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| Subject: RE Year 9 Curriculum Map 2024-2025 | | | |
| Terms | **Topics covered** and **core knowledge and skills** | Links to careers | Links to the Knowledge organiser and other additional resources |
| Half term 1 | **Designing Utopia**  **L1 - The Social Contract**  **L2 The Social Contract Part 2**  **L3 - What is good**  **L4-Rules are Rules**  **L5 Rules are Subjective**  **L6 Perfection, Hedonism, Utopia** | <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/theology-and-religious-studies> | <https://ormistonacademiestrust.sharepoint.com/:w:/r/sites/OMaA_Humanities/_layouts/15/Doc.aspx?sourcedoc=%7B4C04E99F-CEBB-430D-8891-BD8406BC3F9C%7D&file=Year%208%20RS%20Knowledge%20Organisers%20%20.docx&action=default&mobileredirect=true> |
| Half term 2 | **Evil and suffering**  Pandora’s Box  To understand the Classical Greek origins of Evil  Who is to blame?  To explore who is actually to blame for evil; people or God?  Original Sin  To explore the concept of original sin  To assess whether Augustine’s theodicy makes sense of evil in the world  Is the devil to blame?  To explore the Christian understanding of the Devil  Evil in Buddhism  To explore the origins of evil according to the Buddhist faith.  Who was Job?  To investigate the story of Job and its implications for suffering. | <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/theology-and-religious-studies> | <https://ormistonacademiestrust.sharepoint.com/:p:/r/sites/OMaA_Humanities/_layouts/15/Doc.aspx?sourcedoc=%7B46EE250C-5631-56D5-D3D2-F078BAC9A19B%7D&file=Evil%20and%20suffering%20KO.pptx&action=edit&mobileredirect=true> |
| Half Term 3 and 4 | Christian and Islamic beliefs about death  Analyse whether both Islam and Christianity overall support the idea of sanctity of life over quality of life.  religion and euthanasia  Describe reasons for and against euthanasia  abortion  Identify different religious and non-religious views about abortion.  genetic engineering  Describe some of the main moral reasons for and against genetic engineering on humans and what religious quotes mean.  religious objections to medical procedures  Describe visually religious objections to transplant surgery and blood transfusions.  religion and IVF  Describe different religious opinions about IVF as well the benefits it can bring to people who are finding it hard to conceive.  stem cell research  Describe different religious objections to stem cell research.  drugs and ethics  Explain religious ideas about legal drugs  vaccinations, morality and public health  Describe why some people believe vaccinations are harmful.  religion and science  Describe different religious opinions about scientific progress and your own opinion about if religion and science are incompatible. | <https://www.stem.org.uk/post-16/careers> | <https://ormistonacademiestrust.sharepoint.com/:w:/r/sites/OMaA_Humanities/_layouts/15/Doc.aspx?sourcedoc=%7BAC46A6D7-B1F2-46B6-8299-0F30D8D8DD4B%7D&file=Knowledge%20Organizer%20-%20Medical%20Ethics.docx&action=default&mobileredirect=true> |
| Term 5 and 6 | Lesson 1 - Crime and punishment introduction  Lesson 2 - What is Good and what is Evil  Lesson 3 - Are Criminals evil  Lesson 4 - Why do people commit crimes  Lesson 5 - Aims of punishment  Lesson 6 - Aims of punishment in action  Lesson 7 - Treatment of criminals in prison  Lesson 8 - Should we forgive criminals  Lesson 9 - The death penalty  Lesson 10 - Learning Audit  Lesson 11 - Assessment prep  Lesson 12 - Assessment | <https://www.stem.org.uk/post-16/careers> | <https://ormistonacademiestrust.sharepoint.com/:p:/r/sites/OMaA_Humanities/_layouts/15/Doc.aspx?sourcedoc=%7B138DDDB0-EE64-43A6-95C3-965EBAC1DCD3%7D&file=knowledge%20organiser%20-%20Crime%20and%20punishment.pptx&action=edit&mobileredirect=true> |