

# Curriculum Summary Document

## Year 9 – Religious Education

| Module/Unit of Learning  | Taught During | What will students learn?  | How does this develop students' ethical and worldview reasoning?   | Links to other Subjects  |
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| <b>Christianity:</b><br>How do Christians determine the correct moral action?      | Autumn Term 1 | Students examine Christian approaches to moral reasoning, including biblical authority, conscience, situation ethics and the role of the Church in guiding decision-making. They evaluate how Christians interpret moral teachings in varied personal and social contexts. | Prepares students for KS4 by developing confidence in applying ethical frameworks to real situations, using structured explanation and justification. Builds skills in weighing evidence, interpreting teachings, and articulating balanced reasoning. | Oracy: developing precise spoken explanation<br><br>PSHE: personal decision-making and responsibility  |
| <b>Christianity:</b><br>How does Natural Law understand contemporary moral issues? | Autumn Term 2 | Students explore Natural Law as a moral theory rooted in human purpose and flourishing. They apply its principles to contemporary debates, evaluating strengths and criticisms.  | Introduces evaluative comparison of ethical theories, a core KS4 skill. Supports structured argumentative writing using reasoning, counter-argument and evidence.  | Oracy: developing precise spoken explanation   |
| <b>Worldviews:</b><br>What is secularism?  | Spring Term 1 | Students examine secularism as a worldview that separates religion from state and public life. They explore reasons for the development of secular societies and consider varied secular perspectives.   | Prepares students for KS4 comparison of religious and non-religious worldviews. Develops skills in analysing sources and evaluating viewpoint diversity.   | Oracy: developing precise spoken explanation<br><br>History: Enlightenment and social change   |
| <b>Philosophy:</b><br>Do you need to be religious to be happy?                     | Spring Term 2 | Students explore religious and non-religious understandings of happiness, fulfilment and meaning. They consider philosophical arguments involving spirituality, purpose and wellbeing.   | Strengthens reflective reasoning and comparative evaluation. Develops students' ability to express justified personal conclusions with reference to evidence, preparing them for KS4 evaluative questions.   | Oracy: developing precise spoken explanation<br><br>PSHE: mental health and self-awareness   |
| <b>Christianity:</b><br>What do Christians believe happens when we die?            | Summer Term 1 | Students investigate Christian beliefs about afterlife, resurrection, judgement and salvation. They examine how interpretations vary across denominations and traditions.  | Builds conceptual theological understanding and encourages careful explanation of diverse viewpoints. Develops structured comparison skills required for KS4 extended responses.   | Oracy: developing precise spoken explanation<br><br>English: symbolism and metaphor in religious language<br><br>Art: visual representations of death and hope |



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| <b>World Cultures:</b><br>How is death understood in other cultures? | Summer Term 2 | Students explore beliefs, rituals and practices surrounding death in a range of cultures and religions. They examine how worldviews shape attitudes to mortality and remembrance. | Prepares students for KS4 thematic study by developing empathy, comparison and cultural literacy. Strengthens the ability to interpret practice within belief systems. | Oracy: developing precise spoken explanation<br><br>Geography: cultural patterns and global diversity<br><br>History: ritual, tradition and continuity |
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