

WHAT ARE THE BIG AIMS OF YEAR 9?

Students should consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They include responses from Christianity and Islam as well as non-religious beliefs such as atheism and humanism. Our GCSE covers four contemporary ethical themes (Capital Punishment, Peace and Conflict, Human Rights and Social Justice and Religion and Life) and the religious responses to them from Christianity and Islam. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards moral, ethical and controversial issues, considering the views of others. Students will also gain an appreciation of how religion and ethics form the basis of our British culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study and living in a multi-cultural and diverse, contemporary British society.

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?

- Ask questions about different responses to moral, ethical and controversial issues within Christianity, Islam and from non-religious beliefs - Consider the challenges of belonging to/and the role of religion in contemporary British society
- Consider, with respect, other views that people have
- Differences within and between religious beliefs (denominations) and non-religious beliefs such as atheism and humanism - Explain the impact of belief on believers and why this varies
- Explain own point of view and considering the point of view of others, in response to moral, ethical and controversial issues and ultimate questions and starting to make balanced, justified conclusions
- Interpretation of SRT and starting to accurately use these to respond to moral issues, ethical and controversial issues and ultimate questions
- The impact of influence and inspirations on religious believer's lives - Vocabulary rich

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Develop a knowledge and understanding of religions (Christianity and Islam) and non-religious beliefs, such as atheism and humanism in response to issues relating to Crime and Punishment, Peace and Conflict and Human Rights and Social Justice and other issues in a contemporary religious faith such as just war, capital punishment and wealth and poverty.
- Develop students' knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority of Christianity and Islam
- Understand some responses from their own view and the view of others on questions of belief, value, meaning, purpose, truth, and their influence on human life

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- Construct well-argued, well-informed, balanced and structured written arguments
- Apply knowledge and understanding in order to analyse questions related to religious beliefs and values, and selecting the most appropriate evidence in answering them
- Construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content below
- Interpret and evaluate a range of sources, texts and authorities, from a variety of contexts and use them accurately in writing to make judgements
- Justify own point of view and the view of others using sources of authority and wisdom

- Understand the influence of religion on individuals, communities and societies
- Know the significant common and divergent views between and/or within religions and beliefs and understand the reasons for this

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

All believers within one religion have a common faith and belief

If students have had a bad experience with a certain religion/culture it can mar further experiences

Lack of opportunities to know, understand and question

Lack of understanding that there are no right or wrong answers Race=religion

Religious/cultural demographic misunderstandings

The aim of RE is to indoctrinate

The misunderstanding of Muslim attitudes to war (Jihad – what it actually is/means) / media bias and portrayal of Islam

WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?

In their initial introduction to GCSE RE the starting points of all students are assessed to allow teachers to plan their lessons in response and reflecting what knowledge, understanding and skills students have already acquired through their learning in lessons, home learning and other learning opportunities.

Throughout programmes of study, students are regularly assessed at various hinge points using a range of methods including (but not exclusively) GCSE style exam questions, essays/extended writing tasks, oral contributions, home learning and multiple choice questions. Again, these allow teachers to plan and adapt their lessons to student need to ensure that no student is left behind.

Students are given opportunities to prepare for extended writing which is required in formal examinations by completing practice exam questions under timed conditions.