

RE CURRICULUM

Principle Aim: The principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The threefold aim of RE elaborate the principal aim:

1. Know about and understand a range of religious and worldviews
2. Express ideas and insights about the nature, significance and impact of religions and worldviews
3. Gain and deploy the skills needed to engage seriously with religions and worldviews.

These themes span and spiral across KS3 and KS4, they are linked to the Derbyshire Locally Agreed Syllabus.

Breadth and balance is achieved by ensure the following three strands are addressed across the key stage:

- A. Believing (religious beliefs, teachings, sources; questions about meaning, purpose and truth)
- B. Expressing (religious and spiritual forms of expression; questions about identity and diversity)
- C. Living (religious practices and ways of living; questions about values and commitments)

Year 11 MTP

Title	Marriage and the family		Key theme	Faiths and cultures	Principles of learning	Respect	
	Key vocabulary	Knowledge & Skills Inc. Metacognition & Disciplinary Literacy	Opportunities for...		Links...		Assessment
			Interleaving	Spacing	Foreshadows	Reinforces	

Marriage	Sacred bond, lifelong relationship, procreation, sacraments, Grace	<p>Outline Christian teachings about the importance and purpose of marriage Outline humanist and atheist attitudes to marriage. Explain why marriage is still important for the non-religious Explain how Christians have responded to non-religious attitudes to marriage and cohabitation Explain why...modelling thinking / scaffolding Evaluate the statement 'Marriage is more important for Christians than for non-religious people' Evaluation style questions...modelling thinking / scaffolding</p>	Topic 1 Unit 2: Marriage and the family	Outline Explain Evaluate		<p>Families (SRE 2020 – KS3) Relationships (PSHE association KS3)</p>	<p>'Marriage is more important for Christians than for non-religious people. Evaluate this statement' <u>Pages 36 – 39 from GCSE textbook 'Beliefs in Action'</u></p>
Sexual relationships	Pre-marital sex, extramarital sex, promiscuity, faithful	<p>Retrieval practice (different types of sexual relationships – pre-marital, cohabitation, homosexuality and extramarital) Outline Christian teachings about the nature and importance of sexual relationships. Outline Christian teachings about and attitudes towards sexual relationships outside marriage. Outline Humanist and atheist attitudes to sexual relationships. Explain why there are different attitudes within Christianity to same-sex relationships (Catholic, Evangelical Protestant, liberal Protestant) Explain why...modelling thinking / scaffolding Outline Christian responses to the non-religious attitudes. Evaluate the statement 'non-religious people have the most sensible attitude to homosexuality' Evaluation style questions...modelling thinking / scaffolding</p>	Topic 1 Unit 2: Marriage and the family	Outline Explain Evaluate		<p>Families (SRE 2020 – KS3) Relationships (PSHE association KS3)</p>	<p>'Non-religious people have the most sensible attitude to homosexuality'. Evaluate this statement' <u>Pages 40 – 44 from GCSE textbook 'Beliefs in Action'</u></p>

Families	Nuclear, single-parent, extended, blended, same-sex, physical needs, material needs, moral values, Monogamous, polygamous	<p>Deliberate vocabulary teaching – Nuclear families</p> <p>Outline different family structures (single-parent, same-sex, extended blended)</p> <p>Explain the purpose family in Christianity</p> <p>Explain why...modelling thinking / scaffolding</p> <p>Evaluate different Christian attitudes to the family.</p> <p>Evaluate non-religious ideas about the family.</p> <p>Evaluate the statement ‘The family is more important for Christians than for non-religious people’.</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Relationships (PSHE association)	Outline Explain Evaluate		Families (SRE 2020 – KS3) Relationships (PSHE association KS3)	<p>The family is more important for Christians than for non-religious people. Evaluate this statement</p> <p><u>Pages 45 – 49 from GCSE textbook ‘Beliefs in Action’</u></p>
Family planning	Childbearing age, condoms, STIs, STDs, abortifacients, NFP, maternal, creative purpose	<p>Outline the reasons why people have tried to control the number of children they have.</p> <p>Explain different Christian attitudes to contraception and family planning.</p> <p>Explain humanist and atheist attitudes to contraception and family planning.</p> <p>Outline atheist and humanist attitudes to divorce and remarriage</p> <p>Explain why they hold their beliefs</p> <p>Explain why...modelling thinking / scaffolding</p> <p>Evaluate different Christian and non-religious attitudes to contraception.</p> <p>Evaluate the statement ‘The world would be a better place if everyone followed Catholic teachings on contraception’</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Topic 1 unit 2: Marriage and the family	Outline Explain Evaluate		Families (SRE 2020 – KS3) Relationships (PSHE association KS3)	<p>‘Christians should never divorce’ Evaluate this statement</p> <p><u>Pages 57 – 60 from GCSE textbook ‘Beliefs in Action’</u></p>

Divorce and remarriage	Sacrament, annulment, consummate, covenant	<p>Outline Christian teachings about divorce and remarriage.</p> <p>Outline Atheist and Humanist attitudes to divorce and remarriage.</p> <p>Explain why they hold their beliefs</p> <p>Explain why...modelling thinking / scaffolding</p> <p>Evaluate the application of Situation Ethics to divorce and remarriage and Christian responses to them. Evaluate the statement 'Christians should never divorce'</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Topic 1 unit 2: Marriage and the family	Outline Explain Evaluate		<p>Families (SRE 2020 – KS3)</p> <p>Relationships (PSHE association KS3)</p>	<p>'Christians should never divorce' Evaluate this statement</p> <p><u>Pages 57 – 60 from GCSE textbook 'Beliefs in Action'</u></p>
Equality of men and women in the family	Subordinate, dominant rule, sex discrimination	<p>Outline different Christian teachings and attitudes towards the role of men and women in the family, including reference to Genesis 1-3 and Ephesians 5:21-30.</p> <p>Outline atheist and humanists attitudes to equal roles of men and women in the family and Christian responses to them.</p> <p>Explain Christian and non-religious attitudes to the equality of men and women in the family.</p> <p>Explain why...modelling thinking / scaffolding</p> <p>Evaluate the statement 'Men and women are totally equal and so should have completely equal role in the family'</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Topic 1 unit 2: Marriage and the family	Outline Explain Evaluate		<p>Families (SRE 2020 – KS3)</p> <p>Relationships (PSHE association KS3)</p>	<p>'Men and women are totally equal and so should have completely equal roles in the family'. Evaluate this statement</p> <p><u>Pages 61 – 64 from GCSE textbook 'Beliefs in Action'</u></p>

Gender prejudice and discrimination	Ordained, Catholic Catechism, Extraordinary minister, apostle, ordination, gender equality	<p>Outline the meaning of gender prejudice and discrimination</p> <p>Outline different Christian teachings about gender prejudice and discrimination, with examples of Christian opposition to gender prejudice and discrimination, including Galations 3:23 – 29</p> <p>Outline Humanist and atheist attitudes to gender prejudice and discrimination and Christian responses to them.</p> <p>Explain why Christians, humanists and atheists respond in this way.</p> <p>Explain why...modelling thinking / scaffolding</p> <p>Evaluate the statement 'Christians should never treat women differently from men'</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Topic 1 unit 2: Marriage and the family	Outline Explain Evaluate		<p>Families (SRE 2020 – KS3)</p> <p>Relationships (PSHE association KS3)</p>	<p>'Christians should never treat women differently from men'</p> <p>Evaluate this statement</p> <p><u>Pages 65 – 68 from GCSE textbook 'Beliefs in Action'</u></p>
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Title	Religion, peace and conflict		Key theme	Faiths and cultures		Principles of learning	Respect
	Key vocabulary	Knowledge & Skills Inc. Metacognition & Disciplinary Literacy	Opportunities for...		Links...		Assessment
			Interleaving	Spacing	Foreshadows	Reinforces	
Peace and justice	Peace, Justice	Describe and explain the religious teachings about the meaning of peace and justice. Explain the significance of peace and justice. Explain why...modelling thinking / scaffolding Evaluation style questions...modelling thinking / scaffolding	Believing	Describe Explain Evaluate		Christianity (KS3)	Evaluate the significance of justice and peace.
Forgiveness and reconciliation	Forgiveness, Reconciliation	Describe and explain the religious teachings about the meaning of forgiveness and reconciliation. Explain the significance of forgiveness and reconciliation. Explain why...modelling thinking / scaffolding Evaluation style questions...modelling thinking / scaffolding	Believing Living	Describe Explain Evaluate		Christianity (KS3)	Evaluate the significance of forgiveness and reconciliation.
Violence and violent protest	Violence, violent protest	Describe and explain religious understanding of violence and violent protest from two different religions, including Christianity. Explain why...modelling thinking / scaffolding	Believing	Outline Explain Evaluate		Christianity (KS3)	

Terrorism	Terrorism, Freedom fighter	Define terrorism and the term 'freedom fighter' Describe and explain religious attitudes to terrorists and terrorism. Explain why...modelling thinking / scaffolding Evaluation style questions...modelling thinking / scaffolding	Believing, Living	Describe Explain		Christianity (KS3)	
War	Cause Consequence	Explain reasons why a war might happen or why people go to war. Describe and explain the consequences of war. Evaluate the causes of war. Explain why...modelling thinking / scaffolding Evaluation style questions...modelling thinking / scaffolding	Believing	Describe Explain Evaluate			'Greed or just wanting a better life are never good reasons for going to war.' Evaluate this statement
The just war theory	Just war, Theory	Describe the criteria for a just war. Compare just war views and pacifist views. Explain why...modelling thinking / scaffolding Evaluation style questions...modelling thinking / scaffolding	Believing	Describe Compare			'War is the best way to solve problems between countries.' Evaluate this statement.
The holy war	Holy war	Describe the criteria which some religions believe are necessary for a war to be holy. Evaluate whether any war could be considered 'holy' Compare the holy war criteria with that of the just war. Explain why...modelling thinking / scaffolding Evaluation style questions...modelling thinking / scaffolding	Believing	Describe Compare Evaluate			'War is never right.' Evaluate this statement.

Religion and belief as a cause of war	Religion, Belief, War, Violence	<p>Explain why religion can be a cause for war.</p> <p>Evaluate whether religion and belief causes war and violence</p> <p>Explain why...modelling thinking / scaffolding</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Believing	Explain Evaluate			'Religious believers should never fight in a war.' Evaluate this statement.
Religious understanding of and attitudes to Pacifism	Pacifism	<p>Define pacifism</p> <p>Describe and explain religious attitudes to pacifism in Christianity and one other faith.</p> <p>Explain why...modelling thinking / scaffolding</p>	Believing	Describe Explain		Christianity (KS3)	
Religion and peace-making in the 21 st Century	Peace, Religion	<p>Describe and explain how individuals have helped make peace due to their beliefs.</p> <p>Explain why...modelling thinking / scaffolding</p>	Believing, Expressing, Living	Describe Explain			
Religious responses to victims of war	Response, War, Victim	<p>Explain how religious organisations have helped victims of war.</p> <p>Explain why...modelling thinking / scaffolding</p>	Believing, Expressing, Living	Explain			