

## YEAR 9, Philosophy, Ethics and Expression of Faith Character and Culture- Religious Studies

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p><i>Teaching should equip pupils with knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.</i></p> <p><i>The year 9 curriculum aims to further develop and deepen students subject knowledge from year 7 and 8 and to gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can; find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively, enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all, articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</i></p>	<p><i>Contextualise, analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how historical, cultural, social and philosophical factors impact on and shape beliefs.</i></p> <p><i>To explain why the sanctity of life is an important religious belief, To explain arguments for and against selected ethical issues (abortion, euthanasia, capital punishment) To assess the validity of these arguments</i></p> <p><i>To explain why people believe and don't believe in God, To assess arguments for and against God. To describe and explain different philosophical theories, to apply philosophical theories to your own life, To assess the validity of philosophical theories.</i></p>	<ul style="list-style-type: none"> <li>• <i>Blasphemy - The action or offence of speaking offensively about religion or religious figures such as God.</i></li> <li>• <i>Hate speech -Public speech that expresses hate or encourages violence towards a person or group based on something such as race, religion, sex, or sexual orientation</i></li> <li>• <i>Euthanasia- the painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma</i></li> <li>• <i>IVF- In vitro fertilisation is a process of fertilisation where an egg is combined with sperm outside the body, in vitro. The process involves monitoring and stimulating a woman's ovulatory process, removing an ovum or ova from the woman's ovaries and letting sperm fertilise them in a liquid in a laboratory.</i></li> <li>• <i>Capital Punishment- Capital punishment, also known as the death penalty, is a government-sanctioned practice whereby a person is put to death by the state as a punishment for a crime</i></li> <li>• <i>Sanctity of Life- In religion and ethics, the inviolability or sanctity of life is a principle of implied protection regarding aspects of sentient life that are said to be holy, sacred, or otherwise of such value that they are not to be violated as a violation</i></li> </ul>

*The year 9 curriculum explore ideas of religions in society, how Britain is a multi-cultural and multi faith society, and how this might bring opportunities and sometimes conflicts. At KS2, pupils started to look at questions such as what does it mean to be part of a global religious/ worldview Community. How do beliefs shape identity for religious followers? This is now put into context within Britain, and in expressing elements of that identity alongside different religions*

## **Challenge and Support:**

- Writing frames, sentences stems, question stems; VIP strategy for disadvantaged students
- Use the SEND passports to ensure the correct strategies are used to support students who have SEND needs.
- HAP reading/challenge – scholarly reading on development of medical technology such as blood transfusion and organ transplants have posed new challenges for religious people. Evaluate the interpretation of religious text in the context of modern society.

## **Worldwide learning/ links to 21<sup>st</sup> century:**

- Students will investigate different ethical questions and issues, such as abortion, capital punishment and the use of 21<sup>st</sup> C medical advances and medicine. Students will explore how advancement in technology and ideas of social justice and sanctity of life alongside religious texts and historical teaching can pose some difficult ethical questions for people. They will evaluate the different approach within religious groups towards some of these ethical decisions, how they will differ globally, and how they will impact on society as a whole.
- Students will understand how some religious followers try to apply historical texts, and beliefs in an ever-changing world, and 21<sup>st</sup> C way of living.

## **Cultural capital/ Industry/ Enrichment:**

- Students will consider how within employment and in society, it can be a challenge to express religious beliefs and practice religion. Also, how we have a legal responsibility to adjust to ensure everyone has the right of freedom of expression of religion.
- Cultural capital will be gained through understanding of different beliefs and expressions of faith within society, to understand our rights and responsibilities in living in a multicultural society.

**Historical, Social, Moral, Spiritual, Cultural context:**

**Cross curricular links/ literacy/numeracy:**

**Common misconceptions:**

<ul style="list-style-type: none"> <li>• The historical, social and cultural context within which religions exist in Great Britain today will be explored. Students will consider how medical advances and development have posed new challenges for religious followers, considering the cultural context in which they live and work.</li> <li>• Moral and spiritual development will be encouraged throughout units where pupils will be asked to express their own standpoints and points of view with regards to rights and responsibilities with regards to using modern technology in line with the sanctity of life principle.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy- use of keywords and inclusion in writing; expectation to use verbally in full sentences; numerous opportunities for whole class reading aloud (popcorn reading)</li> <li>• Cross curriculum – Links with science and use of and development of scientific methods to save and prolong life.</li> <li>• Cross curriculum – links with history and crime and punishment. With regards to religious views of use of capital punishment.</li> </ul>	<ul style="list-style-type: none"> <li>• Common misunderstanding of the meaning and application of the sanctity of life principle within the religious community. Students will understand why different Christians will interpret the principle and key belief differently and how there is no one right or wrong idea.</li> <li>• Common misconception about the application of capital punishment, legal approach and philosophical theories and religious beliefs with regards to the application and condonement of the use of capital punishment. Students will understand that there are several different views on this matter within a religious community.</li> </ul>
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## Assessment timeline:

Autumn – FB4 Assessed piece of work – Crime and Punishment (CC -PSHE)

Spring – Ethics and Values- Is it ever right to take a life? (RS)

Summer – Intimate Relationships (CC-PSHE)

All CC and RS books to **be read** once a half term, whole class feedback through iscan/model answers. -Green Pen

## Home learning

Year 9 Autumn – Key vocab/ O is for Omni

Year 9 Spring – X is for xenophobia

Year 9 Summer - U is for uncertainty

## Feedback

Re-call subject knowledge quizzes will be used to check knowledge and understanding, and to identify any potential misconceptions. These will be self or peer assessed in lessons. Teacher or peer assessment feedback on home learning tasks will take place as group or whole class sharing and feedback.

Extended writing tasks will be assessed – Feedback will follow humanities marking policy and include either live feedback using the iscan, whole class feedback or feedback four marking for assessed pieces of work.

***Expression of Faith - Perceptions of Religion***

*Lesson 1 What are the perceptions of Religion?*

*Lesson 2 Is religion compatible with Human rights?*

*Lesson 3 Does everybody have the right to freedom of speech?*

*Lesson 4 Is it fair to make fun of religion?*

*Lesson 5 What is hate speech?*

*Lesson 6 Is religion responsible for terrorism?*

*Lesson 7 Should religions do more about poverty?*

*Lesson 8 Do religious people force their views onto others?*

*Lesson 9 Assessment- peer assess.*

***Ethics and Values - What do religions believe about the sanctity of life?***

*Lesson 1 What is the soul?*

*Lesson 2 When does life begin?*

*Lesson 3 - What is the law in the UK on abortion*

*Lesson 4 - What are arguments for and against abortion?*

*Lesson 5 & 6 - What are religious view for and against abortion?*

*Lesson 7 - Assessment*

***Meaning and Purpose Does God Exist? What does philosophy teach us?***

*Lesson 1 What is Philosophy?*

*Lesson 2 Is reality and illusion?*

*Lesson 3 Can another person understand your feelings?*

*Lesson 4 Do we have free will?*

*Lesson 5 Where does our morality come from?*

*Lesson 6 What does 'God' mean?*

*Lesson 7 Does the problem of evil disprove God?*

*Lesson 8 Why don't atheists believe in God?*

*Lesson 9 Is creationism a scientific theory?*