



## Sir John Cass Red Coat School Programme of Study – Key Stage 4

Subject: **RE**

Year 10	Year 11
<p><b>Topics Covered/ Areas of Focus:</b></p> <p>Christianity and Islam Worship and Key Beliefs</p>	<p><b>Topics Covered/ Areas of Focus:</b></p> <p>Christianity and Islam Religion and Morality Schemes of Work</p>
<p><b>Skills Development &amp; Expected Progress:</b></p> <p>The religious Studies Specification helps students to become aware of issues of local, national and global concern and placing them in spiritual and moral contexts. By understanding the beliefs and practices of religions and world views, students can make connections between belief and action. Through a consideration of the beliefs behind environmental action, the needs of refugees or the work of aid agencies, students can become aware of the connections between beliefs, lifestyles, and ultimate questions. Understanding the right to hold different beliefs enables students to see diverse religions and beliefs as a significant part of the local, national and global community, and of human experience. They can develop as reflective and responsible citizens in a plural society and global community, with a strong awareness of religious and ethical diversity.</p> <p>By evaluating ethical issues, and expressing views using reasoned arguments, students can enhance their capacity and desire to make a positive contribution to debates and decision in society.</p> <p>The specification is designed to be both relevant to candidates' lives and enjoyable courses of study to follow. The wide range of topics available for study provide an opportunity for personalised learning, enabling candidates to study units that support their individual strengths and interests.</p>	
<p><b>Assessment:</b></p> <p>Assessment should be carried out regularly in line with the school's assessment policy and is monitored by the Head of RE and SLT line manager. To gain a full course candidates take any two of the six units available. Each unit accounts for 50% of the total full course marks.</p> <p>Written papers – 2x 1 hour 30 minutes Candidates answer four structured essay questions from the choice of six given. Each question is worth 18 marks. There are four additional marks on the paper for SPaG The question paper is worth 76 marks in total.</p>	

<p><b><u>Literacy:</u></b></p> <p>Through the development of literacy skills, with a particular focus on oracy and extended writing, pupils are prepared for the academic rigour of the university and the workplace.</p>	
<p><b><u>Numeracy:</u></b></p> <p>Working our percentages; analysing data</p>	
<p><b><u>ICT:</u></b></p> <p>Independent learning. Research. Lesson work in VLE</p>	
<p><b><u>Life in Modern Britain:</u></b></p> <p>Individual liberty i.e. should people have the right to draw a picture of the prophet. Discussing authority in the UK and democracy. Comparing Sharia law and British law Respecting and tolerating all beliefs and faiths in Britain. Religious buildings across the UK. The 10 commandments in comparison to British laws. Tolerance and Freedom of Choice. Respecting British culture, i.e. on marriage</p>	<p><b><u>Life in Modern Britain:</u></b></p> <p>Value of life Individual liberty (including being a choice of donor). British law on cloning. Rule of Law and British Values Respect for all British Society and the law regarding drugs Rich and poor in British society Freedom of choice. Britain as a caring society globally.</p>
<p><b><u>SMSC:</u></b></p> <p>Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-base curriculum is essential to promote the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.</p> <p>Social – Emphasis on literacy and oracy development, group work and role play</p>	<p><b><u>SMSC:</u></b></p> <p>Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-base curriculum is essential to promote the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.</p> <p>Social – Emphasis on literacy and oracy development, group work and role play</p>

<p>Moral – Exploration of issues of spending money on religious buildings          Spiritual – Awe and wonder the idea of God          Cultural – Comparisons of different cultural festivals, food laws and rites of passage</p>	<p>Moral – Exploration of issues of drugs, causes of crime, euthanasia, fertility treatments          Spiritual – Awe and wonder at world and sense of sanctity or preciousness of life          Cultural – Comparisons of different values about crime, drug and alcohol addiction and care for the elderly</p>
<p><b><u>Meeting the needs of individual students &amp; Additional Support:</u></b></p> <p>SEN support          G&amp;T students monitored</p>	
<p><b><u>Extra-Curricular Activities &amp; Club:</u></b></p> <p>Christian and Muslim Unions</p>	
<p><b><u>Independent Study/ Homework:</u></b></p> <p>Set weekly</p>	
<p><b><u>Resources for Learning Support and VLE:</u></b></p> <p>Independent learning          Lesson work in VLE</p>	