

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 9 Overview 2023-24 – RS

Date	Wk	Week	Units Studied & Learning Outcomes											
Tues 5-Sep	A	1	<div>Unit 1: Evil and Suffering (7 lessons)</div> <p>This topic will be introduced with an exploration of ultimate questions; what they are; and possible answers that exist. Students will be reminded of the importance of approaching this subject with sensitivity and maturity, with clear expectations set. This topic will be taught using case studies and media stories to support students learning and to allow them to build an argument, and challenge their own misconceptions, developing a clear and detailed opinion on God’s existence, supported with evidence. This topic will be underpinned by the enquiry question; ‘Without evil, there can be no good’</p> <div>Lesson Sequence of Content:</div> <p>Lesson 1: Explore Ultimate Questions (SA)</p> <p>Lesson 2: Can God exist alongside evil and suffering?</p> <p>Lesson 3: Where does evil come from? (SA)</p> <p>Lesson 4: Religious responses to the origin of evil (PA)</p> <p>Lesson 5: Can good come from evil (TAT)</p> <p>Lesson 6: How do religious people help those who are suffering?</p> <p>Lesson 7: Explore religious responses to unfair treatment</p> <p>LESSON 8 NEEDED</p>											
11-Sep	B													
18-Sep*	A	2												
25-Sep	B													
2-Oct	A	3												
9-Oct	B													
16-Oct	A	4												
23-Oct	B													
Half-Term														
6-Nov	A	5				<div>Unit Learning Outcomes:</div> <p>GW: Students can define key terms such as ultimate question and moral question; Omnipotent and Omnibenevolent and state religious beliefs about the origin of evil.</p> <p>BI: Students can describe Christian and Muslim beliefs about God and how to respond to suffering, using key terms to strengthen.</p> <p>EW: Students can evaluate to what extent an all loving God can exist alongside suffering, using specific examples to support.</p> <table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Religious beliefs and practices</td><td>Impact of beliefs on approaches to ethical issues and the effect on the individual and communities</td><td>Difference within religion and the impact of this on individuals and communities</td></tr></table>			Prior (Y8)	Current (Y9)	Next (Y10)	Religious beliefs and practices	Impact of beliefs on approaches to ethical issues and the effect on the individual and communities	Difference within religion and the impact of this on individuals and communities
Prior (Y8)	Current (Y9)								Next (Y10)					
Religious beliefs and practices	Impact of beliefs on approaches to ethical issues and the effect on the individual and communities	Difference within religion and the impact of this on individuals and communities												
13-Nov	B													
20-Nov	A	6												
27-Nov	B													
4-Dec	A	7												
11-Dec	B													
18-Dec														
	A	8												
Christmas Holiday														
8-Jan	B	8	<div>Unit 2: Human Vs Animal Life (4 lessons)</div> <p>This topic will explore the role of humans and animals on earth from a religious and atheist viewpoint. It will include a comparison of human and animals and will be underpinned by the enquiry question; “Do humans abuse their power over animals?”</p> <div>Lesson Sequence of Content:</div> <p>Lesson 1: ST1 “God cannot possibly exist alongside evil and suffering”</p> <p>Lesson 2: What makes us human?</p> <p>Lesson 3: Do humans abuse their power over animals?</p> <p>Lesson 4: Should animals have rights? (PA)</p> <div>Unit Learning Outcomes:</div> <p>GW: Students can describe the qualities that I think makes us human</p> <p>BI: Students can compare human and animal qualities and start to discuss if there is a difference</p> <p>EW: Students can begin to explain if human life is more or less important than animal life.</p>											
15-Jan	A	1												
22-Jan	B													
29-Jan	A	2												
5-Feb	B													
12-Feb	A	3												

			Prior (Y8)	Current (Y9)	Next (Y10)	
			Religious beliefs and practices	What makes us human and what makes us different to animals?	Impact of creation stories on the role of humans and animals on earth	
Half-Term						
26-Feb	B	3	Unit 3: Issues of Human Life (8 lessons) This topic will be introduced using case studies and videos to share varying experiences and opinions on issues of life and death and moral dilemmas. Each lesson will give students the opportunity to explore opposing viewpoints (religious and atheist) before allowing them to form their own viewpoint and be able to express that effectively. From this topic, students will be able to develop their knowledge and skills around moral dilemmas and the impact of religious beliefs and practices. This topic will be underpinned by the enquiry question; <i>“it is never right to take a life in any circumstances”</i>			
4-Mar	A					
11-Mar	B					
18-Mar	A					
25-Mar*	B					
Easter Holiday						
15-Apr	A	2	Lesson Sequence of Content: Lesson 1: Consider different opinions surrounding abortion Lesson 2: Is abortion ever Justified (PA) Lesson 3: Evaluate quality of life <i>ST2: Keywords, describe and explain question</i> Lesson 4: Explore a variety of views on euthanasia (TAT) Lesson 5: Justify if Euthanasia should be legalised in the UK (PA) Lesson 6: Discuss opinions on the death penalty (SA) Lesson 7: Build on arguments for or against the death penalty Lesson 8: Express a persuasive opinion for or against the death penalty (PA) <i>*Filler lesson on Saviour Siblings available if needed for during ST2 window.</i>			
22-Apr	B					
29-Apr	A	3				
6-May*						
13-May	A	4				
20-May						
	B					
Half-Term						
3-Jun	A	5	Unit Learning Outcomes: GW: Students can state religious beliefs about the origin of life and define key terms such as sanctity/quality of life BI: Students can use their knowledge of sanctity and quality of life to discuss moral arguments surrounding life and death EW: Students can evaluate the legalising of abortion, euthanasia and the use of the death penalty in the UK. Students can use examples, and various religious and atheist views to support their evaluation.			
10-Jun	B	ST2				
17-Jun	A	6				
24-Jun	B					
1-Jul	A	7				
8-Jul	B					
15-Jul						
			Religious beliefs about creation and human life	Religious practices surrounding sanctity of life	Difference within religion when considering issues of life and death	
	A	8				
(Total: 190 Days)						

* Bank Holidays

Overview of Year 9	
Based on your Flight Path (E.g. Targets 1M – 6U)	By the end of Year 9, students will have learned religious beliefs about the nature and purpose of God and the religious beliefs and practices surrounding issues of life and death. They will also be given the opportunity to explore a variety of approaches to moral and ethical dilemmas associated with issues of life and death.
GW: (E.g. Grade 1-3)	Students can confidently describe, using examples, specific religious beliefs about the origin and purpose of evil and suffering and ethical issues surrounding human life. They can specifically describe Christian and Muslim views on the origin and purpose of evil suffering and ethical issues surrounding human life.
BI: (E.g. Grades 3-4)	Students can confidently explain specific religious beliefs (in the main Christian and Muslim) on the origin and purpose of evil and suffering and ethical issues surrounding human life. They can explain these beliefs using references to sources of authority and key words.

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EW: (E.g. Grades 5-6)	Students can evaluate the significance of religious beliefs about; the origin and purpose of evil and suffering; and ethical issues surrounding human life. Students can confidently discuss how these beliefs impact the actions of religious people today, using case studies to support their thinking.
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