



Year 9 Curriculum Overview

Curriculum Intent: In Year 9 we intend for our students to develop knowledge on philosophical and theological skills on issues such as life and death, equality and extremism in order that they might have a wider understanding of problems and issues in society. We intend for our students to have a good understanding of how to interpret complex texts, how to understand complex ideas and how to analyse complex issues and how to break down texts for themselves.

Unit	Assessment	Outline	Knowledge/Skills	Links to Prior Learning	Wider Knowledge/Literacy	Links to Careers/Employability Skills
Unit 1: Life and Death	Extended writing task on abortion, end of unit test and mid-term assessment	To understand issues of life and death (such as abortion and euthanasia). To be able to apply theories from different philosophers to issues of life and death. To be able to argue in a philosophic	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> - Foundational knowledge: student will understand different theories such as situation ethics, Aquinas 5 precepts as well as the criticisms of these theories. - Student will be able to apply these theories to different issues such as abortion, euthanasia. 	Links to Year 8 learning (Unit 2). In year 8, students have learnt to think about the nature of God (and what they think of the issue of the nature of God). In Year 8, they have developed this through the critical thinking of big questions and they have started to learn how to argue their own opinion cohesively. Students in Year 9 may think	<p>Websites, books and videos that can help students build on their existing understanding of topics</p> <ul style="list-style-type: none"> • The ethics of Abortion (focus on 1.2 The violinist case objection: (https://plato.sydney.edu.au/entries/abortion/#VioCasObj)) • A Level Philosophy & Religious Studies: https://alevelphilosophyandreligion.com/situation-ethics • Savior sibling: https://www.bbc.co.uk/teach/class-clips-video/articles/zms6nrd 	Links to careers in social work (as these issues are relevant in society today). Links to teaching and lecturing as students need to understand these issues in order to engage in philosophy and theology at a higher level. Links to financial sector jobs/ government policy jobs as students are taught to analyse and criticise texts, thinkers, other perspectives as



		<p>al way about these issues and apply their argumentative skills to other issues. To be able to apply knowledge of life and death issues to other parts of philosophy and theology.</p>	<ul style="list-style-type: none"> - Student will be able to understand and appreciate different perspectives on both theories and controversial issues that we study. - Mastery knowledge: student will be able to apply these theories to different case studies in real life. This includes current case studies in the news. Student will be able to give arguments and think about what 	<p>about how important the sanctity of life is to religious believers (and therefore to God).</p>		<p>well as their own perspectives.</p>
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			<p>they believe about these current case studies.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> - The key skills that students will gain from this module is the understanding of the importance of the sanctity of life and how to put their argument across in a concise manner whilst also considering other points of view. 			
Unit 2: Issues of Equality	End of unit assessment /30	To build on foundational knowledge of Philosophic	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> - To understand issues of equality 	<ul style="list-style-type: none"> - To build on argumentation skills learnt in 	<ul style="list-style-type: none"> • Slave trade and equality: https://time.com/5171819/christianity-slavery-book-excerpt/ • David Hume and Slave trade: https://www.scotsman.com/news/opinion/columnists/david-hume-was-a-brilliant- 	<ul style="list-style-type: none"> - Skills include problem solving, argumentation,



	Mid-year assessment unit	<p>al skills on issues of equality. To understand why equality is important and why people are unequal in society. To understand what people have done to address the inequality. To understand how religion has helped or hinders equality.</p>	<ul style="list-style-type: none"> - To understand how these issues affect our society. - To understand how thinkers advocated for equality. - To understand how religion has hindered equality/inequality. - Mastery knowledge: Students will learn how to embed biblical quotes into their writing and really unpick how these biblical quotes relate to equality. - Students will learn to build 	<p>Unit 1 by practicing developing solid conclusion and introductions as well as providing strong reasons to support views.</p> <ul style="list-style-type: none"> - To build on argumentation skills that were taught in Year 8 (on the nature of God or the cosmological argument) 	<ul style="list-style-type: none"> - <u>philosopher-but-also-a-racist-involved-in-slavery-dr-felix-waldmann-2915908</u> 	<p>analysing key texts.</p> <ul style="list-style-type: none"> - Useful for government jobs in the public sector. - Links to jobs in finance due to argumentation skills. - Links to jobs in the public sector such as social work or teaching as there is a better understanding of key issues in society such as equality.
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			<p>on different theories to establish their own argument.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> - To understand how to argue for issues in our society. - To know how to interpret texts and read authors in an accurate way. - To be able to structure essays to argue for a point while also considering other points of view. 			
Unit 3: Extremism	End of unit assessment /30	To develop an understanding	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> - To understand 	<ul style="list-style-type: none"> - Links to previous two units as 	<ul style="list-style-type: none"> • KS3 Religious Studies: E is for Extremism: https://www.bbc.co.uk/teach/class-clips-video/articles/z4gv47h • Adolf Hitler - dictator of Germany: 	<ul style="list-style-type: none"> - Skills include interpreting religious



	Mid-year assessment	ing of extremism. To develop an understanding of different types of extremism. For students to learn about examples in history and now where extremism exists. To ensure that students should understand what radical means. To ensure that students know what a	<p>what extremism is.</p> <ul style="list-style-type: none"> - To understand what a conspiracy theory is. - To understand different types of extremist groups, why they exist and how they can be harmful. - To understand why terrorism is wrong. - To understand and appreciate the importance of free speech. - To understand 	<p>students will be encouraged to argue in the same way as Unit 1 and Unit 2, and therefore use the same skills.</p> <ul style="list-style-type: none"> - Links to Year 8 Unit 2 on the nature of God as students are asked to argue for their point of view and asked to consider other arguments 	<p>https://www.britannica.com/biography/Adolf-Hitler/World-War-II</p> <ul style="list-style-type: none"> • Joseph Stalin premier of Soviet Union: https://www.britannica.com/biography/Joseph-Stalin 	<p>(and therefore literary complicated texts).</p> <ul style="list-style-type: none"> - Analysing texts. - Putting forward a coherent argument with reasons. - Links to sectors like government policy and civil service. - Links to financial sectors such as accounting due to analytic work. - Links to civil servants
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		<p>conspiracy theory is and the implications conspiracy theories. For students to understand types of extremist groups from different sectors of society. For students to understand what terrorism is and how religion can help influence/not influence terrorism (particularly</p>	<p>and appreciate why hate speech can be harmful.</p> <p>- To be able to apply these issues (free speech, hate speech and terrorism) to religious texts.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> - Argumentation - Interpreting religious texts. - Considering the reasons why extremist groups exist. - Considering the reasons why religion may influence terrorism. 	<p>- Links to KS2 as students will develop on their debating skills by considering different perspectives on the topics, understanding different points of views and coming to judgement based on reasoning.</p>		<p>such as teachers or social workers due to understanding of extremism being a prevalent issue on society today.</p> <p>- Links to the police force and other emergency services (as well as the medical profession) as students will understand the importance of safe guarding</p>
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		Christianity). For students to understand the importance of free speech. For students to understand and appreciate why hate speech is harmful.	- Analysing why free speech is important (and therefore considering different perspectives) and why hate speech can be harmful.			the community.
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In accordance with the **Education Act 1996**, parents have the right to withdraw their child from all or part of Religious Education; any such request must be made in writing to the Headteacher.