The Sutton Academy

Knowledge Rich Curriculum Plan

Religious Education

Year 9

Unit Christianity & Suffering				
Lesson/Learning Sequence	**Intended Knowledge:** *Students will know that…*	**Tiered Vocabulary**	**Prior Knowledge:** *In order to know this students, need to already know that…*	**Assessment**
Lesson 1 – The Problem of Evil **W1**	• Students will know that the problem of evil is that God is omnibenevolent (all loving) and omnipotent (all powerful) but that evil exists. They will understand the Problem of Evil by knowing the inconsistent triad (evil exists, God is omnibenevolent and God is omnipotent). They will know that moral evil is suffering caused by others and that natural evil is suffering with a natural cause. • Students will know that the story of The Fall is a Christian response to the problem of evil. The Fall relates to the story of creation in Genesis (the first book of the Bible) when Adam and Eve ate from the tree of knowledge and gained awareness of right and wrong.	Tier 2: Tier 3: Omnipotent Omnibenevolent	*Students need to already know that the existence of suffering is sometimes a reason for Christians to lose faith and for others not to believe in God.* *Students will already know what faith is.* *Students will already know the Christian story of Creation.*	
Lesson 2 – Religious Responses **W2**	• Students will know that there are several responses to the Problem of Evil (The Fall, Freewill (being created with a choice to do good or bad) and sin (disobedience to God), the work of the devil, The opportunity to do good (God allows suffering as it gives others the opportunity to help), Life is a Test (suffering makes people stronger), Part of God's plan (God knows what the future holds and the suffering we have now will be worth it).	Tier 2: Tier 3: Omnipotent Omnibenevolent	*Students need to already know that sin is disobedience to God.* *Students will need to know that the problem of evil is that God is omnibenevolent (all loving) and omnipotent (all powerful) but that evil exists.*	
Lesson 3 – Salvation Army **W3**	• Students will know that the Salvation Army is a Christian denomination. They are a church and a charity who try to respond to suffering in the world by helping others on a large scale. They see the existence of suffering as an opportunity to do good in the world. • Students will know that the Bible says "Don't do anything from selfish ambition or from a desire to boast…always consider others as better than yourselves and look out for one another's interests, not just for your own". They may paraphrase this verse.	Tier 2: Tier 3: Salvation	*Students need to already know what the problem of evil is.* *Students need to already know how to explain different responses to the problem of evil.*	TPT/HL: Salvation Army W/S
Lesson 4 – Maria Gomez **W4**	• Students will know that Maria Gomez worked to help poor people stand up for themselves in El Salvador. She was a Christian working to help others as a response to the problem of evil. • Students will know that the Bible says "Greater love has no one than this: to lay down one's life for one's friends." • Students will know that injustice is when people are not treated fairly, they are not treated in a just way.	Tier 2: Injustice Sacrifice Tier 3:	*Students need to already know about the problem of evil and Christian responses to it.* *Students need to already know that the Bible is the holy book for Christians* *Christians believe Jesus death was a sacrifice so that they have a relationship with God/go to Heaven*	
Lesson 5 – Fair Trade Clothes **W5**	• Students will know that Tearfund is a Christian charity that works globally to help those in poverty. Fair Trade is paying a fair price for goods so that the producers can be paid a fair wage. • Students will know that the Bible tells Christians that they should 'clothe the poor, feed the hungry'	Tier 2: Justice Tier 3:	*Students need to already know that there are many responses to the Problem of Evil* *Students need to already know what the Problem of Evil is.* *Jesus taught that Christians should love their neighbour and that their neighbour is anyone who is in need.*	TPT/HL: Revision of Christianity and Suffering

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Lesson 6 – Christian Aid W6	Students will know about the work of Christian Aid (a charity that works globally to end poverty) they will know the motivation behind the charity (The Parable of the Sheep and the Goats, The Parable of the Good Samaritan and that Jesus said ' Love your neighbour', 1 Corinthians 13: 'Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 5 It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs.')	Tier 2 Tier 3 Stewardship	*A parable is a story with a meaning. Jesus told the parable of the Good Samaritan to teach people to love their neighbour.*	
W7 - Lesson 7 – Revision W8 – Lesson 8: Short answer assessment				
W9 - Lesson 9 – Feedback and improvement				

Unit 2 Matters of Family, Life & Death				
Lesson/Learning Sequence	**Intended Knowledge:** *Students will know that…*	**Tiered Vocabulary**	**Prior Knowledge:** *In order to know this students, need to already know that…*	**Assessment**
Lesson 1 – Homosexuality & Homophobia W10	• Students will know that homosexuality is sexual attraction to the same gender. Homophobia is prejudice and discrimination against members of the LGBTQ+ community. • Students will know there are different views about homosexuality within Islam and within Christianity. Most Muslims agree that homosexuality is haram (forbidden). Some Muslims argue that the Qur'an does not condemn homosexual love, just sexual attacks and adultery. They say that if someone is born homosexual, it's their nature and God must have created them that way. In Christianity the Bible says in the Old Testament "If a man lies with a man as one lies with a woman, both have done what is detestable but liberal Christians would say that Jesus' teaching of loving your neighbour applies in this case. If someone is in a committed and faithful relationship, then it doesn't matter what their sexuality is.	Tier 2: Tier 3: Repent Haram	*Students need to already know that the Bible is the holy book for Christians and the Qur'an is the holy book for Muslims.* *Students need to already know that there are different denominations within Christianity and that not all Christians believe the same thing. Similarly, they will know there are different branches within Islam and not all Muslims believe the same thing.* *They need to know that sin is disobedience to God.*	
Lesson 2 – Religious Views on Homosexuality W11	• Students will know that the Bible says "Do not lie with a man as one lies with a woman; that is an abomination" Some Christians disagree saying this verse refers to idolaters not homosexuality. • "Students will know that Jesus taught the Golden Rule – "Treat other people the way you want to be treated". • Jesus also taught that you should "Love your neighbour". • St Paul taught that "There is neither Jew nor Greek, slave nor free, male nor female, we are all one in Christ Jesus"."	Tier 2: Celibate Tier 3: Evangelical	*Students need to already know that many Muslims believe homosexuality is haram and the Catholic church teaches that homosexuality is not wrong but homosexual sex is wrong* *Students need to already know the nature nurture debate.* *The Church of England is divided on the issue of homosexuality*	

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	• Evangelicals are most likely to disagree with homosexuality.			
Lesson 3 – Racism **W12**	• Students will know that prejudice is pre-judging someone based on a group they belong to and that discrimination is acting on a prejudice by treating someone differently based on a group they belong to. • Students will know there are different types of prejudice, they will know about sexism (based on gender), homophobia (based on sexuality), racism (based on skin colour, race or ethnicity) and ageism (based on age). They will also know about more specific types: Islamophobia (prejudice directed towards Muslims) and antisemitism (prejudice directed towards Jewish people). • Students will know about reasons for prejudice: ignorance, upbringing, the media influence, stereotyping (a stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person or thing)	Tier 2: Prejudice Discrimination Tier 3:	*Students need to already know that there are different examples of homophobia* *Students need to already know the definition of homosexuality, homophobia and the nature nurture debate.* *Students need to know that Christianity, Judaism and Islam are religions of the Abrahamic tradition*	
Lesson 4 – Racism (Islamophobia) **W13**	• Students will know that Islam teaches tolerance towards non-Muslims within Islamic societies, this stems from the Prophet Muhammad's teaching that all 'People of the Book' should be treated with respect. This means followers of other monotheistic religions who have a sacred text given to them by God, and at the time included mainly Christians and Jews. • Students will know that non-Muslim beliefs should be respected and that forcibly converting people to Islam is considered wrong. The Qur'an says "There shall be no coercion in matters of faith."	Tier 2: Coercion Tier 3: Sacred	*Students need to already know that islamaphobia is prejudice and discrimination towards Muslims.* *Students need to already know the definitions of prejudice and discrimination.* *Monotheism is belief in one God, Christianity, Judaism and Islam are monotheistic religions of the Abrahamic tradition*	TPT/HL: Quotes from the Qur'an
Lesson 5 – Sex Outside Marriage **W14**	• Students will know that promiscuity is sleeping around with different partners without being committed to any of them, adultery is being married to one person but having sex with someone else, faithfulness is only having sex with your partner and pre-marital sex is having sex with your partner before you are married to them. • "Students will know that different denominations within Christianity may have different views on sex outside marriage. The Roman Catholic belief is that when a man and woman have sex, it is the most intimate physical expression of their total union. For this reason, the Roman Catholic Church teaches that this union is sacred and is a key element in marriage. • Most Christians accept the teaching that sexual relationships should only happen in marriage. This is supported by one of the Ten Commandments in Exodus: "You shall not commit adultery." Some Christians believe premarital sex is a matter of choice and is between the couple to decide, some Christians	Tier 2: Tier 3: Adultery	*Students need to already know that the Holy Spirit is the third person of the Trinity, is God.* *Students need to already know that there are different denominations within Christianity and they may believe different things or interpret the Bible in different ways.*	

Unit 2 Matters of Family, Life & Death				
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	say that sex between a couple who love one another and intend to get married is okay. Biblical teachings remind Christians that their body is special - 'Do you know that your body is a temple of the Holy Spirit?' Some Christians say this verse is implying that sex should only be with someone you love and are committed to."			
Lesson 6 – Abortion & The Law **W15**	• Students will know that the 1967 law on abortion in the UK states that, for abortion to be allowed, two doctors should agree on either of the following conditions: That the pregnancy caused risk to the life or the physical or mental health of the mother. That there was a substantial risk that if the child were born it would suffer serious physical or mental handicap. • Students will know that pro-choice is a term that refers to a woman having the right to choose what happens to her body, a right to choose abortion and that pro-life is a term that refers to a belief that the rights of the unborn child should be protected.	Tier 2: Conception Tier 3: Sanctity	*One of the 10 Commandments is do not kill*	
Lesson 7 – Religious Views on Abortion **W16**	• Students will know that most Christians are against abortion. The Catholic church teaches that abortion is never right as life begins at conception, abortion is only accepted if it happens because of life saving treatment given to the mother. Some Christians may be guided by situation ethics (doing the most loving thing in any situation) and would say that abortion may be the right thing in certain circumstances. • Students will know that the Bible says God knew us before we were born.	Tier 2: Abortion Tier 3:	*Students need to already know what the law in the UK says about abortion* *Students need to already know the terms pro-life, pro-choice and conception* *Students need to know different denominations within Christianity (Catholicism and Church of England) may believe different things.*	TPT/HL: Revision for end of unit assessment: Family, Life and Death
Lesson 8 – Euthanasia & The Law **W17**	• Students will know that euthanasia is illegal in the UK. Students will know the story of Dan James who was injured playing rugby and travelled to dignitas (A swiss clinic where euthanasia is allowed) to end his life, his parents were investigated but not charged when they returned to the UK. Students will know the story of Matt Hampson, who suffered similar injuries to Dan James and did not opt for suicide, he now runs the Matt Hampson foundation that helps others who have been injured in a similar way. • Students will know definitions of 4 different types of euthanasia: Euthanasia – helping someone to have a painless death, Assisted Suicide – providing a seriously ill person with the means to commit suicide, Voluntary Euthanasia – where a person dying in pain asks another person to end their life painlessly, Non voluntary Euthanasia – ending someone's life painlessly when they are unable to ask, but when there is good reason for thinking they would want death. E.g. When they are in a coma.	Tier 2: Euthanasia Tier 3: Sanctity	*Students need to already know that the sanctity of life refers to how special life is in a religious or spiritual way.*	

Unit 2 Matters of Family, Life & Death				
Lesson/Learning Sequence	**Intended Knowledge:** *Students will know that…*	**Tiered Vocabulary**	**Prior Knowledge:** *In order to know this students, need to already know that…*	**Assessment**
Lesson 9 – Religious Views on Euthanasia W18	• Students will know that generally Christians do not agree with euthanasia as they believe life is special and holy as it was given by God. God is the giver of life. The Bible says 'There is a time for everything. A time to be born and a time to die ...' Christians believe God gives and takes away life as he pleases. God decides when life begins and ends. • Some people believe that 'quality of life' is the most important thing, much more important than 'sanctity of life.' Quality of life refers to living without pain or distress and being able to contribute to society.	Tier 2: Tier 3: Sacred	*Students need to already know that the Bible says your body is a temple of the Holy Spirit and that murder is forbidden in the 10 Commandments* *Students need to already know that the sanctity of life refers to how special life is in a religious or spiritual way.*	
Lesson 10 Revision W19 **Lesson 11 Extended Assessment W20**				
Lesson 12 – Whole Class Feedback and Work Improvement Time W21				

Unit 3 Ethics & Values				
Lesson/Learning Sequence	**Intended Knowledge:** *Students will know that…*	**Tiered Vocabulary**	**Prior Knowledge:** *In order to know this students, need to already know that…*	**Assessment**
Lesson 1 – Knowing Right & Wrong W22	• The conscience is a person's moral sense of right and wrong, it is viewed as acting as a guide to one's behaviour. Some believe the conscience is innate, others believe it grows over time. • Some people believe that as God has created us with free will then it is up to the humans to decide their actions (good and bad). • Christians believe that the knowledge of good and bad is part of human nature, created by God, but, to help them make the right choices, people need rules as well. • Buddhism says that conscience is loving kindness for all living beings which can grow stronger through determined effort.	Conscience Morality	*Free will is the opportunity to do what you choose, many religious people believe God created people with free will.* *If something is innate means you are born with it.*	
Lesson 3 – Golden Rule W23	• The Hadith are a collection of sayings by the prophet Muhammad (pbuh) • The Golden rule is important in Christianity and Islam • The parable of the Sheep and the Goats is a good illustration of the Golden Rule in Christianity Zakah can be seen as an example of the Golden Rule in Islam	Hadith Righteous	*The Golden rule is 'Treat others the way you want to be treated'* *A prophet is a messenger sent by God.* *Zakah is one of the 5 pillars of Islam* *The parable of the sheep and the goats*	

Lesson 2 – Just War **W24**	• Just war is a set of conditions that need to be met in order for a war to be justified. The conditions are • The war must be for a just cause. • The war must be lawfully declared by a lawful authority. • The intention behind the war must be good. • All other ways of resolving the problem should have been tried first. • There must be a reasonable chance of success. • The means used must be in proportion to the end that the war seeks to achieve.	Just War	*The word 'just' means fair.*	TPT/HL: What is Just War?
Lesson 4 – Pacifism **W25**	• Pacifism is the belief that violence and war is always wrong • Pacifists believe disputes can and should be peacefully resolved, and many oppose the use of violence, or even force, in any circumstance. • Pacifists, like MLK and Muhammad Ali worked to improve society and remove the causes of war – injustice, exploitation, the repression of minorities • The Bible says 'Blessed are the peacemakers' and 'Do not Kill' and 'But I say to you, Do not resist the one who is evil. But if anyone slaps you on the right cheek, turn to him the other also'	Tier 2 Tier 3 Pacifism	The Just war Theory Your conscience tells/teaches you what is right/wrong Religions and Humanism teach the value of the Golden Rule	
Lesson 5 – Moral Dilemmas **W26**	• A moral dilemma is a situation where doing what is right can produce a bad outcome and where doing what is wrong can produce a good outcome. • Students will discuss various moral dilemmas and point out the 'right' action that produces the 'bad outcome' and the 'wrong action' that produces the 'good outcome' for each one.	Tier 3 Dilemma	The Trolley Problem: A train cart is running out of control down a track. In its path are five people who have been tied to the track by a mad scientist. Fortunately, you could flip a switch, which will lead the train cart down a different track to safety. Unfortunately, there is a single person tied to that track. Should you flip the switch or do nothing?	TPT/HL: Revision of Ethics
Lesson 6 – What is love? **W27**	In Greek there are FOUR different words for love: -Storge: Love of family -Philia: Love of friends -Eros: Romantic love -Agape: A Godly, unconditional love In the Bible Jesus says "You have heard that it was said, 'Love your neighbour and hate your enemy.' 44 But I tell you, love your enemies and pray for those who persecute you,	Tier 2 Unconditional Tier 3 Agape	The Bible is the holy book for Christians. Jesus taught that we should love our neighbour	
Lesson 7 (W28) Revision				
Lesson 8 (W29) – Short answers and extended writing				

Lesson 9 (W30) WCF and improvement

Unit 4 Religious Experience				
Lesson/Learning Sequence	**Intended Knowledge:** *Students will know that…*	**Tiered Vocabulary**	**Prior Knowledge:** *In order to know this students, need to already know that…*	**Assessment**
Lesson 1 – **W31**	Religious experience are defined as subjective experiences of a divine being or beings. Examples may include visions, conversion, NDEs, revelations and miracles.	Religious Experience Subjective	*The revelation of the Qur'an to Muhammad* *Mary the mother of Jesus seeing an angel* *Guru Nanak's encounter with God* *Examples of conversion including Stanley Tookie Williams and the people from 'Tough Talk'.*	
Lesson 2 – Religious Visions **W32**	Religious experience visions may be separated into three main types: • Intellectual (knowledge is gained) • Imaginary (something that is seen in the minds eye such as Ezekiel's vision of Angels) • Corporeal (where a vision is externally present, such as that of the Virgin Mary as seen by Bernadette of Lourdes) Moses have a vision of a 'burning bush' he met with God who told him to free the Hebrew slaves from Egypt.	Religious Vision Corporeal	*Lourdes is a place of pilgrimage for Christians, it started when Bernadette had a vision of the virgin Mary.* *There are 7 dimensions of religion, one of these is 'experiential'.* *The story of Moses.*	TPT/HL: End of year Key word revision
Lesson 3 – Miracles and Healing **W33**	Sceptic – Someone who has doubts or is not easily convinced by something The story of Jairus daughter being raised from the dead by Jesus in New Testament times. David Hume believes miracles cannot happen today. He says that we should trust our everyday experiences and this shows us that people do not walk on water or come back from the dead. People are either mistaken or mistake miracles with good luck. Richard Swinburne believes that miracles do happen today and that it is God's way of communicating with humans.	Sceptic Coincidence Luck	*Denominations within Christianity – CofE and Catholic* *The New Testament is the part of the Bible that talks about the Life and works of Jesus and the early Christian Church.*	
Lesson 4 – Conversion **W34**	Revelatory – Something that brings a revelation or gives new, usually divine, knowledge Saul/The Apostle Paul was a persecutor of the early Christian Church who imprisoned or killed Christians. On his way to Damascus he had a religious experience. He heard the voice of Jesus, saw a blinding flash of light and became blind. After meeting with Christians he converted, received his sight and travelled around preaching Christianity. He wrote much of the New Testament. Nicky Cruz was a young gang leader in New York in the 50's, he had been rejected and abused as a child. When preached to he	Revelatory	*Conversion is to change religion or to become religious.* *The New Testament is part of the Bible.* *Religious visions can be:-* • *Intellectual - bringing knowledge and understanding from God* • *Imaginary - something that is seen in the minds eye* • *Corporeal - where a vision is thought to be externally present*	TPT/HL: Conversion of Saul

	threatened to kill the preacher. After months of this he converted to Christianity and spent the rest of his life preaching God's word.			
Lesson 5 – Reincarnation W35	Samsara – The cycle of birth, life, death and rebirth Karma - the sum of a person's actions in this and previous lives, this decides their fate in future existences. Reincarnation is when a person is reborn into something new when they die. It is the cycle of birth, death and rebirth. Hindus believe that your rebirth depends on the karma you build up in your life. If you do good actions in life you build up good karma. If you do bad actions in life you build up bad karma. If when you die, you have bad karma you will be reborn into something lesser, for example, a fly or a plant. If you have good karma when you die you will be reborn into something higher, for example, a human.	Samsara Karma	*Religious views about the afterlife* *Christianity/Islam – When we die we will be judged by God and sent to Heaven (Jannah) or Hell (al Jahannam)* *Buddhist – We are in Samsara - a continuous cycle of birth, life, death and reincarnation. We will continue to return until we reach Enlightenment when we escape the cycle and reach Nirvana.*	
Lesson 6 – NDEs W36	Revelatory – an experience or event where knowledge is received. An NDE might involve walking toward a bright light at the end of a tunnel, meeting gods, speaking with relatives who are long-dead, out-of-body experiences (OOBEs) or feeling bathed in light. Almost unanimously a significant life experience, conversations about NDEs are often accompanied by discussions of the afterlife and the mind surviving the mortal body.	Revelatory	*Religious beliefs about what happens after death. (Christian, Muslim, Buddhist and Humanist)*	TPT/HL: Research an NDE
Lesson 7 – NDE Evaluation W37	Neuroscience – Science that studies the structure or function of the nervous system and brain. Autoscopy - a visual experience where the subject sees an image of themselves in external space, viewed from within their own body. Different components of NDEs could have non-spiritual/religious explanations. • OOBEs could be caused by a form of sleep paralysis • The feeling of euphoria could be caused by medical drugs • The tunnel of light could be caused by lack of oxygen to the retina in the eye	Neuroscience Autoscopy	*An NDE might involve walking toward a bright light at the end of a tunnel, meeting gods, speaking with relatives who are long-dead, out-of-body experiences (OOBEs) or feeling bathed in light. Almost unanimously a significant life experience, conversations about NDEs are often accompanied by discussions of the afterlife and the mind surviving the mortal body.*	
Lesson 8 (W38) Religious experience evaluation	To evaluate is to say what is good/bad, strong/weak, convincing/not convincing about an argument. The argument may be for or against the validity of religious experience.	Validity	Religious experience are defined as subjective experiences of a divine being or beings. Examples may include visions, conversion, NDEs, revelations and miracles. Students will know a variety of examples of different religious experiences people claim to have had.	
Lesson 9 – The Boy Who Lived Before W39	Cameron was 2 years old when he started to talk about his 'other mum and dad who lived in Barrow'. His parents investigated his claims about reincarnation and found some unexplainable similarities to Cameron's story but no definite proof of the people he was talking about.	Reincarnation	*Reincarnation is when a person is reborn into something new when they die. It is the cycle of birth, death and rebirth. Hindus believe that your rebirth depends on the karma you build up in your life. If you do good actions in life you build up good karma. If you do bad actions in life*	

			you build up bad karma. If when you die, you have bad karma you will be reborn into something lesser, for example, a fly or a plant. If you have good karma when you die you will be reborn into something higher, for example, a human.	