

The three aims of RE		'The Theological': Knowledge of big concepts such as 'God' Issues of authority and doctrine. This has been neglected but is demanded in new GCSE		'The Sociological' (and anthropological): Understanding reality of beliefs in C21, issues of plurality and diversity. The lived reality of beliefs rather than a 'textbook' approach		'The Philosophical and Ethical': competence in philosophical enquiry, application of skills in comprehending, analysing, evaluating and communicating information on questions or meaning, purpose and truth	
By the age of 14 pupils should:		← Something to decide at our next meeting →					
Skills:		1 Questioning/enquiry	2 Debate/reasoning	3 Interpretation	4 Empathy	5 Extended writing	6 Independent research
Key Concepts:		1 Forgiveness	2 Incarnation	3 Creation	4 Nature of God	5 Faith in Action	6 Submission
Year	Term	Theme/enquiry question	Religion	Concept	Skill	Key assessment opportunity	
		Are religions portrayed fairly in the media?	Islam and Christianity	Submission?	Questioning/enquiry	Group work - documentaries	
7	3&4	Is the middle way the best way?	Buddhism	Incarnation (Dalai Lama a tulku)	Interpretation	Essay	
	5&6	Are religions doing enough to ensure the future of the planet?	Hinduism and Christianity	Creation	Interpretation	Piece of art work with accompanying written description	
		How might beliefs affect my thoughts, ideas and actions?	Christianity	Forgiveness	Independent research	Essay	
8	3&4	Does Rastafarianism bring redemption to its followers?	Rastafarianism and Christianity	Incarnation (Hailie Selassie)	Debate/reasoning	Speech/debate	
	5&6	Ethics? Women?		Submission?	Questioning/enquiry		
9	1&2	How relevant to modern life are Sikhism values and codes of behaviour?	Sikhism	Faith in Action	Extended writing	Research on a important figure	
	3&4	'The Holocaust makes it impossible to believe in God.' Discuss	Judaism	Nature of God Forgiveness	Empathy	Essay	
	5&6						

This was a unit in year 8 but the content was deemed too easy so was moved to year 7

We have agreed there should be a scheme of work for each of the three aims in each year

These concepts are now explicitly taught in scheme of work and assessed using mastery criteria in assessments. Even if they are not taught within the religion that they are needed for GCSE, students will still be aware of them

These skills and concepts are taken from the GCSE

We replaced AT2 with empathy, offering an informed opinion which suggests empathy with the feelings of the believer

Every assessment was an essay, until we re-evaluated this and became creative

In doing this key stage plan we are addressing this complaint from Ofsted:
 'Teachers were rarely able to explain how any unit of work built on previous learning... Many RE topics lacked a clear structure... It often involved confusion about how to link and integrate 'learning about' and 'learning from' religion.' (Ofsted, 2013, p13)