

KS3 Long Term Curriculum Plan: Year 9 RE 2025-26

Curriculum Aim:

In Year 9, students consolidate and extend their understanding of religious and non-religious worldviews by engaging with philosophical, ethical, and social issues that have a significant impact on individuals and societies. The curriculum is designed to challenge students with ultimate questions about life, death, justice, and the role of religion in the modern world. Through a series of thematic units, students explore beliefs about the afterlife, examine the representation of religion in media and popular culture, and investigate the relationship between religion, human rights, and social justice.

The aim is to foster critical thinking, empathy, and the ability to articulate and evaluate diverse perspectives, equipping students with the skills and knowledge needed for GCSE study and responsible citizenship. Students are encouraged to analyse how different religions and worldviews understand death and the afterlife, and to reflect on how these beliefs shape life choices. They also explore the portrayal of religion in media and popular culture, evaluating the impact of representation, stereotypes, and activism. In addition, the curriculum guides students to investigate how religious and non-religious beliefs inform ideas about human rights, justice, equality, and social action. Throughout the year, students develop their ability to research, debate, and present arguments, culminating in end-of-year assessments and projects.

Link to Prior Learning:

The Year 9 curriculum builds directly on the knowledge and skills developed in Years 7 and 8, where students gained foundational understanding of major world religions, philosophical arguments, and ethical frameworks. In Year 7, students explored the beliefs and practices of global faiths; Year 8 introduced them to philosophical arguments and ethical dilemmas. Year 9 leverages this foundation, guiding students to apply, analyse, and evaluate their learning in the context of complex, real-world issues such as the afterlife, justice, and social change. This progression ensures students are prepared for the demands of GCSE Religious Studies and for thoughtful engagement with society.

Rationale of Sequencing:

The Year 9 curriculum is sequenced to guide students from personal and existential questions to broader societal issues in a logical and progressive manner. The autumn term begins with the exploration of death and the afterlife, encouraging students to reflect on ultimate questions and consider how beliefs about mortality and legacy influence life choices. This unit draws on a range of perspectives, including Christian, Islamic, Buddhist, and Humanist views, and examines associated rituals and practices.

As the year progresses into the spring term, the focus shifts to the representation of religion in media and popular culture. This allows students to develop media literacy and critical thinking skills as they analyse stereotypes, prejudice, and the influence of activism. The curriculum then moves to the study of religion, human rights, and social justice, linking religious teachings to contemporary debates about equality and justice and examining the role of key figures in religious activism.

The summer term concludes with assessments, debates, and research projects, providing students with opportunities to synthesise their learning and demonstrate their skills in argumentation and independent enquiry. This structure ensures a coherent progression from introspective, belief-based questions to outward-looking, societal issues, mirroring the transition students will make at GCSE and in their wider lives.

Y9 Long Term Plan

Term	Half Term	Strand	Unit	Lessons	Vocabulary	Key question
Autumn 13 weeks	Autumn 1 8 weeks	Believing	Is Death the End? (7 lessons)	- Intro: What do we mean by death and afterlife?	Afterlife Soul Resurrection Heaven Hell Judgement Reincarnation Karma Funeral Legacy	How do different religious and non-religious worldviews understand death and the afterlife, and how do these beliefs influence the ways people live their lives?
				- Christian Beliefs about life after death		
				- Islamic beliefs about life after death		
				- Buddhist and Humanist Perspectives		
	Autumn 2 7 weeks			- Funeral Rites and Rituals		
				- How beliefs about death affect life choices		
				- Assessment		
Spring 1 6 weeks	Expressing	Religion, Media and Popular Culture (3 lessons)	- Feedback/ What is popular culture?	Media Popular culture Representation Stereotyping	How are religions and worldviews represented in the media and popular culture, and what impact does this have?	
			- How is religion portrayed in film and TV?			
			- GCSE Taster Lesson			

Spring 11 weeks	Spring 2 6 weeks	Living	Religion, Human Rights and Social Justice (3 lessons)	- GCSE Taster Lesson	Stereotype Prejudice Discrimination Equality Justice Activism Human rights	How do religious and non-religious worldviews influence ideas about human rights, justice and action in society?
				- What are human rights, prejudice and discrimination?		
				- Religious teachings on justice and equality		
				- Key figures in religious activism and personal conviction		
Summer 13 weeks	Summer 1 6 weeks	ALL	End of Year Assessment and Debate	- Revision Lesson		
				- Exam Walkthrough		
				- Assessment Lesson		
	Summer 2 7 weeks			- Debate Lesson		
				- Feedback Lesson		
				- Documentary Lesson		