

## Year 11 Religious Education Sequence

	Content Taught	Reference	Essential Knowledge	Assessment	Rationale
<b>HT1</b>	Students study a series of lessons focusing on Crime and Punishment	3.2.1.5	<p>Students will develop essential knowledge on:</p> <p>Evil actions and intentions, what is evil and where does it come from? With references to the case studies of Mary Bell, Robert Thompson and Jon Venables.</p> <p>Causes and types of crime with particular reference to social, environmental and psychological causes with particular reference to Nicky Cruz.</p> <p>Evaluation of the aims of punishment with particular reference to retribution, reformation and deterrence.</p> <p>Evaluation of the use of prison and its alternatives to punish offenders.</p> <p>Evaluation of the acceptability of the use of corporal and capital punishment with particular reference to Ian Brady, Myra Hindley and Timothy Evans.</p> <p>What do different religions teach about forgiveness and is it always</p>	<p>Summative Assessment Bringing it together mini essays, knowledge recall quizzes and exam style questions.</p> <p>Formative Assessment Knowledge test of whole unit and past exam paper.</p> <p>Knowledge taught in this topic will also be assessed at AP2.</p>	<p>This unit builds on knowledge learned in 'Why is there suffering?' (Y9 3.5) and 'Does religion help people to be good?' (Y9 3.10)</p> <p>Knowledge learned in this unit prepares students for their study of Christianity Practices.</p>

			<p>appropriate? With particular reference to Eva Korr.</p> <p><b>Wider reading for consolidation and breadth:</b>  <a href="#">Why do people commit crime? - Crime and punishment - GCSE Religious Studies Revision - BBC Bitesize</a></p>		
<b>HT2</b>	Students study a series of lessons focusing on Human Rights and Social Justice	3.2.1.6	<p>Students will develop essential knowledge on:</p> <p>What are Human Rights and why are they important? With particular reference to the UDHR and the Cairo Declaration of Human Rights and why there is more than one declaration.</p> <p>What is social justice and what are the implications of a lack of it? With particular reference to access to food and education.</p> <p>What forms does racial prejudice take in Britain today and an evaluation of the strategies being used to combat it. With particular reference to the Black Lives Matter movement and the idea of white privilege.</p> <p>What is the link between racism and a lack of human rights and social justice?</p> <p>Religious prejudice with particular reference to stereotypes of religious</p>	<p>Summative Assessment Bringing it together mini essays, knowledge recall quizzes and exam style questions.</p> <p>Formative Assessment Knowledge test of whole unit and past exam paper.</p> <p>Knowledge taught in this topic will also be assessed at AP2.</p>	<p>This unit builds on knowledge learned in 'Should religious buildings be sold to feed the poor?' (Y8 3.6), and 'Is religion a power for peace or a cause of conflict?' (Y9 3.12).</p> <p>Knowledge learned in this unit will prepare students for their study of Christianity Practices.</p>

		<p>groups with particular focus on women in Islam.</p> <p>Prejudice on the basis of gender and sexuality, how have different religious teachings been used to support and oppose these attitudes with particular reference to the different positions taken within Christianity and Islam as to whether women can be religious leaders.</p> <p>Wealth and poverty – how is wealth distributed and is this ethical? With particular reference to types of equality and what factors people believe justify paying some people more than others.</p> <p>Fair pay and excessive interest with particular reference to the exploitation of the poor in relation to payday loans etc.</p> <p>People trafficking and the reasons why people are trafficked with particular reference to people trafficked into Britain and forced into slavery.</p> <p>The work done by charities to support those in poverty and promote social justice with particular reference to Christian and Islamic Aid.</p> <p><b>Wider Reading for consolidation and breadth:</b></p>		
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<b>HT3</b>	Students study a series of lessons focusing on Christianity Beliefs and Practices	3.1.2.1	<p>Students will develop essential knowledge on:</p> <p>Christian beliefs about the nature of God with particular reference to omnipotence, omnibenevolence and just.</p> <p>The challenge of evil and suffering – exploration of the problem and the solutions offered by Christians.</p> <p>Creation stories – Genesis and John 1 with particular reference to the different ways these stories can be understood.</p> <p>Beliefs about the Trinity and the different roles Christians believe God has and continues to play in their lives.</p> <p>Beliefs about the incarnation and its purpose of repairing the relationship between humans and God.</p> <p>Beliefs about the significance and meaning of the events in the crucifixion,</p>	<p>Summative Assessment Bringing it together mini essays, knowledge recall quizzes and exam style questions.</p> <p>Formative Assessment Knowledge test of whole unit and past exam paper.</p> <p>Knowledge taught in this topic will also be assessed at AP2.</p>	This unit builds on knowledge learned in ‘Does religion help people to be good?’ (Y9 3.10), ‘Why is there evil and suffering?’ (Y9 3.5), ‘What was so radical about Jesus?’ (Y7 3.3) and Religion, Peace and Conflict (Y10 3.12).

		3.1.2.2	<p>resurrection and ascension of Jesus with particular reference to the idea of blasphemy being a crime that carried a capital sentence.</p> <p>Beliefs about life after death and the influence these can have on Christians today, reference should also be made to the different interpretations of the need to believe in Jesus as a prerequisite of getting into Heaven.</p> <p>Beliefs about sin, salvation and atonement and how they can influence Christians today with particular reference to Nicky Cruz.</p> <p>The nature of prayer and worship including liturgical and non-liturgical worship and communal and private prayer.</p> <p>The sacraments with particular reference to baptism and holy communion.</p> <p>The nature and role of pilgrimage with particular focus on pilgrimage to Lourdes and Iona.</p> <p>Celebrations with particular reference to the importance and observance of Christmas and Easter and how these festivals are celebrated by different Christians.</p>		
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<b>HT4+ 5</b>			<p>Students will study a series of lessons to 'bring all together' their knowledge and apply it in a variety of contexts and extended questions</p>	<p>Assessment</p> <p>A range of extended knowledge based questions.</p>	