

Year 9	Key Religious Education knowledge and skills.
<p style="text-align: center;">Half Term 1</p> <p style="text-align: center;"><b><u>Peace and Conflict</u></b></p> <p>In this series of lessons students will investigate the issues connected with war, conflict and peace. They will explore the arguments for and against conflict alongside the study of religious views on war. They will develop skills in conflict resolution considers a range of solutions and forming a judgement on which is best. This unit explores the sanctity of life and how this is used when considering ethical dilemmas such as those found in conflict. As a result, students will study alternative views to conflict and their associated methods.</p>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Identify and explain religious beliefs on war considering the arguments for and against conflict.</li> <li>• Make links and consider the similarities and differences within and between religions.</li> <li>• Identify and explain alternative methods of dealing with conflict in the different contexts studied.</li> </ul> <p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Analyse the commonalities and differences found within and between faiths on this ethical issue.</li> <li>• Evaluate the effectiveness of peace methods in preventing war.</li> <li>• Evaluate the concept of action for the greater good and the impacts this may have in different circumstances.</li> </ul> <p><b>Competence in Religious Education Skills</b></p> <ul style="list-style-type: none"> <li>• Communication- Communicate objectively the aspects of this faith and subsequent responses to it.</li> <li>• Inquire - Question and seek to clarify.</li> <li>• Analysis- Reflect/Critique ethical issues and dilemmas</li> <li>• Team work- Work together to support learning</li> <li>• Empathy- understand and share the feelings of another</li> </ul>
<p style="text-align: center;">Half Term 2</p> <p style="text-align: center;"><b><u>Prejudice and Discrimination</u></b></p> <p>This unit encourages students to learn about religion and beliefs / worldviews, racism and prejudice in challenging ways that promote the wellbeing of all in our richly plural communities. It aims to highlight the internal diversity of all religious communities. Each of the lessons gives students the opportunity to consider one or more of the key concepts of anti-racism. Considering a range of contemporary contexts including and using examples from the recent BLM movement. Application of religious beliefs is applied both to modern events and the key figures involved in past movements linked to such issues.</p>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Identify and explain religious beliefs on racism.</li> <li>• Make links and consider the similarities and differences within and between religions.</li> <li>• Identify and explain alternative methods of protesting against forms of prejudice and discrimination.</li> </ul> <p><b>Analyse and Evaluate</b></p> <ul style="list-style-type: none"> <li>• Analyse the commonalities and differences found within and between faiths on this ethical issue.</li> <li>• Evaluate the effectiveness of peace methods in highlighting social injustices.</li> <li>• Evaluate the effectiveness of key figures, influenced by religion, in their attempts to drive change.</li> </ul> <p><b>Competence in Religious Education Skills</b></p> <ul style="list-style-type: none"> <li>• Communication- Communicate objectively the aspects of this faith and subsequent responses to it.</li> <li>• Inquire - Question and seek to clarify.</li> <li>• Analysis- Reflect/Critique ethical issues and dilemmas</li> <li>• Team work- Work together to support learning</li> <li>• Empathy- understand and share the feelings of another</li> </ul>
<p style="text-align: center;">Half Term 3</p> <p style="text-align: center;"><b><u>Crime and Punishment</u></b></p> <p>Students will learn about human rights and religious points of view. Moving on, they look at</p>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Identify and explain religious and secular beliefs on crime and punishments considering the aims and arguments for and against different types of punishments.</li> <li>• Make links and consider the similarities and differences within and between religions.</li> </ul>

<p>what happens when someone violates another’s rights or breaks the law. The focus of their study is why people are punished, and whether conventional sanctions fulfil the aims of punishment. Students learn that punishment may have one or more of four aims and religious responses to these aims. The point is made that not all religious people – even those of the same faith – agree about the aims and purposes of punishment. This is evident as they explore capital punishment, its advantages and disadvantages and the effectiveness of method linked to forgiveness as an alternative.</p>	<ul style="list-style-type: none"> <li>Identify and explain alternative methods of dealing with criminals including beliefs on forgiveness.</li> </ul> <p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>Analyse the commonalities and differences found within and between faiths on this ethical issue.</li> <li>Evaluate the effectiveness of the aims of punishment.</li> <li>Evaluate the challenges faced when using corporal or capital punishment as a consequence for crime.</li> </ul> <p><b>Competence in Religious Education Skills</b></p> <ul style="list-style-type: none"> <li>Communication- Communicate objectively the aspects of this faith and subsequent responses to it.</li> <li>Inquire - Question and seek to clarify.</li> <li>Analysis- Reflect/Critique ethical issues and dilemmas</li> <li>Team work- Work together to support learning</li> <li>Empathy- understand and share the feelings of another</li> </ul>
<p>Half Term 4 into 5</p> <p><b><u>Medical Ethics</u></b></p> <p>This unit explores the morality that surrounds medical science. Students will learn that as advancements are made, more debates occur over the ethics involved in using such methods. Students will learn the religious and non-religious beliefs on issues such as organ donation, abortion, euthanasia, IVF and Genetic Engineering. They will discuss and debate the arguments for and against such methods considering whether there is a ‘lesser of the two evils’ when it comes to controversial methods that religion and some in society deem unsuitable.</p>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Identify and explain religious beliefs on different types of medical issues considering the arguments for and against such aspects.</li> <li>Make links and consider the similarities and differences within and between religions.</li> <li>Identify and explain the laws surrounding the medical issues that are studied.</li> </ul> <p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>Analyse the commonalities and differences found within and between faiths on this ethical issue.</li> <li>Evaluate the arguments for and against found in the medical ethics studied.</li> <li>Evaluate the concept of ‘lesser of the two evils’ and the impacts this may have in different circumstances.</li> </ul> <p><b>Competence in Religious Education Skills</b></p> <ul style="list-style-type: none"> <li>Communication- Communicate objectively the aspects of this faith and subsequent responses to it.</li> <li>Inquire - Question and seek to clarify.</li> <li>Analysis- Reflect/Critique ethical issues and dilemmas</li> <li>Team work- Work together to support learning</li> <li>Empathy- understand and share the feelings of another</li> </ul>
<p>Half Term 5 into 6</p> <p><b><u>Wealth and Poverty</u></b></p> <p>This unit completes the exploration of human rights and religion. Students have examined human rights issues in relation to peace and conflict, prejudice and discrimination, crime and punishment and medical ethics. Here students will consider basic need and explore religious and non-religious views on wealth, poverty, distribution and caring for those less fortunate. Students study and learn why religions go on to teach that those with surplus income have a responsibility to help people in extreme poverty to have their basic needs met. They are given</p>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Identify and explain religious beliefs on wealth and poverty.</li> <li>Make links and consider the similarities and differences within and between religions.</li> <li>Identify and explain religious responses to victims of natural disasters</li> </ul> <p><b>Analysis and evaluation</b></p> <ul style="list-style-type: none"> <li>Analyse the commonalities and differences found within and between this faith on this ethical issue.</li> <li>Evaluate the duty of religions to take care of the poor.</li> </ul>

some examples of how some religious people put their beliefs into action. Considering the ways some have fought for justice for others.

- Evaluate the effectiveness of ways in which people fight for justice for others.

**Competence in Religious Education Skills**

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- Empathy- understand and share the feelings of another