



# ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Learning overview for (subject): RS			Year group: 9		
Term	Key topics / scheme of work	What most pupils will learn (Prior assessment may alter starting point & content)	East Sussex Agreed Syllabus Understanding Christianity	How will this learning be assessed?	Key Skills
Term 1-2	Existence of God and revelation	<ul style="list-style-type: none"> <li>Arguments for God's existence; the Design argument, the First Cause argument</li> <li>The argument from miracles</li> <li>Evil and suffering as an argument against the existence of God</li> <li>Arguments based on science against the existence of God. The nature of the divine and revelation</li> <li>Special revelation as a source of knowledge about the divine (God, gods or ultimate reality)</li> <li>The Nature of God</li> <li>The Trinity</li> <li>Enlightenment as a source of knowledge about the divine.</li> <li>The value of general and special revelation and enlightenment as</li> </ul>	<p>ESCC Unit Question: What does it mean for Christians to believe God as Trinity?</p> <p>Understanding Christianity (Wisdom)</p>	<p>Extended writing</p> <p>'It is possible to know God'</p>	<p>Evaluation</p> <p>Debate</p> <p>Analysis</p> <p>Empathy</p> <p>Application</p> <p>Discernment</p> <p>Synthesising</p> <p>Interpretation</p> <p>Reflection</p> <p>Expression</p> <p>Articulation</p>





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		<p>sources of knowledge about the divine, including</p> <ul style="list-style-type: none"> <li>• The problems of different ideas about the divine arising from these experience</li> <li>• alternative explanations for the experiences</li> </ul>			
Term 2-3	Medical Ethics	<p>Abortion in the UK            Christian attitudes to abortion            Euthanasia – The law            Christian attitudes to euthanasia            Fertility treatments            Christian attitudes to fertility treatments            Christian attitudes to the use of animals in medical research            Cloning and genetic engineering</p>		<p>Could bring in exam question            “People who value human life will be rewarded in the afterlife”</p>	<p>Evaluation            Debate            Analysis            Empathy            Application            Discernment            Synthesising            Interpretation            Reflection            Expression            Articulation</p>
				Project for term	Evaluation





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Term 3-4	Religion, Human Rights and Justice	<ul style="list-style-type: none"> <li>• Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.</li> <li>• Issues of equality, freedom of religion and belief including freedom of religious expression.</li> <li>• Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.</li> <li>• Social justice.</li> <li>• Racial prejudice and discrimination.</li> <li>• Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.</li> </ul>			Debate Analysis Empathy Application Discernment Synthesising Interpretation Reflection Expression Articulation
Term 4-5	Life beyond death	<ul style="list-style-type: none"> <li>• Religious significance of sin</li> <li>• Comparison of the Abrahamic faith responses to the after life</li> <li>• Comparison of the Asian faith responses to the after life</li> </ul>	ESCC Unit Question: how far does it make a difference if you believe in life after death?	Project for term	Evaluation Debate Analysis Empathy





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		<ul style="list-style-type: none"> <li>Beliefs about Heaven and Hell</li> </ul>			Application Discernment Synthesising Interpretation Reflection Expression Articulation
Term 6	Buddhism	<ul style="list-style-type: none"> <li>Buddha's life and teachings</li> <li>Buddhist Dhamma</li> <li>Comparative look at different Buddhist traditions</li> <li>Buddhist practices</li> <li>Achieving enlightenment</li> <li>Religion without a deity?</li> </ul>	ESCC Unit Question: The Buddha: How and why do his experiences and teachings have meaning for people today?	Knowledge Test	Application Discernment Synthesising Interpretation Reflection Expression Articulation Evaluation Analysis

