

Unit: Introductory unit to KS3 RE: Why have I got to do RE?

About this unit: This unit is designed to provide an opportunity to conduct some benchmark assessment on the students that are just starting at the school. Also a chance to do some formative assessment on work covered in Primary school. There is also the opportunity for the RE department to set the tone and expectations of RE in the Secondary school.

The approach taken here is merely suggested and reflects how I would have gone about this. Your department may want to approach this in a different way; Most schools have already established how they do this.

Prior learning	Technical Vocabulary	Resources
It would be helpful if Nothing is assumed other than there has been some RE taught at primary school.	In this unit children will have an opportunity to use words and phrases related to:- Theist Atheist Agnostic Respectful disagreement Maria Gomez? Justice	This is RE book 1 Cath Large Stilling: A pathway for spiritual learning in the National Curriculum: Michael Beesley Who wants to be a millionaire? Template from resources disc. Assessment task for resources disc

Skills	Attitudes
Investigation Analysis and Evaluation	Open mindedness Respect

Expectations	
At the end of this unit	
<i>Most children will:</i> <i>Core level 4</i>	Pupils use a developing religious vocabulary. They describe the impact of religion on people's lives. Pupils raise, and suggest answers to, questions of meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.
<i>some children will not have made so</i>	Pupils use a developing religious

<p><i>much progress and will:</i> <i>Reinforcement level 3</i></p>	<p>vocabulary. They begin to identify the impact religion has on believers' lives. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.</p>
<p><i>Some children will have progressed further and will:</i> <i>Enrichment level 5</i></p>	<p>Pupils use an increasingly wide religious vocabulary. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.</p> <p>Pupils ask, and suggest answers to, questions of meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and Others views.</p>

For this introductory unit every school will have ideas of how best to grab the students attention and enthuse them about RE. Below are some of the objectives which should be met in these introductory lessons. Also included are some tasks and themes as to how this might be achieved. This unit could last between 1 and 4 lessons.

Learning Objectives	Possible Teaching Activities (<i>Select from</i>)
<p>Learners will</p> <ul style="list-style-type: none"> • Understand that religion seeks to answer ultimate questions. • learn and reflect on terms such as Theist, Atheist, Agnostic • Investigate the beliefs of others and consider arguments around belief. • Reflect on their own beliefs and attitudes. • Develop skills in listening to others. • Develop skills in disagreeing respectfully. 	<ul style="list-style-type: none"> • Explain terms Theist, Atheist, Agnostic – ask students to identify which of these is closest to their own beliefs. • Gather a list of Ultimate questions. Reflect on their own beliefs of some of these. • Stilling activity – considering spirituality. • Face to Faith resource – Offensive sentences...how do we disagree respectfully? • What is respect – discuss a controversial newspaper article, Then ask the students to write about the issue using the disagreeing respectfully writing frame. • F2F – What influences us? PowerPoint. • What difference does belonging to a religion make? Maria Gomez work.