

What are the aims and intentions of this curriculum?

Students will be taught about Humanist, Islamic and Christian beliefs on medicine, relationships and conflicts. Students will be exposed to quotations, religious and non-religious teachings. With this, students will be encouraged to use evidence in examination answers and in class discussion. Students will be able to answer questions more in depth and can carry this skill for KS4 Religious education. The curriculum will set out the key skills for students to engage with different beliefs and express them adequately in assessments. Further, students will be asked to work independently and judge information correctly. Students will be often asked to peer assess and to express ideas to others in the class. By the end students should have a good understanding of all three points of view. Provision will be made for students to explore Religious Rites, examine religious prosecution and oppression as well as how religions are presented in society through the role of media.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	Rites of Passage	<p>Students this half term will look into various Rites associated with Religions namely; Christianity and Islam. Learners will explore the importance of this Rites and how they are linked to the various expectations and practices in the religion.</p> <p>Learning Adolescent Body taught in PSHE so that learners can understand changes in their body and how these changes are linked to Religious teachings.</p> <p>Professions linked to topics include : 1. Psychiatrist · 2. Clinical Psychologist · 3. Psychotherapist · 4. Family Therapist · 5. Social Worker · 6. Psychiatric nurse · 7. Mental Health Worker</p>	<p>Students will continue to work independently and collectively to work through this course. They will be given tasks to help build confidence in verbal and written tasks. Students will use mark schemes and success criteria to help improve written answers.</p>	<ul style="list-style-type: none"> - Debates - Examination questions - Revision posters - Peer assessment - Matching definition to key words - Short questions - Video clip analysis - Presentations
Autumn 1	Oppression and Religious Prosecution	<ul style="list-style-type: none"> • Students will be given the chance to express their views on whether they think religion causes conflict or peace. Students will be given case studies and examples to help them understand how Christians and Muslims have dealt with conflicts. Further, relevant case studies like Oscar Romero, Malala Yusufzai and Desmond Tutu have dealt with personal conviction. Students will have a deeper understanding on holy wars by again using examples. • Key words: Just war, lesser and greater jihad, interfaith dialogue, moral suffering. Pacifism, natural suffering, forgiveness, reconciliation, social justice • Learners study in RSE the importance of equality and respect and are exposed to the issues that those who are members of the LGBT community 	<p>Students will be shown case studies to highlight the importance of religious beliefs and conflict that have occurred in the past. Students will work on examination questions and will be encouraged to use religious quotes ensure they are achieving high marks in questions. Students will watch different video clips that express social justice. This will make students realise the importance of religion and equality.</p>	<ul style="list-style-type: none"> - Filling in tables that require religious beliefs and quotes. - Examination style question - Case study analysis - Quiz

		<p>are faced with. Students will also study and learn about the Equality Act 2010 in PSHE and how these are linked to the expectations relating to Human Rights.</p>		
<p>Autumn 2</p>	<p>Alternate Beliefs</p>	<ul style="list-style-type: none"> Students will be given the chance to express their views on whether they think religion causes conflict or peace. Students will be given case studies and examples to help them understand how Christians and Muslims have dealt with conflicts. Further, relevant case studies like Oscar Romero, Malala Yusufzai and Desmond Tutu have dealt with personal conviction. Students will have a deeper understanding on holy wars by again using examples. Key words: Just war, lesser and greater jihad, interfaith dialogue, moral suffering. Pacifism, natural suffering, forgiveness, reconciliation, social justice Students also study the law and its importance in understanding how those with Alternate Views/Beliefs should be treated, Sociologists and theology as well as links to religious leaders e.g. Rabbi, Imam, Priest and Vicar. 	<p>Students will be shown case studies to highlight the importance of religious beliefs and conflict that have occurred in the past. Students will work on examination questions and will be encouraged to use religious quotes ensure they are achieving high marks in questions. Students will watch different video clips that express social justice. This will make students realise the importance of religion and equality.</p>	<ul style="list-style-type: none"> Filling in tables that require religious beliefs and quotes . Examination style question Case study analysis Quiz
<p>Spring 1</p>	<p>Humanism</p>	<ul style="list-style-type: none"> This half-term student will be exposed to a humanist approach which they have not learnt in Year 7 and 8. They will be looking at a non-religious point of view and understanding what humanist think about afterlife, celebrations, and important life events. Students will be learning about how Humanist beliefs and happiness. Key words- 10 non-commandments, morals, ethics, moral dilemmas, values. Key words: Euthanasia, Hippocratic oath, abortion, sanctity of life, quality of life, medical ethics. Careers linked to topics include : 1. Psychiatrist · 2. Clinical Psychologist · 3. Psychotherapist · 4. Family Therapist · 5. Social Worker · 6. Psychiatric nurse · 7. Mental health. Developing and practicing healthy life practices and habits. 	<p>Pupils will work independently and collaboratively to gain a deeper understanding of religious beliefs and medicine. Students are able to build on examination skills in providing answers with quotes and analysis. Students will also have the opportunity to peer assess using mark schemes to ensure they are able to locate marks. Students will also have the chance to verbally discuss issues of medicine and religion by expressing opinions on sensitive matters.</p>	<ul style="list-style-type: none"> Debates Examination style questions Short answers Video clip questions Case study analysis

<p>Spring 2</p>	<p>Religion and Medicine</p>	<ul style="list-style-type: none"> • Students will take on and explore the Islamic and Christian perspective of medicine and to give light and understanding to views on abortion, euthanasia, medical ethics and IVF. Pupils will be taught religious quotes and teaching to help them in their writing Key words: Euthanasia, Hippocratic Oath, abortion, sanctity of life, quality of life, medical ethics. • Intimate and sexual relationships, including sexual health. • Respectful Relationship including friendship. 	<p>Pupils will work independently and collaboratively to gain a deeper understanding of religious beliefs and medicine. Students are able to build on examination skills in providing answers with quotes and analysis. Students will also have the opportunity to peer assess using mark schemes to ensure they are able to locate marks. Students will also have the chance to verbally discuss issues of medicine and religion by expressing opinions on sensitive matters</p>	<ul style="list-style-type: none"> - Debates - Examination questions - Revision posters - Peer assessment - Matching definition to key words - Short questions
<p>Summer 1</p>	<p>Media Representation</p>	<p>Students will continue to explore relationships in this half term. Students will have the chance to practice examination questions. They will have a chance to revise through the key terms.</p> <p>Key words:-</p> <ul style="list-style-type: none"> • Cohabitation, responsibilities, roles, divorce, chastity, contraception, equality, gender equality • Internet safety and harm will be explored as learners develop their awareness of this in PSHE • Students will also study and learn about the Equality Act 2010 in PSHE and how these are linked to the expectations relating to Human Rights. 	<p>Students will present and help each other to understand key words and teachings in this unit. They will create revision posters to ensure all points are included in examination questions.</p>	<ul style="list-style-type: none"> - Debates - Examination questions - Revision posters - Peer assessment - Matching definition to key words - Short questions