

Subject Curriculum Information Pack



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Curriculum Intent



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Curriculum statement: Religious Education

Religious Education challenges pupils to ask questions about the ultimate meaning and purpose of life: Why are we here? Does God exist? Is there a life after death? How was the universe created? It encourages pupils to respect themselves and understand their own identity. In R.E pupils learn about different world religions and how they should be tolerant and respect others, whose faiths and beliefs may be different to their own. Religious Education is not about being 'religious', it is about helping pupils to live harmoniously with others in multicultural Britain. It promotes discussion and encourages pupils to think for themselves about ultimate questions and moral issues.

Intent

In keeping with the Agreed Syllabus for Dudley, the focus of the work we do at KS3 is to focus on teaching fewer things but in greater depth. It is believed to be better to explore the issues of the kind that we study by drawing upon the way these have been discussed in a limited number of traditions to deepen knowledge and understanding. Our curriculum at key stage 3 is designed to encourage our students to enquire into perennial questions and issues which are continually being debated and which for many are, and in some cases always have been, at the heart of what religious faith is all about. Many of the big questions that we look at mean that some of our students will challenge religion but also be challenged by it. One of the important purposes of RE is to introduce our students to some of the arguments, ideas, issues and difficulties surrounding questions of this kind.

Implementation

Progression is mapped coherently and pupils follow a Scheme of work directly linked to the Dudley Agreed Syllabus at KS3 and then at GCSE they follow the AQA Religious Studies A. At GCSE we focus on Christianity and Islam as our two chosen religions as this reflects the make-up of the local area and our school community. The progression allows for effective differentiation, marking and feedback, and challenge for all. Pupils have access to key terminology and sources of wisdom to improve religious literacy. Regular extended writing allows pupils to develop their language and vocabulary. In Key Stage 4 the learning is built on from KS3 to deepen their understanding of the relationship between people and their religion and about common and divergent views within traditions in the way beliefs and teachings are understood and expressed. The scheme of work through KS3 and 4 has an emphasis on developing students' knowledge and understanding of religions and non-religious beliefs and sources of wisdom and authority. We focus on developing their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject from their very first lesson in year 7. They are regularly encouraged to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

Throughout each key stage, the learning deepens their understanding of ethical issues and students are given opportunities to identify with religious teachings and see the impact these may have on their own lives.

Assessment is carried out throughout the year through regular and timely formative assessments in class as well as summative assessments linked to the individual unit of study. Assessments in KS3 help students develop the skills that they will require at KS4 should they choose to continue RE at GCSE. At Key stage 4 each assessment is GCSE levelled and written homework linked to **knowledge Organisers** are in development for KS3 for September.

Our 5-year plan outlines the units covered throughout the years and the constant recap and extension helps to build pupils knowledge.

Impact By the end of Key Stage 3:

Students have the opportunity to engage in classic arguments on the existence of God, the problem of suffering and whether there is any form of life after death about which much has been written and discussed. These arguments continue to be part of current discussion and so continue to be relevant and develops their ability to construct a logical argument. They are familiar with key events in Christianity and Islam and their importance to believers today.

They are able to describe a range of religious concepts and practices, as well as religious views on social justice and the environment. Pupils develop confidence in becoming courageous advocates, challenging injustice and suffering in the world and through personal experience, foster empathy and tolerance within a diverse world. Through the teaching of Stewardship, pupils develop care and respect for each other and the world in which they live. Teaching of the Golden Rule which is upheld by all religions, and other religious stories and parables instils and reinforces the qualities of kindness and tolerance and support the need for equality for all.

By the end of Key Stage 4:

Pupils demonstrate a deeper understanding of Christian and Islamic beliefs, teachings and practices and how these can differ depending on denomination. Pupils are able to identify places of religious significance around the world and the importance of those historically and as places of pilgrimage. Pupils can confidently articulate justified opinions on ethical issues, giving religious, non-religious and personal views. Pupils are able to explain in detail how religious teachings in both Christianity and Islam can be applied to contemporary moral issues such as euthanasia, abortion, abuse of the world and the use of capital punishment. They know how religious organisations support the global problems of injustice and poverty and link religious teachings to these issues. Pupils are able to confidently articulate justified opinions on issues giving personal, religious and non-religious views.

Year 7 Curriculum Assessment Map



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Curriculum Assessment Map: Year 7 RE

	Autumn Term	Spring Term	Summer Term
Topic	What is God Like? Why are some places important to religious believers?	Why are some places important to religious believers? (continued) Is there power in peace?	Is there power in peace? (continued) Should we give to others?
Key Learning & Skills	<ul style="list-style-type: none"> • Key words linked to what people say God is like • Ancient beliefs about what God is like • Christian, Muslim and Hindu ideas about what God is like. • What a pilgrimage is and why people take part • The importance of the Hajj to Muslims • Problem solving • Working in groups • Analysis of religious beliefs linked to the topics • Evaluating evidence and forming conclusions • Reading and extracting specific information. • Extended writing linked to empathy. 	<ul style="list-style-type: none"> • The importance of Jerusalem to Christians, Muslims and Jews. • How religious beliefs influenced Martin Luther King's non-violent direct action • Analysis of religious beliefs linked to the topics • Evaluating evidence and forming conclusions • Reading and extracting specific information. • Working with others to form conclusions • Presentation skills 	<ul style="list-style-type: none"> • How Buddhist beliefs about peace are shown through the life of the Dalai Lama • To consider what we mean by charity and how it can be expressed in everyday life • To consider Christian, Muslim and Sikh beliefs about helping others and how this is evidenced in their daily lives. • Analysis of religious beliefs linked to the topics • Evaluating evidence and forming conclusions • Reading and extracting specific information. • Empathy
End points	<p>By the end of year 7 pupils need to be able to identify similarities and differences between religious beliefs about the nature of God including the use of key words to describe this. They should be able to explain what pilgrimage is and why it is important in the lives of many religious believers. They should be able to explain how religious beliefs can be put into practice in the daily lives of a believer. They should be able to give at least one example that ties in with each of these points and, where appropriate, be able to link it to a religious belief.</p>		
Informal (formative) Assessment	<ul style="list-style-type: none"> • Starters and plenaries, paired work, paired presentation, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> • Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> • Starters and plenaries, paired work, GRIT tasks and verbal feedback.
Formal (summative) Assessment	<ul style="list-style-type: none"> • Baseline assessment • Knowledge and understanding test 	<ul style="list-style-type: none"> • Postcard from Hajj extended writing task 	<ul style="list-style-type: none"> • Knowledge and understanding test • Creative task

Year 8 Curriculum Assessment Map



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Curriculum Assessment Map: Year 8 RE

	Autumn Term	Spring Term	Summer Term
Topic	What does it mean to be Jewish? Why do we suffer?	Why do we suffer? (continued) What does it mean to be human?	What does it mean to be human? (continued) Spirited Arts
Key Learning & Skills	<ul style="list-style-type: none"> To learn about some key Jewish beliefs and the impact they have on daily life To learn that not all Jewish people are the same and why. To extend understanding of the importance of Jerusalem to Jews. The story of Pandora's box and Adam and Eve Analysis of religious beliefs linked to the topics Evaluating evidence and forming conclusions Reading and extracting specific information. Empathy Working with others to form conclusions 	<ul style="list-style-type: none"> The problems that the existence of suffering raises for people Religious responses to the existence of suffering To know what Christians believe about the nature of humanity. To evaluate Plato's views of the soul. Analysis of religious beliefs linked to the topics Evaluating evidence and forming conclusions Reading and extracting specific information. Empathy Working with others to form conclusions 	<ul style="list-style-type: none"> How we express our humanity (or lack of it) Look at how spirituality/religious belief is presented through a range of different art forms Using a theme from NATRE's Spirited Arts competition to create artistic responses Creating written responses to their work Reading and extracting specific information. Empathy Working in groups Competition Creativity
End points	<p>By the end of year 8 students should be able to identify key Jewish beliefs and show an understanding of how Jews are different and the beliefs that influence this difference. They should be able to give a religious explanation for the existence of suffering and should be able to give at least one religious viewpoint on the purpose of suffering. They should be able to explain Christian teaching on the soul and identify examples of humane and inhumane behaviour. They should be able to give examples of how religious belief has been expressed through different art forms both throughout time and around the world.</p>		
Informal (formative) Assessment	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback
Formal (summative) Assessment	<ul style="list-style-type: none"> Knowledge and evaluation test 	<ul style="list-style-type: none"> Extended writing task Knowledge and evaluation test 	<ul style="list-style-type: none"> Spirited Arts competition entry and written response

Year 9 Curriculum Assessment Map



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Curriculum Assessment Map: Year 9 RE

	Autumn Term	Spring Term	Summer Term
Topic	Should we care for creation? Does God exist?	Does God exist? (continued) What do the birth and death of Jesus teach Christians?	What do the birth and death of Jesus teach Christians? (continued) Is there life after death?
Key Learning & Skills	<ul style="list-style-type: none"> Religious and scientific explanations for the creation of the world Religious responses to the issue of caring for the environment Religious teaching on the value of animals and the use of animals by humans Arguments for and against the existence of God Cosmological Argument Analysis of religious beliefs linked to the topics Evaluating evidence and forming conclusions Reading and extracting specific information. Empathy Working with others to form conclusions 	<ul style="list-style-type: none"> Design Argument Miracles as proof of the existence of God Revelation To learn about the concept of incarnation and its importance to Christians Analysis of religious beliefs linked to the topics Evaluating evidence and forming conclusions Reading and extracting specific information. Empathy Working with others to form conclusions 	<ul style="list-style-type: none"> To understand the concept of salvation and its importance to Christians. To consider how the resurrection has been portrayed in art. To learn about Hindu, Christian and Muslim beliefs about death and life after death. To consider and evaluate why many people believe in an after-life and come to their own conclusion regarding the question. Analysis of religious beliefs linked to the topics Evaluating evidence and forming conclusions Reading and extracting specific information. Empathy Working with others to form conclusions
End points	<p>Students will know a religious story for the creation of the world and be able to compare it with a non-religious theory. They will understand how religious beliefs can have a direct impact on religious attitudes to the care of the environment and animals. They will be able to explain both religious and non-religious arguments for the existence and evaluate their strengths and weaknesses.</p> <p>They will understand the key terms – incarnation, resurrection and salvation – and how this links directly to key Christian beliefs about the nature of God. They will be able to explain religious ideas about the concept of life after death and evaluate why this concept is so important to many people.</p>		
Informal (formative) Assessment	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback.
Formal (summative) Assessment	<ul style="list-style-type: none"> Creative task 	<ul style="list-style-type: none"> Knowledge and understanding test 	<ul style="list-style-type: none"> Knowledge and understanding test



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