

Curriculum Content

RE Topics

In year 9 we teach the following units over the course of the year. This year focus is placed on the impact of faith on the life of a believer. The topics are also bridging units for the potential option of GCSE RS course.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment e.g independence, problem solving, evaluation, analysis, creativity, literacy, numeracy and oracy
<p>Spring</p> <p>Environmental issues and Animal Rights</p> <p><i>SACRE:</i></p> <ul style="list-style-type: none"> - <i>KS3 (Y9) Unit 5: The Influence of Beliefs on the Lifestyle of Believers</i> - <i>KS3 (Y7/8) Unit 5: Applying Religious Teachings to an Issue: the Environment</i> - <i>SACRE: this RE modules has its basis in the Edexcel / AQA exam syllabus Theme B Religion and life and therefore..... 'The religions and worldviews studied in such syllabuses will be deemed to have met the Agreed Syllabus'.</i> 	<p>This module helps students learn about key beliefs linked to a religious duties to care for the environment and animals, the actions they would take and the impact on their lives and religious practice.</p>	1. What are the key environmental concerns?	Global warming, climate change, ozone layer, pollution, scarcity of natural resources, renewable resources, finite resources, Fossil fuels solutions	Textual study and interpretation
		2. The value of the world and the duty of human beings to protect it,	Stewardship (khalifahs), creation, responsibility, control, judged.	Independent research and study.
		3. How religious teachings about stewardship affect attitudes to the environment.	Preserve, fair sharing, duty, support, conservation, impact.	Extended writing in various forms
		4. Can animals have rights and how do humans use animals.	Animal rights, exploited, self-conscious, autonomous Companionship, assistance, neglect, ill-treatment.	Comparison of view points
		5. Should animals be used in experiments or for food?	Abused, welfare, humane, cruelty, suffering, omnivorous,	Discussion and debate
		6. How do religious people respond to animal right issues?	Stewardship, duty, care, control, rights	Application of faith

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<p>Summer</p> <p>Aspects of Philosophy and the problem of evil and suffering</p> <p><i>SACRE:</i></p> <ul style="list-style-type: none"> - <i>KS3 (Y9) Unit 5: The Influence of Beliefs on the Lifestyle of Believers</i> - <i>KS3 (Y9) Unit 3: Applying Religious Teachings to an Issue: Suffering</i> - <i>KS3 (Y7/8) Unit 6: Looking for Evidence of God</i> - <i>SACRE: this RE modules has its basis in the Edexcel / AQA exam syllabus Theme B Religion and life and therefore..... 'The religions and worldviews studied in such syllabuses will be deemed to have met the Agreed Syllabus'.</i> 	<p>This module helps students to pose critical questions about the existence of God and how religious and non-religious people respond to ultimate questions.</p>	1. Does God exist?	Theism, atheism, agnosticism, evidence, faith, experience, logic, proof,	Textual study and interpretation.
		2. The argument for design and belief in God	Designed, designer, purpose, evidence, laws, evolution	Independent research and study.
		3. The argument for causation and belief in God	Cause, caused, affect, first cause	Extended writing in various forms.
		4. What is the problem or evil and suffering?	Suffering, moral evil, natural evil, unfair, fault, existence	Comparison of viewpoints.
		5. Why does the existence of evil and suffering cause religious people problems?	Doubt, omni-benevolent, omnipotent, omniscient	Discussion and debate.
		6. How do religious people respond to the problem of evil and suffering?	Respond, comprehension, remove, fault, misuse, free will, plan	Application of faith.