

Year 9 Religious Education Sequence

	Content Taught	Locally Agreed Syllabus REF	Essential Knowledge	Assessment	Rationale
YEAR 9 HT1 +HT2	Students study a unit of work exploring the question, 'Does religion help people to be good? - The Life and Work of Nicky Cruz'	3.10	<p>Students will develop essential knowledge on:</p> <p>The key events in the childhood of Nicky Cruz including the abuse he suffered at the hands of his parents and how this affected his actions as a teenager.</p> <p>The significance of the recurring references to birds and the impact this has on Nicky.</p> <p>The significance of the recurring references to the devil and the impact that this has on Nicky.</p> <p>The circumstances in which Nicky emigrated to America and the reasons why he found adjusting to his new life difficult.</p> <p>The circumstances and method by which he was initiated into the Mau Maus and how this shaped his attitudes towards his relationships with other gang members.</p>	<p>Formative Assessment Each lesson will conclude a review activity of that lesson's content (this is in addition to the review activities completed to recap on prior learning of the topic).</p> <p>Summative Assessment Students will complete a 'bringing it together' essay halfway through the unit.</p>	<p>This unit builds on 'What was so radical about Jesus? - The life and work of Jesus' (Y7 - 3.3) and also 'Does religion help people to be good? - Inspirational People' (Y7 3.10).</p> <p>Knowledge learned in this topic prepares students for their study of 'Why is there suffering?' (Y9 3.5) and then at Key Stage 4, it prepares them for Crime and Punishment (3.2.1.5) and Christianity Beliefs and Practices (3.1.2.1 and 3.1.2.2)</p>

			<p>The crimes committed by Nicky during his time in the Mau Maus and his feelings about his actions at the time.</p> <p>The impact the stabbing of his best friend had on him and how this marked a turning point in his life.</p> <p>The role played by David Wilkerson in the conversion of Nicky Cruz.</p> <p>How Nicky Cruz has helped other people since leaving the Mau Maus with particular focus on his work with gangs and his evangelism (reference Teen Challenge, Outreach for Youth, TRUCE and Pray for Teen America Day).</p> <p>Christian teachings about forgiveness with particular reference to the Parable of the Prodigal Son and the Lord's Prayer.</p> <p>Humanist and Sikh teachings on forgiveness as applied to the particular crimes and subsequent reform of Nicky Cruz.</p>	<p>At the end of the unit, students will complete an assessment that will include knowledge questions and then application questions that allow them to demonstrate their understanding and evaluation skills.</p> <p>As this is the first unit in the Year 9 sequence, the knowledge taught will also be assessed in the Assessment Point 2 and Assessment Point 3 assessments.</p>	
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<p>HT2</p>	<p>Students study a unit of work exploring the question, 'Why is there suffering? – The Problem of Evil and Suffering'</p>	<p>3.5</p>	<p>Students will develop essential knowledge on:</p> <p>Definitions and examples of the different types of suffering.</p> <p>Definitions and examples of the different types of evil and how they cause people to suffer.</p> <p>Absolute and relative suffering with particular reference to poverty and the idea of 'First World Problems'.</p> <p>Christian explanations for why people suffer including The Fall and the free will defence.</p> <p>Christian solutions to the problem how to reconcile the existence of an omnipotent and omnibenevolent God with the existence of evil and suffering with reference to Mackie's Inconsistent Triad.</p> <p>Buddhist explanations for why people suffer including dukkha.</p> <p>Buddhist solutions to the problem of suffering with particular reference to the Eightfold Path.</p> <p>How Christian and Buddhist beliefs about life after death can influence their perception of suffering.</p>	<p>Formative Assessment Each lesson will conclude a review activity of that lesson's content (this is in addition to the review activities completed to recap on prior learning of the topic).</p> <p>Summative Assessment Students will complete a 'bringing it together' essay at the end of the unit.</p> <p>The knowledge taught will also be assessed in the Assessment Point 2 and Assessment</p>	<p>This unit builds on 'Do we need to prove God's existence?' (Y7 3.1).</p> <p>Knowledge learned in this topic prepares students for their study of 'Is Religion a Power for Peace or a Cause for Conflict in the World Today? – Anne Frank (Y9 3.12) and Israel and Palestine (Y9 3.12)</p>
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			<p>Different ideas including Christian and Buddhist and Humanist beliefs whether there is such a thing as 'an evil person'.</p> <p>Different teachings including Christian, Buddhist and Humanist beliefs about the appropriate response to evil actions with particular focus on the use of the death penalty for those convicted of murder.</p>	Point 3 assessments.	
HT3	Students study a unit of work exploring the question, 'Is Religion a Power for Peace or a Cause of Conflict in the World Today? - The Case Study of Anne Frank'	3.12	<p>Students will develop essential knowledge on:</p> <p>Anne Frank's life before the war including why her family left Germany for Holland.</p> <p>How life changed for Jewish people after the annexation of Holland.</p> <p>What life was like for Anne and her family during the years in hiding, including who helped them and how.</p> <p>The different theories about how Anne and her family were discovered.</p> <p>The camps that Anne and her family were sent to and how they were treated there with particular focus to the dehumanisation of prisoners and the reasons behind this (specific reference to the practice of burning the dead and how this contradicts Jewish teachings and beliefs about the treatment of the dead</p>	<p>Formative Assessment Each lesson will conclude a review activity of that lesson's content (this is in addition to the review activities completed to recap on prior learning of the topic).</p> <p>Summative Assessment Students will complete a 'bringing it together' essay three quarters of the way</p>	<p>This unit builds on 'Why is there suffering?' (Y9 3.5) and work done on the Nazis and the Holocaust as part of the History programme of study for Year 9.</p> <p>Knowledge learned in this topic prepares students for their study of 'Is religion a power for peace or a cause of conflict in the world today? - Israel and Palestine' (Y9 3.12)</p>

			<p>and beliefs about the afterlife and the religious significance of the removal of Jewish women's hair).</p> <p>What happened to Anne and her family, with particular reference to Otto Frank and what he did with Anne's diary.</p> <p>What is Righteous Among the Nations and why it is important to remember the events of the Holocaust.</p> <p>Rudolf Hoess and the contribution he made to the Final Solution by devising the gas chambers as a method of mass execution.</p> <p>Josef Mengele and his experiments on prisoners.</p> <p>Oskar Schindler and his saving of over 1,000 Jewish prisoners by 'buying' them to work in his factory.</p> <p>Nicholas Winton and the Kindertransport.</p>	<p>through the unit.</p> <p>The knowledge taught will also be assessed in the Assessment Point 2 and Assessment Point 3 assessments.</p>	
HT3-4	Students study a unit of work exploring the question, 'Is Religion a Power for Peace or a Cause of Conflict in the World Today? – The Israel Palestine Conflict.'	3.12	<p>Students will develop essential knowledge on:</p> <p>Why the land of Palestine has religious significance in Judaism with reference to the stories of Abraham and Moses.</p>	<p>Formative Assessment</p> <p>Each lesson will conclude a review activity of that lesson's content (this</p>	<p>This unit builds on 'Is Religion a Power for Peace or a Cause of Conflict in the World Today? – Peace and Conflict' (Y8 3.12) and Anne Frank (Y9 3.12)</p>

			<p>Why the land of Palestine has religious significance in Islam with reference to the life of Muhammad.</p> <p>Why there was a demand for a Nation State of Israel in the period leading up to 1947.</p> <p>How the land was divided by the United Nations originally and then how the land was then subsequently occupied.</p> <p>How the division of land and creation of the State of Israel has affected the people living there and what responses have there been to this – with particular reference to the introduction of checkpoints and the building of the security wall.</p> <p>The different responses of Jews and Muslims to the ongoing hostility between the two communities – with particular focus on there being diversity within each religion in their response.</p> <p>Teachings from the Torah and the Qur'an that could be used to justify and also condemn the use of violence in the name of religion.</p> <p>The work that is being done by Jewish and Islamic charities and human rights groups to promote peace in the area.</p>	<p>is in addition to the review activities completed to recap on prior learning of the topic).</p> <p>Summative Assessment Students will complete a 'bringing it together' essay at the end of the unit.</p>	<p>Knowledge learned in this topic prepares students for their study at Key Stage 4 of Peace and Conflict.</p>
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<p>HT4-5</p>	<p>Students study a unit of work exploring the question, 'Should Happiness be the Purpose of Life?'</p>	<p>3.9</p>	<p>Students will develop essential knowledge on:</p> <p>Different ideas about what happiness is (e.g. happiness as pleasure, as an emotion, as life-satisfaction, as flourishing, or as a term linked to a more transcendent view of meaning and purpose).</p> <p>Happiness in Christianity: a comparison between the happiness a life lived in relationship with God brings (e.g. Psalms 2:12, 32:1-2) to the happiness that comes from acting to make the world better (e.g. Psalms 41:1, Matthew 5:9).</p> <p>Christian ideas about the importance of happiness on earth vs the importance of happiness in Heaven.</p> <p>Happiness in Buddhism - the 'unsatisfactoriness' of life, dukkha, is a foundational concept, and is caused by craving. Cessation of craving (tanha) is a central goal.</p> <p>Happiness in Islam – the focus on ibadah (any action done with the intention on pleasing Allah); the happiness achieved through submission to the will of Allah .</p>	<p>Formative Assessment Each lesson will conclude a review activity of that lesson's content (this is in addition to the review activities completed to recap on prior learning of the topic).</p> <p>Summative Assessment Students will complete a 'bringing it together' essay at the end of the unit.</p> <p>The knowledge taught will also be assessed in the Assessment Point 2 and Assessment</p>	<p>This unit builds on 'Is death the end?' (Y8 3.4) and 'Why is there suffering?' (Y9 3.5).</p> <p>Knowledge learned in this topic prepares students for their study of 'Does living Biblically mean obeying the whole Bible?' and also Human Rights and Social Justice at Key Stage 4 (3.2.1.6)</p>
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HT5-6	Students study a unit of work exploring the question, 'Does living Biblically mean obeying the whole Bible? – Different Interpretations of sacred texts'	3.2	<p>Students will develop essential knowledge on:</p> <p>How the Bible was put together and how it is used by Christians with particular reference to the distinction between the Old and New Testaments and the commandments in Leviticus, Deuteronomy and those of Jesus in the New Testament.</p> <p>The extent to which different Christians believe modern problems can be</p>	Formative Assessment Each lesson will conclude a review activity of that lesson's content (this is in addition to the review activities completed to recap on prior	<p>This unit builds on 'What is so radical about Jesus?' (Y7 3.3)</p> <p>Knowledge learned in this topic prepares students for their study of Human Rights and Social Justice at Key Stage 4 (3.2.1.6)</p>

			<p>resolved by following the Bible and/or the example of Jesus.</p> <p>Joseph Fletcher's Situation Ethics – what it is and the strengths and weaknesses of it.</p> <p>Examples of modern religious hypocrisy, e.g. a rich church which ignores world poverty; different points of view on how far does 'living biblically' mean being prepared to argue with those in authority.</p> <p>Examples of how the teachings of the Bible seem to contradict each other (with reference to the status of women and sexuality) and different Christian responses as to how this conflict can be resolved.</p> <p>How the Bible has been used by extremist groups with particular reference to the Westboro Baptist Church, including the subsequent conversion of Megan Phelps-Roper.</p> <p>Examination of whether the Bible is relevant in modern society.</p> <p>Comparison between the moral codes found in the Bible and non-religious worldviews.</p>	<p>learning of the topic).</p> <p>Summative Assessment Students will complete a 'bringing it together' essay at the end of the unit.</p> <p>The knowledge taught will also be assessed in the Assessment Point 2 and Assessment Point 3 assessments.</p>	
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