

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 9 Religious Education

Terms One, Two and Three

Content of study	Belief in God
What are the aims and objectives of this term?	Ultimate question - ‘Does belief in God matter?’
What previous knowledge is required?	None
How will this term's content help with future learning?	- An understanding of theism, atheism and agnosticism - An understanding of the range of responses as to how people decide which category they fall into.
Resources	- All video clips that pupils can access to get extra support are listed in the PowerPoint on Teams. - YouTube: Y9 Belief in God - YouTube. - Exam style questions are found in the lesson PowerPoints.
Links to the national curriculum/specification	Links to Kent Agreed Syllabus Learning-Across-the-Curriculum.pdf (kelsi.org.uk)
Assessments	Students complete tasks in class, and at home, in addition to a formal assessment each term. Terms One and Two assessment example:

	'There's no proof God exists; it makes no sense to believe now!' Discuss this statement, showing you have considered more than one point of view. You must refer to religion and belief in your answers. Suggestions as to how to answer Part d questions Paragraph 1 – Include all the reasons FOR the statement Paragraph 2 – Include all the reasons AGAINST the statement Paragraph 3 – A CONCLUSION with your view, your reasons and your opinion on the reasons in Paragraph 1 and Paragraph 2
Terms Three and Four	
Content of study	Spiritual expression using the arts
What are the aims and objectives of this term?	Ultimate question - 'How can the arts be used to express spiritual ideas?'
What previous knowledge is required?	None
How will this term's content help with future learning?	An understanding of how complex religious and non-material ideas can be expressed in a range of media
Resources	- All video clips that pupils can access to get extra support are listed in the PowerPoint - YouTube: Y9 Spiritual expression using the arts - YouTube - Exam style questions are found in the lesson PowerPoints
Links to the national curriculum/specification	Links to Kent Agreed Syllabus Learning-Across-the-Curriculum.pdf (kelsi.org.uk)
Assessments	Students complete tasks in class, and at home, in addition to a formal assessment. Terms Three and Four assessment example: Design a monument to be erected on the North Downs above Maidstone and the M20 corridor expressing what life is like for people living in Kent in 21 st century.
Terms Five and Six	
Content of study	Religion and Conflict
What are the aims and objectives of this term?	Ultimate question - 'Does religion cause conflict?'
What previous knowledge is required?	None
How will this term's content help with future learning?	An understanding of how religion can contribute to world conflict
Resources	- All video clips that pupils can access to get extra support are listed in the PowerPoint. - YouTube: Y9 Religion and conflict - YouTube - Exam style questions are found in the lesson PowerPoints
Links to the national curriculum/specification	Links to Kent Agreed Syllabus Learning-Across-the-Curriculum.pdf (kelsi.org.uk)
Assessments	Students complete tasks in class, and at home, in addition to a formal assessment each term. Terms Five and Six assessment example: 'Religion causes more conflict than it solves!'

	Discuss this statement, showing you have considered more than one point of view. You must refer to religion and belief in your answers. Suggestions as to how to answer Part d questions Paragraph 1 – Include all the reasons FOR the statement Paragraph 2 – Include all the reasons AGAINST the statement Paragraph 3 – A CONCLUSION with your view, your reasons and your opinion on the reasons in Paragraph 1 and Paragraph 2
--	---