

| | Year 9 | Year 10 |
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| Autumn term | <ul style="list-style-type: none"> express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise varied dimensions of religion or a worldview Responses to ethical debates – Christianity Responses to ethical debates – Islam | <ul style="list-style-type: none"> find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives. <ul style="list-style-type: none"> Key questions on the meaning and purpose of life – Christianity Key questions on the meaning and purpose of life – Islam |
| Spring term | <ul style="list-style-type: none"> express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise varied dimensions of religion or a worldview Responses to ethical debates –Hinduism Responses to ethical debates – Sikhism | <ul style="list-style-type: none"> find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives. <ul style="list-style-type: none"> Key questions on the meaning and purpose of life –Hinduism Key questions on the meaning and purpose of life – Sikhism |
| Summer term | <ul style="list-style-type: none"> express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise varied dimensions of religion or a worldview Responses to ethical debates –Buddhism Responses to ethical debates – Agnostic/ Atheist | <ul style="list-style-type: none"> find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives. <ul style="list-style-type: none"> Key questions on the meaning and purpose of life –Buddhism Key questions on the meaning and purpose of life – Agnostic and Atheist |

CURRICULUM OVERVIEW: KS4 RELIGIOUS EDUCATION

Assessment

- Students are not formally assessed in this subject, we focus on the development of students opinions and knowledge of different belief systems in the UK
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