

## Religious Studies Year 9 Curriculum:

The four key areas (in line with the Lincolnshire Agreed Syllabus 2012) to be studied in Year 9 Religious Studies are:

- Celebration – significance of Easter; study of Hindu festivals and rites of passage
- Religious Belief and Lifestyle – Key beliefs and practices of Hinduism
- The Sacred – Ultimate questions (the nature of God); significance of the Resurrection for Christians
- Authority – How do people answer ultimate questions? How reliable are the gospels?

### Autumn Term:

1. Ultimate Questions - what are they and how can they be defined? How do we answer ultimate questions? Case Study: Does God Exist? Arguments for and against the existence of God. Why do people suffer? The problem of evil.

### Spring Term:

2. Hinduism – origins of Hinduism; beliefs about Brahman; Hindu worship (puja) ; the mandir; what do Hindus believe about reincarnation? How do Hindus express their beliefs in daily life?
3. The Mystery of the Empty Tomb – study of the gospel accounts of Jesus' crucifixion and resurrection; possible evidence beyond gospels; reliability of gospels and other sources; the Turin Shroud; evaluation of a range of theories about the nature of the resurrection

### Summer Term: (could be selected from the following)

4. Buddhism – life of the Buddha; key teachings (Four Noble Truths & three universals); living by the eightfold path and the five precepts; meditation; Buddhist festivals
5. Religion, Conflict and Reconciliation – war & peace; genocide; why study the Holocaust in RS?; memorials and remembrance; just war and reconciliation

### **Key objectives:**

**Whilst the factual content for Religious Studies varies from term to term the following skills are being developed on an ongoing basis throughout the key stage:**

#### **1. Knowledge, skills and understanding – Learning ABOUT religion:**

- Investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies
- Analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions
- Investigate and explain why people belong to faith communities and explain the reasons for diversity in religion
- Analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy
- Discuss and evaluate how religious beliefs and teaching inform answers to ultimate questions and ethical issues
- Apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs
- Interpret and evaluate a range of sources, texts and authorities, from a variety of contexts
- Interpret a variety of forms of religious and spiritual expression

#### **2. Knowledge, skills and understanding – Learning FROM religion:**

- Reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas through reasoned arguments, dialogue and enquiry
- Evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas.
- Express insights into the significance and value of religion and other world views on human relationships personally, locally and globally
- Reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas
- Express their own beliefs and ideas, using a variety of forms of expression including extended writing and verbal presentations.

### Key Performance Standards

1. Can use religious and philosophical vocabulary to show a coherent understanding of beliefs, practices and experiences, in both verbal and written work.
2. Can show a coherent understanding of issues, values and questions of authority, meaning and truth.
3. Can account for the influence of history and culture on aspects of religious life and practice.
4. Can account for the differences between people within the same religion or tradition.
5. Can use reasoning and example to express insights into the relationships between beliefs, authorities' teachings and world issues.
6. Can evaluate the significance of religious and other views for understanding questions of human relationships, sacredness, belonging, identity, society, values and commitments, using appropriate evidence and example
7. Can explore and evaluate with insight questions of meaning, purpose, truth and ethical issues.
8. Can consider the challenges of belonging to a religion in today's world, particularly in terms of values and commitments.
9. Can use extended writing to produce increasingly relevant, structured and evidentially supported work.
10. Can present ideas, views and opinions, with justification and explanation, in verbal presentation or discussion work.