RS Department: Y10 Core RS Curriculum Overview 2023-24

The Humanities Faculty intend their curriculum to support the development of:

- **Questioning and curious students:** Foster a love for the Humanities subjects, whilst being challenged to interact and to ask and pose questions about the world around them.
- **Deep thinking and critical students:** To develop their oracy, think critically and form their own judgements and arguments backed by evidence, whilst reflecting on experiences other than their own.
- **Independent students:** Opportunities for students to develop metacognitive strategies and revision tools alongside soft skills such as teamwork and reflection.
- **Global citizens:** Students will learn about people and places within and outside their own experiences allowing them to challenge stereotypes and place themselves in the world around them.

RS Curriculum Intent:

- Analyse and evaluate sources of wisdom and authority.
- Develop a greater sense of self and ability to express thoughts, ideas and concepts.
- Foster a greater understanding of British Values such as tolerance, democracy and the rule of law to prepare them for life in Modern Britain.

The A-Z of Religion, Ethics, Morality and Society						
Year 10	**Term 1**		**Term 2**		**Term 3**		**End Points**
	Half Term 1 **[4 lessons]**	**Half Term 2** **[4 lessons]**	**Half Term 3** **[3 lessons]**	**Half Term 4** **[3 lessons]**	**Half Term 5** **[3 lessons]**	**Half Term 6** **[4 lessons]**	
Topic	**Themes A-F** **Abortion; Birth Control; Crime; Death Penalty; Extremism; Fascism**		**Themes I-K** **Gender and LGBTQ+ issues; Religious discrimination; Ethical Thinking**		**Themes L-O** **Ethical Thinking; Media and Morality; Nature of Truth; Science & Religion**		**End Points**
Skill	Critique ideas and opinions and create own arguments Justify responses or perspectives with evidence Ability to evaluate a range of knowledge or 'truths', including articles and sources of wisdom and authority Listen to and demonstrate respect when coming across a range of opinions that may not reflect their own						By the end of the year for Core RS students have been able to:
Content	• Abortion • Birth Control • Causes and impact of crime • Death penalty (x2)	• Extremism and the Far Right (x2) • Fascism (x2)	• Gender • Homosexuality • Islam and Islamophobia	• Judaism and Antisemitism (x2) • Kantian Ethics	• Leviathan (Hobbs and the Totalitarian State) • Media (Propaganda and Meme Culture) • News (Fake news and Conspiracies)	• News (Fake news and Conspiracies) (x2) • Origins of the Universe and Life (Scientific thinking) (x2)	Understand different philosophical, ethical and religious viewpoints Able to pose their own questions or critical thinking
Prior Knowledge Required	Religious and non-religious perspectives on birth control methods Types of crime Knowledge of fascist states, such as Nazi Germany (History Link)		Modern debates regarding LGBTQ+ community (SMSC) Islamic beliefs and practices Jewish beliefs and practices Philosophical and ethical perspectives		Examples of media Examples of conspiracy theories The Big Bang and Evolution (Science Link)		Able to intelligently comment on contemporary debates, laws, views or institutions in society
Feedback Points	**Question**: Should countries be able to limit the freedoms of their people? (Written) (British Values – Individual Liberty)		**Question:** Why does the law protect certain characteristics? (Quiz) (British Values – Respect and Tolerance)		**Question:** How do I know who to believe? (Critique an article) (British Values – Democracy)		
Key Questions	• Why have some countries banned abortions? • How does society punish those who break the law?	• What threats do extremism and fascism pose to societies?	• What are protected characteristics? • Why are protections needed for certain characteristics?	• Why should we respect others?	• Should we trust those in authority? • Can we trust all we see or hear on the internet?	• Does science prove what is real?	Demonstrate the values and attributes of being a good citizen
Direct Vocab Instruction	*Extremism*	*Fascism*	*Antisemitism*	*Ethics*	*Totalitarianism*	*Propaganda*	

RS Department: Y11 Core RS Curriculum Overview 2024-25

	The A-Z of Religion, Ethics, Morality and Society						End Points
Year 11	**Term 1**		**Term 2**		**Term 3**		**End Points**
	Half Term 1 **[? lessons]**	**Half Term 2** **[? lessons]**	**Half Term 3** **[? lessons]**	**Half Term 4** **[? lessons]**	**Half Term 5** **[? lessons]**	**Half Term 6** **[? lessons]**	
Topic	P-S **Protest; Sources of Wisdom & Authority; Racism and Sexism in Society**		T-W **Technology & Ethics; War**		X-Z **Religious Thinking; Philosophical Reasoning**		By the end of the year for Core RS students have been able to:
Skill	Critique ideas and opinions and create own arguments Justify responses or perspectives with evidence Ability to evaluate a range of knowledge or 'truths', including articles and sources of wisdom and authority Listen to and demonstrate respect when coming across a range of opinions that may not reflect their own						Understand different philosophical, ethical and religious viewpoints
Content	• Protest and the Police, Crime, Sentencing and Court Act (x2) • Qur'an and other holy texts	• Racism and Sexism including within institutions	• Technology (Genetic Engineering and AI) (x2) • Utilitarianism	• Virtue Ethics • War (technology in war)	• Xenu and Scientology (x3) • Yin and Yang	• Your own philosophy - Nihilism, Stoicism and Existentialism • Zen and Zoroastrianism	
Prior Knowledge Required	Examples of protest (History and SMSC link) Examples of holy books, such as the Bible and Qur'an Examples of racism and sexism in society		Examples of changes in technology in the 21st century and examples of AI Philosophical and ethical perspectives		Philosophical and ethical perspectives		Able to pose their own questions or critical thinking
Feedback Points	**Question:** How can we stand up to injustice? (Letter) (British Values – Respect and Tolerance)		**Question:** What are the moral implications of technology? (Debate) (British Values – Individual Liberty)		**Question:** What is your personal philosophy? (Diagram) (British Values – Respect and Tolerance)		Able to intelligently comment on contemporary debates, laws, views or institutions in society
Key Questions	• Do we all have a right to protest? • How do religions challenge injustice?	• How can we challenge injustice?	• What questions should we ask of technology? • How do we decide what is right?	• How do we decide what is right? • Is technology inherently dangerous?	• What other religious ideas are there?	• How do you reflect on your own life so far?	
Direct Vocab Instruction	*Protest*	*Microaggression*	*Artificial Intelligence*	*Just War*	*Religion*	*Philosophy*	Demonstrate the values and attributes of being a good citizen