

## RPE Year 11 Curriculum Overview

By the end of year 11, all our students will have the knowledge, understanding and skills to be able to gain a GCSE grade in the AQA Religious Studies A qualification. This is a thought provoking and challenging GCSE that succeeds in developing not only their knowledge and understanding of the world but also assist in improving their wider study skills. Up to this point, they have built up a sound understanding of Christianity and Islam whilst also having studied some of the themed units. The order with which they continue to tackle this GCSE allows essential prior knowledge to be secured before studying difficult thematic topics that build more complex understanding of religion.

	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3
Topic	Peace and Conflict	Relationships and Families	Revision for final exams
<b>Critical Prior Knowledge</b>	<ul style="list-style-type: none"> <li>The first part of Peace and Conflict is studied at the end of year 10.</li> <li>Christianity is explored in year 7 term 1 and term 3, in year 8 term 1 and throughout year 9 (fundamental to all themed units).</li> </ul>	<ul style="list-style-type: none"> <li>Islam is studied in year 7 term 3.</li> </ul>	
<b>Overall Intent (Big ideas and key concepts)</b>	<p>Students study religious teachings, and religious, philosophical and ethical arguments, relating to violence, terrorism and war and their impact and influence in the modern world. They will be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>RELIGIOUS FOCUS – Christianity and Islam</p>	<p>Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues of sex, marriage and divorce, alongside families and divorce and their impact and influence in the modern world. They will be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>RELIGIOUS FOCUS – Christianity and Islam</p>	
<b>Essential Knowledge milestones (What students must master)</b>	<p>Religion, violence, terrorism and war</p> <ul style="list-style-type: none"> <li>The meaning and significance of peace, justice, forgiveness and reconciliation.</li> <li>Violence, including violent protest.</li> <li>Terrorism.</li> <li>Reasons for war, including greed, self-defence and retaliation.</li> <li>The just war theory, including the criteria for a just war.</li> <li>Holy war.</li> <li>Pacifism.</li> </ul> <p>Religion and belief in 21st century</p> <ul style="list-style-type: none"> <li>Religion and belief as a cause of war and violence in the contemporary world.</li> </ul>	<p>Sex, marriage and divorce</p> <ul style="list-style-type: none"> <li>Human sexuality including heterosexual and homosexual relationships.</li> <li>Sexual relationships before and outside of marriage.</li> <li>Contraception and family planning.</li> <li>The nature and purpose of marriage.</li> <li>Same-sex marriage and cohabitation.</li> </ul> <p>Divorce, including reasons for divorce, and remarrying.</p> <p>Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.</p> <p>Families and gender equality</p> <ul style="list-style-type: none"> <li>The nature of families, including the role of parents and children, extended families and the nuclear family.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Nuclear weapons, including nuclear deterrence.</li> <li>• The use of weapons of mass destruction.</li> <li>• Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.</li> <li>• Religious responses to the victims of war including the work of one present day religious organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of families, including procreation, stability and the protection of children, educating children in a faith.</li> <li>• Contemporary family issues including same-sex parents and polygamy.</li> <li>• The roles of men and women.</li> <li>• Gender equality.</li> <li>• Gender prejudice and discrimination, including examples.</li> </ul>	
<b>Cultural Capital</b>	The RPE department has created a wide, varied and rich curriculum so that every student is exposed to lots of new experiences, different activities, lots of different world views and attitudes, develop lots of skills and qualities that are vital to success in later life. This should be evident in the entirety of our curriculum.		
<b>Assessment Points</b>	<ol style="list-style-type: none"> <li>1. In class knowledge and understanding assessment to support students in preparing for their first mock exam.</li> <li>2. GCSE Mock exam 1</li> </ol>	<ol style="list-style-type: none"> <li>1. In class knowledge and understanding assessment to support students in preparing for their second mock exam.</li> <li>2. GCSE Mock exam 2</li> </ol>	
<b>ECC Student Characteristics</b>	<p><b>Being healthy and staying safe</b></p> <ul style="list-style-type: none"> <li>• Establishing inclusive and encouraging classrooms that students feel safe in.</li> </ul> <p><b>Being resilient</b></p> <ul style="list-style-type: none"> <li>• Reward culture allows students to feel safe to make mistakes and learn from them.</li> <li>• Effective use of feedback – set specific and achievable targets and action points.</li> <li>• Use of teaching methods to instil determination and encourage constant involvement in lessons.</li> <li>• Assessment processes are planned so that students build in confidence and aren't daunted by exam questions/tests as they go up the school.</li> <li>• Emotional resilience – we tackle difficult topics in lessons and will not avoid them.</li> </ul> <p><b>Respectful</b></p> <ul style="list-style-type: none"> <li>• Our curriculum is set and delivered to ensure our students have respect for other people's beliefs and opinions and to tackle prejudice and discrimination.</li> <li>• Our classrooms are run on the basis of mutual respect between the teachers and the students.</li> </ul> <p><b>Effective communicators</b></p> <ul style="list-style-type: none"> <li>• Most lessons involve open and evaluative discussion.</li> <li>• Active learning – a variety of teaching methods to encourage collaborative learning.</li> </ul> <p><b>Knowledgeable</b></p> <ul style="list-style-type: none"> <li>• Units of work are planned to build layers of knowledge and always retrieve previous knowledge.</li> <li>• Homework is always based on revision to help build strong layers of knowledge.</li> </ul> <p><b>Skilled and able to transfer these skills</b></p> <ul style="list-style-type: none"> <li>• Most lessons involve open and evaluative discussion – this is then used in evaluative written pieces.</li> </ul>		
<b>Connection to future learning</b>	<ul style="list-style-type: none"> <li>• The conceptual pegs will be revisited in every RPE lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The conceptual pegs will be revisited in every RPE lesson.</li> </ul>	

(When is this developed / revisited)?			
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