

## Religious Education

The intent of Religious Education (RE) is to engage students in a systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. There is a mixture of “learning about” and “learning from” religion.

In RE, students are encouraged to respect themselves and understand their own identity, to respect others, and to understand their own and others' rights and responsibilities. Currently, as communities become more diverse there is an even greater need for a more religiously literate and tolerant society. RE plays a key role in creating social cohesion and generating genuine understanding and empathy between communities - reducing friction, intolerance and social unrest.

We know teaching RE is different to other subjects. While many curriculum subjects are about sharing knowledge, teaching RE is often about building an understanding of a system of beliefs. In addition, the concepts which students need to understand are often highly abstract. This reflects in the attitude and attainment of some students who find RE too hard, too boring or irrelevant to everyday life. Students can become disengaged and struggle to push beyond a simple understanding of spiritual ideas, which leads to a cycle of underachievement. Our aim is to break this cycle by building and embedding a coherent, effective approach to teaching RE so we can ensure there is quality and cohesion in teaching and learning across the subject. We want to continue to improve our teaching of RE across the entire department so that we can enhance our students' enjoyment, resilience, understanding and attainment in RE.

Our vision is for all young people to enjoy and succeed in RE, regardless of background. We have high expectations for every student and believe that anyone can become successful in RE as long as we give them the appropriate learning opportunities. We, as teachers, can all develop through sharing practice, offering support, dedication and hard work. Adopting and encouraging a determined, flexible attitude enables students to develop resilience and confidence, and see the value of grappling with complexity, taking risks and in learning from any mistakes.

### Year 8 Religious Education

#### Terms One, Two and Three

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| Content of study                                        | The impact of religious belief on beliefs and behaviour                                                                                                                                                                                                                                  |
| What are the aims and objectives of this term?          | <ul style="list-style-type: none"> <li>To consider the ultimate question, ‘Does religion make a person better?’</li> </ul>                                                                                                                                                               |
| What previous knowledge is required?                    | None                                                                                                                                                                                                                                                                                     |
| How will this term's content help with future learning? | <ul style="list-style-type: none"> <li>An understanding of how religious belief can impact behaviour as demonstrated in the Civil Rights Movement</li> </ul>                                                                                                                             |
| Resources                                               | <ul style="list-style-type: none"> <li>All video clips that pupils can access to get extra support are listed in the PowerPoint</li> <li>YouTube: <a href="#">Y8 Religion makes better people - YouTube</a></li> <li>Exam style questions are found in the lesson PowerPoints</li> </ul> |
| Links to the national curriculum/specification          | Links to Kent Agreed Syllabus<br><a href="#">Learning-Across-the-Curriculum.pdf (kelsi.org.uk)</a>                                                                                                                                                                                       |
| Assessments                                             | Students complete tasks in class, and at home, in addition to a formal assessment each term.<br><br>Terms Five and Six assessment example:<br>‘Religion doesn't make a person better!’                                                                                                   |

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|                                                         | <p>Discuss this statement, showing you have considered more than one point of view. You must refer to religion and belief in your answers.</p> <p>Suggestions as to how to answer Part d questions<br/>Paragraph 1 – Include all the reasons FOR the statement<br/>Paragraph 2 – Include all the reasons AGAINST the statement<br/>Paragraph 3 – A CONCLUSION with your view, your reasons and your opinion on the reasons in Paragraph 1 and Paragraph 2</p>                                                                                                                                                                                             |
| <b>Terms Four, Five and Six</b>                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Content of study                                        | Death education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| What are the aims and objectives of this term?          | <ul style="list-style-type: none"> <li>• Ultimate question - 'Is death the end?'</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| What previous knowledge is required?                    | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| How will this term's content help with future learning? | <ul style="list-style-type: none"> <li>• An understanding of the range of responses as to whether there is any form of life after death</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Resources                                               | <ul style="list-style-type: none"> <li>• All video clips that pupils can access to get extra support are listed in the PowerPoint</li> <li>• YouTube: <a href="#">Y8 Death education - YouTube</a>.</li> <li>• Exam style questions are found in the lesson PowerPoints</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        |
| Links to the national curriculum/specification          | <p>Links to Kent Agreed Syllabus<br/><a href="#">Learning-Across-the-Curriculum.pdf (kelsi.org.uk)</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Assessments                                             | <p>Students complete tasks in class, and at home, in addition to a formal assessment each term.</p> <p>Terms Three and Four assessment example:<br/>'There must be something after I die!'<br/>Discuss this statement, showing you have considered more than one point of view. You must refer to religion and belief in your answers.</p> <p>Suggestions as to how to answer Part d questions<br/>Paragraph 1 – Include all the reasons FOR the statement<br/>Paragraph 2 – Include all the reasons AGAINST the statement<br/>Paragraph 3 – A CONCLUSION with your view, your reasons and your opinion on the reasons in Paragraph 1 and Paragraph 2</p> |