



PLUME ACADEMY - LEARNING OVERVIEW

Year	9
Subject	Religion, Philosophy and Ethics

Prior Learning

The year 9 curriculum aims to build on the prior learning in RPE by moving towards an in-depth study of Christianity, which students will already have touched on in previous topics such as ‘How do different religions respond to evil and suffering’ and ‘What evidence is there for life after death?’

The topic of ‘Relationships and Families’ then goes on to use and develop the skills of ethical discussion and investigation students have built throughout KS3 through topics such as ‘What different ways are there of making ethical decisions?’

Curriculum Intent – What are the curriculum aims?

In year 9 RPE, we aim to introduce students to the more challenging Philosophical and Ethical questions, and apply them to their lives, such as looking at the issue of whether money causes immorality, then relating it to inequality in the world around them today. This builds important critical thinking and debating skills, allows students to think about their own morals and values, and also provides a good starting point to study philosophy and ethics topics at GCSE if they take it as an option.

We also aim to build tolerance and understanding of worldviews and ideas which are different to the students’ own experiences, and change through educating any misinformation, misunderstandings or stereotypes students may have about different cultures and religions.

Students will build skills in both written and verbal communication, considering different sides of arguments on issues where there is debate, and the ability to form an informed judgement on issues around religion, ethics and philosophical ‘Big Questions’.

Curriculum Implementation – What my child will be learning?

Term 1	Half Term 1	How is the Bible relevant to me? <i>Investigating what different types of writing are in the Bible and reaching a judgement on how it is relevant to individual students regardless of belief</i>
	Half Term 2	How should we punish crimes? <i>Exploring the different aims of punishment in Britain and questioning which are most ethical and effective</i>
Term 2	Half Term 3	How does being a Humanist affect people’s lives?



		<i>Exploring the Humanist worldview and evaluating and positive effects it has on giving meaning to life</i>
	Half Term 4	Is money the root of all evil <i>An investigation into whether money causes immoral behaviour and how inequality affects the world today</i>
Term 3	Half Term 5	Why do some people choose to be Vegan? <i>Exploring the ethical arguments around Veganism and questioning whether it could be considered a worldview</i>
	Half Term 6	Why do people use art as a way to express their beliefs? <i>An investigation into how art and imagery reflects the beliefs of different religions and cultures.</i>

Curriculum Impact – How will progress be assessed?

A combination of written classwork, verbal input in the classroom, homework tasks and half termly assessments will be used to assess the progress the student is making.

Super-Curricular Opportunities – Extending Learning

Useful study resources:	If a student is really passionate about this subject, they could:	As a parent/carer, I can assist my child in this subject by:
BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zkdk382 The Philosophy Book: Big Ideas Simply Explained by Will Buckingham	Research a famous Christian and create a profile of their religious beliefs and how they have influenced them. For example, C. S. Lewis. Look out for Christianity or issues around relationships and families in the news and write an opinion piece about the story.	Discussing with them what they are learning in Religion, Philosophy and Ethics and asking what their views are on the issue. Visit a local place of worship such as Chelmsford Cathedral. Visit a museum that shows religious art and artefacts such as the British Museum in London.