

Subject Overview Religious Studies – Year 9

Religious Studies helps students explore a range of beliefs, values, and worldviews. It encourages respectful discussion, critical thinking, and understanding of different perspectives, preparing learners to engage with the diverse world around them.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge & Skills	Unit 1: Is the world a Just place? Students develop skills in ethical reasoning, theological analysis, and critical evaluation by exploring concepts of justice through religious and secular lenses. They examine human rights, Jesus' and Islamic teachings on justice, and assess the role of organisations like the UN and Amnesty International in promoting global justice.	Unit 1: Is the world a Just place? Assessment 2 • 18 Mark Assessment • Students will be assessed on knowledge covered in Y7/8/9 • Extended writing: 1 x 8 Mark question (Explain)	Unit 2: Is all life valuable? Students develop ethical reasoning and theological analysis by exploring the concept of the sanctity of life and applying it to issues like abortion, euthanasia, and animal testing. They learn to evaluate religious and secular perspectives, construct balanced arguments, and reflect critically on moral decision-making.	Unit 2: Is all life valuable? Assessment 2 • 25 Mark Assessment • Students will be assessed on all knowledge covered in Y7/8/9 • Extended writing: 1 x 15 Mark Question (Evaluate)	Unit 3: Understanding Islam Students develop theological and ethical understanding by exploring key Islamic beliefs, practices, and values. They learn to interpret religious texts, analyse how belief influences daily life, and evaluate diversity within the Muslim community, building skills in respectful enquiry and critical reflection.	Unit 4: Is War ever, right? This topic explores religious and ethical views on war, including Just War theory and pacifism. Students learn key ideas like justice and forgiveness, analyse teachings and real conflicts, and develop critical thinking and empathy. They reflect on whether war can ever be justified.
Beyond The Curriculum	Places to Visit <i>The Peace Museum, Bradford</i> <i>The People's History Museum – Manchester</i> <i>The International Slavery Museum – Liverpool</i>		Places to Visit <i>Thackray Museum of Medicine – Leeds</i> <i>Yorkshire Wildlife Park – Doncaster</i> <i>Centre for Life / Life Science Centre – Newcastle upon Tyne</i>		Places to Visit <i>Leeds City Museum – Voices of Asia Gallery</i> <i>Leeds Grand Mosque</i> <i>British Muslim Heritage Centre (Manchester)</i> Books to Read	Places to Visit <i>Royal Armouries Museum, Leeds</i> <i>Imperial War Museum North, Manchester</i> <i>Eden Camp Modern History Museum</i> <i>Malton</i> Books to Read

	<u>Books to Read</u> <i>Know Your Rights and Claim Them</i> – Amnesty International, Angelina Jolie & Geraldine Van Bueren <i>I Am Malala (Young Readers Edition)</i> – Malala Yousafzai <i>Boy 87</i> – Ele Fountain <i>Illegal</i> – Eoin Colfer & Andrew Donkin <i>We Are All Born Free</i> – Amnesty International		<u>Books to Read</u> <i>The Giver</i> – Lois Lowry <i>My Sister’s Keeper (Young Adult version)</i> – Jodi Picoult <i>The One and Only Ivan</i> – Katherine Applegate <i>Wonder</i> – R.J. Palacio		<i>Islam: A Very Short Introduction"</i> - Malise Ruthven <i>Muslim Child-</i> <i>Rukhsana Khan</i> <i>The Life of Muhammad-</i> Leila Azzam and Aisha Bewley	<i>War Game-</i> Michael Foreman <i>The Diary of Anne Frank-</i> Anne Frank <i>Peace Weaver-</i> Angela Johnson
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