**Y11 – Religious Studies GCSE**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Big Ideas | Religion and Family  Religion and Crime | Religion and Crime  Religion and life | Religion peace and conflict | Religion and Human Rights | | REvison and examination | Revision and examination |
| Topics | * What is human sexuality? * Do Religions agree with sex before marriage? * What does religion say about contraception? * Why is marriage so important in religion? * Can religious believers get a divorce? * Why are families so important? * What does religion say about gender equality? * What is a crime> * Why do people commit crime? * Why do we punish? | * How should we treat criminals? * Should we bring back the death penalty? * What do religions say about forgiveness? * What are hate crimes? * How did life begin? * Does the world have value? * How do humans abuse the environment? * Do humans just ‘use’ animals? * How did human life begin? * What does religion say about abortion? * What does religion say about euthanasia? * Is there life after death? | * What are ‘Peace and Conflict’? * What causes war? * Can a war ever be ‘Just’? * What about nuclear and WMD? * What does religion think about terrorism? * Can anyone truly be a pacifist? * How should we deal with victims of war? | * What are Human Rights? * What is Religious freedom? * What are gender rights? * What is the difference between prejudice and discrimination? * What rights are involved in wealth? * Should we give to the poor? | |  |  |
| Skills | DEVELOPMENT OF PHILOSOPHICAL THINKING   * Experience of Philosophical enquiry (P4C, Socratic Circle) * Flipped learning (use of video homework) * Introduction to explain questions | | DEVELOPMENT OF PHILOSOPHICAL THINKING   * Experience of Philosophical enquiry (P4C, Socratic Circle) * Flipped learning (use of video homework) * Introduction to explain and evaluate questions | | | DEVELOPMENT OF PHILOSOPHICAL THINKING   * Experience of Philosophical enquiry (P4C, Socratic Circle) * Flipped learning (use of video homework) * Introduction to explain and evaluate questions | |
| Assessment | End of unit assessment using GCSE style questions. | | End of unit assessment using GCSE style questions. | | | End of unit assessment and end of year assessment using GCSE style questions. | |
| Linked learning | Buddhist’s Mandalas in Maths | | | | | | |
| \*SMSC Links | 253. Provision for the spiritual development of pupils includes developing their:  ability to be reflective about their own beliefs (religious or otherwise) and perspective on life  knowledge of, and respect for, different people’s faiths, feelings and values  sense of enjoyment and fascination in learning about themselves, others and the world around them  use of imagination and creativity in their learning  willingness to reflect on their experiences  255. Provision for the social development of pupils includes developing their:  use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds  256. Provision for the cultural development of pupils includes developing their:  understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others  understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain  ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities | | | | | | |
| Literacy | Classification of words Philosophical and Religious, terminology, and definitions. Use literacy to communicate routes and direction | | | Numeracy | Mandalas in Buddhism (link to year 8 maths) | | | |
| Enrichment | Impact of Socratic Circles to improve enquiry | | | | | | |
| Impact | The aims of Religious Studies at Droitwich Spa High School fall into five main areas.   * To promote awareness, tolerance and respect of different faiths, cultures, and religions. * To encourage enquiry into the big questions that philosophy and religion attempt to answer. * To enable evaluation of different points of view of these questions. * An encouragement to think critically about ethical issues and questions of morality. * To give pupils religious and philosophical literacy to help with these intentions. | | | | | | |

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| Ways to support student learning in this subject |
| * Encourage the completion of homework. * Encourage discussion of philosophical issues that arise in the news. * Discuss Philosophy and Religion lessons and their progress. * Encourage a positive attitude towards Religion and its applications * Encourage self-assessment and reflection using personalised learning checklists (PLCs) * Read newspaper articles and watch relevant TV programmes * Practice units, unit conversions, standard form, rearranging equations and encourage the use of a calculator * Use of low stakes questioning and exam material to build confident and knowledge base * Encourage students to use GCSEPod to consolidate knowledge and build on recall skills * Refer students to LaunchPad revision materials * Encourage pupils to look frequently at their Knowledge Organisers; especially their key terms |