

Religious Education Year 9 Rationale

Composite 1: Why believe in God? Or why be atheist?

In 'Why believe in God? Or why be atheist' students investigate why some people believe in God and why others do not. Students examine how religious upbringing, reported miracles and the apparent design of the world can lead people towards belief while evil and suffering can challenge God's existence. Students compare how Christians and Muslims defend God, respond and justify suffering while Buddhists approach suffering without a creator God.

Belief and non-belief are part of everyone's lived experience so all students can relate to the topic, see their perspectives represented and feel like they belong. Lessons are supported by structured discussion ensuring that complex ideas are understandable and engaging enabling all students to achieve and thrive.

Throughout this composite, students are educated with balanced knowledge about religious and non-religious explanations for belief and suffering, equipped with critical thinking skills to evaluate arguments and empowered to form their own informed viewpoints and engage respectfully with people who think differently.

Composite 2: What will make our communities more respectful?

In 'What will make our communities more respectful?' students will explore different types of prejudice and discrimination, using real life examples to understand their impact on individuals and communities. Students learn the difference between hate crimes and hate incidents and the importance of reporting them for protecting individuals, supporting victims and helping the police understand the issues and educate people to reduce future hate crimes in the community to which they belong. Students study Christian and Muslim attitudes towards the roles of men and women, multi faith societies and racism. Focussing in on the life and work of Martin Luther King Jr., students discover how his commitment to non-violence challenged racism aimed at educating them to work towards more respectful, equal and united communities.

Throughout this composite, all students are supported to achieve and thrive through structured discussion where their experiences, questions and viewpoints are valued. Students develop their confidence, and are equipped and empowered to challenge stereotypes, promote fairness and contribute to community cohesion in an increasingly diverse and changing world. They learn to value themselves and others, understanding how their actions can help build communities where everyone feels safe, included and treated with dignity.

Composite 3: How do people decide what is right in relation to ethical issues?

In 'How do people decide what is right in relation to ethical issues?' students learn what is meant by morality and ethics, developing an understanding of how people decide what is right and wrong, religious or not. They apply different methods of moral decision-making to ethical questions, helping them recognise how values, beliefs and reasoning shape human choices. Students study Christian and Muslim attitudes to ethical issues including abortion, organ donation, capital punishment and animal rights enabling them to compare perspectives and understand the diversity of viewpoints in the world they belong.

Ethical questions affect everyone, so all students are able to relate to the content and consider and express their own viewpoints enabling them to achieve, thrive and contribute confidently to discussion and debate.

Throughout this composite, students are educated with balanced knowledge about moral reasoning and religious and non-religious perspectives on ethical issues, equipped with the critical thinking skills needed to evaluate arguments and empowered to form their own compassionate and responsible responses to the ethical challenges they encounter in life.