



**Intent:** In Year 9 we continue to in-still knowledge and skills that pupils will use in KS4. There are explicit links to the curriculum that pupils will study in Years 10-11 and so the intention is to introduce them to this knowledge in Year 9, that will be cemented later. We continue to embed exam skills throughout through the delivery of religious, ethical and philosophical concepts and assessments are designed to reflect the rigour and structure of a GCSE exam.

REP Year 9	Unit 1: Buddhism (Sept-Dec)	Unit 2: Christianity (Dec-Apr)	Unit 3: Humanism (Apr-Jul)
<b>Knowledge</b> (facts, information, concepts and key terminology)	Key beliefs and practices including: Dukkha, anicca, anatta, the 5 Moral Precepts and the Eightfold Path. Moral issues including animal experimentation and the challenges of science for faith. Buddhist views on God, the self, and important figures including SG & DL.	Key beliefs and practices including: God and Jesus, the 10 commandments, creation and life after death. Moral issues including the idea of evil & suffering, euthanasia and abortion. Christian views on the creation of the world and LAD.	Key beliefs surrounding what is means to a Humanist, including their views on God, faith and LAD. Moral issues including abortion, euthanasia and organ donation. Questions surrounding the need for religion in the 21 <sup>st</sup> century. Is it positive?
<b>Understanding</b> (ability to connect and synthesise knowledge within a context)	Dukkha, anicca & anatta: What are they and how do Buddhists view these key concepts? 5MP & 8FP: How do Buddhists practice morality? E.g. use of animals & human life. Important individuals: How do Buddhists view God, the DL and SG? Are they good role models?	God & Jesus: Did they exist? Why are they important to Christians? 10 commandments: How do Christians make moral decisions? Including the abortion and euthanasia debate. Creation & LAD: How did we get here and where will we go when we die?	Humanism: What is it and what are their views on faith and God? Abortion, euthanasia and organ donation: How does a Humanist outlook impact upon your views on moral issues? Religion: Do we need it now? LAD: Should we fear death?
<b>Skills</b> (successful application of knowledge and understanding to a specific task)	Identification & accurate use of key terminology Accurate use of sources of authority Ability to explain key religious, ethical and philosophical concepts relating to each unit of work. Ability to evaluate key religious, ethical and philosophical concepts.		
<b>Formal Assessments</b> (those done by all/vast majority of the cohort)	End of Unit Assessment that concludes the sequence of 9 lesson unit.		
By the end of the year students on course for at least a grade 5 will be able to explain and evaluate key religious, ethical and philosophical ideas with reasonable accuracy. Some use of key terminology and references to sacred writing should be evident within written responses which should be coherent and focussed on the question.			