

Subject: **Core Religious Education – Phase 2**

Subject: **Core RE**

Year Group: **10**

Content Delivered Core knowledge		Content Delivered Core knowledge	
Term 1	Term 2	3a	3b
Ethics, peace and conflict	A-Z of religion and belief	Should religious buildings be sold to support the poor?	What difference does it make to believe...?
Key Curriculum Skills: <i>Outline key knowledge about religion</i> <i>Explain a belief/practice/viewpoint</i> <i>Compare religious beliefs/practices/viewpoints</i> <i>Evaluate a statement</i>	Key Curriculum Skills: <i>Outline key knowledge about religion</i> <i>Explain a belief/practice/viewpoint</i> <i>Compare religious beliefs/practices/viewpoints</i> <i>Evaluate a statement</i>	Key Curriculum Skills: <i>Outline key knowledge about religion</i> <i>Explain a belief/practice/viewpoint</i> <i>Compare religious beliefs/practices/viewpoints</i> <i>Evaluate a statement</i>	Key Curriculum Skills: <i>Outline key knowledge about religion</i> <i>Explain a belief/practice/viewpoint</i> <i>Compare religious beliefs/practices/viewpoints</i> <i>Evaluate a statement</i>
Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):
Beliefs – Understanding what the 6 major world religions and Humanists believe about the use of violence as well as their attitudes towards war and peace Ethics – Can violence ever be justified? Is there such a thing as a just war? Can the use of weapons of mass destruction ever be justified?	Beliefs – This unit looks at a range of different beliefs from the 6 major world religions Practices – This unit looks at a range of different religious practices from the 6 major world religions Philosophy – This unit also looks at a range of philosophical questions such as how did the world begin, does God exist, what happens when we die?	Practices – Core knowledge about the purpose of holy buildings Ethics – Reflection on how religious people should distribute their wealth	Beliefs – In this unit students study a range of different religious beliefs that have an impact on behaviour Ethics – How does belief affect action?
Assessment: Written tasks weeks 6 and 12	Assessment: Written tasks weeks 4 and 9	Assessment: Written task (week 5)	Assessment: Written task week 6
Literacy Curriculum: Reading - Analysis of sources of religious authority Textbook – religious attitudes to war and peace	Literacy Curriculum: Reading Reading on religious places of worship	Literacy Curriculum: Reading Reading on sewa/langar	Literacy Curriculum: Reading News article about Jehovah’s Witnesses refusing blood transfusions
Writing Written Tasks weeks 6 and 12	Writing Written tasks weeks 4 and 9	Writing Written task (week 5)	Writing Written task week 6
Oracy – The Trolley Problem Students will learn about Utilitarianism through the trolley problem thought experiment devised by philosopher Philippa Foot. They will then debate a range of hypothetical situations applying utilitarian principles and deciding whether they think this is ethical or not. Students will then consider a range of real life/contemporary situations and see if their views remain consistent.	Oracy – Class Debates Topics include: Is racism still a problem in the 21st century? Should Saint George be the patron Saint of England? Are religion and science in conflict?	Oracy – Values Line “Religious buildings should be sold to support the poor.” Students decide where they stand on the values line and have to both justify their position to others and listen to and respectfully challenge the views of others.	Oracy – Group Discussion Working in small groups students will discuss the causes of the Israel/Palestine conflict and consider potential responses and the strengths and weaknesses of each.
Home Learning As this is a non-examined subject students are not routinely set home learning. They are however encouraged to read around the topic areas and keep up to date with religion, ethics and philosophy in the news.	Home Learning As this is a non-examined subject students are not routinely set home learning. They are however encouraged to read around the topic areas and keep up to date with religion, ethics and philosophy in the news.	Home Learning As this is a non-examined subject students are not routinely set home learning. They are however encouraged to read around the topic areas and keep up to date with religion, ethics and philosophy in the news.	Home Learning As this is a non-examined subject students are not routinely set home learning. They are however encouraged to read around the topic areas and keep up to date with religion, ethics and philosophy in the news.

Subject: **Core RE**

Year Group: **11**

Content Delivered Core knowledge	
Term 1	In terms 2 and 3 students will be focusing on revision and exam skills as the statutory requirement for RE is now complete.
Matters of Life and Death	
Key Curriculum Skills: <i>Outline key knowledge about religion</i> <i>Explain a belief/practice/viewpoint</i> <i>Compare religious beliefs/practices/viewpoints</i> <i>Evaluate a statement</i>	
Key Knowledge (Cultural Capital and Content): Beliefs – Understanding religious responses to issues surrounding life and death e.g. abortion, euthanasia, medical ethics etc. Ethics – Can abortion ever be supported by religious people? Should euthanasia be legalised? Are designer babies ethical?	
Assessment: Written tasks weeks 8 and 15	
Literacy Curriculum: Reading - Religious information about the Sanctity of Life Newspaper article on the right to die Fertility treatment case studies	
Writing Written Tasks weeks 6 and 12	
Oracy – Moral Dilemmas – The Balloon Debate Working in small groups students must decide which fictional characters to cast out of a sinking hot air balloon. This is to encourage them to reflect on the sanctity of human life and the key question of whether or not all lives are equal.	
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