





## Religious Education Year 11 curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Key Concepts</b>	Component 2 Thematic Studies Theme A Religion, relationships and families	Component 1 The study of Religion Beliefs and teachings of Buddhism	Component 1 The study of Religion Buddhist Practices	Component 2 Thematic Studies Theme B Religion and Life issues	Revision	Revision
<b>Knowledge &amp; Understanding (National Curriculum)</b> <i>Skills are across the whole year.</i>	<p><b>Component 1 Christianity:</b> Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and the main religious tradition in Great Britain. Students should study the beliefs, teachings and practices of Christianity specified and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be included throughout.</p> <p><b>Component 1: Buddhism:</b> Students should be aware that Buddhism is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content. Students should study the beliefs, teachings and practices of Buddhism and their basis in Buddhist sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Buddhism in the way beliefs and teachings are understood and expressed should be included throughout.</p> <p><b>Component 2: Thematic Studies:</b> Students should be aware of different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such as atheism and humanism. Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world. Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs. They will also be expected to make specific references to sources of wisdom and authority including scripture and/or sacred texts. Students must demonstrate knowledge and understanding that: the religious traditions of Great Britain are, in the main, Christian: the religious traditions in Great Britain are diverse. Students may draw upon Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as other religions and non-religious beliefs such as atheism and humanism.</p>					



<b>Skills</b>	<b>R</b> Develop <b>RESILIENCE</b>		<i>Students need to tackle sensitive topics and be prepared to learn from their experiences. Students should be willing to learn from mistakes and be able to demonstrate positive progress in extended writing exercises.</i>		
	<b>A</b> Possess <b>AMBITION</b>		<i>Students should endeavour to participate in discussions, complete all tasks asked of them and respond positively to constructive criticism. Students should be aware that target grades are expected minimum achievements.</i>		
	<b>I</b> Demonstrate <b>INTEGRITY</b>		<i>Students need to allow others to feel safe to express their opinions, feelings and beliefs, whilst having the courage to share their own personal feelings. Students should revise diligently, attend classes consistently and complete their own independent work.</i>		
	<b>S</b> Embed <b>Self-Discovery</b>		<i>Students need to reflect upon taboo topics such as abortion, euthanasia, terrorism and reflect upon how they make them feel. They should be open to developing their opinions and feelings and to be mature enough to share these with others.</i>		
	<b>E</b> Display <b>EMPATHY</b>		<i>Students need to listen to others' views, experiences and opinions and be prepared to take them on board in order to strengthen and develop their own. Students should display empathy toward individuals making difficult life decisions such as abortion and euthanasia, regardless of whether they agree with their decision or not.</i>		
<b>Curriculum Links</b>	This unit builds upon the learning in year 9 on Moral Issues. Content such as homosexuality, and homophobia will be revisited from the year 9 unit "What is social justice"	Buddhism was introduced in year 7 "Who was the Buddha and why was he special" Students will possess some background knowledge of the Buddha and his life story.	This unit builds upon the learning in year 9 on Moral Issues. Content from the year 9 unit on animals and the environment such as stewardship and dominion will be revisited.		



<b>Assessment</b>	Curriculum Checkpoint 1 - Theme A Religion, relationships and families Curriculum Checkpoint 2 -Buddhist Beliefs Exam 1 - Combination of Component 1 and component 2 Curriculum Checkpoint 3 -Buddhist Practices and Theme B Exam 2 -Combination of component 1 and component 2
<b>Aspirations &amp; Careers</b>	GCSE RE leads directly to studying A level Religious Education /Philosophy and Ethics and Theology. There are many degree programmes which have these elements within them too.