R.E. Year 9	**Curriculum intent:** Year 9 develops students' ability to critically evaluate religious, philosophical and ethical questions. Pupils draw upon knowledge gained throughout Years 7 and 8 to analyse different viewpoints, construct reasoned arguments and evaluate how beliefs influence responses to life's biggest questions. Year 9 is the "Evaluation" year, focused on exploring big questions through religious and non-religious worldviews. By the end of Year 9, students will be able to critically evaluate religious, philosophical and ethical questions, drawing upon a range of religious and non-religious worldviews. They will construct reasoned arguments, analyse different perspectives and justify their own conclusions using evidence and examples. Year 9 is the culmination of KS3, where students apply and evaluate knowledge gained throughout the curriculum.				
Units	**Unit 1: Good, Bad; Right, Wrong: How Do I Decide?**	**Unit 2: How Far Does It Make a Difference If You Believe in Life After Death?**	**Unit 3: Why Is There Suffering? Are There Any Good Solutions?**	**Unit 4: Should Happiness Be the Purpose of Life?**	**Unit 5: How Can People Express the Spiritual Through the Arts?**
Interleaving	Revisits stewardship and morality (Year 7) Builds upon human nature and the Fall (Year 8) Draws upon Islamic and Sikh ethical teachings	Revisits Christian, Muslim and non-religious beliefs from Years 7 and 8 Links to purpose and meaning in Buddhism Builds foundations for suffering and happiness units	Revisits the Buddha's search for answers (Year 7) Builds upon wisdom and resilience (Year 8) Draws on prior understanding of morality and human nature	Revisits Buddhist teachings from Year 7 Links to life after death and suffering Draws on previous units exploring purpose and morality	Brings together learning from all previous units Revisits beliefs, identity and worldview Draws on Christianity, Islam, Sikhism, Buddhism and non-religious worldviews studied across KS3
Knowledge	Sources of authority Religious moral teachings Conscience Ethical decision-making Consequences and duties Personal responsibility	Christian beliefs about Heaven, Hell and Judgement Muslim beliefs about Akhirah Hindu beliefs about reincarnation Non-religious perspectives on death Purpose and meaning of life Influence of beliefs on behaviour	The problem of evil Christian responses to suffering Hindu and Buddhist responses Free will Karma Human responsibility	Christian understandings of fulfilment Buddhist approaches to happiness Humanist perspectives Purpose and meaning Wellbeing and flourishing Material and spiritual success	Religious art and symbolism Sacred music Architecture and worship spaces Personal expression Spirituality and creativity Contemporary examples
Understanding	Students understand that people use different sources of authority and ethical frameworks to determine right and wrong. Religious and non-religious beliefs can influence moral decision-making in different ways.	Students understand that beliefs about life after death influence how people live, make decisions and understand the purpose of life.	Students understand that suffering presents challenging questions for religious believers and non-religious thinkers. Different worldviews offer varying explanations and responses.	Students understand that religious and non-religious worldviews offer different ideas about the purpose of human life and what it means to live well. .	Students understand that art, music, literature and architecture can communicate spiritual experiences, beliefs and values across religious and non-religious traditions.
Skills	Knowledge and Understanding Explanation Use of Sources of Authority Analysis and Interpretation Evaluation Written Communication	Knowledge and Understanding Explanation Use of Sources of Authority Analysis and Interpretation Evaluation Written Communication			
Assessment	Assessment will be carried out during every lesson through a range of formative and summative assessments.				