



Intent: Pupils study the practices of Christianity & Islam (this goes alongside the beliefs & teachings delivered in SC lessons). Pupils then apply these beliefs, teachings and practices to topics within the units of; Crime and Punishment and Religion and Life. Pupils need to be able to apply religious views to these issues, comparing them to non-religious view points and explaining and evaluating key ideas using sacred writings to support their reasoning and demonstrate their understanding.

RE Year 11 Full Course	Unit 1: Crime & Punishment	Unit 2: Religion & Life	Unit 3: Islamic Practices	Unit 4: Christian Practices
Knowledge (facts, information, concepts and key terminology)	Capital punishment and its place in the 21 st century as a means of retribution. Amnesty International and views towards the treatment of criminals. Helping those who suffer due to crime: Victim Support.	How the world was created, the origins of human life, environmental issues and responses, abortion, euthanasia, the use of animals for experimentation and food, life after death.	The 10 Obligatory Acts: what are they and their importance to Shi'a Muslims Jihad – the 2 types: lesser and greater Jihad. How it can be misinterpreted and problems that arise when it is.	How Christians put their beliefs into practice in the local community. The parts of the Bible and other Holy books which influence Christians in their day to day lives. The importance of reconciliation in Christianity and Christian persecution worldwide.
Understanding (ability to connect and synthesise knowledge within a context)	Capital punishment – do criminals deserve to have their lives taken away for crimes they have committed? Amnesty International and their campaigns to abolish the death penalty and other inhumane punishments. Are they right? Victim Support: there are two sides to every crime. How do victims overcome problems caused by crime?	The difference beliefs about the value of life. Students will be able to apply this difference to the topics of abortion and euthanasia specifically referencing Christianity and Islam. Students will also be able to use and compare how beliefs to human life differ from that of animal life.	Each of the 10 Obligatory Acts – what are the similarities/differences with the 5 pillars and how each one is foundational for a Muslims faith. Jihad – what is it and why is it of significance to Muslims?	Students should be able to understand why Christians do certain actions and the beliefs behind these actions. Why do Street pastors, evangelists, food banks, CAFOD etc. respond in the way that they do?
Skills (successful application of knowledge and understanding to a specific task)	<p style="text-align: center;">Identification & accurate use of key terminology. Accurate use of sources of authority. Ability to explain key concepts relating to crime, its origins and how criminals should be dealt with from religious/non-religious perspectives. Ability to evaluate key religious ideas.</p>			
Formal Assessments (those done by all/vast majority of the cohort)	Mock exams in Nov/Dec and Feb. Then final GCSE exams at the end of the year			
By the end of the year students on course for at least a grade 5 will be able to explain and evaluate key religious, ethical and philosophical ideas with reasonable accuracy. Some use of key terminology and references to sacred writing should be evident within written responses which should be coherent and focussed on the question.				