

KS4 Long Term Curriculum Plan: Year 11 RE

Curriculum Aim:

In Year 11, students continue their study of GCSE RE which they begin in Year 9.

The RE GCSE Philosophy & Ethics unit aims to give students the opportunity to explore a range of philosophical/ethical concepts in relation to a range of topics from a religious and non-religious context. Students will explore how Christianity and non-religious attitudes influence individuals, communities and societies & their response to philosophical/ethical questions.. The programme of study aims to give students the opportunity to develop/hone their skills in explanation, analysis and evaluation of topics, in order to offer reasoned and supported arguments in discussions about key issues within Christianity & non-religious perspectives. The unit aims to give students the opportunity to develop their personal knowledge, allowing them to explore & apply their perspective and experiences on philosophical/ethical concepts.

Link to prior learning:

The Year 11 RE curriculum builds on their KS2 learning of world religions which focuses on 'exploring' the faiths and learning about the beliefs, teachings and practices. At KS4, the RE curriculum deepens this knowledge and focuses on the 'application' of their learning on a range of ultimate questions and ethical issues. Students will apply their knowledge from their study of Christianity, Beliefs, Teachings & Practices to a ranges of philosophical/ethical concepts. The Year 11 GCSE programme of study in RE builds on the skills developed in Year 7, 8, 9 & 10 - skills including; investigation, explanation, analysis, comparative study, discussion and evaluation in preparation for their GCSE exams.

Rationale of sequencing: Year 11 have **TWO** lessons per week.

The GCSE Unit of Philosophy & Ethics is worth 50% of the final GCSE. Students will have studied one of the four units in Year 9 due to curriculum time restraints (Peace & Conflict). Student's study the remaining units in Year 11 as they have the necessary knowledge and skills developed in Year 9 & 10 to support their study. The themes of the units benefit from the maturity of students in their final year due to the sensitivity of some of the topics.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn	Relationships & Family	As part of the study of the Relationships & family students will explore a range of ethical and philosophical concepts/ questions in relation to topics such as; <ul style="list-style-type: none"> ● Fidelity, marriage, divorce ● Understandings of sexuality ● Roles of men and women ● Christian understandings of equality Demonstrate knowledge and understanding through investigation, application & discussion Analyse, evaluate and discuss the issues raised by the area of study and their importance for individuals, communities and societies Analysis of sources of wisdom and authority Comparative study of the common and divergent views between religious & non-religious views	Give three purposes of marriage for Christians Explain why Christians have different attitudes to contraception (6) 'Christians should accept same-sex marriage'. Discuss (15) Assessment week
			Give three examples of gender discrimination (3) Describe the influence of culture on Christian attitudes about equality (3) 'Men and women can never be equal'. Discuss
Spring	Dialogue between religious &	As part of the study of Dialogue students will explore a range of ethical and philosophical concepts/ questions in relation to topics such as; <ul style="list-style-type: none"> ● Secularism 	Explain why some Christians might have issues with genetic manipulation (6) Year 11 PPEs fortnight - Pass exam paper

	non-religious perspectives	<ul style="list-style-type: none"> ● Tolerance ● Freedom of belief/expression and practice ● Medical ethics & Value of human life ● Exclusivism, inclusivism and pluralism ● Religious values and secular values <p>Demonstrate knowledge and understanding through investigation, application & discussion</p> <p>Analyse, evaluate and discuss the issues raised by the area of study and their importance for individuals, communities and societies</p> <p>Analysis of sources of wisdom and authority</p> <p>Comparative study of the common and divergent views between religious & non-religious views</p>	<p>Name three non-religious world views (3)</p> <p>Describe the attitudes some Christians might have towards the role of the Church in public life (6)</p> <p>'Christianity is the only true religion.' Discuss (15)</p>
Summer	Existence of God	<p>As part of the study of the Existence of God students will explore a range of ethical and philosophical concepts/questions in relation to topics such as;</p> <ul style="list-style-type: none"> ● Revelation by the divine ● Reasons to believe in God ● Challenges to religious belief ● Religious experiences ● Perceptions of the divine <p>Demonstrate knowledge and understanding through investigation, application & discussion</p> <p>Analyse, evaluate and discuss the issues raised by the area of study and their importance for individuals, communities and societies</p> <p>Analysis of sources of wisdom and authority</p> <p>Comparative study of the common and divergent views between religious & non-religious views</p>	<p>Describe Christian teachings about what God is like (6)</p> <p>Explain what different teachings tell us about God's relationship with humanity (6)</p> <p>State three ways in which Christians believe God is revealed (3)</p> <p>'It is important to prove the existence of God'. (15)</p>

Further Information

OCR GCSE SPECIFICATION - <https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/specification-at-a-glance/>