

Curriculum Map Year 9 Religious studies

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
<i>Ethical decision making</i>	<i>Autumn HT1</i>	Students learn to look at how the beliefs they have studied in Year 7 and 8 might impact their actions. What would X do?	Year 7 and 8 study of Judaism, Christianity and Islam.	<i>Year 11: looking at other ethical issues such as abortion, euthanasia etc.</i>
<i>Ethical decision making</i>	<i>Autumn HT1</i>	Students learn to look at how we should make decisions? Should it be on happiness? Can we really know what is truly good?	Year 7 on eudaimonia and happiness.	<i>Year 11: Issues of good and evil: What influences are decisions on goodness?</i>
<i>What does it mean to be human?</i>	<i>Autumn HT2</i>	Students will examine the debate on what it means to be human; including; speciesism, free will, artificial intelligence.	Link to the work completed in Year 7 on creation Recap on work on Buddhism and rights of animals	<i>Year 11: Issues if life and death: free will and humanity</i>
<i>Human Rights</i>	<i>Autumn HT2</i>	Students will look at how the article of human rights uphold religious teachings, and whether all humans deserve the same rights.	Development of the work on creation in Year 7	<i>Year 11: Issues of Human rights: what rights do religions uphold? If you are religious should you care that all people have human rights. Amnesty group: enrichment</i>
<i>Attitudes to war and violence</i>	<i>Spring HT3</i>	Students will examine what religions teach about sanctity of life, and how this impacts their attitudes to the use of violence.	Work will be underpinned by the studies of Judaism, Islam, Christianity and Buddhism in Year 7 and 8.	<i>Year 11: Issues of life and death: why is life so valuable?</i>
<i>Attitudes to extremism</i>	<i>Spring HT3</i>	Students will debate why there is a difference between fundamentalism and terrorism, and how people might interpret different types of religious writings.	Work will be underpinned by the studies of Judaism, Islam, Christianity and Buddhism in Year 7 and 8, and their knowledge of holy books within these religions.	<i>Year 10: Judaism: is it every right to break a mitzvot? Year 11: Issues of Human Rights: which authority is the most important?</i>
<i>Attitudes to extremism</i>	<i>Spring HT3</i>	Students will debate why there is a difference between fundamentalism and terrorism, and how people might interpret different types of religious writings.	Work will be underpinned by the studies of Judaism, Islam, Christianity and Buddhism in Year 7 and 8, and their knowledge of holy books within these religions.	<i>Year 11: Issues of Human Rights: religious extremism</i>
<i>Religious discrimination</i>	<i>Spring HT4</i>	Students will examine the ways in which people might be discriminated against because of their religion. Students will debate about whether religious dress is necessary.	Work will be underpinned by the studies of Judaism, Islam, Christianity and Buddhism in Year 7 and 8,	<i>Year 11: Issues of Human rights: why should we care about religious tolerance?</i>
<i>Is there life beyond this one?</i>	Summer HT6	Students will examine different religious beliefs about life after death including: <ul style="list-style-type: none"> • Karma • Resurrection 	Work will be underpinned by the studies of Judaism, Islam, Christianity and Buddhism in Year 7 and 8. Particularly the work on Jesus' resurrection.	<i>Year 11: Issues of life and death: What do different Christians and Jews believe about life after death?</i>
<i>Is there life beyond this one?</i>	Summer HT6	Students will examine different religious beliefs about life after death including: <ul style="list-style-type: none"> • Proofs of life after death • How does life after death affect how we behave? • Humanism; death with no afterlife 	Work will link back to the Year 7 work on purpose of humans, and Year 9 spring term on the purpose of humans. Pupils will link back to the work on the problem of evil in Year 7 creation	<i>Year 11: Issues of life and death: What do humanists believe about life after death? How do scientific arguments challenge life after death?</i>