

RELIGIOUS EDUCATION Year 9

As part of Humanities, it is the intent of RE to:

- Plan for and facilitate the acquisition of knowledge of humanities subjects, including an understanding of how geographical, historical, religious, cultural, moral, ethical, and care issues shape our world locally, nationally and globally
- Provide a curriculum relevant to the real world and/or individual
- Take students beyond their current knowledge, understanding and/or skill
- Create chances to widen or increase student's opportunities
- Engage and/or promote enjoyment

Curriculum overview:

Unit 1	Unit 2	Unit 3
<p>3.11 What difference does it make to believe?</p> <p>North Yorkshire agreed syllabus for RE strand: LIVING</p> <p>Religion: CHRISTIAN</p> <p>Exploring themes of social justice and injustice, and how people can live guided by principles, including those from religion.</p> <p>Evaluating the benefits and drawbacks of following a religious and non-religious life.</p>	<p>3.1 Do we need to prove God's existence?</p> <p>North Yorkshire agreed syllabus for RE strand: BELIEVING</p> <p>Religion: CHRISTIAN & MUSLIM</p> <p>Learning the philosophical and religious arguments for the existence of God, alongside the counter arguments. Applying these ideas to ultimate questions such as 'why does evil exist?', and 'what happens after we die?'</p>	<p>3.10 Does religion help people to be good?</p> <p>North Yorkshire agreed syllabus for RE strand: LIVING</p> <p>Religion: CHRISTIAN & HUMANIST</p> <p>Further exploring how people decide and apply morals and ethics. Looking at religious beliefs and stories in the context of the modern world and applying them to ethical and moral dilemmas that people encounter throughout their lives.</p>
Important vocabulary:	Important vocabulary:	Important vocabulary:
<ol style="list-style-type: none"> 1. Authority 2. Discrimination 3. Golden Rule 4. Morality 5. Prejudice 6. Racism 7. Rights 8. Sexism 9. Scapegoat 10. Xenophobia 	<ol style="list-style-type: none"> 1. Cosmology 2. Creation 3. Evolution 4. Original sin 5. Omnipotence 6. Omniscience 7. Omnibenevolent 8. Philosophy 9. Teleological 10. Trinity 	<ol style="list-style-type: none"> 1. Abortion 2. Absolute morality 3. Ethics 4. Genetic engineering 5. Human rights 6. Organ donation 7. Stewardship 8. Relative morality 9. Situation ethics 10. Transplant surgery

****Students will also study aspects of the Sex and Relationship Education (SRE) curriculum in Religious Education lessons, to enrich learning on the SRE elements that have been taught in Year 9 PSHCEE. We will consider these from both religious (Christian) and non-religious perspectives. Parents are able to exercise their right to withdraw their child from non-mandatory aspects of SRE.***

Key staff contacts:

Mrs Rowland: Faculty Leader jrowland@fs.ebor.academy

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What are our curriculum aims for your child in year 9?

-  Knowledge of religious beliefs and practises
-  Understanding of religious beliefs and practises
-  Develop student's awareness and appreciation of different perspectives, both religious and secular
-  Explore positives and negatives/for and against to enable students to evaluate to reach informed conclusions that reflect the views of themselves and other people

How can I help my child be successful in Religious Education?

Talking to your child.

About anything! RE is about our opinions, experiences, feelings, views. Sometimes these are really complicated, and difficult! Practising articulating these is the only way that any of us can get better at it. Ask questions-get your child thinking! Talking should go hand in hand with...

Listening to your child.

This sets a great example of how we can show others respect. Your children look up to you, and will copy your example. It also gives them a chance to formulate their own opinions.

Exploring with your child.

Don't shy away from difficult issues. Because RE involves a lot of opinions, it's very difficult to be 'wrong'. You may disagree, but that is a different matter. Being afraid to explore things could lead to misunderstanding, confusion, fear, hatred, etc.

So, be open-minded, explore, talk, and listen.

How will you assess my child's progress?

Assessment of learning takes many forms and is an on-going process, not limited to singular lessons. We assess how your child is learning through their written and oral responses.

We provide formative feedback that requires a response from our student, to correct or further develop their knowledge and understanding. Typically, students complete this work in green pen and are then able to reflect clearly on where they have made progress.

Humanities recognise the importance of practicing extended writing pieces, to prepare students for the rigours of GCSE study.

Assessment and feedback, both summative and formative, is used to inform the reports you receive home.

Please feel free to contact us to discuss our assessment policy in depth.

