

## Long-term planning

### RE - Year 9

Year 9 Themes	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
	<b>Is religion a power for peace or conflict in the world today? (10 weeks)</b>	<b>How do religions respond to matters of life and death in the 21st century? (10 weeks)</b>		<b>Is Death the end? Does it matter? (10 weeks)</b>		<b>Does religion favour punishment or forgiveness? (10 weeks)</b>
	<b>Students will know that</b>					
	<p>Through a series of ten lesson students will know about the complex relationship between religion, peace, and conflict. They will know various perspectives on war and peace, beginning with humanist responses that offer a non-religious viewpoint on these issues. Students will know Aquinas' Just War Theory and be able to compare this with the Sikh concept of Dharam Yudh. They will also know about lesser Jihad in Islam, and the insights these concepts can have in providing religious justification for war in certain contexts.</p> <p>Students will also know why some Christians, Buddhists, and Hindus adopt pacifism, emphasizing the religious basis for rejecting violence. The influence of religious beliefs on famous pacifists throughout history, where students should</p>	<p>Through a series of ten lesson students will know a number of diverse perspectives on complex ethical issues such as abortion, euthanasia, and genetic engineering. They will begin by examining humanist views on abortion and euthanasia, contrasting these with Christian, Muslim, Sikh, and Buddhist perspectives. Students will also be able to explain key ethical frameworks, learning how absolutism and relativism, as well as ethical theories like utilitarianism, situation ethics, and Natural Moral Law, can be applied to real-world dilemmas.</p> <p>The unit includes an applied ethics element on genetic engineering, where students will apply their understanding of religious teachings, ethical theories, and philosophical arguments gained in the unit to assess the morality of these practices.</p> <ol style="list-style-type: none"> <li>1. What are humanist perspectives on abortion?</li> </ol>		<p>Through a series of ten lesson students will know how to explore various beliefs and perspectives on life after death, and how to examine how these views shape attitudes towards mortality. The unit begins with an exploration of humanist beliefs, which generally reject the notion of an afterlife, followed by an analysis of arguments against the existence of life after death. Students will then study Christian teachings, which typically affirm an afterlife, and compare them with Buddhist, Sikh, and Muslim perspectives, each offering unique views on what happens after death.</p> <p>Students will know how beliefs about life after death are expressed within different communities, influencing rituals, traditions, and daily life. This will culminate in students ultimately having the knowledge to be able to critically evaluate the claim that "There is no life after death," applying their</p>		<p>Through a series of ten lesson students will know how to explore the complex relationship between justice, punishment, and forgiveness across various religious and non-religious perspectives. The unit begins by examining the causes of crime and the different aims of punishment, providing a foundation for understanding how justice is pursued in society. Students will then study Christian, Muslim, Buddhist, and Sikh teachings on the treatment of criminals, exploring how these religions balance justice with compassion. The importance of justice to victims of crime is also analysed, highlighting the role of fairness in achieving social harmony.</p> <p>Students will be able to explain religious teachings on forgiveness, contrasting Christian and Muslim views with those of Sikhism and Buddhism. Students will also be able to explain humanist perspectives on capital punishment, alongside religious views, and be able to</p>

<p>know the role of faith in promoting peace. Students will also know how religions might respond to modern methods of warfare, considering ethical dilemmas posed by contemporary conflicts. Finally, students will reflect on what various religions teach about peace and evaluate whether religion today is more a force for peace or for conflict.</p> <ol style="list-style-type: none"> <li>1. What are the humanist responses to war and peace?</li> <li>2. Is Aquinas' Just War Theory still useful today?</li> <li>3. What are the similarities and differences between Dharam Yudh and Aquinas' Just War Theory?</li> <li>4. What are the conditions for lesser Jihad?</li> <li>5. Why are some Christians, Buddhist and Hindus pacifists?</li> <li>6. How did religious belief influence famous pacifists throughout history?</li> <li>7. Assessment: Substantive knowledge check (week 7)</li> <li>8. How may religions respond to modern methods of warfare?</li> <li>9. What does religion teach about peace?</li> </ol>	<ol style="list-style-type: none"> <li>2. What are the Christian and Muslim views on abortion?</li> <li>3. What are humanist perspectives on euthanasia?</li> <li>4. What are the Sikh and Buddhist views on euthanasia?</li> <li>5. How can absolutism and relativism be applied to ethical dilemmas?</li> <li>6. How can ethical the ethical theories utilitarianism and situation ethics be applied to ethical dilemmas?</li> <li>7. How can Natural Moral Law be applied to ethical dilemmas?</li> <li>8. What is the ethical debate around genetic engineering?</li> <li>9. Assessment: How can we apply ethical theories, religious teachings and philosophical arguments to the issue of genetic engineering?</li> <li>10. Assessment feedback</li> </ol>	<p>understanding of various religious and philosophical arguments.</p> <ol style="list-style-type: none"> <li>1. What are humanist beliefs about life after death?</li> <li>2. What are humanist beliefs about life after death?</li> <li>3. Why do some people argue there is no life after death?</li> <li>4. What are Christian teachings about life after death?</li> <li>5. Assessment: Substantive knowledge check (week 25)</li> <li>6. What are Buddhist and Sikh teachings about life after death?</li> <li>7. What are Muslim teachings about life after death?</li> <li>8. How are beliefs about life after death expressed in communities?</li> <li>9. Assessment: 'There is no life after death' Evaluate.</li> <li>10. Assessment feedback</li> </ol>	<p>evaluate whether punishment or forgiveness is more emphasized in different belief systems. Through these discussions, students will be able to demonstrate a nuanced understanding of ethical and religious approaches to justice.</p> <ol style="list-style-type: none"> <li>1. What are the causes of crime?</li> <li>2. What are the aims of punishment?</li> <li>3. What are Christian and Muslim teachings on the treatment of criminals?</li> <li>4. What are Buddhist and Sikh teachings on the treatment of criminals?</li> <li>5. Why is justice important to the victims of crime?</li> <li>6. What do Christianity and Islam teach about forgiveness?</li> <li>7. What do Sikhism and Buddhism teach about forgiveness?</li> <li>8. What are humanist views on capital punishment?</li> <li>9. What are religious views on capital punishment?</li> <li>10. Does religion favour punishment or forgiveness?</li> </ol>
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10. Is religion a power for peace or a power for conflict in the world today?

**Students will know how**

To use the skills gained in the study of comparative religion when applied to philosophical and ethical dilemmas.

Critical thinking, philosophical inquiry, reasoning and argumentation: Students will know how to analyse complex and abstract ideas, question assumptions and explore different perspectives.

To demonstrate their personal knowledge on the topic and how the place and value that their personal worldview has within RE.

To synthesise religious concepts with their own experiences and understandings, making connections between different aspects of their learning.

To use the skills gained in the study of comparative religion when applied to philosophical and ethical dilemmas. Through this unit, students will gain a nuanced understanding of how different worldviews address life and death issues, enhancing their ethical reasoning and critical thinking skills.

Critical thinking, philosophical inquiry, reasoning and argumentation: Students will know how to analyse complex and abstract ideas, question assumptions and explore different perspectives.

To demonstrate their personal knowledge on the topic and how the place and value that their personal worldview has within RE.

To use the skills associated with the study of applied ethics to an ethical issue.

To synthesise religious concepts with their own experiences and understandings, making connections between different aspects of their learning.

To use the skills gained in the study of comparative religion when applied to philosophical and ethical dilemmas.

Critical thinking, philosophical inquiry, reasoning and argumentation: Students will know how to analyse complex and abstract ideas, question assumptions and explore different perspectives.

To demonstrate their personal knowledge on the topic and how the place and value that their personal worldview has within RE.

To be able to synthesise religious concepts with their own experiences and understandings, making connections between different aspects of their learning.

To use the skills gained in the study of comparative religion when applied to philosophical and ethical dilemmas.

Critical thinking, philosophical inquiry, reasoning and argumentation: Students will know how to analyse complex and abstract ideas, question assumptions and explore different perspectives.

To demonstrate their personal knowledge on the topic and how the place and value that their personal worldview has within RE.

To be able to synthesise religious concepts with their own experiences and understandings, making connections between different aspects of their learning.

**Vocabulary and the concepts they link to**

Tier 3: Dharam Yudh, Just War, Pacifism, Jihad, sectarianism.

Tier 3: Euthanasia, abortion, sanctity of life, situation ethics, utilitarianism.

Tier 3: Nirvana, eschatology, reincarnation, immortality, samsara.

Tier 3: Retribution, rehabilitation, restorative justice, atonement, mercy.

Tier 2: Conflict, contemporary, ethical, harmony, tolerance, ideology.	Tier 2: Dignity, autonomy, consent, perspective, moral.	Tier 2: Legacy, destiny, mortality, transcendence, consciousness.	Tier 2: Justice, reconciliation, reform, punishment, compassion.
<b>Assessment</b>			
<p>Substantive knowledge check.</p> <p>The aim of this assessments is to assess core knowledge learned throughout the RE course so far. This is a knowledge-based assessment which does not focus on skills but is rather assessing what students know and can remember.</p>	<p>How can we apply ethical theories, religious teachings and philosophical arguments to the issue of genetic engineering?</p> <p>The aim of this assessment is to assess students' ability to critically evaluate. Students should draw upon the variety of skills acquired so far in RE to make a well-informed judgement based upon critical analysis of the evidence they present. There is also scope in this assessment for students to demonstrate personal knowledge.</p>	<p>'There is no life after death' Evaluate.</p> <p>The aim of this assessment is to assess students' ability to critically evaluate. Students should draw upon the variety of skills acquired so far in RE to make a well-informed judgement based upon critical analysis of the evidence they present. There is also scope in this assessment for students to demonstrate personal knowledge.</p> <p>Substantive knowledge check.</p> <p>The aim of this assessments is to assess core knowledge learned throughout the RE course so far. This is a knowledge-based assessment which does not focus on skills but is rather assessing what students know and can remember.</p>	<p>Formative assessment.</p> <p>There is no formal summative assessment for this unit. Using low stakes methods i.e. quizzes the class teacher will determine the next steps and any support needed for students going forward.</p>
<b>Diversity &amp; development of cultural capital</b>			
<p>Students will explore how different religions contribute to both peace and conflict globally. This includes studying the role of religion in various historical and contemporary conflicts, as well as its influence in peace-building efforts. They will gain a nuanced understanding of how</p>	<p>Students will understand the ethical frameworks and religious teachings that guide responses to these ethical matters, enriching their knowledge of how religion intersects with modern ethical dilemmas.</p> <p>By comparing religious and humanist perspectives, students will explore a</p>	<p>By investigating various beliefs about life after death this helps students appreciate the diverse ways in which cultures and religions address existential questions and the significance of these beliefs in shaping worldviews.</p>	<p>Students learn about different religious and ethical approaches to justice, punishment, and forgiveness. This includes studying how various faiths and philosophies address crime and reconciliation, providing insight into the moral and ethical foundations of these approaches. This diverse approach also helps students to</p>

	<p>religious teachings and practices impact global events and social harmony.</p> <p>By examining diverse religious perspectives on peace and conflict, students will appreciate the varied ways in which different cultures approach and resolve conflicts. They will also learn about the impact of religious extremism and the importance of interfaith dialogue, promoting respect for diverse beliefs and practices.</p>	<p>range of beliefs and practices related to life and death. This helps them appreciate the diversity of thought regarding moral and ethical issues, fostering a broader understanding of how different cultures and belief systems approach these fundamental questions.</p>		<p>understand how different cultures and belief systems prioritise justice, mercy, and rehabilitation, fostering a deeper respect for differing moral viewpoints.</p>
<b>Cross-curricular opportunities and enrichment</b>				
	<p>History: Understanding the historical contexts of religious conflicts and peace efforts.</p> <p>Geography: Examining how religious conflicts and peace-building initiatives affect different regions of the world.</p> <p>Citizenship: Exploring the impact of religious beliefs on social and political issues, including community relations and global diplomacy.</p>	<p>Science: Discussing genetic engineering and its ethical implications, connecting religious responses with scientific advancements.</p> <p>PSHE: Addressing the ethical dimensions of medical decisions and end-of-life care.</p>	<p>Art: Visual representations of how different cultures and religions represent death and the afterlife in art and symbolism.</p>	<p>Citizenship: Understanding legal systems and concepts of justice in relation to religious teachings on punishment and forgiveness.</p>