

Year 9

Religious Education

Knowledge Booklet

2022-3

Units 9.1 – 9.3



Name: \_\_\_\_\_

RE Group: \_\_\_\_\_

RE Teacher: \_\_\_\_\_



# Retrieval practice



# Deeper thinking



# Modelling



# Deliberate practice



# Questioning



# Feedback and reteach



Complete the directed task in your exercise book



Listen carefully



Record your response on your mini-whiteboard



Individual reading



Popcorn reading



## Scripture

Readings/sections taken from the Holy books of a religion. For Christians this is the Bible, for Jews the Torah, for Muslims the Qur'an



## Tradition

Writings by Christian thinkers and theologians throughout the history of the Church. These might include saints e.g. St Francis of Assisi, St Augustine, St Thomas Aquinas, St Catherine of Sienna.



## Magisterium

The teaching authority of the Catholic Church. This is made up of the Pope and Bishops who interpret scripture and tradition and apply them to modern day questions and issues.

# RELIGIOUS EDUCATION & RELIGIOUS STUDIES CURRICULUM MAP 2022-3

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REVISION AND EXAM PREP

11.2  
Applied Catholic Theology:  
Life and Death

11.1  
Applied Catholic Theology:  
Sin and Forgiveness

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RETEACH &  
ASSESS  
JUDAISM

10.1  
Foundational Catholic  
Theology: Origins and  
Meanings

10.2  
Foundational Catholic  
Theology: Good and Evil

9.4  
WORLD RELIGION  
Judaism Beliefs and  
Practices

9.3  
Applied Catholic Theology:  
Religion, Relationships and  
Families (RSE)

9.2  
Applied Catholic  
Theology: Religion,  
Peace and Conflict

9.1  
Foundational Catholic  
Theology: Existence of  
God and Revelation

9

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8.1  
Foundational Catholic  
Theology: Creation and  
Environment

8.3  
Applied Catholic  
Theology: Living  
Vocation

8.5  
WORLD RELIGION:  
Islam Beliefs and  
Practices

8.2  
Foundational Catholic  
Theology: Luke's  
Gospel

8.4  
Applied Catholic  
Theology: Problem of  
Evil and Suffering

7.5  
WORLD RELIGIONS:  
Eastern Religions

7.4  
Applied Catholic Theology:  
Discipleship and  
Confirmation

7.2  
Foundational Catholic  
Theology: Salvation History

7.3  
Applied Catholic Theology:  
Sacrament and Eucharist

7.1  
Foundational Catholic  
Theology: Believing and  
Belonging

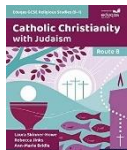
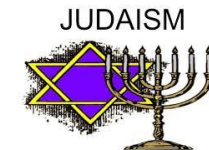
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# YEAR 9 RELIGIOUS EDUCATION LEARNING JOURNEY



Year 9 ends with the study of Judaism, the first part of the Eduqas GCSE Religious Studies syllabus. We will study the core beliefs of Judaism about God, covenant, the Messiah, life after death and the place of the mitzvot in Jewish life. We then study ways in which faith is expressed in the life of Jews in Britain today through the study of synagogues and worship, rituals for different stages of life, what it means to keep kosher and festivals celebrated throughout the year.

## 9.4 World Religions Judaism Beliefs and Practices



## 9.3 Applied Catholic Theology: Religion, Relationships and Families

We then focus on Christian beliefs about love and relationships, including Sex and Relationships Education. We'll consider different types of love, Catholic beliefs about marriage and the sacrament of marriage. We will reflect on some challenging questions around consent, fertility and conception and choices. We'll then consider the study the Church's teaching about divorce and causes of marriage breakdown.

In our second unit, we consider the presence of different types of violence in our world, the Bible's teaching on violence and Christian beliefs about reconciliation. We then consider the causes of war, the conditions under which war could be fought, the presence and use of WMD in the world and finally understanding what is meant by pacifism and whether Christians should be pacifists if they are to follow Jesus' teaching.

## 9.2 Applied Catholic Theology: Religion, Peace and Conflict



We begin Year 9 with philosophy! We begin with the different arguments used to prove the existence of God and problems with these arguments. We examine whether religious experience is evidence of God's existence. Studying revelation – the different ways in which God makes himself known to humans – includes looking at nature, people, holy books, dreams and visions as evidence of God's existence, before considering views that religion is a human creation and an illusion.

## 9.1 Foundational Catholic Theology: Existence of God and Revelation



### KEY WORDS/CONCEPTS

**Faith:** a commitment to something that goes beyond proof and knowledge; commitment to religion based on spiritual experience rather than proof.

**Philosophy:** literally ‘the love of wisdom’; the study of ideas and the nature of knowledge and existence.

**Cosmological:** to do with the nature of the cosmos (universe); argument which says there has to be a God to explain the existence of all things.

**Teleological:** to do with design or order; argument to prove the existence of God by showing there is design and order in the universe.

**General revelation:** belief that God can be known by anybody who is prepared to accept that God's nature can be seen in creation and human beings.

**Special revelation:** God shows himself to an individual or small group in a specific and direct way e.g. holy books, worship, dreams and visions.

**Religious experience:** A religious experience is when someone feels they have had a direct or personal experience of God; dream, vision, numinous.

**Numinous:** Experiences of awe and wonder in the presence of an almighty and transcendent God. It is an awareness of human nothingness when faced with a holy and powerful being.

### LITERACY/SOURCES OF AUTHORITY

**Case studies:** St Oscar Romero, Jean Donovan, St Josephine Bakhita, St Max Kolbe

**Bible:** Joseph's Dream at Bethel (Genesis 28:10-22), The Annunciation (Luke 1:26-38)



**Non-religious:** Sigmund Freud, Karl Marx, Ludwig Feuerbach

**Reading suggestions**

Mr God this is Anna by Fynn

Sophie's world by Jostein Gaarder

### IMPACT OF BELIEF LOCALLY/GLOBALLY

Belief in God was a matter of faith not proof for St John Houghton and St Ralph Sherwin. Their belief was based on faith, reasoning and religious experience. Their faith was so strong, they were martyred.

Belief in God is a matter of faith not proof for local Catholic communities. Our local parishes felt this was so important they built our Catholic schools.

**Did you know?**

**Derby Philosophers Club** became famous in Derby in the 1780s and opened the first library available to the public

### CROSS CURRICULAR LINKS

**English** – interpreting texts, understanding context

**Science** – the Big Bang Theory, the theory of evolution

### DEEPER THINKING

Is religious belief ‘taught’ (by parents or people in authority) or ‘caught’ (from the example of others or experience)?

Is it possible to disprove the existence of God?

What are the biggest challenges to faith and belief in the 21<sup>st</sup> century?

### SCHOOL VIRTUES

**Aspiration/Determination** – Philosophy can be challenging! Aim high and don't give up!

**Respect** - listening to and accepting different views on faith, belief and the existence of God.



### CORE KNOWLEDGE



Religious believers do not need proof to have faith in God.

- Philosophers try to prove the existence of God using reason (intellect) and argument.
- St Thomas Aquinas developed the **Cosmological Argument** (or First Cause Argument) based on the argument that there must be a God who is First Cause of all that exists.
- William Paley developed the **Teleological argument** (Design Argument) based on the evidence of order/design in creation.
- There are arguments against these different arguments by other philosophers
- Christians and other religious believers argue that God can be known through **general and special revelation**.
- Religious believers also accept **religious experience** as proof of the existence of God and a revelation of what God is like.
- Some people think that God and religion are based on an illusion.
- Some say that God is only human qualities on a bigger scale.
- Some say that God was invented to make people obey the rules of society.
- Marx said that religion is the opiate of the people, to help them avoid the pain of the present life.





### KEY WORDS/CONCEPTS



**Violence:** using actions that can threaten or harm others.  
**Bullying:** deliberate and persistent intimidation of a person through physical and non-physical means.  
**Reconciliation:** restoring broken relationships; a sacrament in the Catholic Church.  
**Prejudice:** unfairly judging someone before the facts are known.  
**Discrimination:** actions or behaviour resulting from a prejudice.  
**Racism:** prejudice and/or discrimination against a person/group because of skin colour or racial background.  
**Just War Theory:** criteria which define a war as acceptable.  
**Radicalization:** adopting extreme views on religious, social or political issues.  
**Terrorism:** unlawful use of violence or actions to generate fear to achieve a political goal.  
**WMD:** weapons of mass destruction that can kill large numbers or cause great damage. Includes biological, chemical and nuclear weapons.  
**Pacifism:** belief that is unacceptable to take part in war or any other kind of violence.



### CORE KNOWLEDGE

- ✚ Christians believe that God created a perfect world. In the Bible, violence enters the world when humans misuse their free will. The Bible recognizes that violence began with the earliest humans, explained through the story of Cain and Abel.
- ✚ There are different types of violence: physical, verbal, psychological, sexual, domestic. Bullying is a form of violence.
- ✚ The Bible and Christian teachings emphasize the need for reconciliation whenever any form of violence has taken place – this can be on a personal, local, national or global level.
- ✚ Prejudice and discrimination are a form of violence.
- ✚ The Catholic Church teaches that there are **five** conditions which should be met for a war to be considered just (acceptable/fair)
  - ✚ **P** – PROPORTIONAL: methods used must not outweigh the good
  - ✚ **A** – pronounced by lawful AUTHORITY
  - ✚ **R** – last RESORT
  - ✚ **I** – good INTENTION
  - ✚ **S** – chance of SUCCESS
- ✚ Radicalization is often a cause of violence, particularly terrorism. Radicalization is not only religious, it can also be racism or political e.g. white supremacy.
- ✚ Modern warfare often includes WMD. People argue that modern methods of warfare cannot meet the conditions of a Just War because they are not proportional as civilian casualties are high.
- ✚ Some people are pacifists. They believe it is never acceptable to use violence. The Catholic organization Pax Christi works to promote peace all over the world.

### LITERACY/SOURCES OF AUTHORITY

Story of Cain and Abel – Genesis 4:1-11  
 Verbal violence - James 3:8-10  
 Violence in Attitude – Matthew 5:21-2  
 “Peace I leave with you; my peace I give to you. I do not give to you as the world gives. Do not let your hearts be troubled, and do not let them be afraid.” (John 14:27)  
 ‘Public authorities should make equitable provision for those who for reasons of conscience refuse to bear arms; these are nonetheless obliged to serve the human community in some other way.’ *Catechism 2311*

### IMPACT OF BELIEF LOCALLY/GLOBALLY

- Reconciliation is a sacrament in the Catholic Church. It is important to acknowledge when we have not done the right thing and to be sorry and celebrate God’s forgiveness and mercy.
- Many Catholic parishes have a Justice and Peace group which works for justice and peace in the world and working against war, prejudice and discrimination.
- Local Catholic parish communities work with other Christians to welcome refugees and asylum seekers.
- Local towns and villages have War Memorials to remember the dead of the World Wars.



### CROSS CURRICULAR LINKS

History – war and peace throughout the ages.  
 Learning for Life – bullying and anti-bullying week

### DEEPER THINKING

What types of violence do we meet in everyday life? E.g. TV, computer/online games?  
 Are humans violent by nature?  
 Are white poppies for Armistice Day acceptable?  
 Is pacifism acceptable if a country is at war?

### SCHOOL VIRTUES

**Compassion** – understanding the suffering caused by violence, war, prejudice and discrimination.  
**Respect** for the views of others. **Optimism** – we can create a peaceful world!  
**Reconciliation** – is not just individual, but local, national and global.  
**Aspiration, Excellence, Determination** – to do your best, aim high and work on things you find difficult.



### KEY WORDS/CONCEPTS

**Marriage** – the legal or formally recognised union of two people as partners in a personal relationship (historically and in some jurisdictions specifically a union between a man and a woman).

**Monogamy** – the practice or state of marrying or being in a physical relationship with one person at a time.

**Cohabitation** – the state of living together and having a sexual relationship without being married.

**Civil partnership** – a legally recognised union (normally same-sex couples), with rights similar to those of marriage

**Adultery** - Sexual relationships between an unmarried couple, where one or both are already married.

**Contraception** – the deliberate use of artificial methods or techniques to prevent pregnancy as a consequence of sexual intercourse. The major forms of artificial contraception are the condom, the contraceptive pill, the coil and male/female sterilization.

**Natural Family Planning** – family planning method approved by the Catholic Church for achieving and postponing pregnancy.

**Divorce** - legal ending of the contract of marriage

**Annulment** – process by which the Catholic Church ‘ends’ a marriage accepting the conditions of marriage were never met

**Vows** - formal promises made during the rite of marriage

**Consent** – permission for something to happen or agreement to do something

### LITERACY/SOURCES OF AUTHORITY

Reading of scripture passages and unboxing Catholic texts relating to marriage.

**Genesis 1:27** ‘So God created mankind in his own image, in the image of God he created them; male and female he created them.’

**Genesis 1:28** ‘God blessed them; and God said to them, “Be fruitful and multiply, and fill the earth...”’

**Genesis 2:18** “it is not good for the man to be alone”

**Genesis 2:24** ‘That is why a man leaves his father and mother and is united to his wife, and they

**Pope John Paul II** – The theology of the Body

### IMPACT OF BELIEF LOCALLY/GLOBALLY

Understanding different viewpoints in society on marriage, divorce, same sex marriage

Understanding religious and non-religious views on relationships

Understanding difference between divorce and annulment

Difference between Catholic Church’s understanding of marriage and civil partnership



### CORE KNOWLEDGE



- ✚ Catholics believe that our sexuality is intrinsic to our identity. The way we express or do not express our sexuality is important.
- ✚ People are equal in dignity and loved by God.
- ✚ The Sacrament of Marriage brings God’s grace to the love between one man and one woman.
- ✚ The Rite of Marriage involves different steps (We.LoW.Qu.E.E.N.E.S), each with significance to what Catholics believe about marriage.
- ✚ Catholics believe marriage is a Sacrament, is permanent, is exclusive, is life-giving and is loving. (S.P.E.L.L)
- ✚ Catholics believe that sex should only be within a marriage, between a man and woman who love each other and are open to having children.
- ✚ Sex is unitive and procreative. Sex and relationships should not include objectification- a notion central to feminist theory. It can be roughly defined as the seeing and/or treating a person, usually a woman, as an object. Pornography – printed or visual material containing the explicit description or display of sexual organs or activity, intended to stimulate sexual excitement, is not dignified.
- ✚ The Catholic Church does not recognise divorce as this is a legal procedure which is not connected to the sacrament of marriage.
- ✚ The Church says that some marriages may be annulled, which means that the conditions of marriage were not met in the first place.
- ✚ There are a range of different relationships and expressions of sexuality and identity. Some of these contradict the Church’s beliefs.

### CROSS CURRICULAR LINKS

**RSE** – Different types of relationships – TenTen Catholic resources

**Science** – Reproduction and Sexual intercourse

### DEEPER THINKING

What is our own experience of marriage in our own families?

What are some of the causes of marriage breakdown?

Why does the Catholic Church teach that marriage can only take place between a man and a woman?

Do I consider marriage to have a religious/spiritual dimension?

### SCHOOL VIRTUES

**Respect** – different opinions on relationships, marriage, listen to one another.

**Aspiration** – for healthy relationships

**Determination** – to be respectful in a relationship

**Forgiveness** – Relationships often have elements of forgiveness

**Reconciliation** – poor relationships can lead to reconciliation



### **Part a - 2 mark questions**

#### **2 minutes**

You will be asked to define a key term from the module.

Remember to write a definition with either development or with an example

### **Part b - 5 mark questions - DESCRIBE**

#### **5 minutes**

K – show **KNOWLEDGE** and **UNDERSTANDING**

I – show **IMPACT** on peoples beliefs or actions

S – refer to a **SOURCE OF AUTHORITY**

S – use **SPECIALIST LANGUAGE** (key words)

One paragraph required.

More than one response can be shown in the paragraph.

Look for **PLURAL** words in the question and make sure you use more than one point to answer. E.g.

....*Christian/Jewish responses*

#### **Sources of authority:**

- can be from the Bible, the Word of God, God inspired humans to write it.
- Jesus is God's word made flesh, His word is divine
- The Pope is a source of authority as he is linked to Jesus through Apostolic Succession which links him directly to St Peter
- Key texts you have studied in a unit

### **Part c - 8 mark questions - EXPLAIN**

#### **8 minutes**

KISS x 2 (or KSSI...or SKIS)

K – show **KNOWLEDGE** and **UNDERSTANDING**

I – show **IMPACT** on peoples beliefs or actions

S – refer to a **SOURCE OF AUTHORITY** (RR)

S – use **SPECIALIST LANGUAGE** (key words)

**TWO** paragraphs required.

Both paragraphs **MUST** refer to religions or religious belief.

You must **NEVER** use a humanist or non-religious response for an 8 mark question.

#### **d question sentence starters**

*The key issue here is...*

*On the other hand...*

*This is /is not convincing because...*

*A counter argument to this...*

*A key strength / weakness...*

*Alternatively ...*

*This argument is effective/ ineffective because...*

### **Part d - 15 mark questions - EVALUATE**

#### **15 minutes**

**A – Argument for: KISS**

**E – Evaluate: is the argument strong or weak? (e.g. based on SA, evidence from how people act)**

**C – Counterargument or alternative viewpoint: KISS**

**E – Evaluate: is the argument strong or weak? (e.g. based on SA, evidence from how people act)**

**JC – Justified conclusion.**

Give a clear introduction showing what the debate is about

Explain arguments in detail – use KISS as a guide.

Your evaluation (judgement) gains you the higher marks. Think hard about the strengths and weaknesses of the statement/argument and give your own judgement/opinion

**A** Many.....(Catholics/Christians/Jews/ Humanists/Atheists/people) would agree with this because.....(**KISS**)

**E** These arguments are valid/weak/strong/make sense because.....(**formulating judgements**)

**C** On the other hand/however/ other (Catholics/Christians/Jews/ Humanists/Atheists/people) some.....might disagree because.....(**KISS**)

**E** These arguments are valid/weak/strong/make sense because.....(**formulating judgements**)

**J** Justified Conclusion with own opinion given  
If own opinion given, use it as another opportunity to link with religion and belief e.g. 'Like many Christians/Buddhists/Atheists, I would argue that the statement is true/false/accurate/inaccurate/inconclusive/debatable because.....'

**C**



## Retrieval reflection ticket

I can remember a lot about:

I struggle to remember much about:

I am good at:

I get confused about:

## Other ideas for revision

### Self-test

Use your knowledge-driver/exercise books to create a quiz to test yourself

### Flashcards

Create a set of flash cards with Questions on one side and answers on the other to test yourself

### Mind map

Create a mind map from memory, then check, review, and add to your mind map

### Revision Clock

Summarize and revise as you work through the unit. Be creative!

### Summarise

Write an overview of the key topics from memory and then check what you missed.

### Knowledge driver

Create your own knowledge driver for the unit using key words, images and bullet points.

