

<b>Topic: KS3 Year 9 Religion &amp; the environment</b>		<b>Duration: 10 lessons</b>	<b>Composite: Extended writing task.</b>
<b>Key vocabulary:</b>	<b>Core knowledge Components</b>	<b>Powerful knowledge components crucial to commit to long term memory</b>	<b>Links to previous and future topics</b>
Big bang Day/age theory Dependent arising Pollution Recycling Environment Climate change Global warming Stewardship Dominion Deforestation Acid rain Extinction Protecting Respectful safeguard	<ul style="list-style-type: none"> <li>• The events of the Christian creation story</li> <li>• Buddhists perspective on creation</li> <li>• Islam creation</li> <li>• Hindu creation</li> <li>• Judaism Creation</li> <li>• Sikhism Creation</li> <li>• The big bang and evolution</li> <li>• Why religions care about the environment</li> <li>• Why should we care about the environment</li> <li>• Pollution and climate change</li> <li>• Stewardship and dominion</li> <li>• How creation stories are interpreted.</li> </ul>	<ul style="list-style-type: none"> <li>• The creation stories of the 6 biggest religions.</li> <li>• Scientific explanation for creation and development of species.</li> <li>• What Pollution &amp; Climate Change are and how they are caused.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of a understanding of the ethics of society and how people make decisions.</li> <li>• Linked to previous unit of religious expression from year 7.</li> <li>• This unit is further developed at GCSE and provides a good basis for the course.</li> </ul>

<b>Topic: KS3 Year 9 Ethics and Religion in Sport</b>		<b>Duration: 10 lessons</b>	<b>Composite: Extended writing task.</b>
<b>Key vocabulary:</b>	<b>Core knowledge Components</b>	<b>Powerful knowledge components crucial to commit to long term memory</b>	<b>Links to previous and future topics</b>
Moral Morality Ethical Fairness Integrity Responsibility Respect Religious identity Political identity Racism Discrimination Prejudice Anti-semitism	<ul style="list-style-type: none"> <li>• What being morally good and bad means</li> <li>• What moral behaviour we should strive to demonstrate</li> <li>• What responsibilities role models have to people who look up to them.</li> <li>• Whether footballers get paid too much money</li> <li>• How do we spend large amounts of money</li> <li>• What money could provide for those in need</li> <li>• What has value – material or non material things</li> <li>• How do people express their religious identity</li> <li>• Is it appropriate for sports players to express their religious identity whilst playing</li> <li>• How far should organisations make allowances for religious belief</li> <li>• The impact racism has today</li> <li>• The responsibility we have to challenge racism.</li> <li>• Can sport bring out the good in people</li> <li>• Can sport bring out the bad in people</li> </ul>	<ul style="list-style-type: none"> <li>• How the religion of players can affect them in their sports.</li> <li>• The positives and negatives of sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of a understanding of the ethics of society and how people make decisions.</li> <li>• Linked to previous unit of religious expression from year 7</li> </ul>