



## Curriculum Overview

### Year 9 - Religious Education 2021-2022

#### Rationale for Year 9 Religious Education

The Year 9 curriculum encourages students to explore philosophy as an academic discipline and apply substantive theological knowledge to the first unit of Edexcel GCSE Catholic Christianity: Beliefs and Teachings. Within this, students explore the meaning and oneness of the Trinity, Creation, the Nature of Humanity, the Incarnation, the significance of the Paschal Mystery and Eschatology. Students will also examine the varying ways people make sense of the world and how faith and science relate to one another. This is explored through study of the cosmological argument in relation to scientific theories regarding the origins of the universe. In Year 9, students are able to debate the problem of evil as an argument against the existence of God and counter this with various theodicies such as St Irenaeus' Soul-Making Theodicy. In addition, the Year 9 curriculum comprises the exploration of the social, environmental and psychological reasons why humans commit crimes and the type of crimes that they commit. For all themes and concepts within Religious Education and the wider world, students will be required to utilise critical thinking skills. By embedding philosophy throughout KS3, we aim to develop their skills as critical, creative and collaborative thinkers who use reasoning and judgement to discuss theological, philosophical and ethical concepts.

#### What will students learn and why?

All topics are guided by the People of God framework. In Religious Education, students become religiously literate through understanding, discerning and responding to religious themes and concepts. This guides them into critical reflection of substantive knowledge, ways of knowing and personal knowledge, including dialogue between Christian denominations and other world religions. The Religious Education Curriculum Directory presents the Areas of Study and content of Religious Education. The framework is structured according to the requirements of the Catechism of the Catholic Church, which seeks: to address the human search for meaning; God's initiative in Revelation who comes to meet us; and our response of faith. Sequence of topics build on students' prior knowledge to support long-term memory with interleaving and retrieval activities to embed knowledge and understanding.

#### **The curriculum comprises three themes:**

##### **Word of God**

In Year 9, this theme encourages students to explore philosophy as an academic discipline and apply substantive theological knowledge to the first unit of Edexcel GCSE Catholic Christianity: Beliefs and Teachings. Within this, students explore the meaning and oneness of the Trinity, Creation, the Nature of Humanity, the Incarnation, the significance of the Paschal Mystery and Eschatology.

##### **Imago Dei (Made in the Image of God)**

Linked to revelation, and how different Christians understand the story of Creation in Genesis, students will explore some of the different ways that people make sense of the world and how faith and science relate to one another. The focus of this topic explores why the Catholic Church sees no conflict between faith and science. We also explore the theory of causation and design to support scientific discovery such as evolution and the Big Bang. As part of the creation topic students will also recognise the importance of being *imago dei* and what this means in relation to stewardship and dominion over the earth. This theme also reflects on the belief that all life is sacred because humans have been made in the image of God. Students explore and compare different religious beliefs about abortion, euthanasia, IVF, embryo research, end of life care and cloning. Students will reflect on ways in which they respect the sanctity of human life in their daily life, within society and in the world as a whole with reference to dominion and stewardship in accordance with *Gaudium est Spes* and *Evangelium Vitae*. Evil and Suffering is also covered in Imago Dei through self-reflection and understanding why there is suffering. Students reflect on the purpose of suffering and what it teaches us

about God. Hermeneutical study of the Fall and the Book of Job enables students to assess how and why the existence of evil and suffering can test faith. This presents a philosophical debate type module to encourage evaluation and analysis with reference to Dei Verbum. Imago Dei also comprises the exploration of the social, environmental and psychological reasons why humans commit crimes and the type of crimes that they commit. It emphasises the Christian teachings on forgiveness with analysis of Old and New Testament scripture. Students explore the six aims of punishment, researching why different crimes result in different punishments. They will explore religious views on law and order with reference to Christian and Jewish absolute moral laws. They will study the law in 21st century Britain and debate ethical and moral implications of Capital Punishment in modern society.

#### **Living as a community**

This theme encourages dialogue between Christianity and Islam, building on tolerance as a virtue. Students explore the diversity of Islam in the world and in the UK and consider how different Muslims are united in their belief in One God and in the example of the Prophet Muhammad. This unit explores Islamic belief and practice in Britain today. Students will show understanding of Muslim faith using relevant sources and key terms from the Qur'an and Sunnah. Students will also recognise the different ways of living a Muslim life such as Sunni, Shi'a and Sufi.

How will students learn?

The Framework is structured according to the requirements of the Catechism of the Catholic Church, which seeks: to address the human search for meaning; God's initiative in Revelation who comes to meet us; and our response of faith. Consequently, the process is threefold: Understand, Discern, and Respond. This process provides a methodology and structure for learning and teaching. It engages pupils in the continuing journey of learning about and learning from the Catholic vision and understanding of life, irrespective of their own beliefs. Students will also be encouraged to read and appropriately apply source material such as the Catechism of the Catholic Church, The Bible, Encyclicals, Vatican II material and other Church documents.

How will students be assessed?

#### **Summative Assessment**

Assessments based on substantive knowledge and understanding of the topic. Assessment of ways of knowing in the form of command words such as explain, describe and reason. Students at this stage should also be comparing and critiquing divergent Christian beliefs and practices.

Knowledge and Understanding (AT1) = Substantive Knowledge

Significance and Influence (AT2) = Ways of Knowing

Analysis and Evaluation (AT3) = Personal Knowledge

#### **Formative Assessment**

Peer/Self-Assessment, 1:1 feedback, low stakes questioning/tests

What is the aim for learners by the end of the year in comparison to the previous year?

Students will be expected to have good Substantive Knowledge of all topics covered (AT1), whilst also identifying Ways of Knowing (AT2) and Personal Knowledge (AT3). This will be demonstrated through the application of a range of religious and philosophical sources to evidence well-structured arguments. Students must be able to understand the importance of diversity and explore differences of opinion and teaching within different denominations of the Christian faith. At this stage, students will have harnessed the skills required to explain the impact religion has on different communities within society and how this influences moral choices and consequences. In addition, students must demonstrate independent, well-informed and highly reasoned insight into their own perspective on moral issues and be able to support these with evidence. Overall, students should be improving their analytical and evaluation skills in order to effectively produce well supported arguments, effectively reaching a justified conclusion based upon accurate and substantive evidence (AT3).