

## **Year 9 Religious Education**

Our Religious Education provision is designed for the 21st century and goes beyond the traditional approach of describing what religious people do by delivering experiential, enactive, and enquiry-led lessons. Year 9 is focused upon developing philosophical thinking and deepening enquiries into specific religious traditions.

### **Autumn Term (Half-Terms 1 and 2)**

<b>Enquiry: How do we know what is real?</b>
<b>Learning Cycle 1:</b> To explore different ways of understanding the concept of "God".
<b>Key Questions:</b>
Does God really live in the sky?
What does God look like?
What is meant by God as "spirit"?
How can God be a making power?
How can God be a designing power?
How can God be understood as "personal"?
What does it mean to "experience" God?
<b>Learning Cycle 2:</b> To explore philosophical and religious ideas around reality and sacred space.
<b>Key Questions:</b>
How do we know what is real? (Descartes)
Is reality an illusion? (Quantum Physics meets Hinduism)
In what ways is a Cathedral a sacred space?
Why do humans treasure pictures and photos?
How is an Orthodox Church sacred to Christians?

### **Spring Term (Half-Terms 3 and 4)**

<b>Enquiry: What value does Christianity have in the 21<sup>st</sup> century?</b>
<b>Learning Cycle 1:</b> To explore key Christian practices.
<b>Key Questions:</b>
How is prayer understood by Christians?
What is the Eucharist and what does it mean?
What is the value of sacrament?
What is the Eucharist and how do Christians understand it?
What is marriage and how do Christians practice it?
<b>Learning Cycle 2:</b> To explore how living as a Christian affects life in Britain.
<b>Key Questions:</b>
What are Initiation Ceremonies?
What is Baptism and what does it mean?
Why do Christians worship in different ways?
How did the Christian Church end up with denominations?
Why do Christian groups organise themselves differently?

**Summer Term (Half-Terms 5 and 6)**

**Enquiry: To what extent is religious belief in conflict with secular society?**

**Learning Cycle 1:** To evaluate the conflict between religious belief and the sciences.

**Key Questions:**

What was the origin of the Universe?

To what extent do the Sciences have limits to what they can know?

How convincing is the Argument from Causation?

How might religious believers understand evolution?

If God exists, why is the evil and suffering in the world?

To what extent do we have freewill?

**Learning Cycle 2:** To evaluate the degree to which non-religious worldviews are in conflict with religious beliefs.

**Key Questions:**

What is secular Humanism?

Why doesn't religious belief die out?

Why did the Roman Empire persecute Christians?

Why is China persecuting religious minorities?

How can we overcome anti-Semitism?

What is atheism and New Atheism?