

## Year 9 GCSE AUT 1

### Department: RE Unit of Work: GCSE ISSUES OF RELATIONSHIPS

Grades End of Year 11 Target: 1-3	Grades End of Year 11 Target: 4-6	Grades End of Year 11 Target: 7-9
<input type="checkbox"/> Know some Christian attitudes about sex and chastity.	<input type="checkbox"/> Describe Christian attitudes in full about sex and chastity using teachings/quotes to support.	<input type="checkbox"/> Evaluate whether teachings on sex is old fashioned or 'out of date'.
<input type="checkbox"/> Describe some features of a Christian and Muslim marriage ceremony	<input type="checkbox"/> Explain the purpose of sex and marriage in Christianity and Islam Use teachings to support.	<input type="checkbox"/> Evaluate whether marriage is still important for people today
<input type="checkbox"/> Describe some Christian attitudes about contraception	<input type="checkbox"/> Explain Christian attitudes about contraception and how Catholics and Protestants differ.	<input type="checkbox"/> Evaluate the impacts of use of contraception and whether it is unnatural & disrespectful or not
<input type="checkbox"/> Describe some Muslim attitudes about contraception	<input type="checkbox"/> Explain Muslim attitudes about contraception	<input type="checkbox"/> Evaluate whether divorce is wrong.
<input type="checkbox"/> Describe some Christian attitudes about divorce	<input type="checkbox"/> Explain the differing Catholic and Protestant view on divorce. Use some quotes or top teachings as support	<input type="checkbox"/> Evaluate the role of families and women within religions
<input type="checkbox"/> Describe Muslim attitudes about divorce	<input type="checkbox"/> Explain Muslim attitudes about divorce using key terms such as IDDAH	<input type="checkbox"/> Use key terms and top teachings/quotes, accurately and on context
<input type="checkbox"/> Describe why families are important in religions	<input type="checkbox"/> Explain why families are important in religions (Christian and Muslim) and use top teachings to support the role of families, e.g 'Honour your father and your mother'.	<input type="checkbox"/> Write detailed conclusions to 'Discuss' questions to justify your opinion on the issue and consider the wider consequences and impacts of the issue on society
<input type="checkbox"/> Describe ways in which there is gender inequality in worship in Christianity and Islam	<input type="checkbox"/> Explain why there are differences within Christianity and Islam about the role of women and gender equality in worship.	<input type="checkbox"/> You thoroughly link all your points and teachings used to the statement in the 'Discuss' questions by using connectives such as <b>'Therefore'</b> .
<input type="checkbox"/> You begin to use F.A.R.M as your success criteria on 'Discuss' questions.	<input type="checkbox"/> You begin to justify your opinions on the 'Discuss' questions.	<input type="checkbox"/> You use a range of teachings on both sides of the argument and thoroughly use the idea of F.A.R.M for the 'Discuss' questions.
<input type="checkbox"/>	<input type="checkbox"/> You consider both sides of the argument on 'Discuss' questions. (F.A.R.M)	<input type="checkbox"/>