

# Core RE Curriculum Overview



## **Core RE Year 11 Overview**

In the Autumn term, Year 11 begin with an exploration of morality and moral reasoning, This will include what influences human reasoning of right and wrong and different moral theories. For the second half of the term will begin by looking at how online gambling and fraud impacts individuals and the signs to look out for that there is an issue. Students will also look at the relationship between the media and politics, with discuss on things such as fake news, the principles of a free press and censorship.

In the Spring term students will be looking at the causes of War, and different religious and moral a perspective. This will include Holy War and Jihad. They will then cover several social issues that have increased in the early 21<sup>st</sup> century that affect the lives of people and directly impact on the wellbeing of young people as they travel towards adulthood. This will support students in understanding how to manage their own money and understand finance in relation to debt, wages and payslips.

In the Summer term, Year 11 students will continue to look at issues around independent living. After this they will be supported in independent revision.

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Week Number	Themes/ Topics	Key Knowledge & Skills
<p style="text-align: center;"><b>HT1 (Autumn 1)</b></p>	<p><b>Topic 1 What is morality, personhood and AI?</b></p> <ol style="list-style-type: none"> <li>1. Does morality exist?</li> <li>2. Is 'evil' real?</li> <li>3. What is a 'moral dilemma'?</li> <li>4. What is Situation Ethics?</li> <li>6. What is a human and what is a person?</li> <li>7. Can a robot be a person?</li> </ol>	<p>Students look at what influences individual morality, and the various problems in subjective and objective moral perspectives. They will consider the influence of religion in directing moral rules and consider why people may have different responses to moral dilemmas. They will then look at the origins and application of Situation Ethics and come to a reasoned conclusion a conclusion as to this approach. Students will pick up the thread of human consciousness and personhood, looking at the role of AI in the modern world and begin to explore ideas of whether AI can make the moral decisions and develop qualities we would associate with personhood. Students will look at a range of religious and philosophical responses to these ultimate questions. This unit will them allow students to move forward and consider the morality around war and conflict in the following half term.</p> <p><b>RE Skills</b></p> <p><i>Investigation</i> - asking relevant questions  <i>Reflection</i> - the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.  <i>Empathy</i> - developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow  <i>Evaluation</i> - the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith  <i>Analysis</i> - distinguishing between opinion, belief and fact  <i>Synthesis</i> - connecting different aspects of life into a meaningful whole.  <i>Application</i> - identifying key religious values and their links with secular values</p> <p><b>Link to GCSE RE AQA Specification A</b></p> <p>Theme B: Religion and life</p> <ul style="list-style-type: none"> <li>• Abortion, including situations when the mother's life is at risk.</li> <li>• Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.</li> <li>• Euthanasia.</li> </ul> <p>Theme E: Religion, crime and punishment</p> <ul style="list-style-type: none"> <li>• Good and evil intentions and actions</li> </ul>

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		<p><b>Links to SMSC</b></p> <p>Spiritual</p> <ul style="list-style-type: none"> <li>• sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• use of imagination and creativity in their learning</li> </ul> <p>Moral</p> <ul style="list-style-type: none"> <li>• interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>
<p style="text-align: center;"><b>HT2 (Autumn 2 )</b></p>	<p><b>Topic 3: Online Safety and the media</b></p> <ol style="list-style-type: none"> <li>1. Online Gambling</li> <li>2. Online fraud and cyber crime</li> <li>3. digital footprints</li> <li>4. The dark web</li> <li>5. Fake News</li> <li>6. The Free press</li> </ol>	<p>This unit support the statutory framework for RSE, this includes their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online; about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. Students also explore how information and data is generated, collected, shared and used online. Students are also encouraged to understand how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. In relation to this, this unit support the statutory framework for Citizenship, especially the role of the press.</p> <p><b>RE Skills</b></p> <p><i>Investigation</i> - knowing how to use a variety of sources in order to gather information  <i>Analysis</i> - distinguishing between opinion, belief and fact  <i>Synthesis</i> - connecting different aspects of life into a meaningful whole  <i>Expression</i> - the ability to articulate ideas, beliefs and values;</p> <p><b>Links to RSE Statutory Guidance</b></p> <ul style="list-style-type: none"> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• how information and data is generated, collected, shared and used online.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>

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		<ul style="list-style-type: none"> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> </ul> <p><b>Links to Citizenship statutory guidance:</b></p> <ul style="list-style-type: none"> <li>• the legal system in the UK, different sources of law and how the law helps society deal with complex problems</li> <li>• parliamentary democracy ...and a free press</li> </ul> <p><b>Links to SMSC</b></p> <p>Spiritual</p> <ul style="list-style-type: none"> <li>• sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• use of imagination and creativity in their learning</li> </ul> <p>Moral</p> <ul style="list-style-type: none"> <li>• ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li> </ul>
<p><b>HT1(Spring 1)</b></p>	<p><b>Topic 2 War and conflict</b></p> <ol style="list-style-type: none"> <li>1. Causes of war</li> <li>2. Just War Theory</li> <li>3. Holy War/ Jihad</li> <li>4. Pacifism</li> <li>5. Victims of War</li> <li>6. Amnesty international</li> </ol>	<p>Students explore the reasons why wars, both modern and historical, occur. Students consider the impact of religion, politics and other factors on world conflict. Students will evaluate whether acts of violence can be justified by religion. Students will reflect on the human cost of war, and consider the struggles faced by victims of war, prisoners of war and refugees. Students will reflect how global conflicts can impact the citizens of the UK.</p> <p><b>RE Skills</b></p> <p><i>Investigation</i> - knowing how to use a variety of sources in order to gather information</p> <p><i>Reflection</i> - the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.</p> <p><i>Empathy</i> - the ability to see the world through the eyes of others, and to see issues from their point of view</p> <p><i>Evaluation</i> - the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith</p> <p><i>Application</i> - making links between religion and individual, community, national and international life</p> <p><b>Link to GCSE RE AQA Specification A</b></p>

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		<p>Theme D: Religion, peace and conflict</p> <ul style="list-style-type: none"> <li>• Reasons for war, including greed, self-defence and retaliation.</li> <li>• The just war theory, including the criteria for a just war.</li> <li>• Holy war.</li> <li>• Pacifism.</li> <li>• Religious responses to the victims of war including the work of one present day religious organisation.</li> </ul> <p><b>Links to Citizenship</b></p> <ul style="list-style-type: none"> <li>• local, regional and international governance and the United Kingdom’s relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</li> <li>• human rights and international law</li> </ul> <p><b>Links to SMSC</b></p> <p>Spiritual</p> <ul style="list-style-type: none"> <li>•ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> </ul> <p>Moral</p> <ul style="list-style-type: none"> <li>•interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul> <p>Social</p> <ul style="list-style-type: none"> <li>•acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</li> </ul>
<p><b>HT4 (Spring 2)</b></p> <p><b>HT5 (Summer 1)</b></p>	<p><b>Topic 4: Independent living and money matters</b></p> <ol style="list-style-type: none"> <li>1. Homelessness</li> <li>2. Wants and Needs</li> <li>3. Independent living</li> <li>4. Incomes and Expenditures</li> <li>5. Understanding Income Tax and NI</li> </ol>	<p>This unit is specifically designed to help students under the realities of growing up, wanting to leave home and entering the world of work. Students begin by looking at the issue of youth homelessness and how to access support if living at home is no longer viable. By exploring ‘wants and needs’ students begin to understand the importance of basic needs being met before everything else in order to be able to achieve quality of life. This is done by learning about Maslow’s hierarchy of needs. Students then spend time over three lessons looking at the practicalities of money management, before considering the decision-making process the UK government makes in how its citizens taxes are spent.</p> <p><b>RE Skills</b></p> <p><i>Investigation</i> - knowing how to use a variety of sources in order to gather information</p>

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	<p>6. Government spending</p> <p>Possible external workshops HAPI homelessness The Money Charity</p>	<p><i>Empathy</i> - the ability to see the world through the eyes of others, and to see issues from their point of view <i>Evaluation</i> - weighing the respective claims of self-interest, consideration for others and individual conscience</p> <p><b>Links to Citizenship</b></p> <ul style="list-style-type: none"><li>• the legal system in the UK, different sources of law and how the law helps society deal with complex problems</li><li>• income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.</li></ul> <p><b>Links to SMSC</b></p> <p>Spiritual</p> <ul style="list-style-type: none"><li>• ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li></ul>
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