



# ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Learning overview for Religious Studies			Year group: 9		
Term	Key topics / scheme of work	What most pupils will learn (Prior assessment may alter starting point & content)	ESCC Syllabus Understanding Christianity Links	Assessment and homework opportunities	Key Skills
Term 1 & 2	Philosophy – Does it make sense to believe in God?	<ul style="list-style-type: none"> <li>• Introduction to Philosophy</li> <li>• Plato and Truth – How do we know what is real?</li> <li>• Arguments for God's existence; the Design argument, the First Cause argument</li> <li>• The argument from miracles</li> <li>• Is God involved in the world- Do religious experiences provide evidence that God exists?</li> <li>• Can you believe in God and Evolution?</li> <li>• Does the idea of God make sense? - The problem of evil and suffering.</li> <li>• What do people in the U.K. believe? How religious are people in the U.K.</li> </ul>	ESCC Unit Question: What does it mean for Christians to believe God as Trinity?  Understanding Christianity (Wisdom)	Knowledge test  Extended writing "It is possible to think God is the first cause of everything"	Evaluation Debate Analysis Empathy Application Discernment Synthesising Interpretation Reflection Expression Articulation
Term 2-3	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> </ul>		Project for term	Evaluation Debate Analysis Empathy Application Discernment





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		<ul style="list-style-type: none"> <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>			Synthesising Interpretation Reflection Expression Articulation
Term 3-4	Medical Ethics	<ul style="list-style-type: none"> <li>• Abortion in the UK</li> <li>• Christian attitudes to abortion</li> <li>• Euthanasia – The law</li> <li>• Christian attitudes to euthanasia</li> <li>• Fertility treatments</li> <li>• Christian attitudes to fertility treatments</li> <li>• Christian attitudes to the use of animals in medical research</li> <li>• Cloning and genetic engineering</li> </ul>		Could bring in exam question “People who value human life will be rewarded in the afterlife”	Evaluation 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> </ul>	ESCC Unit Question: how far does it make a	Project for term	Evaluation Debate Analysis





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		<ul style="list-style-type: none"> <li>• Comparison of the Abrahamic faith responses to the after life</li> <li>• Comparison of the Asian faith responses to the after life</li> <li>• Beliefs about Heaven and Hell</li> </ul>	<p>difference if you believe in life after death?</p>		<p>Empathy Application Discernment Synthesising Interpretation Reflection Expression Articulation</p>
Term 6	Buddhism	<ul style="list-style-type: none"> <li>• Buddha's life and teachings</li> <li>• Buddhist Dharma</li> <li>• Comparative look at different Buddhist traditions</li> <li>• Buddhist practices</li> <li>• Achieving enlightenment</li> <li>• Religion without a deity?</li> </ul>	<p>ESCC Unit Question: The Buddha: How and why do his experiences and teachings have meaning for people today?</p>	<p>Knowledge Test</p>	<p>Application Discernment Synthesising Interpretation Reflection Expression Articulation Evaluation Analysis</p>

