

RCS Year 9 Curriculum Overview



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In the Autumn term, students will explore issues of Social Justice with a focus on the right to marry and family life. As well as this they will look at the role of men and women in Christianity and Islam, and cover topics such as forced marriage and honour-based violence. Students will then move onto looking at religious and personal commitments, including committed and healthy relationships and the right to delay sex. They will then spend some time looking into the causes of extremism and how society can challenge extremist ideologies.

In the Spring term students cover a range of topics under the umbrella of Matters of life and Death. This includes debates on when life begins, contraception (including religious attitudes to contraception), abortion and euthanasia. Students will also sensitively be guided through an understanding of death and bereavement. This will help them understand the natural processes of grief and religious beliefs about death.

In the Summer term students will be looking at the moral and ethical issues around the treatment of animals and Global issues linked to social justice.

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Term	Themes/ Topics	Key Knowledge & Skills	Key Assessments
(Autumn 1)	<p>Topic 1: Human rights: relationships and Equality</p> <ol style="list-style-type: none"> 1. Human Rights and Social Justice 2. Interfaith marriage 3. Arranged marriage & forced marriage 4. Gender Equality 5. Honour Based violence 6. Christian attitudes to the role of men and women 7. Muslim attitudes to the role of men and women 8. Changing attitudes to the role of men and women in society 9. Assessment 	<p>Rationale: Supports RSE statutory framework in connection to families and respectful relationships.</p> <p>Skills linked to Lancashire Agreed Syllabus how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)The concepts of, and laws relating to, harassment, forced marriage, honour-based violence, and how these can affect current and future relationships.</p> <p>Skills linked to Lancashire Agreed Syllabus</p> <p>Explain why members of the same faith may differ in their interpretations and emphases of different aspects of beliefs, teachings and values. To analyse how religious texts are interpreted to give clear guidance about ethical and social issues.</p>	<p>Assessment – deep marked and feedback given for DIRT</p>
(Autumn 2)	<p>Topic 2: Extremism</p> <ol style="list-style-type: none"> 1. What is extremism 2. The Media and extremism 3. Online extremism and subcultures 4. Religious responses to extremism 	<p>Rationale: Supports RSE statutory framework in connection to respectful relationships and online media safety. The impact of viewing harmful content, and addressing the increasing issue of online misogyny and those who advocate relationships that are harmful and demeaning. This module also covers aspects of religious tolerance and civil liberties, including freedom of speech.</p>	<p>Unit quiz – peer/self assessment and DIRT</p>

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	<p>Topic 3: Religion, Commitment and relationships (new module)</p> <ol style="list-style-type: none"> 5. What does it mean to be committed to something? 6. Vaisakhi and Commitment 7. Love, Marriage and commitment 8. Intimate Relationships 9. Celibacy and the Silver ring thing 10. Assessment 	<p>Rationale: Supports RSE statutory framework in connection to families and respectful relationships. That there are different types of committed, stable relationships. what marriage is*, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. Why marriage is an important relationship choice for many couples and why it must be freely entered into. The characteristics and legal status of other types of long-term relationships . The concepts of, and laws relating to, harassment, forced marriage, honour-based violence, and how these can affect current and future relationships. To prepare students for the skills and knowledge for GCSE .Explain why members of the same faith may differ in their interpretations and emphases of different aspects of beliefs, teachings and values. To analyse how religious texts are interpreted to give clear guidance about ethical and social issues.</p>	
<p>(Spring 1)</p>	<p>Topic 4: Matters of life and Death Part 1</p> <ol style="list-style-type: none"> 1. When does life begin? 2. Introduction to contraception 3. Religion and contraception 4. Sanctity of life. 5. Views on abortion 6. Christian attitudes to abortion 7. Muslim attitudes to abortion 8. IVF and Stem cell research* 9. Assessment <p>*2024</p>	<p>Rationale: Students will begin to explore the question of when life begins, follow the journey of the of the foetus and question if the foetus has the same rights as a human. Students will explore why a woman would consider abortion consider the UK law as well as religious belief of Christians and Muslims. Students will be able to identify how the study of medical ethics leads us to develop our own values with reasons for actions. Students will be able to question the values of human life and who has the right over human life. Students will learn to show tolerance and respect for the choices of others as well as forming our own opinion on this controversial issue. To prepare students for the skills and knowledge for GCSE. Express thoughtful and articulate views based on a wide knowledge about varied ways humans answer their ultimate questions (philosophy) • Debate and interpret different human responses to the questions of what really matters. Analyse how sacred texts are interpreted to give clear guidance about ethical and social issues. Support RSE statutory framework as about the science relating to stem cell donation, as well as the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p>	<p>Assessment – deep marked and feedback given for DIRT</p>

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<p>(Spring 2)</p>	<p>Topic 5 Matters of Death Part 2</p> <ol style="list-style-type: none"> 1. Should we talk about death? 2. Grief and bereavement 3. Non-religious beliefs about life after death 4. Christianity and life after death 5. Islam and life after death 6. Organ Donation 7. What is euthanasia? 8. Quality of life principle 9. Euthanasia case study 10. Assessment 	<p>Rationale: This topic begins by support the RSE statutory framework in relation to mental health, in particular How to talk about their emotions accurately and sensitively, using appropriate vocabulary Students will have the opportunity discuss and be signposted for support where necessary. The aim of this module is to reflect and help students with real life issues. Students will consider different religious and non-religious perspectives on life after death, supporting learning into the GCSE curriculum. Use insights from different disciplines (e.g. philosophy, sociology, theology) to reflect on own answers to ultimate questions. Express thoughtful and articulate views based on a wide knowledge about varied ways humans answer their ultimate questions (philosophy) • Debate and interpret different human responses to the question of what really matters• Compare different ideas about what constitutes a good life. By exploring Christian, Muslim and Humanist views students will be able to make their own decisions on a modern medical dilemma such as Euthanasia. This topic also supports RSE statutory framework as about the science relating organ donation.</p>	<p>Unit quiz – peer/self assessment and DIRT</p>
<p>(Summer 1)</p>	<p>Topic 6: Religion and Animals (provisional)</p> <ol style="list-style-type: none"> 1. How do humans use animals? 2. What rights do animals have? 3. Should Christians be vegetarian? 4. How do Muslims treat animals? Halah food laws 5. Religious food laws 	<p>Rationale: this unit allows students to consider ethical issues around the relationship between humans and animals, looking at religious and non-religious views and applying understanding of medical ethics, civil liberties, freedom of speech and extremism. Explain why members of the same faith may differ in their interpretations and emphases of different aspects of beliefs, teachings and values. Use a wide religious vocabulary to show accurate and coherent understanding of religious and non-religious responses to philosophical, ethical and social issues. Develop insights and arguments to explain why you hold your own view of the world, and the questions that matter most to you</p>	<p>Assessment – deep marked and feedback given for DIRT</p>

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	<ol style="list-style-type: none"> 6. Arguments for and against testing on animals 7. PETA 8. Political extremism – ALF 9. Assessment 		
<p style="text-align: center;">Summer 2</p>	<p>Topic 7: Global Citizenship and Social Justice (provisional)</p> <ol style="list-style-type: none"> 1. Foreign Aid 2. NGO's 3. UNICEF 4. Comparing faith organisations 5. Who was Maria Gomez? 6. Maria Gomez cross 7. Global citizenship project 8. Global Citizenship project 	<p>Rationale: This topic prepares students for the demands of the GCSE, as well as introducing topics to support progress. to describe accurately examples of religious practice in ethical and social issues (e.g. could include gender roles, peace-making, interfaith working, care for the disadvantaged). Analyse how religious texts are interpreted to give clear guidance about ethical and social issues. This topic also support Citizenship development in allowing students to understand the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.</p>	<p style="text-align: center;">End of Year assessment</p>