

RCS Year 9 Curriculum Overview



Year 9 RCS Overview

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. Different types of extremism will be recognized, with a more detailed exploration of online misogynist cultures, such as Incel and the manosphere

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. The causes of suffering and the impact suffering has on faith and belief is also explored.

RCS Year 9 Curriculum Overview



Term	Themes/ Topics	Key Knowledge & Skills
(Autumn 1)	<p>Topic 1: Human rights: relationships and Equality</p> <ol style="list-style-type: none"> 1. Human Rights and Social Justice 2. Same sex and Interfaith marriage 3. Arranged marriage & forced marriage 4. Religious responses to forced marriage 5. Honour Based violence 6. The Equality Act 7. Gender stereotypes and misogyny 8. Christian attitudes to the role of men and women 9. Muslim attitudes to the role of men and women 10. Changing attitudes to the role of men and women in society 11. Assessment 	<p>Rationale: Supports RSE statutory framework in connection to families and respectful relationships, as well as helping students prepare for the demands of the GCSE in Religious Studies. This unit links to the GCSE AQA Families and Relationship unit.</p> <p>Key Knowledge (including links to RSE Statutory Framework)</p> <ul style="list-style-type: none"> • UDHR • what marriage is, including legal status • The right to marry freely in the UK • why marriage is an important choice for many couples and why it must be freely entered • Religious teachings on marriage, including on forced marriage • The difference between an arranged and forced marriage, the law and sources of support • the concept of, and laws relating to coercion, forced marriage, honour-based violence, and FGM, and how these affect relationships • The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. (statutory from 2026) • How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault. (statutory from 2026) • The Equality Act, protected characteristics and gender discrimination • legal rights/responsibilities regarding equality (Equality Act 2010) • Religious teachings in response to honour based and sources of support • Role of women in Christianity, including different attitudes to women priests • Role of women in Islam, including role of women within the family • Religious teachings on the roles of women in Christianity and Islam, • Changes in roles and attitudes to men and women in education, employment and the home

RCS Year 9 Curriculum Overview



		<ul style="list-style-type: none"> • How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. (statutory from 2026) • <p>Skills linked to Lancashire Agreed Syllabus</p> <ul style="list-style-type: none"> • 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. • Explain why members of the same faith may differ in their interpretations and emphases of different aspects of beliefs, teachings and values • Develop insights and supporting arguments to explain own view of the world, and to discuss the questions that matter most • Debate and interpret different human responses to the question of what really matters • Compare different ideas about what constitutes a good life • Analyse and explain the complexity of faith and belonging to a religious tradition in the modern world
<p>(Autumn 2)</p>	<p>Topic 2: Religion, Commitment and relationships (new module)</p> <ol style="list-style-type: none"> 1. What does it mean to be committed to something? 2. Vaisakhi and Commitment 3. Love, Marriage and commitment 4. Intimate Relationships 5. Celibacy and the Silver ring thing 	<p>Rationale: Supports RSE statutory framework in connection to families and respectful relationships, as well as helping students prepare of the demands of the GCSE in Religious Studies. This unit links to the GCSE AQA Families and Relationship unit.</p> <p>Key Knowledge (including links to RSE Statutory Framework)</p> <ul style="list-style-type: none"> • That there are different types of commitment, including personal and religious. • Specific examples of religious commitment – historical (Vaisakhi) and modern (Muslim life in the UK) • that there are different types of committed, stable relationships • how these relationships contribute to human happiness and their importance in bringing up children

RCS Year 9 Curriculum Overview



- Different types of commitment in relationships – marriage, civil partnerships, cohabitation and the legal status of each
- That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. (statutory from 2026)
- Changing attitudes to marriage, civil partnerships and cohabitation
- The Christian (Church of England) marriage ceremony, including practices, beliefs and teachings on marriage
- Features of healthy and unhealthy committed relationships
- Features of emotionally healthy sexual relationships
- Stages of relationships
- The choice to decide to delay sex
- Christian teachings (1 Corinthians) on sexual misconduct, including promiscuity

Skills linked to Lancashire Agreed Syllabus

- Analyse how texts are interpreted to give clear guidance about ethical and social issues
- Use a wide religious vocabulary to describe accurately examples of practice in ethical and social issues
- Explain why members of the same faith may differ in their interpretations and emphases of different aspects of beliefs, teachings and values

Rationale: Supports RSE statutory framework in connection to respectful relationships and online media safety. This unit also looks at religions respond to extremism.

Key Knowledge (including links to RSE Statutory Framework)

- The difference between legitimate political protest and extremist behaviour
- Extremist actions and the law
- That there are different types of extremism – religious, political, environmental and misogyny (incel culture)
- How to factcheck and be a ‘critical reader’ of information posted online
- The way extremist groups manipulate information and use various platforms including online gaming to share their message.
- the impact of viewing harmful content

Topic 3: Relationships and Extremism

1. What is extremism
2. The Media and extremism
3. Online extremism and subcultures

RCS Year 9 Curriculum Overview



	<p>4. Religious responses to extremism</p>	<ul style="list-style-type: none"> • how to identify harmful behaviours online, how to report or find support on and offline if they have been affected by such behaviour • what to do and where to get support to report material or manage online issues • how stereotypes (based on sex, gender, race, religion, sexuality, disability) can cause damage • Dangers on future relationships and sources of support • The five pillars of Islam and how they promote a life of peace • Muslim teachings that challenge religious extremism <p>Skills linked to Lancashire Agreed Syllabus</p> <ul style="list-style-type: none"> • Analyse how Islamic texts are interpreted to give clear guidance about ethical and social issues • Use a wide religious vocabulary to describe accurately examples of Muslim practice in ethical and social issues
<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: Supports RSE statutory framework in connection to Intimate and Sexual Relationships as well as helping students prepare of the demands of the GCSE in Religious Studies. This unit links to the GCSE AQA Families and Relationship unit.</p> <p>Key Knowledge (including links to RSE statutory Framework)</p> <ul style="list-style-type: none"> • Scientific, religious and personal explanations of when life begins • Conception, fertilisation and pregnancy • The choices for couples who cannot conceive naturally • facts about reproductive health, including fertility and the potential impact of lifestyle on fertility (men and women) • Different contraceptive choice available, barrier, hormonal and natural • Religious attitudes and teaching linked to contraception and family planning • choices in relation to pregnancy (impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • Legal status of the unborn child and law on abortion • Pro-life and Pro-choice attitudes to abortion • Lesser of two evils principle

RCS Year 9 Curriculum Overview



		<ul style="list-style-type: none"> • Sanctity of life principle and God’s relationship to His creation • Divergent religious views on abortion within and between Christianity and Islam • Medical ethics around use of stem cells • Sources and support and guidance <p>Skills linked to Lancashire Agreed Syllabus for RE</p> <ul style="list-style-type: none"> • 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. • Develop insights and arguments to explain why you hold your own view of the world, and the questions that matter most to you • Express thoughtful views based on wide knowledge about varied ways humans answer their ultimate questions • Explain why members of the same faith may differ in their interpretations and emphases of different aspects of beliefs, teachings and values • Analyse how sacred texts are interpreted to give clear guidance about ethical and social issues.
<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 supporting the RSE statutory framework in relation to mental health and dealing with unexpected change. This unit provides an opportunity to look at organ donation which is part of the statutory framework. Finally, it prepares students for the demands of the GCSE in Religious Studies. This unit links to the GCSE AQA Matters of Life and Death.</p> <p>Key Knowledge (including links to RSE Statutory Framework)</p> <ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary • Healthy strategies for dealing with emotions linked to grief and bereavement. • Understanding features of grief and bereavement in different age groups including childhood and adolescence • Christian and Muslim teachings beliefs and practices related to death • Non-religious, including Humanist, views on life after death • Christian and Muslim beliefs about life after death • How various beliefs in life after death influence life

RCS Year 9 Curriculum Overview



	<p>Assessment point-knowledge, understand and evaluation Matter of life and Death Mindmap with KO</p>	<ul style="list-style-type: none"> • Facts around organ donation • Divergent Christian, Muslim and Sikh views on organ donation • The law on euthanasia and the different forms of euthanasia • Divergent Christian, Muslim and Sikh views on euthanasia • Quality of life principle and it's application to euthanasia <p>Skills linked to Lancashire Agreed Syllabus for RE</p> <ul style="list-style-type: none"> • 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. • Develop insights and arguments to explain why you hold your own view of the world, and the questions that matter most to you • Express thoughtful views based on wide knowledge about varied ways humans answer their ultimate questions • Explain why members of the same faith may differ in their interpretations and emphases of different aspects of beliefs, teachings and values • Analyse how sacred texts are interpreted to give clear guidance about ethical and social issues.
<p>(Summer 1)</p>	<p>Topic 6: Religion and Animals</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? Halal food laws 5. Animal Testing 6. Animal rights groups 7. Assessment <p>End of year assessment preparation and revision= brain dump Relationships and commitment Matters of life and death</p>	<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.</p> <p>Key knowledge</p> <ul style="list-style-type: none"> • That humans use animals in a variety of ways for our own benefit • That there are laws in the UK with regards the treatment of animals as pets • Biblical teachings on creation, including stewardship and dominion • Divergent Christian views on vegetarianism (church of England and Quakers) • Quranic teachings on the care of animals and shariah laws connected to slaughter of animals • Purpose of testing on animals in relation to curing illnesses such as cystic fibrosis • Opposing arguments on animal testing • Legitimate and extremist animal rights groups and their actions – RSPCA, ASWA, PETA and ALF • the roles played by public institutions and voluntary groups in society <p>Skills linked to Lancashire Agreed Syllabus for RE</p>

RCS Year 9 Curriculum Overview



	<p>Animal rights</p>	<ul style="list-style-type: none"> • 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. • Develop insights and arguments to explain why you hold your own view of the world, and the questions that matter most to you • Express thoughtful views based on wide knowledge about varied ways humans answer their ultimate questions • Explain why members of the same faith may differ in their interpretations and emphases of different aspects of beliefs, teachings and values • Analyse how sacred texts are interpreted to give clear guidance about ethical and social issues.
<p>Summer 2</p>	<p>Topic 7: Suffering, Global Citizenship and Social Justice (provisional)</p> <ol style="list-style-type: none"> 1. Foreign Aid 2. NGO's 3. UNICEF 4. Faith based NGO'S 5. Who was Maria Gomez? 6. Maria Gomez cross 7. Natural and moral suffering 8. Does suffering have a purpose 9. Can suffering strengthen 10. The inconsistent Triad 	<p>Rationale: This topic prepares students for the demands of the GCSE, as well as introducing topics to support progress. This unit allows students to address global issues and understand the difference organisations and individuals can make. The topic then feeds into the causes suffering in different forms, and how it can lead individuals to strengthen or question their faith in God.</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • The way the UK supports other countries • Examples of social injustices and responses to these • Origins of UNICEF and the UNCRC • What a rights respecting school is • International organisations and their values • Faith in action and the story of Maria Gomez • The causes of suffering • The impact of suffering on faith <p>Skills linked to Lancashire Agreed Syllabus for RE</p> <ul style="list-style-type: none"> • Use a wide religious vocabulary to show accurate and coherent understanding of religious and non-religious responses to philosophical, ethical and social issues • 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 matter

RCS Year 9 Curriculum Overview



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| | | <ul style="list-style-type: none">• Develop insights and arguments to explain why you hold your own view of the world, and the questions that matter most to you |
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