



RELIGIOUS STUDIES CURRICULUM MAP





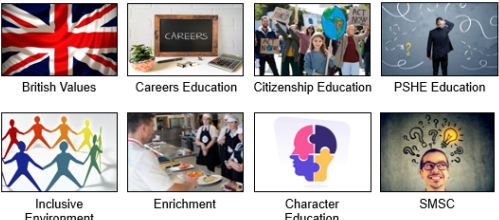

YEAR 11

<p>TERM 1: LESSON CONTENT</p> <p>Religion and Life (Theme B)</p> <p><i>This theme includes religious attitudes towards:</i></p> <p>The origins of the universe (including the scientific approach)</p> <p>The value of the world</p> <p>The use and abuse of the environment</p> <p>The use and abuse of animals</p> <p>The origins of human life</p> <p>Abortion</p> <p>Euthanasia</p> <p>Religion, Peace and Conflict (Theme D)</p> <p><i>This theme includes religious attitudes towards:</i></p> <p>Peace and Justice</p> <p>Reconciliation and Forgiveness</p> <p>Violent Protest</p> <p>Just War</p> <p>Holy War</p> <p>Weapons of Mass Destruction</p> <p>Pacifism</p> <p>Victims of War</p> <p>Life skills:</p> <p>The ability to listen well and respond respectfully and sensitively when encountering people from different faiths and beliefs;</p> <p>The ability to show both empathy and critical awareness;</p> <p>The ability to consider their rights and responsibilities and the key beliefs and teachings within religion on human nature, relationships and the value /purpose of human beings.</p> <p>The ability to reflect on how ideas, values and emotions are explored and portrayed.</p> <p>Understand how to reflect on how the contemporary media conveys the place of religion in the world e.g., newspapers, magazines, articles, leaflets, advertisements.</p>		<p>Wider reading suggestions:</p> <p>General Books</p> <ul style="list-style-type: none"> • AQA GCSE religious studies. Parry, Lesley. • What is right and wrong? Who decides? Where do values come from? and other big questions Rosen, Michael. <p>THEME B Reading</p> <ul style="list-style-type: none"> • Animal rights. Biram, Tracy • Being a vegetarian. Chancellor, Deborah • Cruelty to animals. Hibbert, Adam • Debating animal rights. Acred, Cara • Animal testing. Coster, Patience • Do animals have rights? Brooks, Yolanda • Lifestyle diets. Biram, Tracy • Plant-based diets. Lobban, Danielle • Should we eat animals? Langley, Andrew • Why are people vegetarian? Brownlie, Ali • Assisted suicide. Acred, Cara • Euthanasia. Biram, Tracy • Euthanasia. Jackson, Linda • Abortion. Acred, Cara <p>THEME D Reading</p> <ul style="list-style-type: none"> • Why do people fight wars? Brownlie, Alison <p>Further reading:</p> <p>https://app.senecalearning.com/courses?Price=Free</p> <p>https://www.reonline.org.uk/</p> <p>https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</p> <p>https://www.bbc.co.uk/religion/0/</p> <p>https://www.truetube.co.uk/</p> <p>https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zigx47h</p> <p>https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</p> <p>https://www.thenational.academy/teachers/key-stages/ks4/subjects/english/programmes</p>
<p>Career links:</p> <p>Event planner</p> <p>Social worker</p> <p>Teacher</p> <p>Fundraiser</p> <p>University professor</p> <p>Doctor</p> <p>Nurse</p> <p>Animal rescue officer</p> <p>Newspaper journalist</p> <p>Environmental officer</p> <p>Aid worker</p>		<p>Writing:</p> <p>Students will complete extended pieces of writing in every lesson – this includes exam question practice. Students will also complete regular temperature checks and assessments throughout the unit of work.</p>
		<p>Speak like an expert:</p> <p><i>Students will have the opportunities to use subject specific vocabulary in their lessons through:</i></p> <ul style="list-style-type: none"> • Discussion • Debate • Choral response of expert vocabulary and quotations • Peer collaboration • Presentation of work
		<p>Links:</p> <p>Maths</p> <p>Geography</p> <p>Science</p> <p>English</p> <p>History</p>



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		<p>Components of Personal Development</p> 
<p>TERM 2: LESSON CONTENT Crime and Punishment (Theme E) <i>This theme includes religious attitudes towards:</i> Crime Good and evil intentions Reasons for crime Lawbreakers The aims of punishment Suffering The treatment of criminals Forgiveness Capital Punishment</p> <p>Life skills: The ability to listen well and respond respectfully and sensitively when encountering people from different faiths and beliefs; The ability to show both empathy and critical awareness; The ability to consider their rights and responsibilities and the key beliefs and teachings within religion on human nature, relationships and the value /purpose of human beings. The ability to reflect on how ideas, values and emotions are explored and portrayed. Understand how to reflect on how the contemporary media conveys the place of religion in the world e.g. newspapers, magazines, articles, leaflets, advertisements. Communication skills.</p> <p>Career links: Police officer Probation officer University professor Newspaper journalist Criminal investigator Lawyer Correction officer Parole officer Victim advocate Fraud investigator</p>		<p>Wider reading suggestions:</p> <ul style="list-style-type: none"> • AQA GCSE religious studies. Parry, Lesley. • What is right and wrong? Who decides? Where do values come from? and other big questions Rosen, Michael. • A pocket guide to Ethical Issues. Andrew Goddard. • My Revision Notes AQA GCSE Religious Studies Specification A: Lesley Parry, Jan Hayes. <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.truetube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units https://www.bbc.co.uk/bitesize/examspecs/zigx47h https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062 https://www.thenational.academy/teachers/key-stages/ks4/subjects/english/programmes</p>
		<p>Writing: Students will complete extended pieces of writing in every lesson – this includes exam question practice. Students will also complete regular temperature checks and assessments throughout the unit of work.</p> <p>Speak like an expert: <i>Students will have the opportunities to use subject specific vocabulary in their lessons through:</i></p> <ul style="list-style-type: none"> • Discussion • Debate • Choral response of expert vocabulary and quotations • Peer collaboration • Presentation of work
		<p>Links: Maths Geography English History</p> <p>Components of Personal Development</p> 
<p>TERM 3: LESSON CONTENT</p> <p>EXAMS</p>		



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