



CURIOSITY







COMPASSION

COURAGE



## Curriculum overview

Subject	Religious Education	Year group	11
<p><b>Vision statement:</b></p>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>‘A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.’</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<p><b>Curriculum intent:</b></p>	<p>We enable students to share and question their different philosophies, religions, spiritualities and ethical views. We teach students how to academically debate with those who hold contrary opinions, using the skills of empathy and respect. In line with our local authority of Staffordshire, our topics reflect not only Christianity, as the UK’s main religious tradition, but recognises all other major religions as well as Humanist and Atheist standpoints.</p> <p>The curriculum has on 3 key goals:</p> <ol style="list-style-type: none"> <li>1. Cultivating curiosity of students to acquire insightful knowledge concerning religions and beliefs, both in Britain and in more global terms; they will explore teachings and practices, sacred texts, lifestyles, rituals and symbolism, religious experience and living within a faith community</li> <li>2. Developing courage as students engage with ultimate questions of meaning and purpose and formulate their own sense of identity and values; expressing and evaluating their personal responses to such questions - linking to their own experience.</li> <li>3. Growing compassion in terms of social, spiritual and emotional skills for living well in a religiously plural and open society. Students will reflect on the reality of religious diversity and develop skills of analysis and discernment in relation to prejudice, discrimination and bias.</li> </ol>		
<p><b>Threshold Concepts (TCs):</b></p>	<ol style="list-style-type: none"> <li>1. To understand that religious beliefs are <b>interpreted differently</b> even within the same religion.</li> <li>2. To understand that religious practices have <b>varying levels of adoption</b>.</li> <li>3. To understand the <b>misconceptions</b> that surround religious belief and practices and <b>how to address them</b>.</li> <li>4. To understand that <b>religious values can be adopted and accepted</b> by non-religious believers.</li> <li>5. To understand the varying <b>impact of modern challenges</b> to religious beliefs.</li> <li>6. To understand the <b>influence key beliefs, teachings and practices</b> have on religious believers.</li> <li>7. To understand the variety of <b>sources of authority within religion</b> and the different approaches to them.</li> </ol>		

<b>KS2 National Curriculum summary:</b>	<p>Students build on their foundational knowledge from KS1 by having the following opportunities:</p> <ul style="list-style-type: none"> <li>To study beliefs, teaching and sources of religion such as exploring different texts and religious figures.</li> <li>To gain an understanding of how religious beliefs inform how people act in their lives such as celebrating religious festivals.</li> <li>To study expressing meaning in religion potentially through the use of symbols and worship in various religious traditions.</li> <li>To investigate meaning, purpose, and truth for example considering answers to hardship.</li> <li>To contemplate purpose and truth, for example how religion deals with pain and suffering.</li> <li>To consider values and commitments possibly including belonging to a religion, for example through religious ceremonies.</li> <li>Throughout students look at differences in how religions are followed.</li> </ul> <p>For more information  <a href="https://www.stedwardscheddleton.co.uk/wp-content/uploads/2021/08/New-Syllabus-for-Religions-Education-2016-25-11-2016_0948-1.pdf">https://www.stedwardscheddleton.co.uk/wp-content/uploads/2021/08/New-Syllabus-for-Religions-Education-2016-25-11-2016_0948-1.pdf</a></p>					
<b>Learner skills:</b>	<p>Critical thinking</p>  <p>CRITICAL THINKING</p>	<p>Organisation</p>  <p>ORGANISATION</p>	<p>Collaboration</p>  <p>COLLABORATION</p>	<p>Adaptability</p>  <p>ADAPTABILITY</p>	<p>Oracy</p>  <p>ORACY</p>	<p>Self-quizzing</p>  <p>SELF QUIZZING</p>
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
<b>The Big Question</b>	<p>How has religion shaped the world around us?</p>					
<b>Big picture questions:</b>	<b>How do Christians view crime and punishment?</b>	<b>How do Christians view life?</b>	<b>How do Christians view war?</b>	<b>Revision – Paper 1</b>	<b>Revision – Paper 2</b>	
<b>Content (Linked to TCs):</b>	<ul style="list-style-type: none"> <li>Reasons for crime and punishment (TC 7, 6)</li> <li>Christian attitudes to lawbreakers, punishment, death penalty, forgiveness, treatment of criminals, suffering</li> </ul>	<ul style="list-style-type: none"> <li>Origins and value of the universe (TC 5)</li> <li>Environment and Pollution (TC4,5,6)</li> <li>Origins of human life &amp; use and abuse of animal life (TC 1, 2, 6)</li> <li>Abortion (TC1,6,7)</li> </ul>	<ul style="list-style-type: none"> <li>Violent protest and terrorism (TC 5,6)</li> <li>Reasons for war, WMD (TC 1,3,5)</li> <li>Just war theory (TC 6,7)</li> <li>Holy War (TC 2,3)</li> <li>Pacifism (TC 2,7)</li> </ul>	<ul style="list-style-type: none"> <li>Focus on topics taught in year 10</li> </ul>		



## CURIOSITY

## COMPASSION

## COURAGE



	and causing suffering to others (TC 1,2)	<ul style="list-style-type: none"> <li>Euthanasia (TC 1,6,7)</li> <li>Death and afterlife (TC 1,3,6,7)</li> </ul>	<ul style="list-style-type: none"> <li>Christian responses to victims of war(TC 1,5)</li> </ul>			
<b>Vocabulary Instruction:</b>	Corporal punishment, Deterrence, Retaliation, Retribution	Day of judgement, Exploitation, Heaven/Hell Procreation, Stewardship	Chemical weapons, Justice, Pacifism			
<b>Assessment:</b>	Midpoint Assessment  End point assessment	Midpoint assessment  Endpoint Assessment	Midpoint assessment  <b>Summative Assessment 1: Mock</b>	Past papers	Past papers	
<b>Key/Historical misconceptions in this unit:</b>	All Christians have the same beliefs with respect to crime and punishment	All Christians have the same beliefs with respect to life – e.g. literal and metaphorical interpretations of Genesis	All Christians have the same beliefs with respect to war – e.g. Crusades vs. Quaker pacifists			
<b>Sequencing:</b>	The curriculum follows the exam specification. The thematic sections of the course follow teachings and practices. This allows student to use their core knowledge of Christianity acquired in year 10 to assess between different Christian viewpoints on practical issues. Studying the application of religions provides students with good opportunities to consolidate their knowledge of religious beliefs studied in year 10. This covers the elements of paper 2.					
<b>Values</b>	<p><b>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</b></p> <p><b>Compassion:</b> Students will show compassion in all Religious Education lessons by showing care and consideration of others beliefs and values. Students will be encouraged to question the impact of religion in society today, whilst maintaining a sense of understanding an acceptance of beliefs that differ to their own.</p> <p><b>Curiosity:</b> Students will explore the belief system of the six major world religions and those people who do not have a religion. They will be encouraged to ask questions and gain a deeper understanding of the impact religious belief can have on everyday life.</p> <p><b>Courage:</b> Students will show courage in lessons by being self-motivated to exceed lesson expectations. Students will be encouraged to discuss their thoughts and opinions with others in the class and be prepared to justify their ideas to the class.</p>					
<b>National Curriculum plus:</b>	In addition to teaching in line with the SACRE we emphasise humanist and atheist viewpoints at the relevant points within the curriculum, given this is the religious view of the majority of students. We encourage students to discuss and ask questions to develop a deeper understanding of religion.					



CURIOSITY

COMPASSION

COURAGE

