

# 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
<b>Christianity:</b> 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  PSHE: personal decision-making and responsibility
<b>Christianity:</b> 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> 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  History: Enlightenment and social change
<b>Philosophy:</b> 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  PSHE: mental health and self-awareness
<b>Christianity:</b> 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  English: symbolism and metaphor in religious language  Art: visual representations of death and hope

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<b>World Cultures:</b> 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  Geography: cultural patterns and global diversity  History: ritual, tradition and continuity
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