



## Year 9 RE PoS

Learning	Loving	Living
<p>Key Knowledge</p> <p>Link apply and adapt</p> <p>Build knowledge and skills</p> <p>Self-regulated, reflective independent</p> <p>Know what they are good at and what to improve</p> <p>Stretched, challenged supported</p> <p>Wider ideas culture and the world</p> <p>Use technology flexibly and responsibly</p>	<p>Well informed global citizens</p> <p>Believe they can make a difference</p> <p>Shape community and school</p> <p>Care about the environment and each other</p> <p>Responsible for their own behaviour</p> <p>Grow spiritually</p> <p>Respect and tolerance</p> <p>Charity, volunteering and fundraising</p>	<p>Wider learning</p> <p>Leadership, teamwork, collaboration</p> <p>Success for all abilities</p> <p>Value creative subjects</p> <p>Interactions with the world of work</p> <p>Safety, mental and physical health</p> <p>Equipped for their unique future</p> <p>Apply to the world beyond</p>
<b>Curriculum Intent</b>		
<p><b><u>Provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</u></b></p> <ul style="list-style-type: none"> <li>• Students are taught about the differences between religion and within religions to enable them to interact appropriately with the variety of people they will meet in later life.</li> <li>• Students are given the opportunity to think independently, as well as work collaboratively with their peers.</li> <li>• Students are given opportunities to reflect on their learning, and practice memory retrieval.</li> <li>• Students are encouraged to develop their critical analysis and evaluation skills to enable them to form and express their own opinions, whilst remaining respectful to the views of others.</li> <li>• Some of the lessons provide opportunities for developing use of IT through BYOD activities</li> </ul> <p><b><u>Clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.</u></b></p> <ul style="list-style-type: none"> <li>• Students begin to study AQA GCSE RS They are also taught about exam technique for answering the GCSE RS questions.</li> <li>• Students build upon the skills developed in KS3 RE, such as explaining beliefs, interpreting texts, and evaluating different points of view.</li> </ul> <p><b><u>Is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.</u></b></p> <ul style="list-style-type: none"> <li>• We begin with Christianity beliefs and teachings as the first GCSE topic as this is the topic students are most familiar with.</li> <li>• Students then study religion and life, as this is a thematic topic and is used to engage the students.</li> <li>• Before beginning the Islam Beliefs and Teachings topic, there is a short introduction to Islam, as students have not yet been taught about this religion.</li> <li>• There are lessons focused on introducing exam technique in the first term, with later lessons supporting the further development of exam technique.</li> <li>• From the Spring term, end of topic tests include an extra question on the previous topic</li> </ul> <p><b><u>Has high ambition for all pupils</u></b></p> <ul style="list-style-type: none"> <li>• Centralised differentiation resources to support SEND and lower ability students</li> </ul>		





