



## Curriculum Plan Religious Studies



Year 11GCSE	Golden Treads: State the big ideas that will be taught across the year ( <a href="#">Threshold concepts</a> ) Students will gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study				Enrichment: What is offered through the year to support learning in the classroom? Bi-annual trip to Bristol Sikh Gurdwara and an alternative type of Christian church – next due 2024-25		Review and evaluation: Give date for review of the curriculum		
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking		
Term 1 and 2	Religion and Life	12 mark evaluation questions based on the unit content.	<b>The origins and value of the universe</b> The origins of the universe, including: - religious teachings about the origins of the universe, and different interpretations of these - the relationship between scientific views, such as the Big Bang theory, and religious views.  The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.  The use and abuse of the environment, including the use of natural resources, pollution. The use and abuse of animals, including: - animal experimentation - the use of animals for food.  <b>The origins and value of human life</b>	Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.	Students often struggle to apply the views of others to issues and think beyond their own point of view.		<a href="#">Tier 3 words</a>	What prior learning does this term’s curriculum link to and what future learning does this term’s curriculum link to?	Year 7 Intro to RE Year 7 How green are religions? Year 9 Rights and Wrongs Year 9 Science VS Religion



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			<p>The origins of life, including:</p> <ul style="list-style-type: none"><li>- religious teachings about the origins of human life, and different interpretations of these</li><li>- the relationship between scientific views, such as evolution, and religious views.</li></ul> <p>The concepts of sanctity of life and the quality of life.</p> <p>Abortion, including situations when the mother's life is at risk.</p> <p>Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.</p> <p>Euthanasia.</p> <p>Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.</p>					
Term 3 and 4	<b>Relationships and families</b>	Full 24 mark practice paper based on the whole theme in exam conditions.	<p><b>Sex, marriage and divorce</b></p> <p>Human sexuality including: heterosexual and homosexual relationships.</p> <p>Sexual relationships before and outside of marriage.</p> <p>Contraception and family planning.</p> <p>The nature and purpose of marriage.</p> <p>Same-sex marriage and cohabitation.</p> <p>Divorce, including reasons for divorce, and remarrying.</p>	Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.	Students often struggle to apply the views of others to issues and think beyond their own point of view.	<a href="#">Tier 3 words</a>		Year 7 Intro to RE Year 7 What does it mean to be human? Year 8 Do the teachings of Jesus stand the test of time?



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			<p>Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.</p> <p><b>Families and gender equality</b></p> <p>The nature of families, including:</p> <ul style="list-style-type: none"><li>- the role of parents and children</li><li>- extended families and the nuclear family.</li></ul> <p>The purpose of families, including:</p> <ul style="list-style-type: none"><li>- procreation</li><li>- stability and the protection of children</li><li>- educating children in a faith.</li></ul> <p>Contemporary family issues including:</p> <ul style="list-style-type: none"><li>- same-sex parents</li><li>- polygamy.</li></ul> <p>The roles of men and women.</p> <p>Gender equality.</p> <p>Gender prejudice and discrimination, including examples.</p>					
Term 5	Revision TBC based on mock outcomes and student feedback.							