

KAA Curriculum Overview		RE	Year 11	EOY Exam	Sequencing and Progression	
Rationale <i>Give an overview of what students are studying this year and why. Link directly to your overall curriculum intent.</i> Religious Studies at KAA aims to develop our student’s knowledge and understanding of a wide range of religious and non-religious beliefs. Students are taught how to construct informed and balanced arguments on a range of different themes and topics. Students have the opportunity to engage with questions of belief, value, meaning, purpose, truth and ultimately prepare them for adult life in a pluralistic society and global community as thoughtful and engaged citizens. This year student’s focus on the content required for paper 1 – Philosophical & Ethical issues in the modern world. This will give students a solid understanding religious beliefs, teachings, practices, and sources of wisdom and authority, including the reading of key religious texts and scriptures. It will also teach students non-religious viewpoints, such as atheism and Humanism.				Paper 1: Philosophical & Ethical issues in the modern world Paper 2: Christianity Paper 3 : Islam GCSE questions Define (2) - Definition of a key term (What is meant by...) Describe (5) - Outline knowledge and understanding of belief, teaching, practice, event. Explain (8) – Detailed knowledge of how / why / importance of a belief, teaching, practice, event. Must use sources of authority. Evaluate (15) – Discuss a statement showing more than one point of view. PEA format. Must use sources of authority.	How does this year build on what they’ve learnt last year? Students will use knowledge from across KS3 in their study of Islam & Christianity. Skills taught and embedded through KS3 will now be tested with real exam timings. Having a solid understanding of the religious beliefs from last year will enable students to apply and revise religious beliefs and practices to the philosophical and ethical units.	How will it benefit them as they move forward next year? Key exam skills embedded in every topic – focus on Point/Explain or Point/Example and PEA formats Topics studied in year 11 are mini versions of areas of the A Level specification – Islam, Sexual Ethics, Medical Ethics
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
Link to MTP Overview						
Topic studied & Fertile Question	Relationships	Good & Evil	Life & Death	Revision	Revision & GCSE Exams	N/A
Adjustments following last assessments / evaluation.						
Key knowledge and skills students need to have gained by the end of the unit	Knowledge: Relationships: <ul style="list-style-type: none"> Christian beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, roles of women and men The nature and purpose of marriage as expressed through Christian marriage ceremonies in Britain and teachings: Mark 10:6-8 and the Church of England Synod Varying Christian attitudes towards adultery, divorce and annulment and separation and re-marriage. Islamic beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, roles of women and men, marriage outside the religious tradition and cohabitation The nature and purpose of marriage as expressed through the Muslim marriage ceremonies and teachings Diversity of beliefs between Shi’a and Sunni Muslims regarding temporary unannounced marriage 	Knowledge: Crime and Punishment <ul style="list-style-type: none"> What makes an act 'wrong'? Religious and ethical responses: relative and absolute morality, conscience, virtues, sin Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation The treatment of criminals and the work of prison reformers and prison chaplains Varied Conservative and Liberal Christian responses to the Death Penalty, including interpretations of Christian Teachings The will of Allah Varied Islamic responses to the death penalty, including interpretations of Shariah Law Forgiveness <ul style="list-style-type: none"> Christian teachings about forgiveness, including interpretations of teachings 	Knowledge: The world <ul style="list-style-type: none"> Diverse Christian beliefs, teachings and attitudes about the accounts of the origin of the universe: Genesis 1 and 2 The relationship between Christian views and non-religious views of creation and the extent to which they conflict; Stephen Hawking's view of the Big Bang Christian and non-religious beliefs, teachings and attitudes about dominion, stewardship, environmental responsibility, sustainability, and global citizenship: Islamic beliefs, teachings and attitudes about the origin of the universe: The relationship between Islamic views and non-religious views of creation and the extent to which they conflict; Stephen Hawking's view of the Big Bang Islamic and non-religious beliefs, teachings and attitudes about fitra, khalifah, environmental responsibility, sustainability, and global citizenship: 	Knowledge: All GCSE Content Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices	Knowledge: All GCSE Content Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices	

	<ul style="list-style-type: none"> Islamic attitudes towards adultery, divorce, separation and remarriage. Arranged marriage in Britain <p>Sexual relationships</p> <ul style="list-style-type: none"> Christian teachings about the nature and purpose of sex and the use of contraception including varied interpretations of the Natural Law/Absolutist approach of Thomas Aquinas' Five Primary Precepts with reference to the second Primary Precept Diverse attitudes within and across Christian traditions towards same sex relationships, including varied interpretations Islamic teachings about the nature and purpose of sex and the use of contraception. Islamic attitudes towards same sex relationships: <p>Issues of equality: gender prejudice and discrimination</p> <ul style="list-style-type: none"> Diverse attitudes within Christianity toward the roles of women and men in worship and authority with reference to Catholic, Orthodox and Anglican views on this issue Interpretations of teachings: Diverse attitudes within Islam toward the roles of women and men in worship and authority <p>Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices</p>	<ul style="list-style-type: none"> Examples of forgiveness arising from personal beliefs. Islamic teachings about forgiveness <p>Good, Evil and Suffering</p> <ul style="list-style-type: none"> Philosophical perspectives on the origin of evil: Original Sin (free will) and 'soul-making' (Irenaeus and John Hick) Philosophical challenges posed by belief in God, free will and the existence of evil and suffering Philosophical perspectives on the origin of evil: The Devil tests humans The belief in pre-destination (al Qadr) in relationship to free will <p>Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices</p>	<ul style="list-style-type: none"> 'Humanists for a Better World' <p>The origin and value of human life</p> <ul style="list-style-type: none"> Diverse Christian beliefs, teachings and attitudes toward the origin and sanctity of human life: Non-religious beliefs about evolution; Charles Darwin, Richard Dawkins Diverse Christian attitudes towards abortion and euthanasia Islamic beliefs, teachings and attitudes toward the origin and sanctity of human life: Islamic attitudes towards abortion and euthanasia; Non-religious views on the importance of human and animal life; Peter Singer's views on 'speciesism' Humanist 'Dignity in Dying' Movement <p>Beliefs about death and the afterlife</p> <ul style="list-style-type: none"> Christian beliefs and teachings about life after death, including soul, judgement, heaven and hell: Diverse Christian beliefs about the afterlife How Christian and Humanist funerals in Britain reflect beliefs about the afterlife Islamic beliefs and teachings about life after death, including soul, judgement, akhirah, heaven and hell: How Islamic and Humanist funerals in Britain reflect beliefs about the afterlife Diversity of views between Shi'a and Sunni Muslims regarding worship at graves <p>Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices</p>			
<p>How is understanding assessed at the end of the unit?</p>		<p>Summative assessment: Full GCSE papers from 2020 Aut</p>		<p>Summative assessment: Full GCSE papers from 2022</p>		