

## Year 9 Big Picture – R.E.

<b>Autumn 1</b> <b>Weeks 1 – 7 (7 weeks)</b>	<b>Autumn 2</b> <b>Weeks 8 – 15 (8 weeks)</b>	<b>Spring 1</b> <b>Weeks 16-21 (6 weeks)</b>
<p><b>Content: Equality</b></p> <ul style="list-style-type: none"> <li>- Why is Equality Important</li> <li>- What does Religion teach about equality</li> <li>- Racism and Scripture</li> <li>- The Fight for Racial Equality</li> <li>- Gender Equality and Scripture</li> <li>- Gender Equality - Women in Worship</li> </ul> <p><b>Students tested at the start of Autumn 2.</b></p> <p>Over the course of this unit students will be looking at how equal British society is. Students will explore how there are many in society who do not enjoy the same privileges as others due to aspects of their identity such as race or gender. Students will understand positive and negative religious scriptural teachings on issues of equality. They will explore that although religious thinking has been a tremendous force in the fight for equality across the world, a literalist understanding of scripture can sometimes hold equality issues back. During the first half term students will look at issues around race and gender equality.</p> <p><b>Skills:</b> To understand key issues relating to equality. To be able to <b>recall, explain</b> (using PEE) and <b>describe</b>.</p> <p><b>Cultural Capital:</b> Students will discuss the impact of slavery and The Civil Rights Movement, touching on figures such as Martin Luther King Jr and Malcom X. Students will explore the debate around women in worship in both the Catholic Church and within Islam, looking at the Mariam Mosque in Denmark as a case study.</p>	<p><b>Content: Equality Continued</b></p> <ul style="list-style-type: none"> <li>- <b>Mini Test 1 on Issues of Equality + Oracy</b></li> <li>- LGBTQ+ Issues</li> <li>- LGBTQ+ Equality</li> <li>- Disability Issues (Optional)</li> <li>- Disability Equality (Optional)</li> </ul> <p><b>Content: Matters of Life &amp; Death (see description in Spring 1)</b></p> <ul style="list-style-type: none"> <li>- What's the Right Thing to Do?</li> <li>- Thomas Aquinas and Natural Law</li> </ul> <p>Students will explore the nature of sexuality and the view that it is a spectrum. They will explore the extent of persecution against the LGBTQ community should and how religion has served as a barrier to equality for the LGBTQ community through teachings such as Natural Law. In contrast students will also be introduced to religious organizations which tackle the anti-LGBTQ narrative posed by some religious communities as well as whether scripture condemns same-sex relationships. Students explore how barriers (attitudinal, environmental and institutional) can prevent people with a disability from being able to participate fully in society. Students analyse scripture that has reinforced poor treatment of disabled people. In contrast, Students explore how many religious communities support those with disability.</p> <p><b>Skills:</b> To understand key issues relating to equality. To be able to <b>recall, explain</b> (using PEE) and <b>describe</b>.</p> <p><b>Oracy Outcome:</b> Trios and Silent Summarising.</p> <p><b>Cultural Capital:</b> Students will be familiar with the sexual offences act legalizing same sex relationships in the UK in 1967, 72 countries across the world still criminalizing same-</p>	<ul style="list-style-type: none"> <li>- <b>Big Test 1 on Issues of Equality</b></li> </ul> <p><b>Content: Matters of Life and Death</b></p> <ul style="list-style-type: none"> <li>- Criticisms of Natural Law</li> <li>- Situation Ethics</li> <li>- Criticisms of Situation Ethics</li> </ul> <p>This unit of work explores issues around the topic of life and death. It gives students an opportunity to engage with the ethical and philosophical thought of Joseph Fletcher and Thomas Aquinas and apply their thinking into different issues of life and death such as euthanasia, abortion etc. Students need to be able to express the opinions of these two opposing views in relation to the issue studied and are encouraged to construct debate between the two perspectives. Students begin by discussing why doing the right thing isn't always obvious. Students then explore Thomas Aquinas' Natural Law and the five primary precepts as well as a range of criticisms of Natural Law i.e. outdated, too reliant on rules and doesn't give voice to context, ignores cultural relativism etc.</p> <p><b>Skills:</b> To understand different beliefs around matters of life and death. To be able to <b>recall, explain</b> (using PEE) and <b>describe</b>.</p> <p><b>Cultural Capital:</b> Students analyse the case of R v. Dudley and Stevens to see the real-life application of the ideas present in the trolley problem. Students understand Natural Law as the backbone to Catholic morality and a great deal of Christian thinking and as a basis for approach to law in the UK.</p>

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	sex relationships, the rise in hate crime etc. Students look at case studies such as Diverse Church and Imaan and their work in supporting LGBTQ people of faith. Students learn about modern Saudi Arabia as a case study and how there is a strong focus on equality for children and adults with special needs.	
<b>Assessment Objectives</b>  N/A	<b>Assessment Objectives</b>  <b>Mini Test 1</b> - Assessing issues around Equality. Students will recall key facts and terms as well as describe and explain.	<b>Assessment Objectives</b>  <b>Big Test 1</b> - Assessing issues around Equality as well as Matters of Life and Death. Students will recall key facts and terms as well as describe and explain.
<b>Baseline Test – Yr. 9 = N/A</b>	<b>Mini Test – Yr. 9 = Wk. 9</b>	<b>Big Test 1 – Yr. 9 = Wk. 20</b>
<i>Spring 2</i> <i>Weeks 22 – 27 (6 weeks)</i>	<i>Summer 1</i> <i>Weeks 28 – 32 (5 weeks)</i>	<i>Summer 2</i> <i>Weeks 33 – 39 (7 weeks)</i>
<b>Content: Matters of Life and Death Continued</b> <ul style="list-style-type: none"> <li>- Situation Ethics</li> <li>- Criticisms of Situation Ethics</li> <li>- <b>Mini Test on Matters of Life and Death + Oracy</b></li> </ul> <p>As a contrast to Aquinas, students look at the situationist approach to ethics and how there are some ethical situations where it is difficult to apply a rule based moral approach and that context matters in morality. Students explore how Fletcher's approach as one guided by Christian love, that has its basis on the teachings of Jesus and in particular the Sermon on the Mount. Students look at a range of criticisms of Situation Ethics and be able to articulate the weaknesses in this approach to ethics i.e. rules have value in binding society together, too subjective in its application, etc.</p>	<b>Content: Matters of Life and Death Continued</b> <ul style="list-style-type: none"> <li>- Sanctity and Quality of Life</li> <li>- Abortion</li> <li>- Euthanasia</li> <li>- <b>Mini Test 3 on theories about the belief in God + Oracy</b></li> <li>- Death Penalty (optional)</li> <li>- Animal Rights (optional)</li> </ul> <p>Students discuss religious teachings on the sanctity of life and understand how humankind is viewed through the religious lens. That all life is valued and special as it is a creation of God. Students also understand what 'quality of life' means and analyse different things that can impact a person's</p>	<b>Content: Matters of Life and Death Continued</b> <ul style="list-style-type: none"> <li>- <b>Big Test 2 on Equality and Matters of Life and Death (all topics)</b></li> <li>- Death Penalty (optional)</li> <li>- Animal Rights (optional)</li> </ul> <b>Content: Extremism</b> <ul style="list-style-type: none"> <li>- What is Extremism?</li> <li>- How do people become extreme?</li> <li>- Conspiracy Theories</li> <li>- Anti-Semitism/Holocaust</li> <li>- Religious Fundamentalism</li> </ul> <p>Students will be introduced to the idea of extremism and the ways in which people are radicalised. They will look at real-</p>

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<p><b>Skills:</b> To understand different perspectives around what is right and how things may not always be “black and white.” To analyse and critique arguments helps strengthen your ability to think and reflect on difficult questions and arguments. Students can then apply these skills to all areas of life. To be able to <b>recall, explain</b> (using PEE) and <b>describe</b>.</p> <p><b>Oracy Outcome:</b> Trios and Silent Summarising.</p> <p><b>Cultural Capital:</b> understand the context of Fletcher writing during the 60s counter culture.</p>	<p>quality of life, from terminal disease to psychological conditions. Students must different viewpoints around the issue of abortion including when life begins and the difference between pro-life and pro-choice. Students must then apply Aquinas and Fletcher into different scenarios and be able to articulate the debate and ethical positions of both thinkers. Students explore the issues of euthanasia and the reasons people may seek this as an option to end their own lives and why people may oppose it (Sanctity v Quality). Students apply Aquinas and Fletcher into different scenarios and will be able to articulate the debate and ethical positions of both thinkers. Students discuss arguments for and against capital punishment as well as the debate around animal rights and discuss the sanctity of life principle issues of non-human life. Students explore the debate between dominion and stewardship and to what extent animals exist as something to aid human beings.</p> <p><b>Skills:</b> To continue to understand different beliefs around ethical issues. To know how to argue different perspectives. To be able to <b>recall, explain</b> (using PEE) and <b>describe</b>.</p> <p><b>Oracy Outcome:</b> Trios and Silent Summarising.</p> <p><b>Cultural Capital:</b> Students will be familiar with laws around euthanasia and abortion. Students need to understand what capital is, the history of capital punishment in the UK up to its abolition in 1965 and reasons for this abolition. Students learn that many countries around the world still practice capital punishment, in particular the USA.</p>	<p>life and hypothetical case studies to consider why extremist views are dangerous and how to counteract them. The SoW begins with students learning the difference between left and right-wing and understanding that extremism can be either, and can be religious or non-religious.</p> <p><b>Skills:</b> To understand the difference between ‘normal’ political and religious views and extreme views in relation to British values. To be able to <b>recall, explain</b> (using PEE) and <b>describe</b>.</p> <p><b>Oracy Outcome:</b> Trios and Silent Summarising.</p> <p><b>Cultural Capital:</b> Understanding influential extremist groups in history, deeper understanding of British values and British law around extremism.</p>
<p><b>Assessment Objectives</b></p> <p><b>Mini Test 2</b> - Assessing Matters of Life and Death Students will recall key facts and terms as well as describe and explain theories and arguments.</p>	<p><b>Assessment Objectives</b></p> <p><b>Mini Test 3</b> - Assessing Matters of Life and Death Students will recall key facts and terms as well as describe and explain theories and arguments.</p>	<p><b>Assessment Objectives</b></p> <p><b>Big Test 2</b> - Assessing all knowledge acquired throughout the year (Equality and Matters of Life and Death). Students will recall key facts and terms as well as describe and explain theories and arguments.</p>

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<b>Mini Test – Yr. 9 = Week 31</b>	<b>Mini Test – Yr. 9 = Week 37</b>	<b>Big Test – Yr. 9 = Week 43</b>
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