



Intent: In Year 9 we continue to instil 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)
Knowledge (facts, information, concepts and key terminology)	Buddhist views on God, the self, and important figures including Siddhartha Gautama. 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.	Key beliefs and practices throughout different denominations, including: God and Jesus, Moral teachings applied to issues including the idea of evil & suffering, euthanasia and abortion.	Key beliefs surrounding what it means to be a Humanist, including their views on God, faith and LAD. Humanist alternatives to traditional ceremonies. Moral issues including abortion, euthanasia and organ donation. Questions surrounding the need for religion in the 21 st century in an increasingly secular society.
Understanding (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 and Siddhartha Gautama? Are they good role models?	God & Jesus: Did they exist? Why are they important to Christians? Are Jesus' teachings relevant to modern day life? Would God allow humanity to suffer? The abortion and euthanasia debate – should life always be preserved?	Humanism: What is it and what are their views on faith and God? How do they mark important events like weddings and funerals? 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?
Skills (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.		
Formal Assessments (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 increasing 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.			