

<b>Religious Education – Year 7</b>	Head of Department: Mrs P Timms Blanch
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## Content

Religious Education offers students the opportunity of exploring and responding to the 'human experience' and investigating universal issues that are central to the religious and spiritual life of humankind.

Religious Education is taught in accordance with the Hampshire Agreed Syllabus 'Living Difference V', which provides students with the opportunity of enquiring into the world's major religions and many other religious and secular concepts. Students also complete an in-depth study of Christianity and a coherent study of Islam, Judaism and Sikhism. While all aspects of the syllabus are geared towards exploration and critical thinking, key studies also allow students to develop knowledge and understanding of their own particular belief systems or Faiths.

Students study the following units:

### **AUTUMN TERM:**

Why do RE?

An investigation into the very concept of 'religion' and religious education/studies and its value in a multi-cultural secular society. Students explore the different skills RE allows them to develop at KS3 and KS4 and the qualifications that the subject allows them to gain. This initial unit provides students with a complete overview and introduction to the six major world religions. This introduction includes learning about founders and key religious symbols.

Prior to the Festival of Christmas, students inquire into the Incarnation and how Christians celebrate the birth of Jesus.

Students participate in collaborative learning opportunities, peer assessment tasks and self-reflection or pondering activities as required by 'Living Difference V'. Student knowledge and understanding is gauged by means of a formal end of unit assessment the results of which students use to self-assess their progress and set smart targets.

This unit includes a home learning task followed by a collaborative learning activity to celebrate achieved progress in knowledge and understanding.

### **SPRING TERM**

The Miracles of Jesus

In this unit students learn about the historical Jesus by putting Jesus into historical context within the Jewish and Roman worldviews. Students, therefore, engage in a short exploration of the Jewish way of life in Jesus' time.

This unit begins with an exploration of what makes good historical evidence.

The key concept is miracles with an in-depth investigation of at least three of Jesus' miracles

Prior to the Festival of Easter, students inquire into the crucifixion, death and Resurrection of Jesus and how Christians celebrate Easter.

Students participate in collaborative learning opportunities, peer assessment tasks and self-reflection or pondering activities as required by 'Living Difference V'.

Student knowledge and understanding is gauged by means of a formal end of unit assessment the results of which students use to self-assess their progress and set smart targets.

This unit includes a home learning task followed by a collaborative learning activity to celebrate achieved progress in knowledge and understanding.



## **SUMMER TERM**

### The Six Major World Religions

This unit allows students to build on their prior learning in the unit 'Why do RE?' by extending their knowledge and understanding of all the six major world religions.

Students also complete an in-depth study of the key beliefs and teachings in Islam, Judaism and Sikhism.

Students participate in collaborative learning opportunities, peer assessment tasks and self-reflection or pondering activities as required by 'Living Difference V'.

Student knowledge and understanding is gauged by means of a formal end of unit assessment the results of which students use to self-assess their progress and set smart targets.

This unit includes a home learning task followed by a collaborative learning activity to celebrate achieved progress in knowledge and understanding.

## **Assessment**

At the end of each unit of study all students complete a formal assessment. Students are then given the opportunity of reviewing their assessment performance and formally setting themselves a progress target. Targets can vary from something as basic as writing in full sentences and using resources for spellings, to improving knowledge and understanding of concepts or participating more in class discussions.

All Year 7 students also sit a formal mock exam. Students will be provided with revision material for this mock and will also be helped to prepare for this mock during timetabled lessons.

## **AUTUMN TERM ASSESSMENT:**

The first assessment is a baseline assessment on the concept of 'belief' as set out in the Hampshire Agreed Syllabus 'Living Difference V' guidelines. This assessment aims to gauge prior knowledge and general academic ability. In addition, as indicated above, there is also a formal end of unit assessment and one home learning task during the autumn term.

## **SPRING TERM ASSESSMENT:**

### The Miracles of Jesus

There is one assessment at the end of this unit.

Students will also be required to complete a home learning project.

## **SUMMER TERM**

### The Six Major World Religions

There is one assessment at the end of this unit.

Students will also be required to complete a home learning project.

## **How Parents and Carers can support**

Parents and Carers can support students by ensuring that home learning tasks are completed diligently and handed in on time. All home learning tasks are listed on Edulink and students are also given a hard copy which is discussed with students to ensure good understanding of the tasks. Resources to support students can also be found in Teams.



<b>Religious Education – Year 8</b>	Head of Department: Mrs P Timms Blanch
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## Content

Religious Education offers students the opportunity of exploring and responding to the 'human experience' and investigating universal issues that are central to the religious and spiritual life of humankind.

Religious Education is taught in accordance with the Hampshire Agreed Syllabus 'Living Difference V' which provides students with the opportunity of enquiring into the world's major religions and many other religious and secular concepts. While all aspects of the syllabus are geared towards exploration and critical thinking, key studies also allow students to develop knowledge and understanding of their own particular belief systems or Faiths.

Students study the following units:

### **AUTUMN TERM:**

Students engage in a unit entitled 'Our World' which allows students to explore the Genesis Creation Story and the different ways it can be interpreted. This is followed by an indepth inquiry into and critical analysis of the scientific explanations for our universe and life on earth.

Students explore the concepts of Christian and secular stewardship of the planet and investigate various environmental problems and possible solutions.

Students participate in collaborative learning opportunities, peer assessment tasks and self-reflection or pondering activities as required by 'Living Difference V'.

Student knowledge and understanding is gauged by means of a formal end of unit assessment the results of which students use to self-assess their progress and set smart targets.

This unit includes a home learning task followed by a collaborative learning activity to celebrate achieved progress in students' knowledge and understanding.

### **SPRING TERM:**

Students engage in a unit entitled 'The Nature of God' which allows students to explore the characteristics generally attributed to God as presented in the Old and New Testament and the Person of Jesus Word of God. The is followed by a basic philosophical enquiry into the Problem of Evil.

Students participate in collaborative learning opportunities, peer assessment tasks and self-reflection or pondering activities as required by 'Living Difference V'.

Student knowledge and understanding is gauged by means of a formal end of unit assessment the results of which students use to self-assess their progress and set smart targets.

This unit includes a home learning task followed by a collaborative learning activity to celebrate achieved progress in students' knowledge and understanding.

### **SUMMER TERM**

Students engage in a unit entitled 'The Life and Teachings of Gotama Buddha' which allows students to explore the birth, life, renunciation, enlightenment and key teachings of Gotama Buddha. This is followed by a philosophical enquiry into the concepts of anatta and rebirth.

Students participate in collaborative learning opportunities, peer assessment tasks and self-reflection or pondering activities as required by 'Living Difference V'.



Student knowledge and understanding is gauged by means of a formal end of unit assessment the results of which students use to self-assess their progress and set smart targets.

This unit includes a home learning task followed by a collaborative learning activity to celebrate achieved progress in knowledge and understanding

At the end of each unit of study all students complete a formal assessment. Students are then given the opportunity of reviewing their assessment performance and set smart targets. Targets can vary from something as basic as writing in full sentences and using resources for spellings, to improving knowledge and understanding of concepts or participating more in class discussions.

All students sit a formal mock exam in the spring term.

### **How Parents and Carers can support**

Parents and Carers can support students by ensuring that home learning tasks are completed diligently and handed in on time. All home learning projects are listed on Edulink and students are also given a hard copy which is discussed to ensure good understanding of the task.

Resources on all the units of study in Year 8 are on Teams.

All Year 8 students also sit a formal mock exam. Students will be provided with revision material for this mock and will also be helped to prepare for this mock during timetabled lessons.



<b>Religious Education – Year 9</b>	Head of Department: Mrs P Timms Blanch
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### Content

Religious Education offers students the opportunity of exploring and responding to the 'human experience' and investigating universal issues that are central to the religious and spiritual life of humankind.

Religious Education is taught in accordance with the Hampshire Agreed Syllabus 'Living Difference V', which provides students with the opportunity of enquiring into the world's major religions and many other religious and secular concepts. Philosophical enquiry and critical thinking are key aspects of all three units of study in Year 9. While all aspects of the syllabus are geared towards exploration and critical thinking, key studies also allow students to develop knowledge and understanding of their own particular belief systems or Faiths.

Students study the following units:

#### **AUTUMN TERM**

Students engage in a unit entitled 'The Golden Rule'. The unit begins with an introduction to the thoughts of the philosopher Immanuel Kant and the Categorical Imperative. Students complete a full cycle of learning as required by Living Difference on Kant's philosophy. That is: communicating their thoughts, inquiry, applying Kant's philosophy to their own lives and the lives of others and evaluating Kant's theory. Students then contextualise the Golden Rule in the teachings of Jesus. This contextualisation will include the Beatitudes of Jesus and two of Jesus' key parables on the treatment of others.

Students participate in collaborative learning opportunities, peer assessment tasks and self-reflection or pondering activities as required by 'Living Difference V'.

Student knowledge and understanding is gauged by means of a formal end of unit assessment the results of which students use to self-assess their progress and set smart targets.

This unit includes a home learning task followed by a collaborative learning activity to celebrate achieved progress in students' knowledge and understanding.

#### **SPRING TERM**

Students engage in a unit entitled 'Perception, Realism and Truth'. The unit begins with students communicating their thoughts on whether 'perceptions', are reliable sources of information and evidence?

Students inquire into concepts of: 1. Empirical evidence versus rational thought; 2. The concept of realism and the story of the Emperor's clothes; 3. The analogy of Plato's cave. 4. Modern versions of the Plato's cave analogy such as 'The Truman Show', the Matrix and Pleasantville. Students participate in collaborative learning opportunities, peer assessment tasks and self-reflection or pondering activities as required by 'Living Difference V'

Student knowledge and understanding is gauged by means of a formal end of unit assessment the results of which students use to self-assess their progress and set smart targets.

This unit includes a home learning task followed by a collaborative learning activity to celebrate achieved progress in students' knowledge and understanding.



**SUMMER TERM**

Students engage in a unit entitled 'Religion and the concepts of crime and punishment'. As set out in the cycle of learning in the Agreed Syllabus 'Living Difference V', students begin by communicating their thoughts on the different ways society has of establishing what is legal or illegal, right or wrong and good or bad.

Students then complete full cycles of learning on the following concepts:

1. Conscience, virtue and sin
2. Justice and punishment
3. Forgiveness, rehabilitation and fresh starts
4. Capital punishment

These concepts will then be contextualised in the teachings of Jesus and Gotama Buddha.

Student knowledge and understanding is gauged by means of a formal end of unit assessment the results of which students use to self-assess their progress and set smart targets.

This unit includes a home learning task followed by a collaborative learning activity to celebrate achieved progress in knowledge and understanding.

**Assessment**

At the end of each unit of study all students complete a formal assessment. Students are then given the opportunity of reviewing their assessment performance and formally setting themselves a progress target. Targets can vary from something as basic as writing in full sentences and using resources for spellings, to improving knowledge and understanding of concepts or participating more in class discussions.

All Year 9 students also sit a formal mock exam. Students will be provided with revision material for this mock and will also be helped to prepare for this mock during timetabled lessons.

**How Parents and Carers can support**

Parents and Carers can support students by ensuring that home learning tasks are completed diligently and handed in on time. All home learning projects are listed on Edulink and students are also given hard copies which are discussed to ensure understanding of tasks.

Resources on all the units of study in Year 9 are on Teams. Resources comprise of power point presentations, information booklets on the various units of study, practice questions and sample answers.



<b>GCSE Religious Education – Years 9, 10 &amp; 11</b>	Head of Department: Mrs P Timms Blanch
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**Exam Board and Syllabus code:** WJEC Eduqas

### Content

WJEC Eduqas GCSE in Religious Studies takes a distinctive issues based approach to the study of religious, philosophical and ethical studies in the modern world. The course will also enable learners to gain knowledge and understanding of two world religions, Christianity and Buddhism as well as non-religious beliefs such as atheism and humanism.

The course is very philosophy based and develops the learners' ability to construct well-argued, well-informed, balanced and structured written arguments demonstrating their depth and breadth of understanding of concepts.

The variety of concepts studied allows students to deepen their understanding of the relationship between people and the importance of sympathy, empathy, forgiveness, responsibility and commitment.

The course also challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt which contributes to their preparation for adult life in a pluralistic society and global community.

Eduqas GCSE in Religious Studies is a three year GCSE course, beginning in Year 9.

### Assessment

The final exam consists of three papers all of which students sit in the summer term of their Year 11. The three papers are:

#### PAPER ONE

##### Religious, Philosophical and Ethical Studies in the Modern World

Two hour paper covering the following units of study:

- Issues of Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

#### PAPER TWO

##### Christianity

One hour paper divided into two sections

Section 1: Key Christian beliefs and Teachings; Section 2: Christian Practices

#### PAPER THREE

##### Buddhism

One hour paper divided into two sections.

Section 1: Key Buddhist beliefs and teachings; Section 2: Buddhist Practices



## How Parents and Carers can support

The Department provides purpose written and complete revision guides for:

1. Paper One – Philosophical and Ethical Studies in the Modern World
2. Paper Two – Christianity beliefs, teachings and practices
3. Paper Three – Buddhism beliefs, teachings and practices

Students are usually invited to buy these revision guides before and in preparation for any mock exams or assessments but parents and carers may wish to buy these from the Department at the beginning of the course since they provide parents and carers with excellent support material.

Parents and Carers will also find a large quantity of useful resource on Teams. These resources include power point presentations, mind-maps, summary grids, sample questions and answers.

Information on home learning tasks will be posted on the appropriate Edulink site.

In addition to the above the R.E. Department staff are always available to offer any further information or assistance.



<b>GCSE Psychology – Years 9, 10 &amp; 11</b>	Head of Department: Mrs P Timms Blanch
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**Exam Board and Syllabus code:** OCR

### **Content**

GCSE Psychology provides a basic and fascinating introduction to human psychology. Each unit of work provides students with an in-depth investigation into two core psychological theories and two pieces of classical and contemporary research studies.

Research methods are a fundamental aspect of psychology and are studied as a discrete topic as well as part of the different units of work in both Paper I and Paper II.

This course requires students to have a high level of critical thinking, literacy and numerical skills.

### **Assessment**

The OCR Psychology J203 course is a three year GCSE beginning in Year 9. The final exam consists of two papers, both of which students sit in the summer term of their Year 11. The two papers are:

Paper One – Studies and applications in Psychology 1 (50% of GCSE)

Unit One        Criminal Psychology  
Unit Two        Developmental Psychology  
Unit Three       Psychological Problems  
Unit Four        Research Methods

Paper Two – Studies and applications in Psychology 2 (50% of GCSE)

Unit Two        Social Influence  
Unit Three       Memory  
Unit Four        Sleep and Dreaming  
Unit Five        Research Methods

There is no coursework.

### **How Parents and Carers can support**

The Department provides purpose written and complete revision guides for:

1. Paper One
2. Paper Two
3. Research Methods
4. The Brain

Students are usually invited to buy these revision guides before and in preparation for any mock exams or assessments but parents and carers may wish to buy these from the Department at the beginning of the course, since they provide parents and carers with excellent support material.



Information on home learning tasks will be posted on the appropriate Edulink site.

In addition to the above, the Psychology Department staff are always available to offer any further information or assistance.

