

Curriculum Map: Year 9 Religious Studies

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Religion and Spirituality	Animal Rights	The Value of the World	Values and beliefs	Forgiveness and Reconciliation	RSE - Healthy Relationships
Intent	<p>Help students learn about and experience cultural and spiritual diversity around the world and in Britain, promoting a sense of belonging.</p> <p>Allow students to understand and ask challenging questions about the meaning and purpose of life, beliefs about God, issues about right and wrong and what it means to be human.</p> <p>Encourage students to always 'give it a go', challenge and debate, to develop and express their insights in response, and to agree or disagree in a courteous manner.</p>	<p>Understand and ask challenging questions about the meaning and purpose of life, beliefs about God, issues about right and wrong and what it means to be human.</p> <p>Encourage students to always 'give it a go', challenge and debate, to develop and express their insights in response, and to agree or disagree in a courteous manner.</p> <p>Develop analytical and critical thinking skills, the ability to work with abstract ideas and research skills.</p>	<p>Ensure students gain an appreciation of how religion, philosophy and ethics form the basis of our culture so students can care and respect one another.</p> <p>Understand and ask challenging questions about the meaning and purpose of life, beliefs about God, issues about right and wrong and what it means to be human.</p>	<p>Understand and ask challenging questions about the meaning and purpose of life, beliefs about God, issues about right and wrong and what it means to be human.</p> <p>Understand belief systems and political ideologies so they can make informed decisions and set themselves challenging goals about how they can become more active citizens who have a real impact on society.</p> <p>Understand and display British values of respect, tolerance, law and democracy which underpin our school value of kindness.</p>	<p>Ensure students gain an appreciation of how religion, philosophy and ethics form the basis of our culture so students can care and respect one another.</p> <p>Understand and display British values of respect, tolerance, law and democracy which underpin our school value of kindness</p> <p>Provide opportunities for students to extend and challenge their vocabulary and language.</p> <p>Develop analytical and critical thinking skills.</p>	<p>Ensure students have a clear understanding of what healthy relationships look like so that they can keep themselves and others safe.</p> <p>Develop an understanding of the positive and negative influences on taking risks.</p> <p>Forge a clear understanding that actions have consequences.</p>
Key Knowledge	<p>Meaning of spirituality, religion, and humanism.</p> <p>Assess the arguments for God's existence.</p> <p>Understand the origins of religion.</p>	<p>Meaning of stewardship and dominion. Assess the use and abuse of animals.</p>	<p>Meaning of stewardship and dominion. Assess the use and abuse of natural resources focusing on issues</p>	<p>Meaning of values and beliefs. Explore the influence of individual experiences, upbringing, the media</p>	<p>Meaning of forgiveness and reconciliation.</p> <p>Summarise the case studies of Pope John Paul II, Anthony Walker, Rais Bhuiyan, James</p>	<p>Meaning of love and commitment. Analyse the different stages of building an intimate relationship.</p>

	Evaluate reasons why people do or do not belong to a religion.	Evaluate religious and non-religious beliefs on eating meat. Evaluate religious and non-religious beliefs on animal experimentation.	like deforestation and climate change. Summarise the work of Greta Thunberg and David Attenborough.	and religion in today's society.	Bulger and Silje Redergard.	Understand and recognise teenage relationship abuse. Differentiate between myths and reality about contraception, sex and pregnancy.
Key Skills	Investigation, interpretation, empathy, reflection, evaluation, analysis, application, self-expression.					
Key Vocabulary	Faith Spirituality Practices Worship Humanism Atheism Agnosticism Theism Religious law Sacred writings Origins Purpose Belief Divine Belong	Dominion Stewardship Abuse Sanctity of life Quality of life Vegetarianism Veganism Experimentation	Pollution Global warming Deforestation Stewardship Dominion General-Revelation Active Citizenship	Beliefs Values Society Media Beliefs Qur'an Commandments Infallible Bible Torah Tradition Law Human Rights Morality Moral Immoral Conscience	Forgiveness Reconciliation Pacifism Injustice Just Compassion	
Key Reading	'Atheism at a glance' Adapted from the AQA textbook.	'Have zoo's become outdated' BBC News article.	The History of a Day - Adapted from Values and Visions by Sally Burns and Georgeanne Lamont.	Case study on 'Jimmy'. Case study on 'the tradition of a mother'. Both adapted from a series of short stories.	Forgiveness within Christianity - Adapted from the AQA textbook Case Studies - all adapted from BBC The Lord's Prayer - The Gospel of Matthew and Luke.	
End Point	Students can explain why some people would	Students can explain reasons for and	Students can explain environmental issues	Students can explain how different sources	Students can evaluate reasons why some	Students can identify features of healthy

	reject belief in God (with reference to humanist beliefs) and explain how religious beliefs influences believers.	against using animals for human purposes with application of religious teachings.	and evaluate our impact using religious teachings.	of influence can shape our values and beliefs.	forgive or do not forgive applying religious teachings.	and unhealthy relationships. They can identify different stages of a new relationship. Recognise that all relationships are different and must be right for the individuals involved. Devise healthy and respectful ways to resolve conflict in a relationship. Students can name 5 methods of contraception and identify their benefits and limitations. Recognise the responsibilities of parenthood. Students can explain the difference between consensual and forced marriage.
Form of Assessment	Progress check: End of unit assessment, multiple choice, 1 and 2 mark questions, 4 and 5 mark extended questions.					
Bradford Agreed Syllabus	<p>A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. The nature of religion and belief and its key concepts; 2. Ultimate Questions of belonging, meaning, purpose and truth.</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including: 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>					

Enrichment opportunities	Visit to Bradford Cathedral.
Leadership opportunities	Involvement in group work and debates.



AMBITION



RESILIENCE



COURTESY



KINDNESS