



Year 9 Religious Studies

Aims:

- *To be aware of the different ethical issues that affect our world today and to look at a variety of religious and non-religious responses to these issues.*
- *To be aware of the work done by various religious and non-religious groups in supporting society and taking care of the planet.*
- *To prepare students for GCSE RS by developing exam techniques.*
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Content:

Students will focus on philosophical concepts that are relevant to modern society. The year will look at: the origin of the universe, modern ethical issues, crime and punishment, human rights and social justice, and religion and war. The year will allow students to learn about and from the views from a variety of religious groups as well as Humanist (non-religious) groups. Students will look to apply teachings of all the 6 main religions to different philosophical issues. All of this will ensure students receive a balanced and unbiased introduction to philosophical matters and allow them to develop their own points of view and beliefs. The year concludes by looking at denominational differences within Christianity and the difference between Sunni and Shia Muslims.

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	Students begin by the year by looking at modern ethical issues in society, relating to abortion, euthanasia and the use of animals by humans. Students will complete an extended project on an animal rights issue of their choice as part of their grade. Before the end of Term 1 students begin to look at crime and punishment focussing on why crime happens and how we should deal with it.	5-question assessment on abortion and euthanasia Keyword quiz Extended project on an animal rights issue Multiple-choice content checks
	Term 2	Term 2 begins by finishing the crime and punishment unit, looking at the importance of forgiveness and arguments around the use of the death penalty. Students then begin a unit on social justice and human rights. Students explore what human rights are and why they are important, the position of women in religion, positive discrimination, and poverty and exploitation.	5-question assessment on Religion, Crime and Punishment Keyword quiz 5-question assessment on Human Rights and Social Justice Keyword quiz Multiple-choice content checks
	Term 3	Term 3 explores Religion and War. The term begins by looking at Just War theory, before moving onto how Religion can be linked to the Holocaust, terrorism, pacifism and peace-making. The year finishes by looking at differences within Christianity and Islam in preparation for GCSE.	5-question assessment on Religion and War Keyword quiz Multiple-choice content checks

Assessment:

Assessment is consistent in RS, focussing on questions that are in the style of GCSE exam questions. Students will regularly have the opportunity in lessons to self and peer assess their knowledge about religious and nonreligious viewpoints as well as their understanding of key terminology. Teachers will endeavour to provide regular feedback using formative assessments and review tickets to ensure students make progress. Extended Learning will often feature knowledge quizzes to assess what knowledge the students are retaining.

Extended Learning:

Students will be given a mixture of chunked revision, creative projects and tasks and research work to be completed at home to help consolidate and extend learning that is completed in the classroom.

Connection to the JTFS Approach

Whole School Theme	How does Religious Studies support this?
STRIPE	Students are encouraged to improve communication with peers as well as honing enquiry skills by analysing information and asking probing questions. Students also practice being effective communicators by being active listeners and being tolerant of views that are different from their own. Students are encouraged to consistently reflect on their own beliefs and values in response to a range of ethical issues.
STEAM	Students study the use of animals in scientific research in term 1. Students will also explore the development of a foetus when studying different views on abortion. In term 3, students will consider the use of technology in modern warfare and whether there should be limits on this.
Literacy	Students are quizzed on tier 3 vocabulary across the year to secure understanding and intervene where necessary. Students are encouraged to improve oracy and develop their ability to write well-argued essays on complex matters. Reading is a consistent part of the curriculum. Links are established with English to explore themes and issues around the Holocaust.
Numeracy	The idea of a fair wage is considered during the social justice and human rights module, whereby percentages are discussed to consider what constitutes exploitation. In term 3, students will explore whether statistics have an impact on what is right and wrong in warfare.
SMSC, British Values and Citizenship	Students are taught to respect religious diversity, be tolerant of beliefs that different individuals have and appreciate the great things we can learn from each other and various cultures and religious faiths. Students learn about how the law is made and upheld in the UK and where these laws originate from. Students also look at the values of equality, forgiveness and reconciliation. Study of the Holocaust intertwines with History and English and helps to develop students' moral and social awareness of this seismic and tragic event in human history.

Religious Education (RE)/Worldviews Withdrawal Guidance

"All pupils are entitled to receive Religious Education (RE) as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development."

Religious Education in English Schools: Non-statutory Guidance (2011)

The law also gives parents the right to withdraw their child(ren) from collective acts of worship and/or Religious Education lessons in accordance with the Education Reform Act (1988).

At **John Taylor Free School**, we respect this right.

In the UK, the law does not prescribe how Religious Education should be taught or organised in schools. Schools are required to ensure that:

- RE is taught in line with the ethos and values of the school
- Students make good progress by learning about, and from, the world around them
- Teaching Standards are adhered to at all times
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At **John Taylor Free School**, we believe that our Religious Education curriculum fulfils these requirements.

Parental Right to Withdraw Children from Religious Education

Parents have the legal right to choose whether to withdraw their child from Religious Education without influence from the school. John Taylor Free School ensures that parents and carers are informed of this right and are made aware of the educational aims and content of the RE curriculum.

If a student is withdrawn from Religious Education:

- The school has a duty to supervise the student
- The school is not required to provide alternative teaching or additional work
- Any suitable work relating to religious education must be provided by the parent
- A student may not be withdrawn from RE in order to complete work in another subject

Students will normally remain on the school premises unless they are lawfully receiving religious education elsewhere.

Parents may choose to withdraw their child from:

- All Religious Education lessons (total withdrawal), or
- A specific part of the RE curriculum (partial withdrawal)

Parents are not required to provide a reason for withdrawal. However, parents should be aware that withdrawal from Religious Education during a GCSE RE course will have a significant impact on a student's progress and examination outcomes.

If a parent wishes their child to receive alternative Religious Education provision, this must be arranged and funded by the parent.

Withdrawal Procedure

If a parent chooses to withdraw their child from Religious Education and/or religious assemblies at John Taylor Free School, they must:

- Inform the school in writing of their request, clearly stating whether the withdrawal is total or partial
- Address the written request to the Headteacher of John Taylor Free School
- Note that verbal communication (for example, by telephone, via the student, or through notes in exercise books) is not an acceptable method of request

Upon receipt of a written request:

- Parents will be invited to meet with the Curriculum Leader of Humanities and the student's Progress Leader
- Where appropriate, a member of the Senior Leadership Team may also attend
- This meeting will provide an opportunity to discuss any concerns about Religious Education and to clarify the practical arrangements and implications of withdrawal