Year 9 Key Stage 3 Curriculum Progress Map: RE

TOPIC TITLES & BIG QUESTION	TERM 1			TERM 2		
	'CAN RELIGION END PREJUDICE AND DISCRIMINATION?' **PREJUDICE AND DISCRIMINATION**			**'DOES LIFE BELONG TO GOD?'** **THE ROLE OF RELIGION IN MAKING MEDICAL ETHICAL DECISIONS**		
OBJECTIVES (the things we want pupils to make progress in)	• To explore Christian and Muslim beliefs about human equality. • To explore the Christian and Muslim actions to stop issues of prejudice and discrimination. • To evaluate whether religion can end prejudice and discrimination.			• To explore the religious beliefs surrounding medical ethical decisions. • To explore religious scripture explaining the importance of human life and belief in sanctity of life. • To evaluate whether life belongs to God using a variety of scripture and non-religious beliefs.		
NEXT STEPS: (Links to future learning)	**KS4:** Issues of Human Rights—Beliefs about equality, actions to prevent and tackle prejudice and discrimination.			**KS4:** Issues of Life and Death—Religious beliefs about abortion, euthanasia and the sanctity of life.		
	KNOWLEDGE AND APPLICATION	**SKILLS**	**LITERACY**	**KNOWLEDGE AND APPLICATION**	**SKILLS**	**LITERACY**
STAGE 4 (GCSE 7-9)	• To evaluate whether religion can stop prejudice and discrimination or not showing a consideration of a number of different viewpoints. • To evaluate religious and non-religious beliefs on prejudice and discrimination.	• Evaluating religious and non-religious beliefs to come to a conclusion—which is the strongest and why? • To use religious scripture to explain the variety of beliefs.	• Create coherent and fluent paragraphs using appropriate conjunctions. • Use varied, appropriate and extensive academic vocabulary. • Spelling, punctuation and grammar are accurate.	• To evaluate whether Life belongs to God or not showing a consideration of a number of different viewpoints. • To evaluate religious and non-religious beliefs on medical ethical decisions.	• Evaluating religious and non-religious beliefs to come to a conclusion—which is the strongest and why? • To use religious scripture to explain the variety of beliefs.	• Create coherent and fluent paragraphs using appropriate conjunctions. • Use varied, appropriate and extensive academic vocabulary. • Spelling, punctuation and grammar are accurate.
STAGE 3 (GCSE 5-6)	• To apply religious beliefs about equality to prejudice and discrimination • To explain how religious beliefs have impacted believers to tackle prejudice and discrimination.	• Explain religious beliefs about equality using religious scripture. • Explain how religious believers have worked to tackle prejudice and discrimination using religious scripture.	• Create coherent paragraphs using appropriate conjunctions. • Use some varied academic vocabulary. • Spelling, punctuation and grammar are mostly accurate.	• To apply religious beliefs about the sanctity of life to medical ethical issues. • To explain whether religious believers would allow medical procedures using religious scripture.	• Explain religious beliefs about the sanctity of life using religious scripture. • Explain whether believers would allow medical procedures using religious scripture.	• Create coherent paragraphs using appropriate conjunctions. • Use some varied academic vocabulary. • Spelling, punctuation and grammar are mostly accurate.
STAGE 2 (GCSE 3-4)	• To explain a religious / non-religious belief about equality.	• Explain why Christians and Muslims believe in equality. • Explain religious beliefs using religious scripture.	• Create coherent paragraphs using appropriate punctuation. • Use some religious vocabulary. • Spelling, punctuation and grammar are usually accurate.	• To explain a religious/non-religious beliefs about the sanctity of life.	• Explain why Christians and Muslims believe that human life is important. • Explain religious beliefs using religious scripture.	• Create coherent paragraphs using appropriate punctuation. • Use some religious vocabulary. • Spelling, punctuation and grammar are usually accurate.
STAGE 1 (GCSE 1-2)	• To describe types of prejudice and discrimination. • To describe religious work to stop prejudice and discrimination.	• Describe using key vocabulary.	• Can use capital letters and basic punctuation so work is mostly coherent. • Use some key terms where appropriate. • Spelling and grammar does not affect understanding.	• To describe pupils' opinion on the question Does life belong to God? • To describe a medical ethical issue and why it is an issue.	• Describing using key terms and reasons why.	• Can use capital letters and basic punctuation so work is mostly coherent. • Use some key terms where appropriate. • Spelling and grammar does not affect understanding.

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TOPIC TITLES & BIG QUESTION	TERM 3		
	'IS RELIGION DANGEROUS?' **RELIGIOUS BELIEFS ABOUT WAR AND PEACE**		
OBJECTIVES (the things we want pupils to make progress in).	• To explore the religious beliefs surrounding war and peace. • To explore religious scripture surrounding conflict and peace. • To evaluate whether religion is dangerous using a variety of scripture and non-religious beliefs.		
NEXT STEPS: (Links to future learning)	**KS4:** Islam Practices—Jihad Greater and Lesser. Issues of Human Rights—extremism and actions to promote reconciliation.		
	KNOWLEDGE AND APPLICATION	**SKILLS**	**LITERACY**
STAGE 4 (GCSE 7-9)	• To evaluate whether religion is dangerous or not showing a consideration of a number of different viewpoints. • To evaluate religious and non-religious beliefs on war and peace.	• Evaluating religious and non-religious beliefs to come to a conclusion—which is the strongest and why? • To use religious scripture to explain the variety of beliefs.	• Create coherent and fluent paragraphs using appropriate conjunctions. • Use varied, appropriate and extensive academic vocabulary. • Spelling, punctuation and grammar are accurate.
STAGE 3 (GCSE 5-6)	• To apply religious beliefs about the war and peace to historical examples of violence. • To explain whether religious believers would allow acts of violence using religious scripture.	• Explain religious beliefs about the war and peace using religious scripture. • Explain whether believers would allow acts of violence using religious scripture.	• Create coherent paragraphs using appropriate conjunctions. • Use some varied academic vocabulary. • Spelling, punctuation and grammar are mostly accurate.
STAGE 2 (GCSE 3-4)	• To explain what religion teaches about war and peace.	• Explain what Christians and Muslims believe about war and peace. • Explain religious beliefs using religious scripture.	• Create coherent paragraphs using appropriate punctuation. • Use some religious vocabulary. • Spelling, punctuation and grammar are usually accurate.
STAGE 1 (GCSE 1-2)	• To describe pupils' opinion on whether religion is dangerous? • To describe acts of violence which have been linked to religion.	• Describing using key terms and reasons why.	• Can use capital letters and basic punctuation so work is mostly coherent. • Use some key terms where appropriate. • Spelling and grammar does not affect understanding.

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