

Year 9 Equality, Diversity and Religion

As part of the Equality, Diversity and Religion curriculum, students are taught about a variety of personal, social and cultural related modules. As part of this they will consider aspects of Fundamental British Values including mutual respect, democracy and tolerance of different cultures and religions.

Half term 1 and 2

Module title: <i>What is good and what is challenging about being a teenage believer in Britain today?</i>
Learning cycle 1: <i>To be able to express how the lives of teenagers varies in the UK.</i>
Learning cycle 2: <i>To be able to explain why religions and world views matter to individuals.</i>
Learning cycle 3: <i>To be able to analyse the impacts of religion on the key aspects of an individual's life.</i>
Key questions:
1. What does it mean to be religious?
2. What is it like to be a religious teenager in Nottinghamshire today?
3. Why does religion mean different things to individuals?
4. How might following a faith change me as an individual?
5. What are the differences in teenage lives in our community?
6. Does spirituality matter more than religion?

Half term 3 and 4

Module title: <i>What is it like to be a member of one particular religion in Britain today?</i>
Learning cycle 1: <i>To be able to ask questions and give opinion about religions, beliefs and ideas in the UK</i>
Learning cycle 2: <i>To be able explain differences in belonging to a religion in the UK and abroad</i>
Learning Cycle 3: <i>To be able to enquire into and interpret ideas, sources and arguments</i>
1. How has religion changed in the UK?
2. How can we investigate a religion?
3. Are all people who follow a religion the same?
4. What makes religious identity so important for some people?
5. What are the similarities between religions?
6. Why are there differences between religions?

Half term 5 and 6

Module title: *What is good and right? What is wrong and evil?*

Learning cycle 1: *To express ideas linking to the influences to a person's views of right vs wrong.*

Learning Cycle 2: *To explain how good vs evil is portrayed in the 21st century.*

Learning Cycle 3: *To evaluate the similarities and differences between religion and an individual's moral compass.*

Key questions:

1. How do we learn right from wrong?

2. How do religions teach about goodness?

3. Why are religious teachings about goodness similar or different?

4. How do values and commitments influence a religious persons views on good and evil?

5. Why does it matter what we think about evil?

6. If we all followed the teachings of a religion, how would the world change?