

# Religious Education @ WBS Year 11 Roadmap

**Subject Aim:** Year 11 RE seeks to build on study from year 10. Students will be aided in learning about a new world religion and use the skills taught from year 10 in order to answer questions successfully about the topic. Lessons will also focus on concepts of philosophy and ethics where learners will be required to give their evaluation on metaphysical questions with no answer in reality.

Summer Term	<b>Topic 1 Dialogues</b>	<b>Assessment</b>  There will be a formal assessment using exam questions at the end of each topic. These assessments will be after a period of revision and will be timed and closed book. Timing will be relevant to questions and placement in course. Students will receive a grade and targeted feedback at these points.  Formative assessment will be throughout using methods such as; in class discussions and questioning, checking understand through book work, students teaching aspects of their own learning and small scale exam questions that are peer/ self marked in order to give some understanding of assessment criteria.  <b>Homework and Revision</b>  Revision is encouraged from the start of the course but will be highlighted during times prior to Key Assessments. Some in class revision will be given out but this will be study skill based and giving students methods to revise their knowledge. An emphasis in first year will be placed on how best to learn and utilise quotes and sources as this is a perceived issue by teaching staff. Homeworks will be given at the discretion of class teacher but should take the form of research that will aid in forward learning or answering practice questions that will be reviewed as a class as a learning exercise.  <b>Enrichment themes</b>  Throughout year 11 students will be enriched in a variety of ways, the chance to debate and discuss moral and spiritual questions and have their view respected forms part of British Values but also SMSC. Teaching staff will facilitate the advancement of student's enrichment and advancement of them as learners by providing opportunities for further study and research such as differences in belief surrounding taught issues, for example forced marriage outside of Christianity and environmental issues.
	Students will complete their topic on dialogues between religious and non-religious belief. This requires them to not only provide answers that they believe in but also ones that best suit the taught religions approach.	
	<b>Topic 2 Islamic Beliefs and Practices</b>	
Autumn Term	Students will learn about the history of Islam as a religion and how it develops into the religion it is today. Study should be based in beliefs and exploring how belief impacts practice and teaching staff will encourage this in their lessons. Teaching staff will imbed key terms by focusing assessment on short 3 mark questions, aiding students ability to retain information and expand on their knowledge for higher order thinking.	
	<b>Topic 3 The Existence of God</b>	
Spring Term	Students engaging in this topic should be challenged at all times to access learning in all forms of questions from the lowest order thinking to the highest order 15 marks. Lessons will deliver experiencing God content and this will be used to give students a mastery of sub topics from year 10 as well as add further detail. Lessons will also facilitate students in understanding historic arguments for the existence of God and should be able to give a criticism of them as well as an argument supporting them.	

## Where Next?

Students will finish their studies with a GCSE examination. A-Level Philosophy and Ethics of Religion is offered at Sixth Form and the skills taught and developed at GCSE provide a good starting place for any prospective student at A level