

## Year 9

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn	Moral Issues	How do we make moral decisions?	<ul style="list-style-type: none"> <li>• Absolutism and relativism</li> <li>• Moral Luck</li> <li>• Capital Punishment</li> <li>• Forgiveness</li> <li>• The use of animals for fur, ivory trade and sport.</li> <li>• The question of whether animals have rights</li> <li>• Religious views on animal rights</li> <li>• Pacifism</li> <li>• Just war theory</li> <li>• Religious responses to war</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>• Students will be able to explain and evaluate different issues within punishment, animal rights and war and peace.</li> <li>• Students will be able to write coherent arguments that justify their points of view.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To understand the different ways of approaching moral decision making.</li> <li>• To understand the different issues within morality</li> <li>• To explain different religious views on the topics</li> <li>• Asserting arguments using supporting evidence</li> </ul> <p><b>Assessment point information</b></p> <ul style="list-style-type: none"> <li>• Written assessment on an issue of Capital Punishment</li> <li>• Peer assessed work in lessons.</li> </ul>
Spring	Judaism	What does it mean to be Jewish in the 21 <sup>st</sup> Century	<ul style="list-style-type: none"> <li>• Key figures in early Judaism</li> <li>• The 10 commandments and mitzvot</li> <li>• Kashrut Laws</li> <li>• Bar / Bat Mitzvah</li> <li>• Value of human life</li> <li>• Responses to suffering and the holocaust</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>• Students will be able to explain and evaluate different beliefs within Judaism on a range of topics</li> <li>• Students will be able to write coherent arguments that justify their points of view.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To justify different perspectives within Judaism</li> <li>• Asserting arguments using supporting evidence</li> </ul>

				<ul style="list-style-type: none"> <li>● Critique arguments reflecting on students' own worldviews</li> </ul> <p><b>Assessment point information</b></p> <ul style="list-style-type: none"> <li>● Written assessment on whether Jews in the 21<sup>st</sup> century should follow all the mitzvot</li> <li>● Exam style questions in lessons.</li> </ul>
Summer	<b>Minority Truth Claims</b>	<b>What is truth?</b>	<p>Students will investigate the focus question through looking at a range of smaller religions and truth claims represented in the UK today, including (but not limited to):</p> <ul style="list-style-type: none"> <li>● Baha'i</li> <li>● Jainism</li> <li>● Rastafari</li> <li>● Jehovah's Witnesses</li> <li>● Taoism</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>● Students will be able to explain and evaluate different issues within the focus religion each week.</li> <li>● Students will be able to write coherent arguments that justify their points of view.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● To understand the different ways of approaching moral decision making.</li> <li>● To understand the different issues that arise in a tolerant, multi-faith society</li> <li>● To explain different religious views on a range of issues</li> <li>● Asserting arguments using supporting evidence</li> </ul> <p><b>Assessment point information</b></p> <ul style="list-style-type: none"> <li>● Students will complete End of Year Exam</li> </ul>