**Year 9 Autumn 1 SMSC**

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| **Subject** | **SMSC** |
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| Success Criteria | **Strand A: Know & understand** |
|   | **KPI 1 I can recognise worldwide issues related to injustice and inequality, with a focus on religion and race.**  |
|   | a. I recognise the key concepts of equality, identity and injustice through the themes of religion and race.  |
|   | b. I can identify aspects of my own experience and feelings and relate to them to these key concepts. |
|   | c. I can identify some reasons why equality can be difficult to achieve. |
|   | d. I can retell relevant religious Christian stories/teachings; The Parable of the Good Samaritan, The Parable of the Sheep & Goats, Jesus’ love commandments in Christianity. |
|   | e. I can retell relevant Islamic religious stories/teachings; Allah’s creation of humans as equal and from the earth, ummah. |
|   | f. I can connect teachings from Sources of Wisdom to the beliefs and practices of modern believers. E.g. through the work of the Salvation Army and Islamic Relief. |
|   | g.      I can state examples of what can be good and bad in media reporting about religion and religious issues. |
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|   | **Strand B: Express & communicate** |
|   | **KPI2 I can explain and apply the key religious teachings on equality, human dignity and justice from Christianity and Islam.** |
|   |  **I can refer explicitly to the Bible as a Christian source of authority and to the Qur’an and Hadith as Muslim sources of authority.** |
|   | a.      I can explain what is meant by equality to Christians and Muslims referring to Sources of Wisdom that support the theme of equality. |
|   | b.      I can explain reasons why the media is so influential in Britain today and some ways that the media uses this power, including stereotyping of religious believers. |
|   | c.       I can explain the beliefs on equality upheld through the actions of Mahatma Gandhi, Martin Luther King and Oscar Romero. |
|   | d.      I can explain the impact these individuals have had through non-violent protest to gain justice, dignity and equality for the people they represent. |
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|   | **Strand C: Gain & deploy skills** |
|   | **KP3 I am able to analyse and evaluate the impact of religious individuals on improving justice, dignity and equality for people of**  |
|   | **different races and religions.** |
|   | a.       I can research, prepare and deliver an IMPACT presentation on a religious figure or other individual of my choice. E.g. Steve Chalke, Corrie ten Boom. |
|   | b. I can evaluate Christian, Muslim and non-religious views on issues of equality and human rights using appropriate evidence and examples. I can include references from the Bible and the Qur’an, Hadith and Humanist literature to support my evaluation. |