

KS3 Religious Education

Curriculum Overview 2020-2021

Core intent of the subject at key stage 3

In preparing for adult life, students need to learn to respond well to a local, national and global landscape of religion and belief diversity. In the context of today's world, we are advocating that RE should help the personal development of young people to hold balanced and well-informed conversations about religion and belief, i.e. be religiously literate. At Brine Leas School students will access a high quality RE curriculum that engenders an interest in improving understanding of and showing respect for different faiths and cultural diversity. Students will access a broad and balanced curriculum which develops breadth and depth of religious knowledge and acceptance of worldviews. Students will be given challenging opportunities to develop the key skill to "disagree agreeably" becoming "skilled cultural navigators", able to handle the differences of faith and belief around them, as well as establish their own sense of identity and belonging. Students will also develop their ability to be "objective about the subjective" through a multi-disciplined approach shaped by theology, philosophy, history and the social sciences.

It is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and motivate pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. There is little ethnic or religious diversity within the local context of our school and so it is our aim to show students how Religious Education promotes discernment and enables them to combat prejudice, preparing them for adult life, employment and life-long learning. We aim to develop students' moral compass, recognising the difference between right and wrong and readily apply this. reflection upon their own beliefs and cultural practices; make informed personal choices; empathy with and an understanding of others.

Our Religious Education curriculum is enhanced with trips to places of worship in our local area. This includes visits to The City Centre Mosque in Stoke on Trent and St Mary's Church in Nantwich. This gives students the opportunity to encounter people of different beliefs and lifestyles, fostering respect and social cohesion.

We use the Locally Agreed Cheshire East Religious Education syllabus as the basis for our curriculum. We have a representative from the department who works closely with the Standing Advisory Council for RE in the local area to ensure our curriculum is fit for purpose.

The RE curriculum is a vehicle for delivering aspects of SMSC. Spiritual education in RE involves the experience and search for meaning, the purpose of life and the values by which we live. In learning about a range of different religious traditions and why people believe, students have the opportunity to learn from their experiences, to reflect on and interpret spirituality in their own lives and to reflect on ultimate questions. The curriculum enables the moral education of students by providing opportunities to explore and debate a range of perspectives on key moral and ethical issues such as euthanasia, animal testing, life after death, science vs religion and right/wrong. Social education in RE involves exploring the similarities and differences in religions and cultures through which students make links between faith and personal action in everyday life. This is reflected in their relations with others through activities such as discussion and debate, and in their ability to work cooperatively with others. Students become aware of the positive impact that religion has in society by exploring the way in which religion affects daily life, moral decisions and social responses from its believers. Cultural education in RE includes learning about a range of different religious traditions, giving students an opportunity to learn what it means to belong, to become confident in themselves and be able to respond positively to similarities and differences in our changing multi-ethnic and multi-faith society. Students are presented with opportunities to explore different artistic images and literature from religious and cultural perspectives. Additionally, within the curriculum students consider the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. They are also taught that there can often be conflict between being a religious person and the law of the land.

Students will analyse a range of primary and secondary sources, recognising bias and stereotype. They will show understanding of symbolic language and use technical terminology effectively. They will develop resilience in interpreting meaning and significance, evaluate and reflect upon beliefs and ethics and how they impact upon the lives of others and themselves. Students will be given opportunities to think critically about the world and their place in it; consider moral principles, including the nature of good and evil. Students will learn independently to respectfully critique and value the wide range of beliefs and cultural influences that have shaped their own heritage and that of others, considering both differences and commonalities. Students will create a range of views, other than one's own, with accuracy.

Assessment

Students will be given a wide range of opportunities to apply their religious knowledge, skills and concepts of the world through a variety of questions, ranging from simple recall of knowledge to providing evidence based arguments, logical chains of reasoning, and reaching reasoned and justified conclusions. Over time, their performance will determine a grade based on the core principles of GCSE R.E.

Homework

Homework will be set at least every four lessons and will provide students with the opportunity to recap knowledge and skills to aid their journey to mastery.

The Year 9 Home Learning Project provides students with the opportunity to gain an insight into the many ethical and philosophical themes that are studied at GCSE. Students are required to select a topic, such as; War, Polygamy, Capital Punishment, Forgiveness, and debate the morality from a range of religious and secular perspectives as well as question their own beliefs and values towards these issues which are debated in the modern world.

Clubs and/or intervention

Data gathered through knowledge recall quizzes is regularly used to inform both long-term and short-term planning.

Year 7 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
<p>The Nature of God: Christianity</p> <p>We will start with an in-depth study of Christianity to give pupils a solid foundation of Christianity as it enables them to develop knowledge of the nature of God. This in turn will form a solid foundation for future learning and also reflects that the main religious tradition of Great Britain is Christianity. In addition this topic will also build on the learning done by pupils at <i>some</i> primary schools, and will also identify knowledge gaps of those pupils who did not have sufficient RE provision at primary school. It is important to begin the year looking at Christianity as pupils often have some misconceptions around the entirety of the Christian religion. Pupils understanding the nature of God is foundational to their understanding of Christianity as a whole.</p>				
<p>Autumn</p>	<ul style="list-style-type: none"> ➤ Introduction to World Faiths ➤ Christian concepts of God: Omniscience, Omnibenevolence, Omnipotence Justice ➤ Influence of Omni's on believers. ➤ Curriculum Recovery: Knowledge Sheet based on KS2 Curriculum. 	<ul style="list-style-type: none"> ➤ 1 Application Question ➤ 2 Knowledge Quizzes with closed questions. ➤ 1 Summative Assessment/Exam in line with Yearly Exam Timetable. ➤ Curriculum Recovery: Knowledge quizzes to incorporate KS2 knowledge. 	<ul style="list-style-type: none"> ➤ Cheshire East Locally Agreed Syllabus – KS1 ➤ Cheshire East Locally Agreed Syllabus – KS2 ➤ Primary Faith School curriculum ➤ SMSC – 1: Spiritual Development, a ➤ History Year 7: Religious beliefs in Medieval Britain 	<p>KS3: Year 7: Unit 2 – Jesus & Salvation Year 7: Unit 3 – Evil & Suffering Year 7: Unit 4 – Nature of God Hinduism & Sikhism Year 7: Unit 5 – Nature of God Atheism & Humanism</p> <p>Year 8: Unit 1 – Nature of God Islam Year 8: Unit 4 – Sources of Authority</p> <p>Year 9: Unit 4 – Home Learning Projects</p> <p>KS4: GCSE: Christianity</p> <p>KS5: A-level: Christianity A-level: Philosophy – Evil & Suffering</p> <p>UNDERGRADUATE: Theology Religious Studies Philosophy Sociology</p> <p>CAREEERS: Lecturer Theologian Primary School Teacher Secondary School Teacher</p>
<p>Jesus Christ & Salvation</p> <p>This topic follows neatly on from examining the Nature of God in Christianity as Jesus is the incarnation of God. Jesus Christ & Salvation are the fundamental concepts on which Christianity is built. Without an understanding of these students will not be able to fully grasp the workings of Christianity</p>				
	<ul style="list-style-type: none"> ➤ The Holy Trinity 	<ul style="list-style-type: none"> ➤ 1 Application Question ➤ 2 Knowledge Quizzes with closed questions. 	<ul style="list-style-type: none"> ➤ Primary Faith School curriculum ➤ SMSC – 4: Cultural Development, a, b, e 	<p>KS3: Year 7 – Unit 3: Evil & Suffering Year 7 – Unit 6: The Afterlife</p>

	<ul style="list-style-type: none"> ➤ The Incarnation: God the son as Jesus ➤ Incarnation: Importance and Influence ➤ Salvation 	<ul style="list-style-type: none"> ➤ Curriculum Recovery: Knowledge quizzes to incorporate KS2 knowledge. 	<ul style="list-style-type: none"> ➤ RSE – 1. Families b and f – the Trinity exemplifies the concept of a loving family, e.g. God the Father. ➤ Year 7: Unit 1 – Nature of God ➤ History Year 7: Importance of the Church with salvation 	<p>Year 8 – Unit 1: The Nature of God; Islam</p> <p>KS4: GCSE: Christianity</p> <p>KS5: A-level: Christianity A-level: Philosophy – Evil & Suffering</p> <p>University: Theology Religious Studies Philosophy Sociology</p> <p>Careers: Lecturer Theologian Primary School Teacher Secondary School Teacher</p>
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<p>The Philosophical Question of Evil & Suffering</p> <p>This topic is taught to give pupils their first taste of philosophical thinking and skills. The problem of evil and suffering is a classic philosophical problem dating back to the Ancient Greeks that is still used to this day to defend atheism/question the existence of God. This topic follows on from pupils gaining an understanding of the nature of God and Jesus.</p>				
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Spring	<ul style="list-style-type: none"> ➤ Logical & Evidential Problem of Evil, Moral & Natural Evil ➤ Christian Responses ➤ Philosophical Responses 	<ul style="list-style-type: none"> ➤ 1 Application Question ➤ 2 Knowledge Quizzes with closed questions. ➤ Curriculum Recovery: Knowledge quizzes to incorporate KS2 knowledge. 	<ul style="list-style-type: none"> ➤ History – Holocaust ➤ Geography – Natural Disasters ➤ SMSC – 2: Moral Development, a, c ➤ RSE – 2. Respectful Relationships e, f, g – all examples of Moral Evil. ➤ Year 7: Unit 1 – The Nature of God. ➤ HE – 1: Mental, a ➤ History Year 7: Black Death ➤ History Year 8: The Great Fire of London and The Plague ➤ History Year 9: War 	<p>University: Theology Religious Studies Philosophy Sociology</p> <p>Careers: Humanitarian Worker – Red Cross Lecturer Theologian Primary School Teacher Secondary School Teacher</p>
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<p>The Nature of God: Hinduism & Sikhism</p> <p>This topic is taught to help pupils understand that Great Britain is religiously diverse, and that there exist other concepts of God beyond Christianity. It is important for pupils to have an awareness of Eastern concepts of God and how they may differ and also be similar to Judeo-Christian concepts.</p> <p>It is also important that this topic is taught in Year 7 as pupils will have had very limited experience of Hinduism, and almost no experience of Sikhism, at primary school.</p>				
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	<ul style="list-style-type: none"> ➤ Hinduism: Monotheism, Polytheism, Pantheism ➤ Hinduism: The Trimurti ➤ Sikhism: Mool Mantar 	<ul style="list-style-type: none"> ➤ 1 Application Question ➤ 2 Knowledge Quizzes with closed questions. ➤ Curriculum Recovery: Knowledge quizzes to incorporate KS2 knowledge. 	<ul style="list-style-type: none"> ➤ Year 7 Unit 1: Nature of God – Christianity ➤ Year 7 Unit 3: Evil & Suffering ➤ SMSC – 4: Cultural Development, a, b, e 	<p>University: Theology Religious Studies Philosophy Sociology</p> <p>Careers: Lecturer Theologian Primary School Teacher Secondary School Teacher</p>
	<p>The Nature of God: Atheism & Humanism</p> <p>This topic is taught to give pupils an understanding of non-religious world-views in order to give them more experience of belief systems within the UK and the rest of the world. This topic is taught at this point so that pupils are able to contrast the views of Atheism and Humanism with those of Christianity, Hinduism and Sikhism. This topic also provides the opportunity for a guest speaker to talk to pupils about their beliefs from the <i>Understanding Humanism Organisation</i> – this will also allow pupils to <i>encounter</i> religion and beliefs and give them an <i>experiential</i> element to their learning.</p>			
	<ul style="list-style-type: none"> ➤ Introduction to Humanism – guest speaker. ➤ Reasons not to believe in God; Atheism & Agnosticism ➤ Big Bang Theory & Evolution against God. ➤ Religious responses to science. 	<ul style="list-style-type: none"> ➤ 1 Application Question ➤ 2 Knowledge Quizzes with closed questions. ➤ Curriculum Recovery: Knowledge quizzes to incorporate KS2 knowledge. 	<ul style="list-style-type: none"> ➤ Science: Big Bang & Evolution ➤ SMSC – 4: Cultural Development, a, b, e 	<p>University: Theology Religious Studies Philosophy Sociology Psychology</p> <p>Careers: Lecturer Theologian Primary School Teacher Secondary School Teacher</p>
Summer	<p>The Afterlife: Religious & Secular Views</p> <p>This topic is taught in Year 7 as at this point pupils often have their own question and ideas about what happens after death – at have reached a level of maturity to explore this effectively. This topic gives pupils the opportunity examine both religious and non-religious views about life after death, and helps break down the misconception that belief in life after death is only for the religious. This topic also follows logically from the topic on Atheism and Humanism as it allows pupils to make links between these world-views and the influences they have on life.</p>			
	<ul style="list-style-type: none"> ➤ Christian concepts of Heaven ➤ Buddhist Beliefs; Karma & Nirvana. ➤ Non-religious reasons to believe in Life after Death: Ghosts, Mediums, NDE, Past Lives 	<ul style="list-style-type: none"> ➤ 1 Application Question ➤ 2 Knowledge Quizzes with closed questions. ➤ Curriculum Recovery: Knowledge quizzes to incorporate KS2 knowledge. 	<ul style="list-style-type: none"> ➤ Science: Evidence based enquiry/empiricism ➤ SMSC – 1: Spiritual Development, a 	<p>University: Theology Religious Studies Philosophy Sociology Law</p> <p>Careers: Lecturer Theologian Primary School Teacher Secondary School Teacher Medicine Law based careers</p>

Year 8 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
<p>The Nature of God: Islam</p> <p>Recapping of Year 7 Nature of God Topic with the view to compare and contrast with Islam. This topic is important as Islam is the second largest religion within both the UK and the world – it is therefore paramount that pupils have an acceptable working knowledge of Islam as they will encounter the religion outside of school. The topic also allows pupils make comparisons with Christian, Hindu and Sikh concepts of the nature of God, ensuring that this Year 7 knowledge is still required and being used in Year 8.</p>				
Autumn	<ul style="list-style-type: none"> ➤ Fundamental beliefs of Islam. ➤ Concept and influence of the Oneness of God – Tawhid ➤ Belief in and influence of God's Justice ➤ Belief in and influence of God's Omnipotence and Beneficence. ➤ The Qur'an as justification for beliefs about God. ➤ Curriculum Recovery: Knowledge Organisers of Summer 1 and Summer 2 from Year 7 to be given to all pupils. 	<ul style="list-style-type: none"> ➤ 1 Application Question ➤ 2 Knowledge Quizzes with closed questions. ➤ 1 Summative Assessment/Exam in line with Yearly Exam Timetable. ➤ Curriculum Recovery: Knowledge quizzes to incorporate KS2 knowledge and Year 7 knowledge. 	<ul style="list-style-type: none"> ➤ Year 7; The Nature of God: Christianity. ➤ Year 7: The Nature of God: Hinduism & Sikhism ➤ Year 7 : The Philosophical Question of Evil & Suffering (Free Will & Predestination) ➤ SMSC – 4: Cultural Development, a, b, e ➤ SMSC – 1: Spiritual Development, a 	<p>University: Theology Religious Studies Philosophy Sociology</p> <p>Careers: Lecturer Theologian Primary School Teacher Secondary School Teacher</p>
	<p>Faith in Action: 5 Pillars of Islam</p> <p>This topic follows directly from the previous topic on the Nature of God in Islam. The first pillar in Islam is Shahada which is a declaration of faith and belief in God – this is foundational for Islam. The topic also allows pupils to develop further the understanding of how beliefs influence action, and how these actions impact the world around them.</p>			
	<ul style="list-style-type: none"> ➤ Concept of Pillars as obligations. ➤ Shahada ➤ Salat ➤ Zakat ➤ Sawm ➤ Hajj 	<ul style="list-style-type: none"> ➤ 1 Application Question ➤ 2 Knowledge Quizzes with closed questions. ➤ Curriculum Recovery: Knowledge quizzes to incorporate KS2 knowledge and Year 7 knowledge. 	<ul style="list-style-type: none"> ➤ Year 8 Unit 3: Places of Worship ➤ Year 8 Unit 4: Sources of Authority ➤ Year 8 Unit 6: Religious Expression ➤ Year 9: Units 1 & 2: Community Cohesion ➤ SMSC – Cultural Development, a, b, e ➤ History Year 8: Pilgrimages ➤ History Year 8: Poverty and the Poor Law 	<p>University: Theology Religious Studies Philosophy Sociology</p> <p>Careers: Lecturer Theologian Primary School Teacher Secondary School Teacher Charity Worker</p>

Spring	<p style="text-align: center;">Sources of Wisdom & Authority</p> <p style="text-align: center;">This unit gives pupils the skill to analyse sources – which is a transferable skill across a variety of subjects – for example English and History. It enables students to provide evidence based arguments and to being to assess the validity of sources and provide reasoned justified conclusions. This will facilitate 12 mark questions which students begin to answer in year 9.</p> <p style="text-align: center;">This also provides justification for the next unit of work which shows how teachings, such as the parable of the sheep and the goats, are put into practice by Christians in the world today.</p>			
	<ul style="list-style-type: none"> ➤ The Torah: History, Treatment, Interpretation & Influence. ➤ The Bible: History, Treatment, Interpretation & Influence. ➤ The Qur'an: History, Treatment, Interpretation & Influence. ➤ The Guru Granth Sahib: History, Treatment, Interpretation & Influence. 	<ul style="list-style-type: none"> ➤ 1 Application Question ➤ 2 Knowledge Quizzes with closed questions. ➤ Curriculum Recovery: Knowledge quizzes to incorporate KS2 knowledge and Year 7 knowledge. 	<ul style="list-style-type: none"> ➤ English: Poetry/literature interpretation skills ➤ History: Source analysis ➤ SMSC – Spiritual Development, a ➤ SMSC – Cultural Development, a, b, e, ➤ SMSC – Moral Development, c ➤ RSE: 5 – Intimate & Sexual Relationships, e ➤ RSE: 1 Families – c 	<ul style="list-style-type: none"> ➤ GCSE: Christianity ➤ GCSE: Islam ➤ A-level: Ethics ➤ A-level: Christianity ➤ A-level Philosophy <p>University: Theology Religious Studies Philosophy Sociology</p> <p>Careers: Lecturer Theologian Primary School Teacher Secondary School Teacher</p>
	<p style="text-align: center;">Human Rights - Religious Expression: Sikhism & Islam</p> <p style="text-align: center;">This unit of work follows on from the Faith in Action unit as it further explores how difficulties can arise for religion within modern Britain today. Students begin to appreciate the limitations of the human right to religious expression. This is important as at this time pupils are beginning to think about their own identity how this can be expressed in different ways. This unit of work is also vital to help pupils understand life in multi-cultural/multi-faith Britain.</p>			
<ul style="list-style-type: none"> ➤ Right of Religious Freedom – legislation and limitations. ➤ Religious Dress in Islam – the Burkha, ➤ Religious Garments in Sikhism: The 5 K's. 	<ul style="list-style-type: none"> ➤ 1 Application Question ➤ 2 Knowledge Quizzes with closed questions. ➤ Curriculum Recovery: Knowledge quizzes to incorporate KS2 knowledge and Year 7 knowledge. 	<ul style="list-style-type: none"> ➤ Tech: Textiles ➤ A-level: Law ➤ Year 8: Unit 4: Sources of Wisdom & Authority. ➤ SMSC – British Values, d, e, f ➤ Prevent Agenda ➤ RSE: 2 Respectful Relationships – c, d ➤ HE – 1: Mental, a 	<p>University: Theology Religious Studies Philosophy Sociology Law Politics</p> <p>Careers: Lecturer Theologian Primary School Teacher Secondary School Teacher Civil Service Law Security Politics</p>	
Summer	Places of Worship: Visits & Code of Conduct			

<p>This will be a non-taught topic. Lesson time will be utilised to take pupils on visits to various places of worship. The visiting of places of worship is extremely important in RE and helps develop pupil's concept of world religions and their place within multi-faith Britain. Lesson time will also be used to help prepare pupils for the visits, including what to expect and codes of conduct. The visits will occur in Year 8 as it fits in with timetabling, as Year 7 lose a lot of time to transition activities and Year 9 begin looking at the ethical implications of religion and so visits to places of worship would not link with these units of study.</p>			
<ul style="list-style-type: none"> ➤ Behaviour and Codes of Conduct when visiting places of worship. ➤ How to develop meaningful questions. ➤ Make sense of local community. ➤ The impact places of worship can have on the local and global community. ➤ Promote community cohesion and 'tolerance'. 	<ul style="list-style-type: none"> ➤ 1 Application Question ➤ 2 Knowledge Quizzes with closed questions. ➤ Curriculum Recovery: Knowledge quizzes to incorporate KS2 knowledge and Year 7 knowledge. 	<ul style="list-style-type: none"> ➤ Year 8 Unit 3: Place of Worship & Code of Conduct ➤ Prevent Agenda ➤ SMSC – Social Development, a, c ➤ SMSC – Spiritual Development, a ➤ SMSC – Cultural Development, a, b, e, d ➤ SMSC – British Values, d, e, f ➤ History Year 8: Monastaries 	<p>University: Theology Religious Studies Philosophy Sociology</p> <p>Careers: Lecturer Theologian Primary School Teacher Secondary School Teacher</p>
<p>Faith in Action: The work of the Church in the World today</p> <p>This unit is imperative to give pupils and understanding of how faith groups make a difference to modern social issues within local and global communities today. Furthermore, it develops pupil's skills of empathy and understanding, and allows them to understand how they can make a positive contribution to society.</p>			
<ul style="list-style-type: none"> ➤ Red Cross – responses to war ➤ Mission & Evangelism ➤ Street Pastors ➤ Salvation Army & Samaritans 	<ul style="list-style-type: none"> ➤ 1 Application Question ➤ 2 Knowledge Quizzes with closed questions. ➤ Curriculum Recovery: Knowledge quizzes to incorporate KS2 knowledge and Year 7 knowledge. 	<ul style="list-style-type: none"> ➤ Year 8 Unit 4: Sources of Wisdom & Authority ➤ SMSC – Cultural Development, a, b, e, ➤ Prevent Agenda ➤ History Year 8: Poverty and the Poor Law 	<p>University: Theology Religious Studies Philosophy Sociology Law Politics</p> <p>Careers: Lecturer Theologian Primary School Teacher Secondary School Teacher Civil Service Law Security Politics</p>

Year 9 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
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Community Cohesion: Gender Equality / Living in a Multi-Ethnic Society

This unit begins to introduce students into the study of ethics and the concepts of right & wrong. This unit is very important as the issues looked at will be things that pupils are beginning to be exposed to in real life – such as gender discrimination and conflict that occurs within multi-ethnic societies. It also allows pupils to begin to understand the context of their own community (Crewe & Nantwich) and how it compares to other communities within modern Britain.

Autumn

- Changing roles of men and women in the UK.
- Different Christian view on the roles of men and women.
- Differing Muslim views on the roles of men and women.
- The benefits of living in a multi-ethnic society.
- The context of the local community from census data.
- Curriculum Recovery: Knowledge Organisers covering key content from Spring 2, Summer 1 and Summer 2 Year 8 topics.

- 1 Application Question
- 2 Knowledge Quizzes with closed questions.
- 1 Summative Assessment/Exam in line with Yearly Exam Timetable.
- Curriculum Recovery: Knowledge quizzes to incorporate Year 8 knowledge.

- Year 8 Unit 6 – Religious Expression.
- History – The Suffragette Movement
- SMSC – British Values, d, e, f
- SMSC – Social Development, c
- SMSC – Cultural Development, a, b, d
- SMSC – Moral Development, c
- RSE – 1: Families, c, f,
- RSE – 2: Respectful Relationships, c, d, f,.
- RSE – 4: Being Safe, a
- HE – 1: Mental, a
- History Year 8: Why was not everyone allowed to vote 19th Century
- History Year 8: The British Empire
- History Year 9: Slavery, how African people forcibly settled in the Americas

University:
Theology
Religious Studies
Philosophy
Sociology
Law
Politics

Careers:
Lecturer
Theologian
Primary School Teacher
Secondary School Teacher
Civil Service
Law
Politics

Community Cohesion: Prejudice, Discrimination, Racial Harmony

This unit follows directly from the previous one and helps pupils develop the skill of identifying prejudice and discrimination and begin to understand what can be done to stop them from happening. This unit is also vital as it helps pupils understand the UK as a multi-ethnic and multi-faith society and the role they can have now and in the future at promoting racial harmony. This is taught in year 9 as this is when students are mature enough to express their views in a way that will not offend others. At this stage pupils will also have more of an awareness of their peers who may have differing religious or cultural backgrounds to their own.

- The problems of living in a multi-ethnic society:
- Prejudice & Discrimination.
- Case Study: Blackburn White Flight.
- Promoting Community Cohesion.

- 1 Application Question
- 2 Knowledge Quizzes with closed questions.
- Curriculum Recovery: Knowledge quizzes to incorporate Year 8 knowledge.

- Year 9 Unit 1: Community Cohesion.
- Year 8 Unit 6: Religious Expression
- Year 8 Unit 5: Faith in Action
- History: Martin Luther King/Black Rights
- Prevent Agenda

University:
Theology
Religious Studies
Philosophy
Sociology
Law
Politics

Careers:
Lecturer
Theologian

			<ul style="list-style-type: none"> ➤ SMSC – British Values, b, d, e, f ➤ SMSC – Social Development, c ➤ SMSC – Cultural Development, a, b, d ➤ SMSC – Moral Development, a, c ➤ RSE – 2: Respectful Relationships, a, c, d, f, h, ➤ HE – 1: Mental, a ➤ History Year 9: Slavery, how African people forcibly settled in the Americas ➤ History Year 9: The Holocaust and persecution of the Jewish race 	Primary School Teacher Secondary School Teacher Civil Service Law Security Politics
	Introduction to Ethical Theories This unit prepares students for their home learning projects. This unit is also a form of stretch and challenge and enables student's ethical issues from a range of perspectives. The unit also begins to give pupils the strategies to consider their own moral decision making processes.			
Spring	<ul style="list-style-type: none"> ➤ Introduction to ethics & morality: Ethical dilemmas. ➤ Religious Ethical Systems. ➤ Secular/Philosophical Ethical Systems. 	<ul style="list-style-type: none"> ➤ 1 Application Question ➤ 2 Knowledge Quizzes with closed questions. ➤ Curriculum Recovery: Knowledge quizzes to incorporate Year 8 knowledge. 	<ul style="list-style-type: none"> ➤ SMSC – British Values, b ➤ SMSC – Social Development, c ➤ SMSC – Moral Development, a, b, c ➤ HE – 1: Mental, a ➤ History Year 9: Atomic Bomb 	University: Theology Religious Studies Philosophy Sociology Law Politics Careers: Lecturer Theologian Primary School Teacher Secondary School Teacher Civil Service Law Politics Medicine Nursing/Midwifery
	Home Learning Project Presentations These enable pupils to develop their independent research skills and presentation/public speaking skills. The presentations give pupils the opportunity to choose a topic of their liking and study it in significant depth. This unit is taught in Year 9 as pupils are well on their way to developing their own opinions of a wide range of topics that a relevant in the world today – topics and issues that may one day affect them or those around them.			

<p>Pupils are also at this stage able to begin providing justified reasons to support their views and also have developed an awareness that the views of others, even though different to their own, are also valid.</p>				
	<ul style="list-style-type: none"> ➤ Presentation skills. ➤ Research skills. ➤ Independent learning skills. 	<ul style="list-style-type: none"> ➤ 1 Application Question ➤ 2 Knowledge Quizzes with closed questions. ➤ Curriculum Recovery: Knowledge quizzes to incorporate Year 8 knowledge. 	<ul style="list-style-type: none"> ➤ History: War ➤ Whole School: Presenting skills/public speaking. ➤ RSE – 3: Online & media, h ➤ SMSC – British Values, b ➤ SMSC – Social Development, c ➤ SMSC – Cultural Development, a, b, d ➤ SMSC – Moral Development, a, c ➤ SMSC – Spiritual Development, a, b, c, d ➤ HE – 1: Mental, a ➤ History Year 8: Poverty and the Poor Law ➤ History Year 9: Atomic Bomb 	<p>University: Theology Religious Studies Philosophy Sociology Law Politics</p> <p>Careers: Lecturer Theologian Primary School Teacher Secondary School Teacher Civil Service Law Politics Medicine Nursing/Midwifery</p>
<p>Medical Ethics: Abortion & Euthanasia</p> <p>This unit is taught specifically in Year 9 as the subject matter requires a particular level of maturity. The topics of abortion and euthanasia are ones that require a level of sensitivity that pupils have developed by Year 9. The topics are important to be taught as these issues are ones that pupils have not only begun to be aware of and develop their own opinions on, but are also something they may face in their life.</p> <p>The topics are also extremely relevant in the world today and often appear within the media – this exposure means pupils need knowledge and skills to be able to form their own opinions on these and learn to be critical about how the topics are presented in the world.</p>				
Summer	<ul style="list-style-type: none"> ➤ Sanctity & Quality of Life ➤ Abortion: UK Legislation ➤ Abortion: Christian Views ➤ Abortion: Muslim Views. ➤ Abortion: Secular/Philosophical Views ➤ Euthanasia: The Law ➤ Euthanasia: Christian Views ➤ Euthanasia: Muslim Views ➤ Euthanasia: Secular/Philosophical Views 	<ul style="list-style-type: none"> ➤ 1 Application Question ➤ 2 Knowledge Quizzes with closed questions. ➤ Curriculum Recovery: Knowledge quizzes to incorporate Year 8 knowledge. 	<ul style="list-style-type: none"> ➤ Year 7 Unit 6: The Afterlife ➤ Year 8 Unit 4: Sources of Wisdom & Authority ➤ PSHCE ➤ Citizenship ➤ SMSC – Spiritual Development, a, d ➤ SMSC – Moral Development, a, b, c ➤ SMSC – Social Development, a, c ➤ SMSC – British Values, c, e ➤ RSE – 1: Families, b, g, 	<p>University: Theology Religious Studies Philosophy Sociology Law Politics</p> <p>Careers: Lecturer Theologian Primary School Teacher Secondary School Teacher Civil Service Law Security Politics Medicine</p>

			<ul style="list-style-type: none"> ➤ RSE – 4: Being safe, a ➤ RSE – 5: Intimate, a, b, c, f, g, h, l, ➤ HE – 1: Mental, a, d 	Midwifery Veterinarian
<p>Medical Ethics: Transplant Surgery & Animal Testing</p> <p>This unit follows directly on from the previous and is again taught specifically in Year 9 as the subject matter requires a particular level of maturity. The topics of transplant surgery and animal testing are ones that require a level of sensitivity that pupils have developed by Year 9. The topics are important to be taught as these issues are ones that pupils have not only begun to be aware of and develop their own opinions on, but are also something they may face in their life. The topics are also extremely relevant in the world today and often appear within the media – this exposure means pupils need to knowledge and skills to be able to form their own opinions on these and learn to be critical about how the topics are presented in the world.</p>				
	<ul style="list-style-type: none"> ➤ Transplant Surgery: UK Legislation (opt out). ➤ Transplant Surgery: Christian Views. ➤ Transplant Surgery: Muslim Views. ➤ Transplant Surgery: Secular/Philosophical views. ➤ Animal Testing: UK Legislation ➤ Animal Testing: Christian Views ➤ Animal Testing: Muslim Views ➤ Animal Testing: Secular / Philosophical views. 	<ul style="list-style-type: none"> ➤ 1 Application Question ➤ 2 Knowledge Quizzes with closed questions. ➤ Curriculum Recovery: Knowledge quizzes to incorporate Year 8 knowledge. 	<ul style="list-style-type: none"> ➤ Science ➤ Year 7 Unit 6: The Afterlife ➤ Year 8 Unit 4: Sources of Wisdom & Authority ➤ PSHCE ➤ Citizenship ➤ SMSC – Spiritual Development, a, d ➤ SMSC – Moral Development, a, b, c ➤ SMSC – Social Development, a, c ➤ SMSC – British Values, c, e ➤ HE – 1: Mental, a 	University: Theology Religious Studies Philosophy Sociology Law Politics Careers: Lecturer Theologian Primary School Teacher Secondary School Teacher Civil Service Law Security Politics Medicine Midwifery Veterinarian