

YEAR 11

AUTUMN 1							AUTUMN 2								SPRING 1						SPRING 2						SUMMER 1								
1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6			
GCSE AQA A – Theme D & E																				CONSOLIDATION															
Unit description	EQ – Is living in harmony with everyone an achievable goal?							EQ – Is it possible to forgive absolutely?								GCSE AQA A – Religious Studies BA																			
	Theme D – Religion, Peace and Conflict							Theme E – Crime and Punishment																											
	<b>Outcomes:</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.							<b>Outcomes:</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.								<b>Outcomes:</b> Students will use this time to consolidate their knowledge and understanding of Christianity and Buddhism, in relations to their key beliefs, teachings and practices. The focus will be on exam skills and strengthening knowledge.																			
	<b>Substantive knowledge –</b> <ul style="list-style-type: none"><li>Violent protest and terrorism</li><li>Reasons for war</li><li>Nuclear war and weapons of mass destruction</li><li>The Just War</li><li>Holy war and religion as a cause of violence</li><li>Pacifism and peace making</li><li>Religious responses to victims of war.</li></ul>							<b>Substantive knowledge –</b> <ul style="list-style-type: none"><li>Crime and punishment</li><li>Reasons for crime</li><li>Religious attitudes to lawbreakers and different types of crime</li><li>Three aims of punishment</li><li>Religious attitudes to suffering and causing others to suffer</li><li>Religious attitudes to the treatments of criminals</li><li>Religious attitudes to forgiveness</li><li>Religious attitudes to the death penalty</li></ul>								<b>Substantive knowledge -</b> <b>Paper 1</b> Christianity – beliefs & teachings Christianity – practices Buddhism – beliefs & teachings Buddhism – practices  <b>Paper 2</b> Theme A – Relationships and Families Theme B – Religion and Life Theme D – Religion, Peace and Conflict Theme E – Crime and Punishment																			
	Curriculum Links – Year 8 Ahimsa & Year 9 Anti-Racism							Curriculum Links – Year 8 Right and Wrong & Year 9 Ethics																											
	<b>Disciplinary knowledge</b> – all units will implicitly and discreetly address the multi-disciplinary approach to RE with reference to theology, philosophy and human/social sciences. This can be found in the unit overviews which differentiates between the units as – believing, thinking and living – which will be followed by specific questions that link to the different disciplines.																																		
	<b>Personal knowledge</b> – Students will reflect on religious, non-religious, philosophical, moral and spiritual questions. They will have the opportunity to explore a range of world views which highlight the complexity of the world in which they live today. This will facilitate their own exploration of their own religious, spiritual and philosophical ways living, believing and thinking.																																		
Assessment	AO1 & AO2 – 24 Mark Assessment							AO1 & AO2 - Year 11 Mock (CB, CP and Theme TBC)							AO1 & AO2 – 24 Mark Assessment							AO1 & AO2 - 24 Mark Assessment													

AO1: Demonstrate knowledge and understanding of religion and beliefs including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs.

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

>Something More?
<p>Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:</p> <ul style="list-style-type: none"><li>• Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?</li><li>• Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.</li><li>• Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.</li><li>• Encouraging creative expression to connect with the inner self and the transcendent.</li><li>• Fostering a sense of belonging and interconnectedness with others, nature, and the universe.</li><li>• Encouraging self-awareness, emotional intelligence, and moral reasoning.</li><li>• Promoting open-ended investigations rather than just seeking right answers.</li><li>• Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</li></ul>
<p>How does our curriculum do &gt;Something More?</p> <p>Our religious education curriculum is built upon the concept of &gt;Something More? Through every lesson, question and conversation we have with our students we encourage them to develop their sense of &gt;Something More? Listed below are a few examples of how we achieve this through our curriculum, however, it is impossible to list every instance as it is the very essence of our curriculum to develop our students’ sense of spirituality.</p> <ul style="list-style-type: none"><li>• <b>Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?</b><ul style="list-style-type: none"><li>- The foundations of our curriculum are “big” questions that students explore through each unit and every lesson. The focus of Year 11 is applying what students have learnt about the Christian and Buddhist worldview to thematic issues linked to peace and conflict and crime and punishment. They will be exposed to “big questions” about can war ever be justified? Is absolute forgiveness possible? Is causing some suffering ever justified? This will provide them the opportunity to contemplate their own worldview and make comparisons with what they have learnt in class.</li></ul></li><li>• <b>Encouraging self-awareness, emotional intelligence, and moral reasoning.</b><ul style="list-style-type: none"><li>- The very nature of our curriculum encourages students to develop their self-awareness (to reflect on their own beliefs, values, and identity), emotional intelligence (by teaching empathy, compassion, and understanding of others’ perspectives) and moral reasoning (by thinking through ethical dilemmas and making responsible choices). In Year 11, Students will complete the last two units of their Thematic Studies and will explore issues that are linked to wider society, such as war, protest, nuclear weapons, the aims of punishment and the death penalty. We encourage our students to think about the “bigger picture” as well as to think of their personal worldview, to encourage qualities such as tolerance, respect and open mindedness, especially given the diversity of our community.</li></ul></li><li>• <b>Fostering a sense of belonging and interconnectedness with others, nature, and the universe.</b></li></ul>

## Religious Studies

### Curriculum

- In Year 11, students cover a range of topics that help them to understand the world around them today. For example, we will look at various examples of protests and make links to more recent protests such as BLM and extinction rebellion. In addition to this, the concept of war and conflict itself is at the forefront of many news stories over the last few years and is becoming an ever more pressing topic of concern for students. We are providing them an opportunity to understand the context of their own lived experience and allowing them apply what they have learnt from different worldviews, to their own in order to make sense of the world they live in today.