

Religious Education (RE)

Course Description	<p>Students should extend and deepen their knowledge and understanding of a range of religions and other world views, studying these systematically and recognising their personal, local, national and global context. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study. They should understand how religions and beliefs influence the values and lives of individuals and groups, and how they have an impact on wider issues. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions. At Key Stage 3, students extend their study to include Christianity and Hinduism. They build on their knowledge of Buddhism and the other three major world faiths, as well as developing understanding of non-religious world views. There should be recognition of other belief systems and practices and understanding of the diversity within religions.</p> <p>To achieve a broad and balanced curriculum, the syllabus is built around three aims. RE should ensure that all pupils:</p> <ul style="list-style-type: none">• Investigate the beliefs and practices of religions and other world views;• Investigate how religions and other world views address questions of meaning, purpose and value;• Investigate how religions and other world views influence morality, identity and diversity. <p>To teach about Buddhism and another five world faiths: Christianity, Hinduism, Islam, Judaism and Sikhism. However, there is enormous diversity within these traditions and this should be recognised in planning.</p> <p>The syllabus also encourages study of faiths and traditions not included in the six world religions defined in guidance.</p> <p>Teachers should have discretion in this and should reflect the community and context within which they work.</p>
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Course Aims	<p>There are three broad aims, each subdivided into two areas. A balance of these should be included at every key stage. Students should:</p> <p>A. Investigate the beliefs and practices of religions and other world views; B. Investigate how religions and other world views address questions of meaning, purpose and value; C. Investigate how religions and other world views influence morality, identity and diversity.</p> <ul style="list-style-type: none">• To foster an awareness that the human search for meaning is common to all peoples, of all ages and at all times• To explore how this search for meaning has found, and continues to find, expression in religion• To identify how understandings of how religious traditions, have contributed to the culture in which we live, and continue to have an impact on personal life-style, inter-personal relationships and relationships between individuals and their communities• To appreciate the richness of religious traditions and to acknowledge the non-religious interpretation of life• To contribute to the spiritual and moral development of the student• To foster an understanding and critical appreciation of the values - moral, spiritual, religious, social and cultural• To nurture a sense of personal identity, self-esteem and awareness of one's particular abilities, aptitudes and limitations, combined with respect for the rights and beliefs of others
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Course Content	<p>As part of knowing about and understanding a range of religions and other world views, students should be taught to:</p> <ul style="list-style-type: none">• Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience, in order to understand religions and other world views as coherent systems or ways of seeing the world;
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- Explain how and why individuals and communities express their beliefs and values in many different ways, enquiring into this variety and the links between them.

Specifically, any systematic teaching about religion should focus on **beliefs, practices and ways of life**, including:

- Key beliefs including incarnation, resurrection and salvation;
- How these beliefs are represented in key texts and sources;
- The differences in interpretation of these beliefs across the diversity of religion;
- How these beliefs impact on the expression of religion in individual and community life.

As part of exploring **questions of beliefs and meaning**, pupils should be taught to:

- Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy;
- Consider, analyse and evaluate a range of approaches to questions of beliefs and meaning using some introductory theological approaches.

As part of investigating **questions about morality and diversity**, pupils should be taught to:

- Explore and express insights into significant moral and ethical questions and reflect personal responses, drawing on a range of examples;
- Observe and interpret a wide range of ways in which commitment and identity are expressed, accounting for the impact of diversity within and between communities.

<p>Assessment Objectives</p> <p>(Specifications and Standards)</p>	<p>AO1: Knowledge Students should be able to:</p> <ul style="list-style-type: none"> • use knowledge in order to describe the religious practices, experiences and beliefs of others • select and deploy relevant knowledge of the religions studied. <p>AO2: Understanding and interpretation Students should be able to:</p> <ul style="list-style-type: none"> • show understanding of religious beliefs and practices by explaining their significance for believers • demonstrate awareness and understanding of religious responses to contemporary issues, both personal and social. <p>AO3: Evaluation Students should be able to:</p> <ul style="list-style-type: none"> • evaluate different views on issues arising from religious belief and practice by using evidence and argument.
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<p>Scheme of Assessment</p> <p>(Evaluation of Student Performance)</p>	<p><u>Years 7-8-9</u></p> <p>Assessment should be used as a continuous part of the teaching-learning process, involving pupils, wherever possible, as well as teachers, in identifying next steps.</p> <p>Assessment for any purpose should improve learning by exerting a positive influence on the curriculum at all levels. It must, therefore, reflect the full range of curriculum goals.</p> <p>Approximate weighting of assessment objectives for qualification: AO1: 35 % AO2: 35 % AO3: 30 %</p> <p>Weighting of formative and summative assessments (Y7-9):</p> <p>Before midterm: 20% After midterm: 20% Midterm Examination: 30% Final Examination: 30%</p>
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Grading Policy	<p><u>Years 7-8-9</u></p> <p>All assessment is criterion referenced and aligned to learning objectives as outlined in the teacher’s term projections. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group.</p> <p>Formative assessments may be given a mark, a grade or a comment. It values teacher judgement and informs the learner about strengths and areas of development. All summative assessments are graded on a scale as published in the whole school assessment policy.</p> <p>Grading: 90-100%: A* 80-89%: A 75-79%: B+ 70-74%: B 65-69%: C+ 60-64%: C 55-59%: D+ 50-54%: D 0-49%: F</p>
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