

Key spellings in RE

- Believe
- Judaism
- Monotheism
- Vocation
- Messiah
- Causation argument
- Teleological argument
- Omnipotent
- Omniscient
- Omnibenevolent
- Judgement
- Synagogue
- Nicene Creed
- Omnipotent
- Incarnation
- Apostle

How can you help your child?

1. Check and support homework. Details of homework can be found on eschools.
2. Help them build good, active, revision habits. Remember revision is not something that happens just before an exam, it needs to be an ongoing process.
3. Use Kerboodle (the online text book) to help and support your pupils with revision, any lesson they may have missed or to go over any key information that they have not understood during the lesson.
4. Engage them to read a book, any book would be beneficial for their development.
5. Make sure your child has the correct equipment to support their learning.
6. Get in contact if you have any questions about their work or what you can do to best support them.

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YEAR 9



1. Philosophy and Ethics – *This unit starts off with an introduction to philosophy and ethics. Pupils will explore philosophers such as St Thomas Aquinas and William Paley. Pupils will consider arguments for the existence of God and the problem with evil and suffering. Key arguments found in philosophy and ethics will be studied and pupils will be presented with the information, consider their opinion about it and then present an argument for or against it.*

2. Vocation– *This unit starts off looking at what vocation means for a Christian and for themselves. Pupils will explore different Christian vocations and how people discern their vocation. Throughout this unit pupils will be presented with ways that Christians live out their vocations and evaluate the importance of these vocations for individuals, communities and the world.*

3. GCSE Judaism: Beliefs and teaching– *This unit starts with looking at the nature of God. Pupils will also look at the nature and role of the Messiah, covenants, key moral principles and the sanctity of life. Throughout this unit pupils will compare what they have learnt with their understanding of Christianity.*

4. GCSE Judaism: Practices-*This topic looks at different celebrations found in Judaism. Pupils will learn about what happens during Shabbat, Rosh Hashanah and Yom Kippur. They will explore the importance of the synagogue and significant features found within it. Pupils will understand worship within an Orthodox and Reform synagogue, compare and contrast them. This unit will allow pupils to work together to research and create a lesson about a Jewish practice. Pupils will have to teach their fellow peers about the practice that they had researched and design an activity to support what they have presented.*

At the end of each unit pupils will be assessed.

Unit 1 will end with a formal assessment. This assessment will look at their knowledge and understanding about Philosophy and Ethics. The first question will be multiple choice question (**1 mark**) The second question will require pupils to list or name two key terms found in this unit (**2 marks**) The third question will ask pupils to explain two key beliefs or concepts (**4 marks**) The fourth question will require pupils to repeat what they did for question 3 but to achieve the extra pupils they must refer to biblical teaching (**5 marks**). The fifth questions is an evaluative question and this will require pupils to follow the structure of PEE (**12 marks**)

Unit 2 will be assessed by demonstrating their knowledge and understanding in a project. Pupils will be given the criteria and useful websites to help them achieve Outstanding. Guidance is given, however this assessment allows pupils to demonstrate their creative skills.

Unit 3 and 4 will be assessed by pupils completing a formal assessment.

After each assessment pupils will be given the opportunity to improve on their work during DIRT (Dedicated, improvement, reflection, time)

Introduction- *What will you be evaluating in your answer. Some people would agree with this paragraph because..... However, other would disagree for example.....*

First reason to agree. *Provide a point “Some people may agree with this statement because.....” Then provide evidence to support this point (example or biblical quote) Explain- How does this evidence support your point?*

Second reason to agree. *Provide a point “Another reason why some people may agree with this statement is because.....” Then provide evidence to support this point (example or biblical quote) Explain- How does this evidence support your point?*

First reason to disagree. *Provide a point “Some people may disagree with the statement because....” Then provide evidence to support this point (example or biblical quote) Explain- How does this evidence support your point?*

Second reason to disagree. *Provide a point “Another reason why some people may disagree with the statement is because....” Then provide evidence to support this point (example or biblical quote) Explain- How does this evidence support your point?*

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End with a conclusion. *“In conclusion...” You either agree or disagree. Summaries the points you have made.*