

Personal Development: RELIGIOUS EDUCATION Year 9

Curriculum core purpose. Intent

How does this curriculum fit into the OBHS Curriculum Specification?

Year 9 has a philosophical and ethical focus through studying Good and Evil. Predominantly from a Christian perspective pupils look at a range of sources of wisdom and authority and start practicing the analytical skills needed for the GCSE. The morality questions and issues raised are developed further in core RE in year 10 where students zoom in on Medical Ethics issues taking into account different worldviews.

How is this linked to prior learning? How do units/ topics/ chunks fit together to form the curriculum narrative and prepare students for the next phase of their learning. Year 9 builds on pupils prior learning of key concepts from both Christianity and Islam through thematic SOLs: End of Life and Rites of Passage. Both focus on these as the main beliefs but also include differing worldviews for comparison such as Humanism and Buddhism. Revisiting both of these faiths prepares students for RS at GCSE if they choose this as an option and acts as a grounding in both knowledge and skills needed for the course.

How does this curriculum respond to local and national agendas (e.g. SMSC, and BV)

SMSC is embedded when discussing and evaluating worldviews around rites of passage: Why do faiths welcome new members? What is the significance of marriage? What is the purpose of a ritual? End of life: looking at the differences and similarities within and between faiths, where are the overlaps and why, what does this mean for worldviews today?

Content-Knowledge and Skills.

The skills focussed on are; explaining, predicting, demonstrating, assessing, analysing, identifying, comparing, justifying

Timetabled lessons core focus: Good and Evil – opportunity to dig deep into Christian thinking around suffering, analysing sources of wisdom and authority including Creation and The Fall: Genesis, The Book of Job.

Thematic approach (Rites of Passage and End of Life) from a cross section of worldviews including: Judaism, Christianity, Islam, Humanism, Sikhism, Buddhism.

Subject specific pedagogy

The RE curriculum is delivered using three disciplines. 1. Theology: Contextualise, analyse and evaluate where beliefs come from using evidence relating to sources of authority, teachings and interpretations, the writing of key thinkers and the impact of experiences. 2. Philosophy: Comprehensively assess whether a range of positions or arguments are coherent and logical, evaluating their validity and significance and explaining conclusions with reasons and. 3. Human / Social Sciences: Contextualise, analyse and

Resources and support

The curriculum reflects the Norfolk Agreed Syllabus 2019: [Norfolk religious education agreed syllabus 2019.pdf](#)

Truetube: [Home - TrueTube](#)

KS3 BBC Teach Religious Studies: [KS3 Religious Studies - BBC Teach](#)

RE:Online [Home - RE:ONLINE \(reonline.org.uk\)](#)

NATRE: [National Association of Teachers of Religious Education \(natre.org.uk\)](#)

	<p>evaluate how beliefs impact on, shape and change individual lives, communities and society, and how historical, cultural, social and philosophical factors impact on and shape beliefs.</p>	
<p>Feedback, assessment and progress.</p>	<p>Habits</p>	
<p>How are students assessed? How does this demonstrate progress? <i>The main focus for assessment is how well pupils are able to hold balanced and well-informed conversations about religion and worldviews? Are students becoming more religiously literate? Can they contextualise, analyse and evaluate where Islamic beliefs come from? Can students comprehensively assess differences within Islam? Can students analyse and evaluate how beliefs impact on, shape and change individual lives?</i></p> <p>How do children receive feedback on their learning? <i>Verbal feedback, whole class feedback sheets through the no-pen formative marking policy, self-assessment at the end of the SOL.</i></p> <p>How is feedback used to inform planning/ SoL? <i>Lessons have been adapted to incorporate the 3 levels of challenge so that students are more driven and are able to self-regulate their learning. In class AfL is used to develop future learning phases. Responsive teaching and planning.</i></p>	<p>Resilience – <i>to become confident in challenge ideas and justifying points of view</i></p> <p>Independence – <i>students think of their own targets, independent work particularly on extended writing tasks. Evaluating for themselves, drawing their own conclusions based on evidence presented to them.</i></p> <p>Ambition – <i>students encouraged to complete high levels of challenge.</i></p> <p>Collaboration – <i>many group activity tasks planned throughout. Lots of class discussion / debate.</i></p> <p>Creativity – <i>explore different ways to look at problems – particularly looking at solutions. Thinking through alternative and opposing arguments.</i></p>	