

Subject:	Religion & Ethics	Year	9 (Lived Religion)	Ability	All
Term / Date(s)	Unit 1 (10 weeks)	Unit 2 (10 weeks)	Unit 3 (10 weeks)	Unit 4 (10 weeks)	
Topic	Judaism	Matters of Life and Death	Medical Ethics	Peace and Conflict	
Students will learn...	<p>The development of Judaism over time and the reasons for divergence within Judaism.</p> <p>Jewish beliefs and practices and how these beliefs have an impact on believers' lives.</p>	<p>How Christianity and Islam view life and the issues of abortion and euthanasia.</p> <p>To consider their own personal beliefs and opinions about abortion and euthanasia</p>	<p>Religious and non-religious attitudes to organ donation and IVF</p> <p>To consider their own personal beliefs and opinions about organ donation and IVF</p>	<p>Religious and non-religious attitudes to issues surrounding peace and conflict.</p> <p>To consider their own personal beliefs and opinions about war and pacifism.</p>	
Components (Golden Knowledge)	<p>Students will learn that Jews believe in one God and follow teachings from the Torah, which guide them to live good and fair lives.</p> <p>Students will learn that the covenant is a special promise between God and the Jewish people, starting with Abraham and Moses.</p> <p>Students will learn about Abraham and Moses and how they helped shape the Jewish religion and its beliefs.</p> <p>Students will learn that Jews worship in synagogues, especially on the Sabbath, and that prayer and community are important parts of Jewish life.</p> <p>Students will learn the differences between Orthodox and Reform Jews, and how they follow their religion in different ways.</p> <p>Students will learn about Jewish festivals like Pesach, and how they help Jews remember important events and beliefs.</p> <p>Students will learn that Judaism is not just a religion but also a culture and tradition passed down through families over many years.</p>	<p>Students will learn religious beliefs about the Sanctity of Life, so as to apply these to the topics of abortion and euthanasia.</p> <p>Students will learn about the development of the foetus in order to come to their own decision about when life begins.</p> <p>Students will explore non-religious attitudes to abortion in order to compare these to their own point of view and the teachings of Christianity and Islam.</p> <p>Students will explore Christian beliefs and teachings about abortion. In order to understand that different denominations have different beliefs and perspectives.</p> <p>Students will explore Muslim beliefs and teachings about abortion, in order to appreciate that there is a variety of perspectives within the religion of Islam.</p> <p>Students will apply their knowledge and understanding of the development of the foetus to religious beliefs about when life begins.</p> <p>Students will understand the UK law on euthanasia so as to appreciate where arguments for and against euthanasia stand within the UK law.</p> <p>Students will explore non-religious attitudes to euthanasia in order to compare these to their own point of view and the teachings of Christianity and Islam.</p>	<p>Students will understand what is involved with blood, stem cell and organ donation and the recent changes to the law surrounding it. Therefore, enabling them to debate the positives and negatives associated with it.</p> <p>Students can understand Christian attitudes towards organ donation in order to compare and contrast these to both non-religious perspectives and their own.</p> <p>Students will explore Quranic teachings and Fatwa's in order to explain why there are varied and different Islamic perspectives to organ donation.</p> <p>Students will understand what is involved with IVF process, therefore, enabling them to debate the positives and negatives surrounding it.</p> <p>Students will explore Christian and Muslim beliefs and teachings about IVF. In order to understand the reasons for the different perspectives within the faiths.</p> <p>Students will examine sources of wisdom and authority, considering the different ways in which they can be interpreted and the influence these can have on religious responses to organ donation, IVF and genetic engineering.</p> <p>Students will be encouraged to reflect on their own beliefs about organ donation and IVF, in which they will express in a tolerant and balanced way.</p>	<p>Students will investigate different reasons for war, in order to debate whether war can ever be justifiable.</p> <p>Students will explore what terrorism is, by examining examples of terrorism both past and present. Students will consider religious responses to terrorism and consider the negative impact that acts of terrorism have had on perceptions of religions.</p> <p>Students will examine Christian and Sikh attitudes towards violent protests in order to evaluate whether they should ever be allowed.</p> <p>Students will explore Christian and Sikh views on nuclear weapons, enabling them to evaluate whether we should stop the proliferation of nuclear weapons.</p> <p>Students will learn what is meant by Holy War and Sikh attitudes to war, allowing them to apply religious teachings to these.</p> <p>Students will explore what is meant by pacifism, allowing them to then compare and contrast Sikh beliefs and teachings towards pacifism.</p> <p>Students will consider who are the real victims of war and the organisations who work to provide aid. This will enable students to reflect on their learning over the course of this unit, and consider overall whether war is ever justifiable.</p> <p>Students will examine sources of wisdom and authority, considering the different ways in which they can be interpreted and the influence these can have on religious responses to peace and conflict.</p>	

		<p>Students will explore Christian beliefs and teachings about euthanasia, applying their prior knowledge of Christian beliefs about the Sanctity of life.</p> <p>Students will explore Muslim beliefs and teachings about euthanasia, applying their prior knowledge of Muslim beliefs about the Sanctity of life.</p> <p>Students will examine sources of wisdom and authority, considering the different ways in which they can be interpreted and the influence these can have on religious responses to abortion and euthanasia.</p> <p>Students will be encouraged to reflect on their own beliefs about abortion and euthanasia which they will express in a tolerant and balanced way.</p>		<p>Students will be encouraged to reflect on their own beliefs about peace and conflict which they will express in a tolerant and balanced way.</p>
<p>What Students should already know (prior learning components)</p>	<p>Key Jewish beliefs from KS2</p> <p>Pilgrimage to the Western Wall (Y7, Unit 3)</p>	<p>Christian beliefs about the Sanctity of Life- (Y7 RE Unit 1)</p> <p>How do beliefs grapple with evil and suffering? (Y8 Unit 3)</p> <p>Religious attitudes to sex and relationships (Y8 Unit 4)</p> <p>Religious beliefs about the importance of family life (Y8 Unit 4)</p>	<p>Christian and Muslim beliefs about the Sanctity of Life (Y9 RE Unit 2)</p> <p>The development of the foetus. (Y9 RE Unit 2)</p> <p>Religious beliefs about when life begins. (Y9 RE Unit 2)</p> <p>Religious attitudes towards the use of contraception (Y8 Unit 4)</p> <p>Religious beliefs about the importance of family life (Y8 Unit 4)</p>	<p>Christian and Muslim beliefs about the Sanctity of Life (Y9 RE Unit 2)</p> <p>How do believers grapple with evil and suffering? (Y8 Unit 3)</p>
<p>Transferrable knowledge (skills)</p>	<p>Tolerance and understanding of the different beliefs and perspectives of others.</p> <p>The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings.</p> <p>How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings.</p> <p>The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others.</p> <p>The ability to gather information through effective research skills.</p>	<p>Tolerance and understanding of the different beliefs and perspectives of others.</p> <p>The ability to describe and explain the beliefs of others.</p> <p>The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings.</p> <p>How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings.</p> <p>The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others</p> <p>The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others</p> <p>The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.</p>	<p>Tolerance and understanding of the different beliefs and perspectives of others.</p> <p>The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings.</p> <p>How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings.</p> <p>The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others</p> <p>The ability to gather information through effective research skills.</p> <p>The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.</p>	<p>Tolerance and understanding of the different beliefs and perspectives of others.</p> <p>The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings.</p> <p>How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings.</p> <p>The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others.</p> <p>The ability to gather information through effective research skills.</p> <p>Making an informed response to people's values and commitments in the light of their learning.</p>

Key vocabulary pupil will know and learn	Judaism, Jew, Monotheism, Torah, Synagogue, Rabbi, Shabbat, Mitzvot, Covenant, Kosher, Orthodox Judaism, Reform Judaism, Abraham, Moses, Festival, Pesach (Passover)	Sanctity of Life, abortion, euthanasia, sacred, conception, ensoulment, embryo, foetus, Roman Catholics, lesser of two evils, Ten Commandments, hospice	Sanctity of Life, abortion, sacred, conception, ensoulment, embryo, foetus, Roman Catholics, lesser of two evils, Ten Commandments, artificial insemination, creation, embryo, infertility, in-vitro fertilisation, organ donation, surrogacy, Artificial insemination by donor (AID), Artificial insemination by husband/partner (AIH)Egg donation, genetic engineering, pre-implantation genetic diagnosis, genes, genetic disease	War, peace, conflict, holy war, terrorism, protests, extremism, far right, jihad, victims, Khalsa Aid, Christian Aid, Gurdwara, Guru Granth Sahib Ji, pacifism, peace-making, Just War, dharam yudh, nuclear weapons, weapons of mass destruction
Assessment activities	45min assessment – variety of extended writing tasks assessing student’s ability to apply knowledge and skills learnt and developed in this unit	Produce a newspaper article about either abortion or euthanasia.	Low stakes quiz Do Now recall questions End of unit revision clock assessment	45min assessment – variety of extended writing tasks assessing student’s ability to apply knowledge and skills learnt and developed in this unit
Notes Why this topic is important Why this topic is important...	<p>This unit explores the beginnings of Judaism and its development over time. It aims to help students understand the historical and cultural context of Judaism, including key events and societal developments. Students will examine the reasons for divisions within Judaism and learn about the various divergent groups. This knowledge fosters respect and tolerance for different beliefs and practices within the Jewish faith. The unit will delve into the contents of the Torah and how Jews use it to make decisions, encouraging students to develop their own ethical frameworks and engage in critical thinking and moral reasoning. Students will explore the significance of the covenant and how this is reflected in beliefs and practices.</p> <p><u>This topics links to SMSC via:</u></p> <p>Spiritual development -learning about key religious beliefs and how they influence followers -thinking about the ways religious beliefs influence life decisions and looking for links to their own lives -Thinking about the ways in which Jews view life and looking for links to their own lives -Providing opportunity for awe and wonder in relation to the concept of prayer and worship</p> <p>Social development -participating in paired, group and whole class activities -exploring questions about how to live life well - Sharing own point of view and listening to and respecting the views/beliefs of others.</p> <p>Moral development -considering how beliefs are used as a basis for making moral choices, for example in relation to the value and importance of human life.</p>	<p>In this unit of work students will explore the different beliefs about matters of life and death. This unit aims to help students gain insights into religious and non-religious attitudes to life, abortion and euthanasia. Students will develop the ability to consider their thoughts, feelings, experiences, attitudes, beliefs and values of others. Students will develop the ability to explain the concepts and theories connected to the topics, when does life begin, abortion and euthanasia. Students will develop an understanding of the complex questions these issues raise for both religious and non-religious people.</p> <p>This topic considers both religious and non-religious perspectives and relates issues studied to the UK law and British Values</p> <p><u>Links to PSHE Statutory topics</u></p> <p><u>Intimate and sexual relationships, including sexual health:</u> -The facts around pregnancy including miscarriage - H30. about healthy pregnancy and how lifestyle choices affect a developing foetus -that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) - H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</p> <p><u>This topics links to SMSC via:</u></p> <p>Spiritual development -learning about key religious beliefs and how they influence followers when responding to the issues of abortion and euthanasia</p>	<p>In this unit of work students will explore the different beliefs about medical ethics. This unit aims to help students gain insights into religious and non-religious attitudes to blood, stem cell and organ donation, IVF and genetic engineering. Students will develop the ability to consider their thoughts, feelings, experiences, attitudes, beliefs and values of others. Students will develop the ability to explain the concepts and theories connected to the topics, when does life begin, how should infertility be viewed, is it acceptable to genetically engineer embryos and why is there a need for blood and organ donation. Students will develop an understanding of the complex questions these issues raise for both religious and non-religious people.</p> <p><u>Links to PSHE Statutory topics</u></p> <p><u>Physical health and fitness:</u> - about the science relating to blood, organ and stem cell donation - H30. about healthy pregnancy and how lifestyle choices affect a developing foetus - H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors</p> <p><u>This topic links to SMSC topics via:</u></p> <p>Spiritual development -learning about key religious beliefs and how they influence followers when responding to the issues of organ donation, IVF and genetic engineering -thinking about the ways religious beliefs influence life decisions and looking for links to their own lives -Considering ‘big ideas’ such as ‘Who do my organs belong to?’ ‘Who decides when life begins?’</p>	<p>In this unit students will learn about the beliefs of religions, in particular Sikhism in relation to the topic of Peace and Conflict. Students will study Sikh attitudes towards peace and conflict. Students will explore Sikh teachings about peace and peace-making, conflict, pacifism, The Just War theory, holy war, weapons of mass destruction and issues surrounding conflict. This unit considers divergent attitudes within Sikhism towards these topics.</p> <p>This topic considers both religious and non-religious perspectives and relates issues studied to the UK law and British Values</p> <p><u>This topic links to SMSC topics via:</u></p> <p>Spiritual development -Considering ‘big ideas’ such as; if war ever acceptable? Can violent acts ever be justifiable? - Considering beliefs about pacifism, holy war etc.. - Religious beliefs surrounding peace and conflict</p> <p>Moral development -considering how beliefs about pacifism are connected to attitudes to war -considering issues of right and wrong in relation to peace and conflict -Considering personal responses to war, terrorism, pacifism</p> <p>Social development -investigating social issues related to peace and conflict from religious perspectives. -exploring questions about how to respond to terrorism, holy war, victims of war -participating in paired, group and whole class activities - Sharing own point of view and listening to and respecting the views/beliefs of others.</p>

	<p>- exploring how the Torah can influence a Jew's decision making in relation to moral issues.</p>	<p>-thinking about the ways religious beliefs influence life decisions and looking for links to their own lives -Thinking about the ways in which religious view the meaning and purpose of life -Considering 'big ideas' such as 'when does life begin?' 'Who decide when life begins and ends?'</p> <p>Social development -participating in paired, group and whole class activities -exploring questions about how to live life well - Sharing own point of view and listening to and respecting the views/beliefs of others.</p> <p>Moral development -considering how beliefs are used as a basis for making moral choices, for example in relation to the value and importance of human life. -considering issues of right and wrong according to Christians and Muslims -Considering personal responses to matters of life and death -considering issues of right and wrong in relation to abortion and euthanasia -Awareness of the UK law in relation to abortion and euthanasia -Understanding of where and how to seek support in relation to issues of abortion and euthanasia</p> <p>Cultural development - engaging issues and expectations of right and wrong in society</p>	<p>Moral development -considering how beliefs are used as a basis for making moral choices, for example in relation to the value and importance of human life. -considering issues of right and wrong according to Christians and Muslims -Considering personal responses to organ donation, IVF and genetic engineering -considering issues of right and wrong in relation to organ donation, IVF and genetic engineering</p> <p>Social development -participating in paired, group and whole class activities -exploring questions about how to respond to instances of infertility - Sharing own point of view and listening to and respecting the views/beliefs of others.</p> <p>cultural development -learning about how different cultural backgrounds affect peoples' experiences - engaging issues and expectations of right and wrong in society</p>	<p>Cultural development -Learning about the culture connected to the religion of Sikhism. E.g. the Golden Temple</p>
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