test • Mid Unit Assessment: AO1: <ul style="list-style-type: none"> - 1 x keyword definition question (2 marks) - 1x describe skill question (5 marks) - 2 x explain skill questions (8 marks each) <ul style="list-style-type: none"> • End of Unit: AO2 <p>-Students are given the opportunity to reflect on the issues discussed, by writing a persuasive speech or article.</p>
Spring 2	GCSE: Judaism Beliefs	<ul style="list-style-type: none"> • What is RE at GCSE? • What do Jews believe? <ul style="list-style-type: none"> • What do Jews believe about the nature of God? <ul style="list-style-type: none"> • What is the Shekinah? • What is the Abrahamic Covenant? • Why are Moses and the Mitzvot important to Jews? 	<ul style="list-style-type: none"> • Keyword and definition test • Mid Unit Assessment: AO1: <ul style="list-style-type: none"> - 1 x keyword definition question (2 marks) - 1x describe skill question (5 marks)
Summer 1			

		<ul style="list-style-type: none"> • Are the ten commandments important to Jews? <ul style="list-style-type: none"> • Do Jews believe in a Messiah? • What do Jews believe about the Sanctity of life? <ul style="list-style-type: none"> • What is the importance of the mitzvot? <ul style="list-style-type: none"> • Do Jews believe in free will? • Why are there different beliefs about the afterlife in Judaism? 	<ul style="list-style-type: none"> - 1 x explain skill question (8 marks) • End of Unit: AO1 -1 x keyword definition question (2 marks) - 1 x describe skill question (5 marks) - 1x explain skill questions (8 marks) - 1 x evaluate skill question (15 marks). <p>Students regularly complete exam questions that are in line with the GCSE Religious Studies EDUQAS Route B specification.</p>
<p>Summer 2</p>	<p>GCSE: Judaism Practices</p>	<ul style="list-style-type: none"> • What is the history of the synagogue? <ul style="list-style-type: none"> • How do Jews worship at home? • How do Jews celebrate Shabbat in the home? • Should all Jews wear special items for worship? • Is the synagogue the most important place to worship? • How do the features in the synagogue represent Jewish belief? <ul style="list-style-type: none"> • Why are rituals so important in Judaism? • How do Jews celebrate a child becoming an adult in the faith? <ul style="list-style-type: none"> • Is marriage the most important ceremony in Judaism? • What is the significance of burial rituals within Judaism? • Is it possible for a Jew in Britain to adhere to all of the teachings? • Does keeping Kosher make it difficult for Jews to integrate into British society? <ul style="list-style-type: none"> • Are some Jewish festivals more important than others? 	<ul style="list-style-type: none"> • Keyword and definition test • Mid Unit Assessment: AO1: - 1 x keyword definition question (2 marks) - 1x describe skill question (5 marks) - 2 x explain skill questions (8 marks each) • End of Unit: AO1 -1 x keyword definition question (2 marks) - 1 x describe skill question (5 marks)

			<ul style="list-style-type: none">- 1x explain skill questions (8 marks)- 1 x evaluate skill question (15 marks). <p>Students regularly complete exam questions that are in line with the GCSE Religious Studies EDUQAS Route B specification.</p>
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