

Subject:	Religion & Ethics	Year	9 (Lived Religion)	Ability	All
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Term / Date(s)	Unit 1 (9 weeks)	Unit 2 (10 weeks)	Unit 3 (10 weeks)	Unit 4 (10 weeks)
Topic	Judaism	Matters of Life and Death	Peace and Conflict	Medical Ethics
Students will learn...	Religious beliefs and teaching associated with the religion of Judaism.	How Christianity and Islam view life and the issues of abortion and euthanasia.	Religious and non-religious attitudes to issues surrounding peace and conflict.	Religious and non-religious attitudes to organ donation and IVF
	The impact that beliefs and teachings have on the lives of Jews today.	To consider their own personal beliefs and opinions about abortion and euthanasia	To consider their own personal beliefs and opinions about war and pacifism.	To consider their own personal beliefs and opinions about organ donation and IVF
Components	Students will gain an overview of Judaism, including its beliefs, practices, and cultural significance including lineage. Students will explore the key figures in Jewish history and their contributions Including Moses and Abraham. Students will understand the concept of the covenant and its importance in Judaism. Students will learn about Jewish worship practices and the role of the synagogue in order to understand how belief effects their lives. Students will compare and contrast Orthodox and Reform Judaism in order to understand how beliefs affect their lives. Students will explore the major Jewish festivals and their significance, applying knowledge or core Jewish beliefs. Students will understand Jewish food laws and how this impacts their lives.	Students will learn religious beliefs about the Sanctity of Life, so as to apply these to the topics of abortion and euthanasia. Students will learn about the development of the foetus in order to come to their own decision about when life begins. 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. Students will explore Christian beliefs and teachings about abortion. In order to understand that different denominations have different beliefs and perspectives. 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. Students will apply their knowledge and understanding of the development of the foetus to religious beliefs about when life begins. Students will understand the UK law on euthanasia so as to appreciate where arguments for and against euthanasia stand within the UK law. Students will explore non-religious attitudes to euthanasia in order to compare these to their own point of view	Students will investigate different reasons for war, in order to debate whether war can ever be justifiable. 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. Students will examine Christian and Sikh attitudes towards violent protests in order to evaluate whether they should ever be allowed. Students will explore Christian and Sikh views on nuclear weapons, enabling them to evaluate whether we should stop the proliferation of nuclear weapons. Students will learn what is meant by Holy War and Sikh attitudes to war, allowing them to apply religious teachings to these. Students will explore what is meant by pacifism, allowing them to then compare and contrast Sikh beliefs and teachings towards pacifism. 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.	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. Students can understand Christian attitudes towards organ donation in order to compare and contrast these to both non-religious perspectives and their own. Students will explore Quranic teachings and Fatwa’s in order to explain why there are varied and different Islamic perspectives to organ donation. Students will understand what is involved with IVF process, therefore, enabling them to debate the positives and negatives surrounding it. Students will explore Christian and Muslim beliefs and teachings about IVF. In order to understand the reasons for the different perspectives within the faiths. 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. 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.

		and the teachings of Christianity and Islam. Students will explore Christian beliefs and teachings about euthanasia, applying their prior knowledge of Christian beliefs about the Sanctity of life. Students will explore Muslim beliefs and teachings about euthanasia, applying their prior knowledge of Muslim beliefs about the Sanctity of life. 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. Students will be encouraged to reflect on their own beliefs about abortion and euthanasia which they will express in a tolerant and balanced way.	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. Students will be encouraged to reflect on their own beliefs about peace and conflict which they will express in a tolerant and balanced way.	
What Students should already know (prior learning components)	Basic knowledge of Judaism from KS2 study Application of Christian beliefs about the nature of God. (Y8 Unit 1) Knowledge of the importance of the Western Wall (Y7 Pilgrimage Unit 3)	Christian beliefs about the Sanctity of Life- (Y7 RE Unit 1) How do beliefs grapple with evil and suffering? (Y8 Unit 2) Religious attitudes to sex and relationships (Y8 Unit 4) Religious beliefs about the importance of family life (Y8 Unit 4)	Christian and Muslim beliefs about the Sanctity of Life (Y9 RE Unit 1) How do believers grapple with evil and suffering? (Y8 Unit 2)	Christian and Muslim beliefs about the Sanctity of Life (Y9 RE Unit 1) The development of the foetus. (Y9 RE Unit 1) Religious beliefs about when life begins. (Y9 RE Unit 1) Religious attitudes towards the use of contraception (Y8 Unit 4) Religious beliefs about the importance of family life (Y8 Unit 4)
Transferrable knowledge (skills)	Tolerance and understanding of the different beliefs and perspectives of others. The ability to describe and explain the beliefs of others How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings Reflect on own beliefs and ideas. To build on prior learning and make links between.	Tolerance and understanding of the different beliefs and perspectives of others. The ability to describe and explain the beliefs of others. The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. 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	Tolerance and understanding of the different beliefs and perspectives of others. The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. 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. The ability to gather information through effective research skills.	Tolerance and understanding of the different beliefs and perspectives of others. The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. 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 The ability to gather information through effective research skills. The ability to express with increasing discernment their personal reflections and critical responses to

		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.	Making an informed response to people’s values and commitments in the light of their learning.	questions and teachings about identity, diversity, meaning and value, including ethical issues.
Key vocabulary pupil will know and learn	Tenakh, Torah, Nevi’im, Ketuvim, Monotheistic, covenant, Abraham, Circumcision, Passover, pesach, Exodus, Shema, orthodox, rabbi, synagogue, siddur, yad, Ner Tamid, cantor, bar/bat mitzvah, yom kippur.	Sanctity of Life, abortion, euthanasia, sacred, conception, ensoulment, embryo, foetus, Roman Catholics, lesser of two evils, Ten Commandments, hospice	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	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
Assessment activities	Multiple choice and short answer quiz.	Produce a newspaper article about either abortion or euthanasia.	45min assessment – variety of extended writing tasks assessing student’s ability to apply knowledge and skills learnt and developed in this unit	Low stakes quiz Do Now recall questions End of unit revision clock assessment
Notes Why this topic is important Why this topic is important...	In this unit of work students will explore the beliefs and practices connected to the religion of Judaism. This unit aims to help students gain insights into the beliefs and values of others. Students will investigate the teachings of Judaism and consider how these are relevant to their lives today. Students will be encouraged to ask questions about the concepts and beliefs covered in this unit. Students are also asked to reflect on the impact that Judaism has on the lives of individuals today. Students are encouraged to make links to the beliefs of Christianity studied in previous units. <u>The topic link to SMSC via</u> Spiritual Development: Understanding Belief Systems: -Students can gain a deeper appreciation of Jewish beliefs and practices, fostering a respect for different faiths. Reflection on Personal Beliefs: -Studying Judaism encourages students to reflect on their own beliefs and values. Rituals and Traditions: -Learning about Jewish rituals such as Shabbat, Passover, and Yom Kippur can enhance students' understanding of the importance of rituals in spiritual life. Moral Development: Ethical Teachings: - Judaism offers numerous ethical teachings through texts like the Torah and Talmud.	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. This topic considers both religious and non-religious perspectives and relates issues studied to the UK law and British Values <u>Links to PSHE Statutory topics</u> <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)	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. This topic considers both religious and non-religious perspectives and relates issues studied to the UK law and British Values <u>This topic links to SMSC topics via:</u> Spiritual development -Considering ‘big ideas’ such as; if war ever acceptable? Can violent acts ever be justifiable? - Considering beliefs about pacifism, holy war - Religious beliefs surrounding peace and conflict 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	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. <u>Links to PSHE Statutory topics</u> <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 <u>This topic links to SMSC topics via:</u> Spiritual development -learning about key religious beliefs and how they influence followers when responding to the issues of

	Discussing stories and laws can help students think about moral questions and develop their own ethical frameworks. Justice and Charity: - Concepts such as Tzedakah (charity) and Tikkun Olam (repairing the world) can inspire students to consider their responsibilities towards others and the community. Role Models: -Learning about figures like Moses, and Abraham can provide moral role models for students. Social Development: Community and Belonging: -Judaism emphasizes the importance of community. Studying this can help students appreciate the value of belonging and participating in communal activities. Interpersonal Relationships: -The Jewish focus on family, friendship, and community can teach students about maintaining healthy and supportive relationships. Cultural Understanding: - Exploring Jewish history, festivals, and customs can broaden students’ cultural awareness and promote inclusivity.	- H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice <u>This topics links to SMSC via:</u> Spiritual development -learning about key religious beliefs and how they influence followers when responding to the issues of abortion and euthanasia -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?’ 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. 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 Cultural development - engaging issues and expectations of right and wrong in society	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. Cultural development -Learning about the culture connected to the religion of Sikhism. E.g. the Golden Temple	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?’ 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 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. cultural development -learning about how different cultural backgrounds affect peoples’ experiences - engaging issues and expectations of right and wrong in society
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