


**SUBJECT: RELIGIOUS EDUCATION**

Year Group	Year 9					
Rationale	The theme for this year is: 'Becoming a person of God'.  By the end of the year of study, all students should be able to describe how someone who calls themselves a person of God, would live their life. Higher ability students will be able to make judgements using a variety of evidence and examples. The explanations shown in student work should be more detailed and demonstrate intermittent use of religious sources or scripture to justify their points. Students should be able to articulate and justify their own opinion on a range of religious issues.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Unit:	Messiah	Believing in God/Problem of Evil	A study of another faith: Islam	Love, Sex and Relationships	GCSE Creation	GCSE Creation
Knowledge	Pupils will gain an understanding of the meaning and purpose of prophecy, and will analyse passages from the Old Testament to suggest the qualities that were expected of the Messiah.	Pupils will explore moral and natural evil and explain why these may cause people to doubt God's existence. Pupils will also be able to examine and justify the Christian responses to evil and evaluate their effectiveness in reducing evil and suffering in the world.	Pupils will be able to identify key religious beliefs in Islam: <ul style="list-style-type: none"> <li>• Pillars</li> <li>• Worship</li> <li>• Festivals</li> <li>• Being a Muslim in the UK today.</li> </ul>	Pupils will identify and explain the meaning of different types of love, with a particular focus on the meaning of agape and how it is evidenced in the Gospels and in the world today.  See Relationship and Sex Education Policy	Pupils are to commence their GCSE studies.  Pupils will have an understanding of different Christian interpretations to Genesis Chapter 1 and Genesis Chapter 2.	Pupils will build upon prior knowledge of the Catholic Churches teachings about Creation, to analyse the implications of significant issues, such as: <ul style="list-style-type: none"> <li>• Natural Law</li> <li>• Sustainability</li> <li>• Stewardship</li> </ul>
Skills	<ul style="list-style-type: none"> <li>✓ Explain</li> <li>✓ Compare and contrast</li> <li>✓ Bible skills</li> <li>✓ Interpret scripture</li> <li>✓ Show insight</li> <li>✓ Analyse</li> <li>✓ Reach a justified conclusion</li> </ul>	<ul style="list-style-type: none"> <li>✓ Articulate opinion</li> <li>✓ Compare viewpoints</li> <li>✓ Explain and justify</li> <li>✓ Make judgements</li> <li>✓ Show insight</li> <li>✓ Reach a justified conclusion</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describe</li> <li>✓ Examine</li> <li>✓ Compare and contrast</li> <li>✓ Analyse</li> <li>✓ Reach a justified conclusion</li> <li>✓ Recognising diversity</li> <li>✓ Apply religious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify</li> <li>✓ Describe</li> <li>✓ Examine</li> <li>✓ Explain the influence and significance</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify</li> <li>✓ Recognise</li> <li>✓ Describe</li> <li>✓ Empathise</li> <li>✓ Compare and contrast</li> <li>✓ Show insight</li> <li>✓ Formulate questions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify</li> <li>✓ Describe</li> <li>✓ Evaluate</li> <li>✓ Compare and contrast</li> <li>✓ Reach a conclusion</li> </ul>
Assess-ments	<b>Assessment: Written</b> Pupils will be given the opportunity to demonstrate their understanding of the expectations from key Jewish groups about the messiah, and to evaluate if Jesus meets these expectations.	<b>Assessment: Oracy</b> Pupils work in pairs to produce a PowerPoint presentation explaining the problem of evil and suffering and how this may lead a person to become agnostic or an atheist. This must be presented to the class.	<b>Assessment: Written Keywords</b> Understanding of keywords and key pieces of scripture from this unit of work.	<b>Assessment: RSE Baseline assessment as provided by "Live Life to the full", this is supplemented by an end of teaching assessment to gauge levels of student understanding, misconceptions and progress.</b>	<b>Assessment: Written</b> End of Year Assessment testing knowledge from topics undertaken throughout the year.	<b>Assessment: Written</b> Example GCSE question on this topic marked according to exam criteria.

