

KS4 Religious Studies - Curriculum overview and threshold concepts

Year 9 Content – Autumn Term – Theme F: Religion Human Rights and Social Justice	How to support students' learning
Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Status of women in religion / The uses of wealth/ Freedom of religious expression. Human rights • Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals. • Issues of equality, freedom of religion and belief including freedom of religious expression. • Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others. • Social justice. • Racial prejudice and discrimination. • Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice. • Wealth and poverty • the right attitude to wealth and the uses of wealth. • The responsibilities of wealth, including the duty to tackle poverty and its causes.	• Talk about human rights and social justice at home around topics being studied and more generally. • Watch the news – so many of the issues discussed in class links to everyday issues and give students information and insight to current affairs – they can make the links between their learning and the wider world. • Examples from the media of debates over human rights. • DavidsonMorris website - Positive discrimination • There are also several resources on the following websites Resources - RE:quest (request.org.uk) Oak National Academy (thenational.academy) <u>Main Key Terms for this topic</u> Charity: Voluntarily giving time or money to help people in need. Discrimination: Actions that come from prejudice attitudes. Equality: Belief that everyone is equal in value and worth. Exploitation: Treating and paying people unfairly; benefitting disproportionately from the work they've done. Fair pay: Payment that is appropriate for the work done. Freedom of religious expression: The right to freely practice religion without discrimination or punishment, e.g. being able to freely attend your place of worship or being allowed space / time to pray in the workplace. Human rights: The rights a person should be entitled to simply because they are a human being, eg education, fair treatment etc. Interest: Money paid back on loans in addition to the original amount borrowed. Justice: Fairness; working to fix an unfair situation. Loan: Amount of money borrowed from a lender, usually paid back in installments with interest.

- Exploitation of the poor including issues relating to:
 - a) fair pay
 - b) excessive interest on loans
 - c) people-trafficking.
- The responsibilities of those living in poverty to help themselves overcome the difficulties they face. Charity, including issues related to giving money to the poor.

People trafficking: Illegal transport of people from one country or area to another, often resulting in forced labour or sexual exploitation.

Positive discrimination/action: Positive discrimination is favouring a person or group to try and rectify negative treatment in the past; it is unlawful in the UK according to the Equality Act 2010. Positive action is putting things in place to help overcome disadvantage, or to meet the needs of protected groups / people with protected characteristics, in order to help them fully participate in an activity or workplace.

Poverty: The state of being without the things needed for a reasonable quality of life, so that day-to-day living is a struggle.

Prejudice: Negative thoughts, feelings or beliefs about a person (prejudging them) based on a characteristic they have, eg their sexuality or ethnicity.

Racial discrimination: Acting on prejudices against someone because of their ethnicity/skin colour.

Racial prejudice: Negative thoughts, feelings or beliefs about a person or group based on their ethnicity/skin colour.

Responsibility: Duty, eg. the responsibility to work; to earn money for oneself.

Social justice: Bringing justice to society so that all people have the same opportunities and can take advantage of them; includes projects to improve the life situation of those who may be disadvantaged, eg by educational support.

Wealth: Money and possessions a person has.

Year 9 Content – Spring Term – Theme D: Religion, Peace and Conflict	How to support students' learning
Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: • Violence / • Weapons of mass destruction / • Pacifism. Topics Religion, violence, terrorism and war - The meaning and significance of: ❖ peace ❖ justice ❖ forgiveness ❖ reconciliation. ❖ Violence, including violent protest. ❖ Terrorism. ❖ Reasons for war, including greed, self-defence and retaliation. ❖ The just war theory, including the criteria for a just war. ❖ Holy war. ❖ Pacifism. Religion and belief in 21st century conflict ➤ Religion and belief as a cause of war and violence in the contemporary world. ➤ Nuclear weapons, including nuclear deterrence. ➤ The use of weapons of mass destruction. ➤ Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. ➤ Religious responses to the victims of war including the work of one present day religious organisation.	• Talk about Religious Studies at home around topics being studied and more generally. • Watch the news – so many of the issues discussed in class links to everyday issues and give students information and insight to current affairs – they can make the links between their learning and the wider world. • You can watch and discuss video detailing how the mother of Anthony Walker was able to forgive his killers • Excerpt from the diary of Anne Frank from The Anne Frank Trust UK website • Christian Campaign for Nuclear Disarmament website • There are also several resources on the following websites • Resources - RE:quest (request.org.uk) • Oak National Academy (thenational.academy) • You could visit any of the IWMM - Imperial War Museums (iwm.org.uk) Main Key Terms for this topic ✚ Conflict: Dispute between sides, can be between individuals, groups or nations. ✚ Forgiveness: Letting go of blame against a person for wrongs they have done; moving on. ✚ Holy War: War that is believed to be sanctioned by God. ✚ Justice: Bringing fairness back to a situation. ✚ Just War: Set of rules for fighting a war in a way believed to be justified and acceptable to God. ✚ Nuclear deterrence: Having nuclear weapons with the aim of deterring/preventing other states attacking for fear of retaliation and nuclear war (possibly leading to Mutually Assured Destruction). ✚ Nuclear weapons/war: A weapon of mass destruction which causes widespread damage and loss of life. Nuclear war would be a war fought using these weapons. ✚ Pacifism: Belief that all violence is wrong, which then affects all behaviours. ✚ Peace: The opposite of war; harmony between all in society. ✚ Peace-making: Working to bring about peace and reconciliation. ✚ Protest: A statement or action to express disagreement; can be an organised event to demonstrate disagreement with a policy or political action. ✚ Reconciliation: Making up and rebuilding relationships between two groups/sides after disagreement. ✚ Retaliation: To pay someone back for their harmful actions. ✚ Terrorism: Use of violence and threats to intimidate others; used for political purposes to build fear in the ordinary population and to secure demands from Government. ✚ Victims of war: Those who are harmed during a war, for example those killed, injured or left homeless. ✚ Violence: Behaviour involving physical force which intends to hurt, kill or cause damage. ✚ War: Armed conflict between two or more sides.

Year 9 Content – Summer Term – Theme E: Religion, Crime and Punishment	How to support students' learning
Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Corporal punishment / Death penalty / Forgiveness. Religion, crime and the causes of crime Good and evil intentions and actions, including whether it can ever be good to cause suffering. Reasons for crime, including: ▪ poverty and upbringing ▪ mental illness and addiction ▪ greed and hate ▪ opposition to an unjust law. ▪ Views about people who break the law for these reasons. ▪ Views about different types of crime, including hate crimes, theft and murder. Religion and punishment The aims of punishment, including: ✓ retribution ✓ deterrence ✓ reformation. The treatment of criminals, including: • prison • corporal punishment • community service. • Forgiveness. • The death penalty. • Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.	• Talk about Religious Studies at home around topics being studied and more generally. • Watch the news – so many of the issues discussed in class links to everyday issues and give students information and insight to current affairs – they can make the links between their learning and the wider world. • Resources - RE:quest (request.org.uk) • Oak National Academy (thenational.academy) • You could visit any of the IWMM - Imperial War Museums (iwm.org.uk) <u>Main Key Terms for this topic</u> Addiction: Being addicted to/dependent on a particular substance; can be a cause of crime (eg stealing money to pay for illegal drugs). Community service: Punishment involving the criminal doing a set number of hours of physical labour/work in their local community. Corporal punishment: Punishment in which physical pain is inflicted on the criminal. Crime: Action which breaks the law; can be against the person (eg murder), against property (eg vandalism), or against the state (eg treason). Death penalty: Capital punishment; the execution of a criminal which is sanctioned by the state. Deterrence: Aim of punishment; the threat of punishment as a way to put a person off committing crime (eg knowing they could go to prison if they steal). Evil intentions: Having the desire to deliberately cause suffering or harm to another. Forgiveness: Letting go of blame against a person for wrongs they have done; moving on. Hate crime: A crime committed because of prejudice views about a person or group. Prison: Imprisonment is a form of punishment where a criminal is locked in a secure guarded building (prison) for a period of time. Principle of utility: The concept of acting out of the greater good for the most people. (eg removing a dangerous criminal from society in order to protect others). Reformation: Aim of punishment; helping the criminal see how and why their behaviour was wrong, so that their mindset changes for the better. Sanctity of life: Belief that life is sacred/special because it was created by God, or because we are each unique individual. Unjust law: A legal requirement within a society that is believed to be unfair; a cause of crime if a person believes they cannot follow (or must act against) a law they believe is unjust.