

RE curriculum overview Yr7

<u>Term</u>	<u>Topic and key questions</u>	<u>Assessment structure</u>	<u>How parents can help</u>
<u>Autumn 1</u>	Bridging unit from RE at primary school. This unit covers an introduction to studying RE and philosophy at secondary school, the role of religion in society and where and how people worship God. Students will begin to develop key thinking skills to analyse the impact of faith on a believer.	In each unit students will do a variety of formatively assessed tasks. This term the work is assessed using group presentations.	Parents can help by speaking to students about the topics covered and insuring that they read back over notes and work from lessons during the bridging unit. <i>Recommended visit: A place of worship to explain the importance to students.</i>
<u>Autumn 2</u>	Holy Books and Sacred texts. Students will explore why religious writings are important to believers. Students will explore sacred texts in different religions before analyzing and evaluating their significance for believers and non-believers.	Students are assessed with an end of unit written assessment.	Parents can discuss with students how holy books are viewed by believers and how this may be different for those of different faiths, or no faith at all. Discuss why some people may question accuracy of texts written so long ago and some do not.
<u>Spring 1</u>	Rites of passage. In this unit students will learn what rites of passage are and study a number in depth exploring how rites of passage mark key events within different faiths and the impact on the development of an individual. Students will look at how the beliefs of different faiths affect the rites of passage and how this is shown in the events.	Students will prepare and present a role-play on a specific rite of passage focusing on the impact on belief.	Parents can discuss with students their own examples of rites of passage and how they have impacted on their lives
<u>Spring 2</u>		Students write a series of diary entries showing how a rite of passage changes the life of a person. They can choose a religious or secular rite of passage.	Parents can support by discussing with students the impact of a rite of passage on the relationship between parent and child (greater independence and responsibility with age etc.). <i>Recommended visit: Bethnal Green museum of childhood.</i>
<u>Summer 1</u>	Faith study – Buddhism. Students will look in depth at Buddhism as a religion and a philosophy. Students will look at the origins of the faith, key beliefs and how this philosophy affects the life of a Buddhist.	Students are assessed on creating a newspaper interview article about Buddhist belief.	Parents can help by supporting student reading around the topics studied. Explore the internet for examples of famous Buddhists and the impact on their lives, for example Richard Gere.
<u>Summer 2</u>	Pilgrimage and the effect on a person. Students will learn what a pilgrimage is and look at examples in different faiths of pilgrimage. In each they will analyse and evaluate the impact on a believer and their faith.	The assessment is an in depth study of Hajj in which students will create a guidebook for a pilgrim.	Parents can help by guiding students reading around some of the reasons people undertake pilgrimage, and discussing with students how visiting a place can affect a person.

RE curriculum overview Yr8

<u>Term</u>	<u>Topic and key questions</u>	<u>Assessment structure</u>	<u>How parents can help</u>
<u>Autumn 1</u>	Wealth, poverty and equality. This unit introduces students to issues over the differences in wealth across the world and different religious viewpoints on issues of equality. During this unit we also look at prejudice and discrimination and how religions work to challenge this.	Students are assessed by producing a faith based example of equality with in a faith, and an assessment looking at the role of women in society.	Parents can help by exploring contemporary issues of discrimination in discussion with students. References can be made to Apartheid in South Africa and to the civil rights struggle in America.
<u>Autumn 2</u>			
<u>Spring 1</u>	Festivals. In this unit we explore different religious festivals celebrated in the UK and worldwide. We will begin to explore the variations within religions and how different beliefs are demonstrated in the practices of festivals. We have in depth studies looking at Christmas, Eid, Passover and Easter. In the in depth studies students will explore the relationship with the story behind the festival and how current practices today reflect the religious belief of followers. We will explore what questions might be raised by non-believers.	In in depth studies of Passover there will be a written newspaper task looking at the story and why it is important for Jews, and a written assessment on Easter and why this is seen as so significant for Christians.	Parents can help by supporting students research on these topics by making sure they use constructive sources of information from the internet. Visits to places of worship in the UK are often free and there is an abundance of information in places of worship about festivals locally, as well as in central London.
<u>Spring 2</u>			
<u>Summer 1</u>	Philosophy and the problem of Evil. This unit is a philosophical study into a variety of topics, concluding with an investigation to explore why some people may lose faith in God when bad things happen. We explore the nature of faith and how people may question God as all-loving and all-powerful. We then go on to explore religious reasons for not losing faith and critically assess how effective these are at countering the problem of evil.	The assessment is done as a written explanation of the issues for believers and critical analysis of the arguments. Students must be able to articulate arguments for both points of view and give reasons for their opinion,	Parents can help by encouraging students to practice preparing debate speeches, for and against to help them understand why people may think the way they do. There are a variety of authors that have question the problem of evil for believers, prominent authors such as Richard Dawkins offer more challenging texts for the most able students to read to help support them.
<u>Summer 2</u>	Religion, terrorism and war. In this unit we look at the relationship between religion and war over the last 2000 years, as well as more recent arguments about religion and terrorism. Students are taught to discuss and interact with the topic sensitively and objectively to help with promoting a positive, cohesive community. We explore why some people link different religious groups with terrorism and war, and how others challenge this thinking.	The assessment looks at the role of UN, and an analysis of the relationship with religion and war. Students must consider 2 viewpoints and give reasons for their opinions.	Students can be encouraged to be objective about their own views and look at other viewpoints and critically analyse both. Parents can support by discussing historical conflicts, and using past news articles to help add examples to students' responses.

RE curriculum overview Yr9

<u>Term</u>	<u>Topic and key questions</u>	<u>Assessment structure</u>	<u>How parents can help</u>							
<u>Autumn 1</u>	<p>In Yr9 students begin to study GCSE RE (Edexcel spec. B-Islam and Christianity) and the first topic is: Christianity and belief in God. In this unit students look at the historical and classical beliefs about God and the foundations of Christianity including Creeds. Students look at belief in God and how this can be challenged by scientific theories and the problem of evil.</p>	<p>Students will have assessment questions in class to help them to begin to understand how to answer longer GCSE questions.</p>	<p>Parents can help by looking over the longer GCSE style assessment questions to help them to improve adding detail and write using PEE (point, evidence, explanation) answers. Use of relevant newspaper articles can be used as evidence so keep an eye on the news!</p>							
<u>Autumn 2</u>				<u>Spring 1</u>	<p>Islam and belief in God. In this unit students explore the nature of belief in God and will study in depth Muslim belief, Sunni and Shia. There is an emphasis on understanding scripture and being able to provide evidence in the form of quotes.</p>	<p>An assessment presentation and written assessment at the end of the unit assess how well students understand the topic and how well they are improving at writing the more complex written GCSE answers.</p>	<p>Parents can help by discussing what punishments they see as useful and appropriate. How discipline played a role in their upbringing. Parents can discuss why we have a legal system and the purpose of prison and capital punishments. There are a wide number of documentaries on prison life and capital punishment but these could be viewed together and explained to children.</p>	<u>Spring 2</u>	<u>Summer 1</u>	<p>Unit 2 Christianity Marriage and the family. Students explore themes of sociology and a study of how the UK has changed over the last half-century. We explore changes and Christian viewpoints on homosexuality, sexual ethics, and the changing nature of family life.</p>
<u>Spring 1</u>	<p>Islam and belief in God. In this unit students explore the nature of belief in God and will study in depth Muslim belief, Sunni and Shia. There is an emphasis on understanding scripture and being able to provide evidence in the form of quotes.</p>	<p>An assessment presentation and written assessment at the end of the unit assess how well students understand the topic and how well they are improving at writing the more complex written GCSE answers.</p>	<p>Parents can help by discussing what punishments they see as useful and appropriate. How discipline played a role in their upbringing. Parents can discuss why we have a legal system and the purpose of prison and capital punishments. There are a wide number of documentaries on prison life and capital punishment but these could be viewed together and explained to children.</p>							
<u>Spring 2</u>				<u>Summer 1</u>	<p>Unit 2 Christianity Marriage and the family. Students explore themes of sociology and a study of how the UK has changed over the last half-century. We explore changes and Christian viewpoints on homosexuality, sexual ethics, and the changing nature of family life.</p>	<p>The end of year assessment is a section of an exam paper which students will use a mark scheme to assess and level.</p>	<p>Parents can help by supporting students to understand some of the more complex notes by re-reading with them and explaining any key points. Use of local libraries and ICT services to support research will help.</p>	<u>Summer 2</u>		
<u>Summer 1</u>	<p>Unit 2 Christianity Marriage and the family. Students explore themes of sociology and a study of how the UK has changed over the last half-century. We explore changes and Christian viewpoints on homosexuality, sexual ethics, and the changing nature of family life.</p>	<p>The end of year assessment is a section of an exam paper which students will use a mark scheme to assess and level.</p>	<p>Parents can help by supporting students to understand some of the more complex notes by re-reading with them and explaining any key points. Use of local libraries and ICT services to support research will help.</p>							
<u>Summer 2</u>										