



Assessment Map 2021-22

Department: Learning for Life (Core RE).

EPS	Year 7	Year 8	Year 9	Year 10	Year 11
2	<p>Focus: What is RE</p> <p>Structure: Multiple choice and Short answer questions – End of Unit Assessment not reported.</p> <p>Knowledge and skills assessed: Knowledge of key beliefs and skills required for studying RE. Identification of key beliefs about God. Identification of impact of religion, religious beliefs and on-religious beliefs on identity and everyday life. Why it is important to have the opportunity to study different religious and non-religious perspectives and beliefs within school</p>	<p>Focus: Faith and You - Buddhism</p> <p>Structure: Multiple choice and Short answer questions – End of Unit Assessment not reported.</p> <p>Knowledge and skills assessed: Knowledge of key beliefs and practices for Buddhism. Identification of who Buddha was and why he is significant within the religion. Identification of impact of Buddhist beliefs on everyday life of followers. How Buddhism encourages, self-improvement, unification and cohesion within the UK and why this is important.</p>	<p>Focus: Religion is a Force for Good (Sikhism)</p> <p>Structure: Multiple choice, Short answer questions and extended written response – End of Unit Assessment not reported.</p> <p>Knowledge and skills assessed: Knowledge of key beliefs and practices for Sikhism. Identification of who Guru Nanak was and why he is significant within the religion. Identification of impact of Sikh beliefs on everyday life of followers. How Sikhism encourages equality, unification and cohesion within the UK and why this is important.</p>	<p>Focus: How Free Are We</p> <p>Structure: Multiple choice questions – End of Unit Assessment not reported.</p> <p>Knowledge and skills assessed: Knowledge of the concepts of freedom, free will and what freedom means in society today. Knowledge of religious teachings on freedom and free will and how they impact on how people live their lives.</p>	
4	<p>Focus: Faith and You - Christianity</p> <p>Structure: Multiple choice and Short answer questions – End of Unit Assessment not reported.</p> <p>Knowledge and skills assessed: Knowledge of key beliefs and practices for Christianity. Identification of who Jesus was and why he is significant within the religion. Identification of impact of Christian beliefs on everyday life</p>	<p>Focus: Religion is a Force for Good (Sikhism)</p> <p>Structure: Multiple choice, Short answer questions and extended written response – End of Unit Assessment not reported.</p> <p>Knowledge and skills assessed: Knowledge of key beliefs and practices for Sikhism. Identification of who Guru Nanak was and why he is significant within the religion.</p>	<p>Focus: What Is the Truth</p> <p>Structure: Multiple choice and Short answer questions – Mid Unit Assessment not reported.</p> <p>Knowledge and skills assessed: Knowledge of the role of religion in our lives and how it effects our perceptions of reality. Knowledge of the role of world views in our lives and how they affect our perception of reality.</p>	<p>Focus: Respect</p> <p>Structure: Multiple choice and Short answer questions – End of Unit Assessment not reported</p> <p>Knowledge and skills assessed: Knowledge of issues of racism, prejudice and discrimination. Knowledge of the involvement and impact of Christianity past, present and future on these issues. Identification of how religion,</p>	<p>Focus: The Only Way is Ethics</p> <p>Structure: Multiple choice and Short answer questions – End of Unit Assessment not reported</p> <p>Knowledge and skills assessed: Knowledge of what ethics and ethical dilemmas/decisions are. Knowledge of different tools used to make ethical decisions. Application of tools/strategies used to real life scenarios. Evaluation of arguments for and</p>

	<p>of followers. How Christianity encourages unification and cohesion within the UK and why this is important.</p>	<p>Identification of impact of Sikh beliefs on everyday life of followers. How Sikhism encourages equality, unification and cohesion within the UK and why this is important.</p>		<p>human rights and British values can be used to reduce racism, discrimination and prejudice in the UK and globally. Identification of how religious beliefs can encourage individuals to stand up for change.</p>	<p>against ethical dilemmas, from both religious and non-religious points of view/beliefs and teachings.</p>
6	<p><u>Focus:</u> Faith and You – Christianity and Islam</p> <p><u>Structure:</u> Multiple choice, Short answer questions and extended written response – End of Year Assessment to be reported.</p> <p><u>Knowledge and skills assessed:</u> Knowledge of origins of the world's two biggest religions – Christianity and Islam, how they developed. Knowledge of key beliefs and practices for Christianity and for Islam. Identification of who Muhammad (PBUH) was and why he is significant within Islam. Identification of impact of Islamic beliefs on everyday life of followers. How Islam and Christianity encourage unification and cohesion within the UK and why this is important. How religions provide authority and guidance to followers in the modern world?</p>	<p><u>Focus:</u> Peace and Forgiveness</p> <p><u>Structure:</u> Multiple choice, Short answer questions and extended written response – End of Year Assessment to be reported.</p> <p><u>Knowledge and skills assessed:</u> Knowledge of key beliefs and practices for Christianity and Islam. Knowledge of key beliefs and practices for Buddhism and Sikhism. How religions provide authority and guidance to followers in the modern world? Identification of impact of religion and religious beliefs on world events and themes of peace, unity and forgiveness. How religion encourages peace, acceptance and forgiveness within the world and why this is important.</p>	<p><u>Focus:</u> What is the Truth</p> <p><u>Structure:</u> Multiple choice, Short answer questions and extended written response – End of Year Assessment to be reported.</p> <p><u>Knowledge and skills assessed:</u> Knowledge of the role of religion in our lives and how it effects our perceptions of reality. Knowledge of the role of world views in our lives and how they affect our perception of reality. Knowledge of different explanations to questions about the world we live in and concepts of reality and the truth from religion, world views, philosophy, sociology and psychology. How religion provides/provided answers and encouraged unification and cohesion and why this is/was important.</p>	<p><u>Focus:</u> Is this Justice</p> <p><u>Structure:</u> Multiple choice and Short answer questions – End of Unit Assessment not reported</p> <p><u>Knowledge and skills assessed:</u> Knowledge of what justice is and how different groups (religious and non-religious interpret justice. Knowledge of how justice is applied within the UK Criminal Justice System. Knowledge of restorative justice and imprisonment. Knowledge of the debate around the death penalty and how different religions view it. Evaluation of the arguments for and against the use of the death penalty.</p>	

Learning for Life - RE Curriculum Overview 2021 Onwards

Key Stage Three and Four Core RE

The aim of the RE curriculum within Learning for Life at Penketh High School is to give students a grounding in the major faiths of their local community and the UK. A sound knowledge of Theology, Ethics and Philosophy will allow students to think critically about the world in which they live, be tolerant, understanding and respectful and thus be empathetic members of our multi faith and multi-cultural society. The curriculum is designed to be engaging and challenging in such a way that a curiosity about the beliefs and lives of others is fostered and developed, as well as encouraging reflection on students' own beliefs and spirituality and their place in the world.

Year 7	Year 8	Year 9	Year 10 Core	Year 11 Core	Key Skills
<p><u>What is RE?</u> An introduction to religion, designed to develop pupil's knowledge and understanding of what religion is and how it should be discussed. The unit also looks at religious beliefs about God, what it means to be a member of a religious community, what is meant by a multi faith UK. Pupils will also explore what is mean by world views, Humanism and Atheism.</p> <p><u>Faith and You - Christianity</u> Pupils consider having faith from a Christian perspective considering key questions such as: What is Christianity? Is the bible just a book? The Creation Story – what really happened? Who was Jesus? And What is Jesus' legacy?</p> <p><u>Faith and You - Islam</u> Pupils consider having faith from the perspective of Islam considering key questions</p>	<p><u>Faith and You – Buddhism</u> Pupils consider having faith from a Buddhist perspective, considering key questions such as: What is Buddhism? Who was Buddha? What are the three universal truths? How do you become enlightened?</p> <p><u>Religion as a force for Good</u> This unit will focus on Sikhism and its key teaching about equality and selflessness. Pupils will investigate the good that has been and is achieved in the UK and wider world, when religion and religious teachings, ideas and concepts are applied.</p> <p><u>Peace and Forgiveness</u> Pupils study the relationship between religion, peace and forgiveness, tackling misconceptions of Christianity and Islam. They research beliefs and teachings about peace and</p>	<p><u>What is the Mystery?</u> Pupils will discuss “Big” questions such as why is there evil and suffering in the world? how the religions respond to and explain the existence of evil and suffering compared to non-religious explanations for it. Is death really a mystery? What are the religious beliefs about death and what happen next? Does a belief in destiny effect what people believe about death?</p> <p><u>What is the Truth?</u> Pupils discuss the role of religion in our lives and how it effects our perceptions of reality. Pupils will explore ideas, concepts and research from world religions, philosophy, sociology and psychology. Pupils will also consider historical and present day perspectives.</p>	<p><u>How Free are we?</u> Pupils to explore the concepts of freedom and what freedom means in society today. Pupils will interpret religious teachings on freedom and how they impact on how people live their lives. This unit aims to use concepts and research from religion, philosophy, sociology and psychology.</p> <p><u>Is this Justice?</u> Pupils will consider what Justice is, how Christianity interprets justice and how justice is applied within the UK Criminal Justice System. They will look at the aim of justice and if imprisonment or restorative justice or the death penalty provides justice for all involved.</p> <p><u>Respect</u> Pupils study the issue of racism, prejudice and discrimination. The involvement and impact of</p>	<p><u>Is it Ethical?</u> Pupils will discuss topics, situations and events that have taken place within the real world, questioning their ethical nature. Pupils will also interpret religious teachings and apply these to the situations/scenarios. Pupils will work towards drawing conclusions about whether the decisions made were ethical or not.</p> <p><u>The Big Questions</u> Pupils discuss and debate moral, ethical and philosophical questions around issues of religion and gender, equality and freedom of speech relevant to society and the modern world.</p>	<p>Identify – Key beliefs in Christianity, Islam, Buddhism and Sikhism.</p> <p>Interpret – Sources of authority and apply these to modern issues.</p> <p>Explain – Differing points of view; range of views.</p> <p>Analyse – Teachings, beliefs, texts and opinions, to use to then formulate a justified opinion of their own.</p> <p>Apply- Key religious teachings to modern society and key events.</p> <p>Evaluate – The impact of religion on the developing world and world events.</p>

<p>such as: What is Islam? What is the Qur'an? Who was Muhammad? What caused the split in Islam? What does it mean to be a young British Muslim?</p>	<p>forgiveness and how these have been applied in "real life" situations.</p>		<p>Christianity past, present and future on these issues and how religion, human rights and British values can be used to reduce racism, discrimination and prejudice in the UK and globally. Pupils will also explore a selection of key influential people in society (past and present), whose beliefs encouraged them to stand up for change.</p>		
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*For 2021-22 only year 9 will complete the unit "Religion is a Force for Good", rather than the unit "What's the Mystery", due to units delivered during the school closures.

Key Stage Three RE in Form Time Personal Development Lessons

Pupils in key stage three also study three units with religious themes within their form personal development lesson, delivered by form tutors. These units are designed so that the religious knowledge is taught thematically, linked with personal development and citizenship.

Year 7 – Identity and Diversity – Pupils will explore the concept of identity, both from a religious and non-religious perspective. They will analyse how the media portrays a religious identity. Pupils will also investigate their own identities, how they are developing into teenagers and how they can embrace diversity and encourage acceptance of beliefs even those different to their own. They will also use case studies to understand the relationship between faith and identity and the impact on who you are in the world.

Year 8 – Being Human – Pupils will investigate what it means to be human, what the problems are in being human, the religious and non-religious views on what a human should be and how they should behave. Pupils will also explore beliefs from a number of different perspectives about the human body, is it just a physical shell that houses our spirits, should we alter the bodies we are born with or not. The unit will also consider what is meant by the sanctity of life and where does society stand on the issue of genetic engineering.

Year 9 – How Should we Live – Pupils will consider how people are expected to live in today's society, thinking of the future, whilst remembering the past and balancing the modern world with their commitments to their faith and beliefs, this will be done predominantly through the study of Judaism. The pupils will develop their knowledge and understanding of the Jewish teachings about the value of human life, how history teaches of their persecution and how Judaism and the Jewish community has responded to the atrocities of the holocaust. The unit then explore the question of how younger members of the Jewish community within the UK are living their lives.

Key Stage Four GCSE RE

Pupils who choose to study GCSE RE at Penketh High School, follow the Edexcel B Exam Specification, covering two world religions; Christianity (Paper Two), and Islam (Paper One). Pupils will develop knowledge and understanding of the two religions, enabling them to understand and articulate their own and others' beliefs, values and commitments. The specification is designed to encourage enquiry and the opportunity to apply a wide range of concepts allowing pupils to confidently interpret, contextualise and analyse the expressions of religions and world views they encounter today.

Year 10 GCSE RE	Year 11 GCSE RE	GCSE RE Assessment Objectives	Key Skills
<p style="text-align: center;"><u>GCSE Paper 1 Unit 1 Muslim Beliefs</u></p> <p>Pupils discuss the key beliefs and practices of contemporary Islam. Investigating the importance of scripture on today's modern world and eschatological thoughts.</p> <p style="text-align: center;"><u>GCSE Paper 1 Unit 3 Marriage and the Family in Islam</u></p> <p>Pupils explore issues of contemporary Muslim communities via marriage, contraception, family life and divorce.</p> <p style="text-align: center;"><u>GCSE Paper 2 Unit 1 Christian Beliefs</u></p> <p>Pupils discuss the key beliefs and practices of contemporary Christianity. Investigating the importance of scripture on today's modern world and eschatological thoughts.</p> <p style="text-align: center;"><u>GCSE Paper 2 Unit 2 Crime and Punishment in Christianity</u></p> <p>Pupils explore the principles of the UK justice system, including justice, crime, punishment, rehabilitation and forgiveness. Pupils will consider Christian and non-religious perspectives on these topics and participate in debates of a moral and ethical nature.</p> <p style="text-align: center;"><u>GCSE Paper 2 Unit 2 Living the Christian Life</u></p> <p>Pupils analyse how Christian beliefs are put into practise in a modern society, including the purpose of prayer, pilgrimage and celebrations.</p>	<p style="text-align: center;"><u>GCSE Paper 2 Unit 4 Peace and Conflict in Christianity</u></p> <p>Pupils will investigate Christian teachings about and attitudes to peace, war, armed conflict, weapons of mass destruction, terrorism and pacifism.</p> <p style="text-align: center;"><u>GCSE Paper 1 Unit 2 Living the Muslim Life</u></p> <p>Pupils analyse how Muslim beliefs are put into practise in a modern society, including the purpose of prayer, pilgrimage and celebrations. Pupils will also discuss the future of Islam, locally, nationally and internationally.</p> <p style="text-align: center;"><u>GCSE Paper 1 Unit 4 Matters of Life and Death in Islam</u></p> <p>Pupils investigate key beliefs in Islam about life after death. Pupils will also debate the sanctity of life and how Islam responds to issues in the natural world.</p>	<p>Knowledge and understanding of the religion and belief:</p> <p>Demonstrating knowledge and understanding by</p> <ul style="list-style-type: none"> - Beliefs, practices, and sources of authority - Influence on individuals, communities, and societies - Similarities and differences within and/or between religions and beliefs. <p>Analysing and evaluating the religion and belief:</p> <p>Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Identify – Key beliefs in Christianity, Islam and Buddhism.</p> <p>Interpret – Sources of authority and apply these to modern issues.</p> <p>Explain – Differing points of view; range of views.</p> <p>Analyse – Teachings, beliefs, texts and opinions, to use to then formulate a justified opinion of their own.</p> <p>Apply- Key religious teachings to modern society and key events.</p> <p>Evaluate – The impact of religion on the developing world and world events.</p>

Pupils will also discuss the future of the church, locally, nationally and internationally.			
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