

## RE

### Curriculum Purpose

RE's purpose at KS3 is to introduce students to key questions within human thought and to explore philosophical concepts through the lens of religion as well as from their own experience. At KS4 (option GCSE) we conduct an academic study of the largest and most influential religions in the world: Christianity and Islam. We study the context in which these faiths were formed, track their development over time and examine their impact on the world today, with a specific focus on British society and values. At each stage we intend to engage students in their study through seeing how these issues affect them and their world, whether they are religious or not. Ultimately, the study of religion is the study of humanity, its history, values and cultures.

By the end of the course students should confidently know and understand the key beliefs of these faiths, be able to identify and explain the teachings and sources of wisdom that underpin them and be able to describe and explain practices carried out within and around these faiths. Additionally, students will develop the ability to critically analyse claims related to these beliefs, teachings and practices, presenting a range of potentially opposing views and forming convincing critical judgements in a respectful and academic way.

### Implementation

#### Current Key Stage 3

**Years 7-9** The KS3 RE course begins with students being introduced to some of the key 'human questions,' such as 'is there a God?' and 'does anything happen when we die?' that form the core of many systems of religious belief but also the human experience. From here they will consider how religion has developed within humanity as a way of seeking and recording answers to these questions. In year 7 we will study the key beliefs of Christianity, Islam and Hinduism. In year 8 we build upon this knowledge by studying the key practices of these faiths to understand how they are lived by believers and affect the world more generally. In year 9 we build upon this by looking at ethical issues in the world, such as those around relationships, medical issues, issues of crime, war, etc. and consider how the teachings of the faiths we have studied, as well as non-religious ideas such as those presented by Humanism, may be applied to the world.

#### Current Key Stage 4

**Year 10** We begin by building upon our KS3 foundation with a summary 'introduction' unit exploring the Old Testament of the Bible. This helps students to understand the Jewish roots that underpin much of the meaning of Christianity. This is mainly taught through story narratives, but it must be emphasised that these stories form the core of the academic study. Teaching of structured answers begins. Christianity is more familiar to the students, so forms the focus of our studies as our 'main faith.' Before the end of year 10 students will have a strong understanding of Christian Beliefs and Teachings and Christian Practices. They will be ready to apply their understanding of Christianity to issues in the modern world within our 'Themes' component. We study four Themes: Relationships, Life and Death, Good and Evil and Human Rights. Students need to develop an understanding of issues within these Themes that are controversial in the world today, such as the death penalty, evolution, abortion, marriage and family, etc. Students need to be able to develop and analyse a range of views on these Themes, including religious and non-religious viewpoints.

**Year 11** We begin year 11 by completing our Themes topics. Once this is done, we complete a study of our second religion, Islam. The Islam paper is taught last to ensure student maturity and ability to connect complex Islamic and Arabic ideas to ideas they will now well recognise within Christianity. To a degree, it is taught as a ‘standalone paper,’ however elements from the unit can be applied within Themes. The Beliefs and Teachings unit looks at the Nature of Allah, prophethood, angels, akhirah (the afterlife) and foundations of faith. In many cases there is direct correlation to Christian Beliefs and Teachings, and this should provide a lead to revise Christianity for mastery and to revise and apply Islamic ideas to the Themes. The Practices looks at the Five Pillars of Sunni Islam, the Ten Obligatory Acts of Shi’a Islam, Jihad and festivals and commemorations in Britain and elsewhere.

## Impact

### Assessment

Assessment at KS3 begins each year with a baseline assessment using multiple choice and extended essay to establish what students already know. At the end of the year this assessment is repeated to chart progress overall. Throughout the year there are many elements of peer and student assessment as they develop their ideas, and teacher assessment is predominantly focussed on helping students develop their ability to analyse and present arguments effectively.

Assessment of the KS4 RE GCSE course is fully exam based. There is no coursework.

Throughout the course students will be taught exam skills and there will be regular exam practice. At roughly six-hour intervals throughout the course students will have exam question-based assessments that are marked, with students given feedback to improve. At the end of each component that is taught there will be a full assessment completed in exam conditions. Students will also have yearly mock exams.

### KS4

GCSE RE Award	Weighting	Assessment	When
Component 1: Religious, Philosophical and Ethical Studies in the Modern World	50%	External Exam	End of Year 11
Component 2: Christianity	25%	External Exam	End of Year 11
Component 3: Islam	25%	External Exam	End of Year 11

## Department

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