

SUNNYDOWN SCHOOL

CITIZENSHIP/RE CURRICULUM PLAN



Subject	Citizenship/RE	Year group	Y9
Subject Intent	<p>In Citizenship in Year 9, Sunnydown students are taught about what the media is, the associated roles and responsibilities and the rules it is expected to follow; the vital role of the media in our democracy, including the duty to educate and inform; how the media holds people in power to account; fake news and the impact of sharing information that is false. Year 9 Sunnydown students are taught about what the law is and how it is changed; the difference between civil and criminal law; the role of Parliament in law making; the role of the youth court and how young people are treated within the Criminal Justice System; the age of criminal responsibility in the UK and globally. Money management is a key theme in Year 9: students are taught about financial responsibility, specifically around spending and saving; different ways in which we can purchase and pay for goods and services; budgeting ; the implications of borrowing and the different kinds; online banking and how to keep safe online; and how we can save.</p> <p>In RE in Year 9 Sunnydown students are taught about are taught about In year 9 Sunnydown intends to give students a deeper appreciation and knowledge of Ethical and Philosophical ideas.</p> <p>Throughout this course students will learn about moral issues with references to the teachings of the principal religions. Throughout Year 9 students will enhance their spiritual, moral and social development and explore the fundamental questions , purpose of life and beliefs about God. Students will be taught about a range of philosophers which will enable them to comprehend the world that we live in..</p> <p>They will explore the moral issues of right and wrong and evaluate ideas by applying them to important and relevant situations. As they enter KS4 they will begin to construct arguments and learn to defend them respectfully. As students mature our aim is to develop tolerance towards everybody in society, to become reflective learners, and to develop empathy. Our aim is to develop them with a broad range of knowledge and skill set.</p>		

Term	Topic	Core learning	Key concepts	Sequencing
Autumn 1	The Impact of the Media	<p>What is news?</p> <p>The roles and responsibilities of the media</p> <p>How does the media hold those in power to account?</p> <p>Can we believe everything we read?</p> <p>Can the actions of the media always be justified?</p>	<p>Media</p> <p>News</p> <p>Journalism</p> <p>Political affiliations</p> <p>Newspapers</p> <p>Fake news</p> <p>Misinformation</p> <p>Disinformation</p> <p>Malinformation</p>	<p>Building on.....</p> <p>In KS2, students are taught to research, discuss and debate topical issues, problems and events.</p> <p>Building towards...</p> <p>In KS4, students are taught about the role of the free press.</p>
Autumn 2	Non-religious World Views	<p>History of Atheism</p> <p>Humanism</p> <p>Religion in Sociology</p> <p>Religion in Psychology</p> <p>Utilitarianism</p> <p>Non-religious approaches to equality</p>	<p>Atheist</p> <p>Agnostic</p> <p>Theist</p> <p>Humanist</p>	<p>Building on</p> <p>Philosophy and Ethics helps students to understand other people's beliefs, and values are and why they do the things they do. It enables them to think about their own beliefs as well as looking at alternative belief systems they may want to find out about in the future. Students will build upon the relationship between religion and ethics and its relationship about revelation and reason.</p> <p>Building towards...</p> <p>Students learn about the history of Atheism and be able to explore their own belief system by evaluating three Key concepts ' The Theist, agnostic, and the Atheist.</p> <p>Sunnydown pupils will explore the beliefs of the humanist and unpick the word Sociology. This</p>

				unit will prepare boys for KS4 and 5 and onwards and throughout life.
Spring 1	Law Making	<p>What laws are and how they affect us</p> <p>How laws are made</p> <p>The difference between criminal and civil law</p> <p>The role of Parliament in the law making process</p> <p>The Criminal Justice System and how young people are treated and supported within it</p> <p>The age of criminal responsibility in the UK and other countries, and the impact of this</p>	<p>Law</p> <p>Criminal</p> <p>Civil</p> <p>Parliament</p> <p>House of Commons</p> <p>House of Lords</p> <p>Royal Assent</p> <p>Justice</p> <p>Criminal responsibility</p> <p>Youth court</p>	<p>Building on.....</p> <p>In KS2, students are taught how rules and laws are made and enforced; and rights and responsibilities and the potential conflict within these.</p> <p>Building towards...</p> <p>In KS4, students are taught about the roles of the legislature and judiciary; the legal system in the UK, different sources of law and how the law helps society deal with complex problems.</p>
Spring 2	Alternative religions Worldviews	<p>Unit details currently being revised.</p> <p>Students will study:</p> <p>New Age movement</p> <p>Illuminati</p> <p>Cults</p> <p>Scientology</p> <p>Amish</p> <p>Mormonism</p>	<p>Philosophy</p> <p>Theism</p> <p>Atheism</p> <p>Agnostic</p> <p>Omnipotence</p> <p>Omnibenevolence</p> <p>Worldview</p> <p>Individualistic</p> <p>Collectivistic</p> <p>Secularism</p> <p>Cult World</p> <p>Rejecting New Age</p> <p>Movement</p>	<p>Building on... The worldviews topic builds upon and consolidates students' understanding of the diversity of religious belief and interpretations throughout society. Students will use their understanding of mainstream religions as a point of contrast in order to better understand and analyse the features of cults, NAMs and other diverse worldviews.</p> <p>Building towards... Through the worldviews topic it is intended that all Sunnydown students continue to develop a thorough appreciation for the diversity of 'belief' in society. Through a</p>

			Beliefs Scientology Commercial enterprise Fundamentalism Extremism	focus on 'individual philosophies of life', students will engage on a deeper level with the very concept of 'religion' and begin to deconstruct what it means to have a worldview or be a member of a religion or religious movement. This will also provide them with a valuable understanding of what religion and belief looks like in the modern world.
Summer 1	Financial Responsibility	What is financial responsibility? Spending and saving Choices relating to money How we can purchase and pay for goods, including cash, debit and credit cards, PayPal, online payments, Apple/Android pay Budgeting Different kinds of borrowing and their implications Online banking and prepaid cards How we can keep safe online Saving and managing money	Money Finances Financial responsibility Purchase Pay Spend Cash Online Debit Credit Budgeting Managing money Borrowing Loans Overdraft Interest rates Fraud Scams Savings Investments Risk Reward	Building on..... In KS2, students are taught to look after their money and realise that future wants and needs may be met through saving. Building towards... In KS4, students are taught about income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

Commented [1]: Link with maths

<p>Summer 2</p>	<p>PHILOSOPHY AND ETHICS</p>	<p>How was the world Made? Where did the first star come from? How do Religions Explain the Creation of the world How were Humans Made? How do Religions Explain How Humans were made? How does Media Influence Religious Belief? How is religion reported in the Media? What is abortion What are alternatives to abortion? What are the arguments for abortion? What are the arguments against? Students will look at Religious perspectives and non</p>	<p>Abortion Capital Punishment Euthanasia Media Islamophobia Universe</p>	<p>Building on</p> <p>They will build upon</p> <p>Ethics, they have learnt from year 7 and 8 World Religions, they will build upon the role Ethics plays in all major world Religions. Students will see that most religions have an ethical component. Students will build upon how ethics encompasses right conduct and good life, which can be seen in all world religions. Students will come to understand the relationship between religion and ethics . They will also build upon the relationship between revelation and reason. Students will build upon from year 7 and 8 that ethics are universal decision -making tools used by everybody regardless of race, religion or creed.</p> <p>Building towards...</p> <p>In Y9 students are encouraged to be philosophical and critical thinkers. In this unit they will look at science and religion and examine whether they can co exist with each other. Students will consider ethical questions on life and death, and the different religious views on abortion, Euthanasia and capital punishment. Students will also explore religion in the Media, and how the media influences Religion</p>
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Commented [2]: PSHE Links

				Sunnydown boys will be encouraged to reflect on how the news, media and Media shapes the way we think. This unit will prepare boys for KS4 and 5 and onwards and throughout life.
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