

**CURRICULUM MAP**

Subject	Religious Education
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Head of Department	Seana Mates
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SCHOOL INTENT

Rutlish School Vision: Rutlish School is committed in providing **the highest quality education and opportunities** for students.

*Through all we do, we prepare students for opportunities, responsibilities and experiences later in life. We aim to inspire, enable and facilitate lifelong learners able to build on their individual strengths and capabilities, who achieve their ambitions. We seek to support our students becoming **healthy, happy, successful** modern people young adults; knowledgeable, kind, aware, confident, capable and skilful members of society. (Curriculum Intent)*

Rutlish School Mission Statement: “Modeste, Strenue, Sancte: Be modest, be thorough, pursue righteousness”

We want students to:

succeed (we strive to provide pathways to support their success)

embrace challenge, build resilience, overcome setbacks and become increasingly independent in pursuit of their goals

be aware of their responsibilities and feel confident to participate and contribute to society. (Curriculum Intent)

Rutlish School: Curriculum Intent

Rutlish School provides a meaningful, broad and balanced curriculum, which is accessible to all, as well as supports and challenges all students.

The School aims to:

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point;
- ensure all students can successfully access the curriculum offer, making any reasonable adjustments required where particular needs are identified;
- ensure that the curriculum is accessible to all abilities and that planning and teaching aim to support, stretch and challenge all learners across a full range of abilities;
- provide a curriculum that is sequenced to build skills and knowledge throughout students’ time at Rutlish School, to equip them for their next steps in education, and careers and in life;
- provide a curriculum that promotes a deeper and wider understanding of the world outside of the classroom;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allow students to form informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- provide opportunities for students to personalise and apply learning in other contexts, including personal and cross-curricular;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers;
- provide opportunity to encourage students’ curiosity, creativity, self-expression, resilience, and confidence;
- develop staff to deliver skills beyond their own subject specialism and incorporate cross curricular initiatives, in particular Literacy, Reading, Numeracy, ICT and Enterprise;
- ensure that our curriculum offer support for different educational and career pathways, including EBACC and vocational;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

DEPARTMENT INTENT

At Rutlish, we are proud to be one of the leading comprehensive secular boys’ schools in the country, with regards to RE results and attainment. Our aim is to enrich our students with the many different lessons each religion has to offer. We live in a multi-cultural, ethnic and religious society. Studying Religions and Philosophy is paramount to our young learners’ development as a conscientious and thoughtful individual. The RE department encourages and nurtures critical thinking, self-affirmation and understanding. We do this to ensure that all can access the curriculum and so that all can make expected progress or more.

We aim for excellence and our results confirm this, but more importantly, we push our students to feel safe and confident to believe and express themselves in ways that are true to them. To walk into an RE lesson is to walk into a place of self-expression, debate and understanding. Being able to go into the world with broad knowledge of the great faiths, as well as the lesser and more obscure ones, enables our students to thrive in our society and the wider world. Our students can explain the tenants of the Abrahamic faiths, they can detail idea of reincarnation and the cycle of life and explain that Shintoism is more than a religion, it is a way of life. Our learners can debate whether Mormonism is truly considered part of Christianity or whether it is an entirely different religion all together. Our pupils can examine whether or not scientology should be considered a religion in the UK or not. Regardless of ability, students feel assertive, informed and confident in their ability to be young RE scholars. Qualities that are of the utmost importance for any individual to find their place in the world.

KEY STAGE 3 RATIONALE/ INTENT

Ks3 is a time where most of our students’ intellectual, as well as physical development take place. Our aim is to travel with our students through this time and help them develop their critical thinking, understanding and self-acceptance. Here, we start our journey by introducing the idea of a religious, multi faith and cultural society and seek to help each student find their place in it, through discussion, investigation and discovery. Pupils will be educated about the position of RE, encouraging them to consider the importance of studying RE in the context of wider British society.

Students will study the Abrahamic faiths, the great Indian faiths as well as take a look at the many smaller and obscure world faiths.

Pupils will be able to make synoptic links between religions, as well as identify their own positions in comparison to religious perspectives covered.

Ks3 will prepare students for KS4 by introducing exam techniques & religious/ethical viewpoints covered in the GCSE specification. By the end of Ks3, our learners have learnt how to detail their ideas and opinions as well as those of others. They are able to shed light on their principles and beliefs in informed and succinct ways.

KEY STAGE 4 RATIONALE/ INTENT

Ks4 is where we hone in on all the skills learnt in Ks3. Students will now be able to detail their writing and express their opinions in a critical and academic manner. The beginning of year 10 is where we introduce the GCSE exam structure so that students are well versed in dealing with exam questions by year 11. In line with chosen exam specification, students will be able to apply correct exam technique, such as describe, explain and evaluate. They will do so by referring to sources of authority and wisdom as evidence to support judgements or explanations. The key focus in Ks4 is on literacy skills, in particular interpreting questions and making accurate use of specialist terminology. Students will be taught how to make synoptic links between different units, different papers as well as different religious and non-religious perspectives. Students will understand that appraisal and proper emphasis on developing evaluative techniques is vital to gaining a good grade in the GCSE. Homework will enforce independent learning and learning outside of the classroom so that our young men can learn how to manage their time effectively. All these skills will not only effectively prepare them for their GCSEs, but also their next academic or professional journey.



YEAR 7

	Autumn	Spring	Summer
KNOWLEDGE	UNIT OF WORK: Introduction to RE	UNIT OF WORK: Introduction to Christianity	UNIT OF WORK: Introduction to Judaism
	<p>This SOW allows us to establish a level playing field among learners. We aim to gain insight into learners prior knowledge and experiences of RE at primary school.</p> <p>We aim to educate learners into an understanding of the importance of religious education as part of their wider curriculum.</p>	<p>In line with SACRE requirements for Merton we commence learning about and from religions with Christianity. This SOW will lend itself well to what many students will have had first-hand experience with at primary school. It also reflects the demographic of students taught and gives foundational knowledge for the GCSE curriculum.</p>	<p>In line with SACRE requirements, we continue to learn about and from religions with Judaism. We choose to teach Judaism last in year 7 as we have touched upon it frequently in Christianity, given its roots. This means that pupils have some foundational knowledge from which to build.</p>
KEY SKILLS	<ul style="list-style-type: none"> Factual recall Descriptive writing Discussion Fact finding <p>Strategies for knowing more and remembering more are incorporated into all lessons: Retrieval practise: starters regularly re-cap on prior learning Dual coding – content is delivered via various medium and alongside visual aids.</p>		
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>Quizzes to consolidate prior learning. Factual recall. Descriptive writing. Independent reading. Peer and self-assessment. Front cover sheets (assist with understanding of lesson sequencing). <u>Content</u></p> <ul style="list-style-type: none"> Discussing our own ideas about religion and the wider world and applying them to independent writing. Peer assess students' work and applying their own knowledge Responding to feedback and applying it to future work 	<p>Quizzes to consolidate prior learning. Factual recall. Descriptive writing. Independent reading. Peer and self-assessment. Front cover sheets (assist with understanding of lesson sequencing). <u>Content</u></p> <ul style="list-style-type: none"> More in depth writing, using specific keywords Homework quizzes that the students can reflect on and check Recall starters to consolidate prior learning 	<p>Quizzes to consolidate prior learning. Factual recall. Descriptive writing. Independent reading. Peer and self-assessment. Front cover sheets (assist with understanding of lesson sequencing). <u>Content</u></p> <ul style="list-style-type: none"> Debating the idea of Anti-Semitism and whether it's an issue in our society and why, building on critical thinking skills Problem solving, information hunts Factual recall in starters and AfL throughout
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<ul style="list-style-type: none"> What it means to live in a multi-faith and multi religious country We discuss ultimate questions and life after death Interfaith dialogues and the idea of right and wrong 	<ul style="list-style-type: none"> Different denominations around the world How the 10 commandments have affected our UK laws today The problem of evil 	<ul style="list-style-type: none"> Living a Kosher life Anti-Semitism in the UK, what it means. Religious buildings and how they contribute to society



ASSESSMENTS Summative and Formative as applicable	<p>In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments.</p> <p>Mid unit assessments (October): Content: Autumn topic</p> <p>End of unit assessment (December): Content: Autumn topic</p> <p>Skills: Critical thinking, writing, reading, listening and debate</p>	<p>In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments.</p> <p>Mid unit assessments (February): Content: Autumn topic</p> <p>End of unit assessment (April): Content: Autumn topic</p> <p>Skills: Critical thinking, writing, reading, listening and debate</p>	<p>In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments.</p> <p>Mid unit assessments (May): Content: Autumn topic</p> <p>End of unit assessment (July): Content: Autumn topic</p> <p>Skills: Critical thinking, writing, reading, listening and debate</p>
FEEDBACK SUPPORTS LEARNING	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <input checked="" type="checkbox"/>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <input checked="" type="checkbox"/>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <input checked="" type="checkbox"/>
SPECIALIST VOCABULARY	Multi-faith, Multi- cultural, interfaith, inclusion, cohesive, belief, agnostic, atheist, theist	Jesus, Sacrament, Denomination, Baptism, commandment, communion, angel, disciple, resurrection	Pesach, synagogue, plague, exodus, Pharaoh, Moses
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 		



YEAR 8

	Autumn	Spring	Summer
KNOWLEDGE	UNIT OF WORK: Hinduism	UNIT OF WORK: Sikhism	UNIT OF WORK: Buddhism
	This SOW introduces the religion on Hinduism – in line with SACRE requirements. As with previous SOW’s there are key themes examined, such as the origins of the religion, religious practice, core beliefs & festivals. The SOW encourages our students to critically evaluate, compare and contrast & analyse in depth.	In line with SACRE requirements for Merton, we move on to study Sikhism as the second unit in year 8. We again look at core themes such as origins, core beliefs and practices. This SOW encourages students to consider the importance of protest and social responsibility for Sikhs. We also encourage students to consider the application of key beliefs within Sikhism, to modern society.	In line with SACRE requirements for Merton, the final unit of year 8 is Buddhism. This SOW looks again at key concepts such as the origins of the religion, core beliefs & practices, as well as a study of what Buddhists believe about the afterlife. Pupils are encouraged to critically deconstruct religious teachings and make links between religions.
KEY SKILLS	<ul style="list-style-type: none"> • Factual recall • Descriptive writing • Discussion • Fact finding • Explanative writing tasks • Discussing impact of religious beliefs <p>Strategies for knowing more and remembering more are incorporated into all lessons: Retrieval practise: starters regularly re-cap on prior learning Dual coding – content is delivered via various medium and alongside visual aids.</p>		
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Quizzes to consolidate prior learning. Factual recall. Descriptive writing. Independent reading. Peer and self-assessment. Front cover sheets (assist with understanding of lesson sequencing). <u>Content</u> <ul style="list-style-type: none"> • Discussing our own ideas about Polytheism and how it contrasts with monotheism • Peer assess students’ work and applying their own knowledge • Responding to feedback and applying it to future work 	Quizzes to consolidate prior learning. Factual recall. Descriptive writing. Independent reading. Peer and self-assessment. Front cover sheets (assist with understanding of lesson sequencing). <u>Content</u> <ul style="list-style-type: none"> • In depth writing, using specific keywords related to Sikhism • Homework quizzes that the students can reflect on and check • Recall starters to consolidate prior learning 	Quizzes to consolidate prior learning. Factual recall. Descriptive writing. Independent reading. Peer and self-assessment. Front cover sheets (assist with understanding of lesson sequencing). <u>Content</u> <ul style="list-style-type: none"> • Debating the idea of Enlightenment and whether it’s something that is tangible or not in our modern society • Problem solving, information hunts • Factual recall in starters and AfL throughout
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<ul style="list-style-type: none"> • Ideas surrounding class and the caste system • Discussing the afterlife and reincarnation • We look at India and differences and similarities to our society. 	<ul style="list-style-type: none"> • Charity work and Sewa in the holy building- Langar • Gender and the roll of men and women in the Khalsa Sikh community • Equality and responsibility of the Kanda and what that symbol represents. 	<ul style="list-style-type: none"> • We study the Dalai Lama and how others around the world commit to different aspects of life • Compare and contrast ways of living in relation to the UK and ways of thinking about the life, death and re-birth.



ASSESSMENTS Summative and Formative as applicable	<p>In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments.</p> <p>Mid unit assessments (October): Content: Autumn topic</p> <p>End of unit assessment (December): Content: Autumn topic</p> <p>Skills: Critical thinking, writing, reading, listening and debate</p>	<p>In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments.</p> <p>Mid unit assessments (February): Content: Autumn topic</p> <p>End of unit assessment (April): Content: Autumn topic</p> <p>Skills: Critical thinking, writing, reading, listening and debate</p>	<p>In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments.</p> <p>Mid unit assessments (May): Content: Autumn topic</p> <p>End of unit assessment (July): Content: Autumn topic</p> <p>Skills: Critical thinking, writing, reading, listening and debate</p>
FEEDBACK SUPPORTS LEARNING	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <input checked="" type="checkbox"/>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <input checked="" type="checkbox"/>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <input checked="" type="checkbox"/>
SPECIALIST VOCABULARY	<p>Enlightenment, meditate, Siddhartha, Nirvana, ascetic, noble</p>	<p>Samsara karma, moksha, puja, Mandhir, atman, deity, Brahman</p>	<p>Gurdwara, Khalsa, Kanda, Sewa, Martyr, equality</p>
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 		



YEAR 9

	Autumn	Spring	Summer
KNOWLEDGE	UNIT OF WORK: World Religions	UNIT OF WORK: Introduction to Islam	UNIT OF WORK: Introduction to Philosophy
	<p>This SOW allows our learners to explore the alternative, smaller religions that exist in our world today.</p> <p>We aim to enhance and expand our learner's world views by looking into how religion affects cultures around the world. We aim to educate learners on the differences and similarities of religions enabling them to make links and begin developing evaluative skills</p>	<p>This SOW is an extensive first look at Islam. The content looks at the history and origins on the faith, its general practices, as well as its sources of authority and application to contemporary society.</p> <p>We aim to give an in depth understanding of the religion which gives excellent foundational knowledge for the GCSE specification.</p>	<p>This SOW introduces year 9 to a range of philosophical and ethical topics. We cover things such as feminism, euthanasia, situation ethics, and more. This SOW sets our students up exceptionally well for GCSE as it requires a lot of critical thinking and evaluation – both critical elements of the GCSE spec.</p>
KEY SKILLS	<ul style="list-style-type: none"> • Evaluative tasks • Critical appraisal • Making links between religions <p>Strategies for knowing more and remembering more are incorporated into all lessons: Retrieval practise: starters regularly re-cap on prior learning Dual coding – content is delivered via various medium and alongside visual aids.</p>		
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>Quizzes to consolidate prior learning. Factual recall. Descriptive writing. Independent reading. Peer and self-assessment. Front cover sheets (assist with understanding of lesson sequencing). <u>Content</u></p> <ul style="list-style-type: none"> • Introduction to dualism and whether that shifts students; perspective of good vs evil • Peer assess students' work and applying their own knowledge • Responding to feedback and applying it to future work 	<p>Quizzes to consolidate prior learning. Factual recall. Descriptive writing. Independent reading. Peer and self-assessment. Front cover sheets (assist with understanding of lesson sequencing). <u>Content</u></p> <ul style="list-style-type: none"> • Discussing our own ideas about Islam and detailing the misconceptions in writing using keywords • Peer assess students' work and applying their own knowledge • Responding to feedback and applying it to future work 	<p>Quizzes to consolidate prior learning. Factual recall. Descriptive writing. Independent reading. Peer and self-assessment. Front cover sheets (assist with understanding of lesson sequencing). <u>Content</u></p> <ul style="list-style-type: none"> • Essay writing, GCSE style questioning and responses • Peer assess students' work and applying their own knowledge • Responding to feedback and applying it to future work



LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<ul style="list-style-type: none"> Sectarianism, linking it to Mormonism Ideas of ethnicity, culture vs race and religion- Shintoism Scientology and whether or not it should be considered a religion in the UK 	<ul style="list-style-type: none"> Dispelling false media representations of Muslims Women in Islam and 'Generation M' Discussing the History of the Middle east and its contributions to the wider world 	<ul style="list-style-type: none"> Women's rights- Abortion How gender plays a role in suicide- euthanasia Cultural relativism
ASSESSMENTS Summative and Formative as applicable	<p>In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments.</p> <p>Mid unit assessments (October): Content: Autumn topic</p> <p>End of unit assessment (December): Content: Autumn topic</p> <p>Skills: Critical thinking, writing, reading, listening and debate</p>	<p>In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments.</p> <p>Mid unit assessments (February): Content: Autumn topic</p> <p>End of unit assessment (April): Content: Autumn topic</p> <p>Skills: Critical thinking, writing, reading, listening and debate</p>	<p>In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments.</p> <p>Mid unit assessments (May): Content: Autumn topic</p> <p>End of unit assessment (July): Content: Autumn topic</p> <p>Skills: Critical thinking, writing, reading, listening and debate</p>
FEEDBACK SUPPORTS LEARNING	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <input checked="" type="checkbox"/>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <input checked="" type="checkbox"/>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <input checked="" type="checkbox"/>
SPECIALIST VOCABULARY	Daoism, Zoroastrianism, Jainism, scientology, cult, Mormonism	Salah, Shahada. Hajj, Zakat, Nubuwwah, Sawm, Sunnah, hadith	Rationalism, empiricism, ethical, euthanasia, abortion, utilitarian, feminism
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 		



LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<ul style="list-style-type: none"> The worldwide Church and Christian community Eschatology The problem of evil and how people from the Christian faith deal with it 	<ul style="list-style-type: none"> The idea of Baptism in different communities How Different Christians celebrate their faith 	<ul style="list-style-type: none"> Equality of men and women in the Church Gender/racial prejudice and discrimination Contraception 	<ul style="list-style-type: none"> Different ideas to do with the origin of the universe and humanity Euthanasia Abortion 	Revision All of the topics studied in Christianity to be consolidated and revised.	<ul style="list-style-type: none"> Sectarianism The idea of the ethereal What is the nature of God?
ASSESSMENTS Summative and Formative as applicable	In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments. End of unit assessments (October/November): Content: Autumn1 topic	In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments. End of unit assessments (December): Content: Autumn 2 topic	In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments. End of unit assessments (February): Content: Spring 1 topic	In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments. End of unit assessments (March/April): Content: Spring 2 topic	In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments. Mocks in April/may Content: Autumn and Spring topics	In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments. End of unit assessments (July): Content: Spring 2 topic
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>
SPECIALIST VOCABULARY	Hypostatic union, divinity, omnipotent, omniscience, Omnibenevolence	Baptism, sacraments, Eucharist, liturgical, non-liturgical	Contraception, adultery, fornication, celibacy	Sanctity of life, near death experience, medium, reincarnation, intelligent design, evolution, compatibility theory		Tawhid, Nubuwwah, Shia, Sunni, Hadith, Quran, Akhira, Qadr
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					



YEAR 11					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
KNOWLEDGE	UNIT OF WORK: Living the Muslim life	UNIT OF WORK: Peace and conflict	UNIT OF WORK: Crime and Punishment	UNIT OF WORK: GCSE revision	UNIT OF WORK: GCSE revision
	<p>In this unit of work, students will be able to engage with how Muslims engage with their society and life. Pupils will be encouraged to reflect on what it means to be charitable, what is meant by Zakat, and the other 5 pillars. This unit aims to teach students what it is like to live a Muslim life, which will also help to dispel the common misconception that the UK media create about Muslims. This is key to helping students form critical, independent and informed ideas about the religion. Pupils continue to apply their knowledge to exam style questions, developing their ability to outline, explain, evaluate and form convincing arguments.</p>	<p>Our penultimate unit of work for RE GCSE delves into peace making and the idea of the just war theory in Islam. This unit is a fantastic opportunity for students to understand how important justice and sanctity of life is to Muslims, especially in today's society. Pupils will focus on the wider Muslim community and their efforts for peace making, including charity work, outreach work and why, according to holy scriptures, it is a key part of any Muslims' life. Students will use this knowledge to answer past exam questions with rigour and precision. They will continue to develop their answers using the structure taught to them.</p>	<p>Continuing with Islam, our final unit of study in year 11 is Peace and conflict. This unit looks at how Muslims apply the foundational beliefs on forgiveness as well as deal with the idea of justice and retribution. Students will discuss and debate topical issues, such as the death penalty, reasons for crime in our society and how Muslims deal with it as well good and evil. It is taught towards the end of year 11 to ensure that pupils have a firm grasp of the fundamental beliefs that underpin Islam before they deal with ethical and controversial issues. They are assessed on knowledge and understanding, as well as on their ability to critically deconstruct arguments, critically appraise, and reach justified conclusions.</p>	<p>Consolidating past knowledge using multiple revision techniques. Quizzes, comprehension, repetition and past exam question practise.</p>	<p>Consolidating past knowledge using multiple revision techniques. Quizzes, comprehension, repetition and past exam question practise.</p>
KEY SKILLS	<ul style="list-style-type: none"> • Literacy and language skills • Evaluative skills, compare and contrasting both religions • Balancing arguments using specific appraisal 				
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>Quizzes to consolidate prior learning. Factual recall. Descriptive writing. Independent reading. Peer and self-assessment. Front cover sheets (assist with understanding of lesson sequencing).</p>	<p>Quizzes to consolidate prior learning. Factual recall. Descriptive writing. Independent reading. Peer and self-assessment. Front cover sheets (assist with understanding of lesson sequencing).</p>	<p>Quizzes to consolidate prior learning. Factual recall. Descriptive writing. Independent reading. Peer and self-assessment. Front cover sheets (assist with understanding of lesson sequencing).</p>	<p>Quizzes to consolidate prior learning. Factual recall. Descriptive writing. Independent reading. Peer and self-assessment. Front cover sheets (assist with understanding of lesson sequencing).</p>	<p>Quizzes to consolidate prior learning. Factual recall. Descriptive writing. Independent reading. Peer and self-assessment. Front cover sheets (assist with understanding of lesson sequencing).</p>



LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<ul style="list-style-type: none"> How different Muslims celebrate Eid and other celebrations. The idea of Charity and our responsibility to our communities. Pilgrimage with relation to gender and equality of Hajj. 	<ul style="list-style-type: none"> The death penalty and whether it should be legal Ideas of Justice and Crime in the UK vs those in Islam Forgiveness and good vs evil 	<ul style="list-style-type: none"> The idea of just war and its criteria in Islam The ethical nature of WMDs Pacifism and peace making 	Revision All of the topics studied in Christianity to be consolidated and revised	Revision All of the topics studied in Christianity and Islam to be consolidated and revised.
ASSESSMENTS Summative and Formative as applicable	In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments. End of unit assessments (October/November): Content: Autumn1 topic	In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments. End of unit assessments (October/November): Content: Autumn1 topic	In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments. End of unit assessments (October/November): Content: Autumn1 topic	In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments. Multiple GCSE practise papers sat, marked and feedback to students.	In class: constant AFL; self and peer assessment of content and comprehension tasks; regular book marking with specific targets; target setting following assessments. Multiple GCSE practise papers sat, marked and feedback to students.
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	
SPECIALIST VOCABULARY	Sawm, hajj, zakat, Salah, shahada, jihad, Khums, adalat	Jihad, conflict resolution, mutually assured destruction, jihad, just war	Retribution, reform, deterrence, protection, Hadd, Tazir		
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 				