

Year 9 Theology and Philosophy

Our intent is to engage, inspire, challenge and encourage our students, equipping them with the knowledge and skills to attempt to formulate answers to life's 'Ultimate Questions'. Theology and Philosophy enables students to engage in a systematic inquiry into deep and often searching questions about their own existence and purpose, faiths and beliefs, as well as appraise the beliefs, faiths and world views of others regarding pertinent contemporary philosophical and moral issues.

In Year 9, a large concentration of the curriculum deals with philosophical inquiry in moral theory and application, classical arguments for the existence of God, the occurrences of miracles, and the problem of evil and suffering. These philosophical insights also are contrasted and evaluated alongside humanist/atheist world views. Additionally, students will be able to deepen their understanding of the fundamental theological insights encountered and make links and contrasts between the beliefs, practices and value systems of the two monotheistic Abrahamic religions taught in Year 7 and 8 (Judaism and Christianity) as well as learning about some key teaching from the third monotheistic Abrahamic religion of Islam. The Theology and Philosophy curriculum develops responsibility and respect for all aspects of diversity, whether it be social, cultural or religious/non-religious, and prepares students well for life in contemporary British society.

All philosophical and theological learning is grouped in 3 units:

- Moral Philosophy (moral theory, deontological/teleological/aretaic ethics, social policy, and moral absolutism/relativism)
- Social Justice (applied ethics: Christianity and Islam)
- Metaphysics of God (the existence of God, humanist/atheist responses to God and belief, the problem of evil and classical theodicy, secularism)

Year 9 learning themes are focused on building up subject-specific knowledge required for Key Stage 4 and beyond, deepening and extending the knowledge acquired in previous Key Stages as well as empowering those students who might have gaps in their knowledge. Key questions are based on believing, expressing, and living.

Methods of deepening and securing knowledge:

Theology and Philosophy aims to use low-stake quizzing, various means of feedback, collaboration, and student-centred resources to close gaps that our students have from previous Key Stages and to enrich knowledge.

Retrieval Practice	Retrieval Practice is evident through starter and plenary tasks to link prior learning and current learning, as well as in retrieval knowledge organisers by way of examination preparation.
Elaboration	Table-team challenges allow for incremental levels of knowledge to be secured and encourage enthusiastic, collaborative learners.
Language for Learning	Subject-specific vocabulary is monitored through 'word decoding' etymology/morphology exercises, embedding literacy and reading into every learning theme, building opportunities for extended writing and enabling students to fully explore complex theological and philosophical systems and ideas that evolve from them. Reading independent learning with associated tasks.
Concrete Examples	Concrete examples in the form of 'Language for Learning reading Independent Learning' extend and deepen knowledge acquired within the classroom.

“Becoming the Examiner”	Post-examination exercises enable students to review their examination papers alongside sample answers and mark schemes in order to improve their examination script in green ink; and students are aware that, even if top marks have been awarded, there is always room for a furthering of knowledge.
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	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<p>Moral Philosophy</p> <ul style="list-style-type: none"> - Introduction to Philosophy and ‘Ultimate Questions’: <i>philia</i> (φιλία), <i>sophia</i> (σοφία) - The wisdom of King Solomon and Plato’s ‘Ring of Gyges’ - Moral decisions about human life: teleological, deontological and aretaic Approaches to ethics (<i>telos</i> - τέλος; <i>deon</i> - δέον; <i>arete</i> - ἀρετή) <p>Language for learning</p> <ul style="list-style-type: none"> - Elizabeth Fry and the treatment of prisoners (<i>Forgiveness</i>) 	<p>Moral Philosophy</p> <ul style="list-style-type: none"> - Social policy: a duty to care for others - “As Fire Burns both here and in Persia”: absolutism and relativism, objectivism and subjectivism - Normative ethical theories: do they help us become better people? <p>Language for learning</p> <ul style="list-style-type: none"> - Charles de Foucauld and little sister Magdeleine (<i>Poverty</i>) 	<p>Social Justice: applied ethics</p> <ul style="list-style-type: none"> - Introduction to social justice, key vocabulary, liberty and an application to gambling - Prejudice, discrimination and human rights - Issues in gender equality - Christianity and gender equality: are the genders equal? - Islam and gender equality: are the genders equal? <p>Language for learning</p> <ul style="list-style-type: none"> - Albert Schweitzer and the sick and dying in Africa (<i>Healing</i>) 	<p>Social Justice: applied ethics</p> <ul style="list-style-type: none"> - Racism, the case of Stephen Lawrence and religious views on racism - Different types of sexuality and religious views on sexuality - The causes and effects of poverty - Christian and Muslim teachings on wealth and poverty - Christian views of charity <p>Language for learning</p> <ul style="list-style-type: none"> - Mary McAleese: replacing violence with tolerance and love (<i>Peace</i>) 	<p>Metaphysics of God, II</p> <ul style="list-style-type: none"> - Divine attributes: What is God like? - The God of classical theism - The Nature of God: God in the Arahamic religions - The design argument for the existence of God according to William Paley - The causation argument for God’s existence according to St Thomas Aquinas - Miracles and visions and God’s existence <p>Language for learning</p> <ul style="list-style-type: none"> - Sister Ita Ford and the preferential 	<p>Metaphysics of God, II</p> <ul style="list-style-type: none"> - Prophetic Abrahamic religions and revelation - The problem of evil and suffering: The inconsistent Triad - Atheism, secularism and humanism - Is the UK a secular society? <p>Language for learning</p> <ul style="list-style-type: none"> - William Wilberforce and the abolition of the slave trade (<i>Equality</i>)

					option for the poor (Justice)	
Assessment	Mid-unit mini-exam (15 minutes)	End-unit exam (30 minutes)	Mid-unit mini-exam (15 minutes)	Mid-unit mini-exam (15 minutes)	Mid-unit quiz (10 minutes)	
CEIAG (<i>Careers that are linked to that topic</i>)	Teaching professions, medical and caring professions, law and the police service, community liaison, welfare and social work, civil service and Ministry of Defence, journalism, recruitment, counselling					

Independent Learning:
Independent learning is integral to learning and it is planned to be challenging and relevant to each programme of study, with tasks used for a variety of purposes including consolidating learning, preparation for a following class, deepening the knowledge gained in learning themes, and preparation for examinations (using specific retrieval knowledge organisers). Independent learning is shared and discussed in table teams in the deadline lesson, and relevant links are made to prior and future learning. Independent learning receives generous time in verbal feedback from both table teams and teaching staff along with strategies for improvement. Each half-term, Year 9 students receive a 'Language for Learning reading independent learning' that covers themes in forgiveness, peace, poverty, healing, social justice, and human equality. It is crucial that independent learning is completed so that students can exhibit their knowledge and understanding as fully as possible to peers and teaching staff.