

How do religious groups contribute to society and culture in the local area and beyond?

Substantive Knowledge to test:

- Christian teachings about compassion and care for the most vulnerable in society e.g. Agape, “Love your neighbour ...”
- Hindu teachings about compassion and care for the most vulnerable in society e.g. seva (to serve selflessly), following dharma (duty).
- The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell.
- The role of the Hindu community in charity work as an expression of dharma e.g. Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha.
- The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g. Mahatma Gandhi

Disciplinary Knowledge to test:

- ✓ Describe ways in which the Christian beliefs in God’s compassion for the poor and the value of all people as equal in God’s sight impact on and influence individual lives, communities and society.
- ✓ Describe ways in which dharma impacts on and influences Hindu life and society.
- ✓ Describe some of the varying ways in which religious beliefs are practised both locally and nationally with reference to Christianity and Hinduism.

Substantive Retrieval Questions:

- What is Agape in Christianity?
- What is Sewa in Hinduism?
- What is Dharma in Hinduism?
- Who was Mahatma Gandhi?
- Who was Mother Teresa?

Disciplinary Retrieval Questions:

- How was Mother Teresa a good example to how Christians should live their life?
- How was Mahatma Gandhi a good example to how Hindus should live their life?
- How does the pursuit of Dharma shape the daily life of a Hindu?

Retrieval Practice Assessment Approaches:

- The three-question approach – choose three questions to ask at the start of each RE lesson, one substantive knowledge about the current enquiry, one disciplinary question from the current enquiry and one random / bonus question of your choice for pupils to answer.
- At the end of the enquiry process in the EVALUATE stage provide a quiz for children to complete using the substantive knowledge questions.
- At the end of the enquiry process in the EXPRESS stage use the disciplinary questions to explore a deeper focus for assessing disciplinary knowledge – this could be used to form the basis of an assessment activity e.g. a debate of how moral laws support Muslims in the modern world vs leading them to be different and radical.

The RE Age Related Expectations we will cover and be assessed against: **Human and Social Sciences**

- A. The diverse nature of religion** Describe the difference between the terms ‘religion’ and ‘belief’ when exploring religions, beliefs and worldviews.
- B. Diverse ways in which people practice and express beliefs** Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.
- C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa** Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.