

# Curriculum Overview

Subject: RE

Year: 9

**CHASE HIGH**  
Aspirations, Character & Excellence



It is our aim to develop the necessary skills within our students to respond to life's questions based on their knowledge and understanding of the great world religions, the contributions they make to society's codes and the values they hold.

Students will learn about different philosophers and their theories of creation as well as religious and secular responses to the problem of evil and suffering in term 1. Term 2 will allow them to explore uses of animals and the morals surrounding these uses. They will look at religious views using evidence from scripture to justify different beliefs. They will learn about the sanctity of life in regards to abortion, pro-life and pro-choice. Term 3 will focus on exploring religion through a variety of media and look at issues surrounding censorship and freedom of speech from both religious and secular views. In preparation for those students considering GCSE RE we will look at some beliefs, teachings and practices of Islam.

TERM 1	TERM 2	TERM 3
<p><b>KNOWLEDGE/SKILLS</b>  <b>Debate</b> - To continue to develop discussion skills through their own expression and constructive criticism.  <b>Key terms</b>  <b>Philosophy, teleological, cosmological, atheist, theist, agnostic, natural and man-made suffering, inconsistent triad, omnipotence, omni-benevolence, omniscience, omnipresence, miracles, evolution, Big Bang</b>                      Introduction to philosophy - To know different philosophical and scientific theories about creation. To be able to give examples of ultimate questions.                      Miracles - To know how miracles can help prove the existence of God.                      Evil and suffering - To know the problems that evil and suffering can cause for religious believers. To understand different types of suffering and whether it is ever justified. To explain how religions, respond to evil and suffering.</p>	<p><b>KNOWLEDGE/SKILLS</b>  <b>Debate</b> - To give informed responses in class discussion and debates that demonstrate knowledge and understanding.  <b>Key terms</b>  <b>Animal rights, factory farming, free range farming, experimentation, cloning, fur and ivory trade, vegetarian, vegan, stewardship, dominion, ahimsa, halal, sanctity of life, abortion, quality of life, pro-choice, pro-life, law, foetus, conception, adoption, fostering.</b>                      Animal rights - To understand the different uses of animals in society. To explore religious attitudes towards animals and the impact that stewardship and dominion has on their beliefs. To interpret religious text to support Christian and Hindu views on animal rights.                      Issues of life and death - To know different religious and secular attitudes on when life begins, the sanctity of life, quality of life, abortion and pro-life.</p>	<p><b>KNOWLEDGE/SKILLS</b>  <b>Debate</b> - To be able to evidence their own views in discussion using a variety of sources such as religious text, secular views, personal experience and case studies.  <b>Key terms</b>  <b>media, censorship, freedom of speech, prayer, transcendent, immanent, merciful, beneficent, Tawhid, Five pillars, Zakkat, Hajj, Sawm, Shahadah, Salah</b>                      Religion and the media - To know how religion is portrayed through forms of media. To understand the importance of censorship and freedom of speech. To analyse the portrayal of God and prayers in the film Bruce Almighty.                      Islam-to know about some key beliefs in Islam.                      Allah-to understand qualities of Allah.                      Five Pillars of Islam-to know the five pillars of Islam and how they link to daily life.</p>
<p><b>KEY ASSESSMENTS</b></p> <p>Half term 1: Key vocabulary and A02</p> <p>Half term 2: Philosophy assessment</p>	<p><b>KEY ASSESSMENTS</b></p> <p>Half term 1: Animal rights</p> <p>Half term 2: Issues of life and death</p>	<p><b>KEY ASSESSMENTS</b></p> <p>Half term 1: Key vocabulary and A02 Religion and the media</p> <p>Half term 2: Islam assessment</p>
<p>Extended reading suggestions and external resources:                      Philosophy for teens Peter King                      Hajj Venitia Porter                      Islam-Eduqas                      Christianity-Eduqas                      You can save the earth Sean Smith  <b>Cultural capital</b> is addressed through film, philosophical arguments, TV shows such as the Big Questions and Songs of Praise.</p>		

# RE/Citizenship Year 9 Assessment Criteria

	<b>Bronze</b> 	<b>Silver</b> 	<b>Gold</b> 	<b>Platinum</b> 
<b>Evaluating</b>	<p><b>I can explain reasons for my own and other people's opinions on different beliefs, actions and practices.</b> With help, I can use some evidence to support the different views.</p>	<p><b>I can evaluate different beliefs, actions and practices, giving a balanced argument that supports both points of view.</b> I can use some evidence in my answer.</p>	<p><b>I can evaluate different beliefs, actions and practices, presenting a balanced argument.</b> I can use quotes/evidence to justify the views. <b>I can summarise the argument with a brief conclusion.</b></p>	<p><b>I can evaluate religious/secular themes in detail, using quotes/evidence justifying the views.</b> I can accurately use SPAG and specialist key vocabulary summarising my answer with a conclusion.</p>
<b>Comparing</b>	<p><b>I can identify and explain similarities and differences of a topic that I have been studying.</b></p>	<p><b>I can compare religious/secular themes in detail, using evidence to support my comparisons</b></p>	<p>I can compare religious/secular themes in detail and explain, using evidence, which has the better approach.</p>	<p><b>I can make detailed comparisons between religious and humanist/atheist views in detail.</b> I can use religious and secular evidence to help explain which has the better approach.</p>
<b>Explaining</b>	<p>I can apply facts about a topic I have been studying and explain them using some specialist vocabulary.</p>	<p>I can apply detailed facts about a topic I have been studying. <b>I can explain them using a range of specialist vocabulary.</b></p>	<p><b>I can apply detailed facts and explain them articulately using accurate SPAG and specialist vocabulary.</b></p>	<p><b>I can apply detailed facts from at least two religions and explain them articulately using accurate SPAG and specialist key vocabulary.</b></p>
<b>Describing</b>	<p><b>I can demonstrate knowledge and understanding of the topic I have been studying.</b> I can use some specialist key words within my descriptions</p>	<p>I can demonstrate a good knowledge and understanding of the topic I have been studying. <b>I can use a range of specialist key vocabulary within my descriptions.</b></p>	<p>I can apply a good level of knowledge and understanding of topics/themes I have been studying. <b>I can accurately describe the topic using specialist key vocabulary.</b></p>	<p>I can apply detailed knowledge and understanding of the topic/themes I have been studying. <b>I can use accurate SPAG and specialist key vocabulary.</b></p>