

Felpham Community College – Key Stage 3 S of W

Subject: RE	Year: 9	Leader: Mr C Mason
<p>Autumn Term 1</p> <p>Topic: Being Muslim Islam in the media What is Islamophobia? Islamic dress The challenges faced post 9/11</p>	<p>Activities</p> <p>In this unit students will explore the beliefs and practices that are important within Islam. They will also develop their evaluation and analysis skills by investigating the issues and challenges faced by Muslims in modern British society.</p> <p>Research tasks Case studies Presentations Extended writing tasks Letter writing</p>	<p>Homework</p> <p>Students complete an investigation into how Muslims are presented in the media and the effect this can have, both on Muslims & non-Muslims. Research tasks Spelling tests</p> <hr/> <p>Assessment Plans</p> <p>Key words / definitions / extended piece of writing. Extended written task based on case studies of religious practice and Islamophobia</p>
<p>Literacy / Numeracy / ICT: Discussions, group work, presentations and an organised debate.</p>		
<p>Autumn Term 2</p> <p>Topic: Return to the Island What is morality? What do duties and responsibilities do we have? Ethical issues: abortion, euthanasia, Capital punishment</p>	<p>Activities</p> <p>In this unit students explore different philosophical and ethical issues that relate to matters of life and death and morality. This unit builds on a year 7 scheme of work where students studied key concepts found in religion and are now asked to build on key skills of evaluating and analysing issues such as euthanasia, abortion and life after death.</p> <p>Group work Personal reflection Presentations Extended writing tasks Evaluation tasks Case studies</p>	<p>Homework</p> <p>Research tasks Diary entries Spelling tests</p> <hr/> <p>Assessment Plans</p> <p>Summative assessment/GCSE past paper</p>
<p>Literacy / Numeracy / ICT: Discussion, personal reflection, group work and timed discovery.</p>		
<p>Spring Term 1</p> <p>Topic: Getting Hitched! What is marriage? Why do people choose to get married Religious attitudes</p>	<p>Activities</p> <p>This is a partly experiential unit exploring the different ceremonies and practices of marriage. It builds on these experiences to explore the difference between forced and arranged marriage and different attitudes to civil partnerships.</p> <p>Role play Group work Presentations Research tasks Evaluation written tasks Personal reflections</p>	<p>Homework/Assessment</p> <p>Students complete research and a presentation to their class on two different marriage ceremonies.</p> <hr/> <p>Assessment Plans</p> <ol style="list-style-type: none"> 1. Summative assessment/ GCSE past paper question 2. Report on forced marriage
<p>Literacy / Numeracy / ICT: Group work, discussion, video clips, timeline activity.</p>		

Spring Term 2	Activities	Homework
<p>Topic: The problem of evil and suffering</p> <p>What is evil?</p> <p>What are the forms of suffering?</p> <p>Is suffering natural or man-made?</p> <p>In what ways is suffering unjust?</p> <p>Has suffering any purpose?</p> <p>What questions does suffering raise about God's love, power and purpose?</p> <p>How do/should believers respond in the face of suffering?</p>	<p>This topic explores the concepts of evil and suffering in a created world, God's responsibility for each, and man's response.</p> <p>Group work</p> <p>Debate</p> <p>Class discussions</p> <p>Extended writing</p>	<p>Spelling tests</p> <p>Research task</p>
		<p>Assessment Plans</p> <p>Key words / definitions / extended piece of writing.</p> <p>Summative assessment /GCSE past paper.</p>

Literacy / Numeracy / ICT:

Summer Term 1	Activities	Homework
<p>Topic: Is Humanism a religion?</p> <p>What is humanism?</p> <p>Secularism in society</p> <p>The role of religious practice</p>	<p>In this unit students will explore the definition of religion and the different opinions of what religion is. They will look at Humanism and analyse if it should be regarded as a religion.</p> <p>Group work</p> <p>class discussion</p> <p>Research/case studies</p> <p>Presentations</p>	<p>Complete a poster explaining their perspective on whether Humanism is a religion or not.</p>
		<p>Assessment Plans</p> <p>Extended piece of writing.</p>

Literacy / Numeracy / ICT: Presentations with peer assessment, discussions, personal reflection and timed discovery.

Summer Term 2	Activities	Homework
<p>Topic: Buddhist ideas on suffering</p> <p>What is Buddhism?</p> <p>What is the purpose of suffering?</p> <p>How do Buddhists overcome suffering?</p> <p>Who was Siddhartha Gautama?</p> <p>What are the key teachings in Buddhism?</p>	<p>This unit is designed to introduce Buddhism and its key teachings on suffering. Students will consider how teachings impact on Buddhists' lives.</p> <p>Class discussion</p> <p>Extended writing tasks</p> <p>Research activities</p> <p>Autobiographic writing</p> <p>Experiential activities</p>	<p>Write an autobiography as if they were Siddhartha Gautama. They should consider key aspects of his life and the affect this had on him.</p> <p>Research tasks</p>
		<p>Assessment Plans</p> <p>Extended writing task evaluating the origins of Buddhism and key teachings</p>

Literacy / Numeracy / ICT: Discussion and watching clips from various sources.

Website / Resources: www.bbc.co.uk/religion

Extension: Consider and evaluate the importance of religion in a secular society and its place, despite the problem of evil and suffering.

Literacy: Suggested further reading for G&T students to further analyse the problem of evil and a theistic response: The shack by William P Young.