

SUBJECT: Religious Education Core



KS4 CURRICULUM PLAN 2022-23

KS3 Knowledge and key skills

YEAR 10	Term 1	Term 2	Term 3
TOPIC	Miracles	What is Evil?	Pacifism
Knowledge	In this unit we look at the different interpretations of miracles. Pupils ask questions about their own beliefs and respectfully demonstrate their understanding of people from different beliefs. They will also look at other modern day miracles debating their authenticity and value added to faith.	In this unit we look at what evil is understood to be, and why people could be made to be evil. We consider the role of the law in punishing 'evil' people and consider where many world faiths think evil comes from. The unit ends with debating how evil things are, and them reflecting on what other people in their class and the world may think. There is opportunity for them to self-manage by creating a longer reflection.	In this unit pupils will study Pacifism, looking at issues surrounding War and Peace and contentious objectors. Learning will be applied to real case studies and films that depict pacifist views. Pupils will be encouraged to reflect on the views of Buddhists and Humanists who share pacifist views.
Skills	Analysing modern day miracles - evaluating the evidence for and against them. Pupils will develop their knowledge and understanding of religions and nonreligious beliefs, develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject, reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life, reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global Community.	Analysing the existence of evil in the world and reflecting on their own experiences of evil and suffering. Pupils will develop their knowledge and understanding of religions and nonreligious beliefs, develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject, reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life, reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global Community.	Reflection on current world events and the impact war and conflict has on global relations. Analysing whether pacifism is the most effective response in ending war. and Pupils will develop their knowledge and understanding of religions and nonreligious beliefs, develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject, reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life, reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global Community.
Key Vocab	Miracle, Hope, Afterlife, Vision, Strength.	Crime, Punishment, Forgiveness, Prison, Rehabilitation, Psychology, Evil, Suffering.	War, Peace, Terrorism, Crime, Justice, Hope.
YEAR 11	Term 3	Term 2	Term 1
TOPIC	Revision Time	Life after death	Ethics
Knowledge	Pupils will use RE time in their timetable to complete silent and independent revision for their GCSEs.	In this unit we look at the afterlife and what different faiths believe about life after death. We consider the role of the afterlife in many world-faiths. The unit concludes with pupils doing a longer reflection on the afterlife.	What is ethics? Exploring the different types of ethical theories, including teleological and deontological. Exploring the different ways people can make ethical decisions, including a study of utilitarianism and applying ethical theories to case studies.
Skills		Analysing the evidence to support and in disagreement with the existence of life after death. Pupils will develop their knowledge and understanding of religions and nonreligious beliefs, develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject, reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life, reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global Community.	Pupils will become familiar with new ethical language and explore some of the topics for discussion which students study when doing Alevel RE. Pupils will have the opportunity to ask questions about further study, including an understanding of the careers and skills associated with RE. Awareness of the moral, social, cultural and spiritual significance studying RE can have in the wider-world and the careers we shape for ourselves in our future.
Key Vocab		Afterlife, Heaven, Hell, Purgatory, Choices, Punishment, Reward	Ethics, deontological, teleological, absolute, relative, moral, utilitarianism, hedonism.

Key Knowledge Transfer