



Key Stage 3 Curriculum Progress Map: Year 9 RE

Topic Titles		TERM 1			TERM 2			TERM 3		
		SHOULD RELIGION BE INVOLVED IN MEDICAL ETHICAL DECISIONS?			CAN RELIGION END PREJUDICE AND DISCRIMINATION?			IS RELIGION DANGEROUS?		
		This unit explores certain medical practices, for instance abortion, euthanasia and IVF. It informs pupils as to what they are and it allows them to form opinions surrounding them. Pupils are encouraged to debate and understand more than one side of the arguments. Pupils use the religions Christianity and Islam and their ethical teachings on medical ethics to aid their knowledge and understanding.			This unit looks at the topics of prejudice and discrimination starting in America during the Civil Rights Movement, including the work of Martin Luther King and moving onto more recent issues of prejudice and discrimination, including homophobia, islamophobia, sexism and racism. Pupils gain skills to evaluate whether religion can help end prejudice and discrimination for good.			This unit looks at the issues of war and violence surrounding religion. Pupils study past religious conflicts, e.g. the Catholic and Protestant violence in Ireland and events of terror such as 9/11. Pupils then consider religious teachings on war and peace and begin to evaluate whether religious beliefs could be linked to such acts of violence. Pupils will also investigate the work for reconciliation completed by many different religions and will be able to explain their opinion on whether religion is or is not dangerous.		
		Knowledge and Application	Skills	Literacy	Knowledge and Application	Skills	Literacy	Knowledge & Application	Skills	Literacy
ASSESSMENT CRITERIA	STAGE 4 (GCSE 7-9)	Pupils are able to demonstrate excellent understanding of medical ethics and the moral dilemmas they present to a believer and non-believer. You are able to apply the strongest Christian and Muslim teaching to each issue and if they are for/against and why. You support your responses with scripture quotes and evaluate with your own informed opinion. Keywords and definitions are used throughout.	To demonstrate excellent understanding, further reading and research on the scientific concepts of the topics and their processes. To write and debate the ethical issues surrounding modern medicine. To learn and apply Christian and Muslim teachings in the correct context. Prioritising what you believe are the strongest arguments for and against and why. Include scripture quotes to support your responses.	<ul style="list-style-type: none"> Pupils are able to create coherent and fluent paragraphs using appropriate conjunctions. Use varied, appropriate and extensive academic vocabulary. Spelling, punctuation and grammar are accurate. 	To evaluate religious teachings on prejudice and discrimination and form an opinion of whether religion is responsible for the end of prejudice and discrimination or not. Pupils are able to apply this knowledge to judge whether the world will ever exist without prejudice and discrimination.	Pupils are to use and analyse scripture quotes, apply them to worldwide issues and can judge whether the teachings on prejudice and discrimination are strong or weak with clear reasons why.	Pupils are able to articulate their answers well using good oracy that is fluent with connectives, subject specific language and is organised to include differing opinions alongside their own.	To evaluate religious teachings on war and peace and apply to examples of violence done in the name of religion in order to argue whether or not religion is violent. Pupils are able to give their own opinion on whether religion is dangerous and whether the world would benefit from being secular.	Pupils are to use and analyse scripture quotes, apply them to worldwide issues and can judge whether religion is dangerous or not and whether the world would be better off secular with clear reasons why.	Pupils are able to articulate their answers well using good oracy that is fluent with connectives, subject specific language and is organised to include differing opinions alongside their own.
	STAGE 3 (GCSE 5-6)	Pupils are able to communicate a clear understanding of all the medical ethics studied in this topic and articulate the opposing arguments regarding them within Christianity and Islam. You use scripture quotes to support your arguments. Keywords and definitions are used throughout.	To show understanding of the scientific concepts of the topics and their processes. To write and debate the ethical issues surrounding modern medicine. To learn and apply Christian and Muslim teaching in the correct context. Prioritising what you believe are the strongest arguments for/against and why. Include scripture quotes to support your responses.	<ul style="list-style-type: none"> Pupils are able to create coherent paragraphs using appropriate conjunctions. Use some varied academic vocabulary. Spelling, punctuation and grammar are mostly accurate. 	To evaluate religious teachings on prejudice and discrimination in order to form an argument about whether religion can or cannot end issues of prejudice and discrimination.	Pupils are to use and analyse scripture quotes and can judge whether the teachings on prejudice and discrimination are strong or weak with clear reasons why.	Pupils are able to articulate their answers fluently using subject specific language and organisation skills.	To evaluate religious teachings on war and peace and apply to examples of violence done in the name of religion in order to argue whether or not religion is violent.	Pupils are to use and analyse scripture quotes, apply them to worldwide issues and can judge whether religion is dangerous or not.	Pupils are able to articulate their answers fluently using subject specific language and organisation skills.
	STAGE 2 (GCSE 3-4)	Pupils are able to understand and evaluate issues of life and death, e.g. abortion and euthanasia. To show understanding of the Christian and Muslim teachings about medical ethics and express your own opinion.	To write and debate the ethical issues surrounding modern medicine. To learn and apply Christian and Muslim teachings in the correct context. Prioritising what you believe are the strongest arguments for/against and why. Include scripture quotes to support your responses.	<ul style="list-style-type: none"> Pupils are able to create coherent paragraphs using appropriate punctuation. Use some religiously specific vocabulary. Spelling, punctuation and grammar are usually accurate. 	To explain what religion teaches about prejudice and discrimination, using scripture quotes and explanations, and to apply these modern examples.	Pupil is able to use scripture quotes with basic explanations of how these link to different examples of prejudice and discrimination.	Pupils are able to describe their ideas and thoughts well, speaking in full sentences and using subject specific vocabulary where appropriate.	To explain what religion teaches about war and peace using scripture quotes explanations, and to apply these modern examples.	Pupil are able to use scripture quotes with basic explanations of how these link to modern examples of religion.	Pupils are able to describe their ideas and thoughts well, speaking in full sentences and using subject specific vocabulary where appropriate.
	STAGE 1 (GCSE 1-2)	Pupils are able to express an understanding of when you think life begins and why life is seen by some as 'sacred'.	To learn the keywords and definitions and apply them in the correct context. To express an opinion of when you think life begins and explain why you think this.	<ul style="list-style-type: none"> Pupils 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 give examples of prejudice and discrimination and describe reasons why religion can stop these issues.	Pupil is able to use key words accurately and is able to describe the reasons clearly with examples.	Pupils make limited statements about what they have decided to do and give some explanation using little subject specific language.	To give examples of religious acts of war and peace and describe what religions teach about this.	Pupil is able to use key words accurately and is able to describe examples of religious war and peace and religious teaching on this.	Pupils make limited statements about what they have decided to do and give some explanation using little subject specific language.