

Religion and Worldviews Curriculum Long Term Planning

Strands of learning

Believing – Religious beliefs, teachings, sources; questions about meaning, purpose and truth

Expressing – Religious and spiritual forms of expressions; questions about identity and diversity

Living – Religious practices and ways of living; questions about values and commitments

What do students get out of Religion and Worldviews?

Students will extend and deepen their knowledge and understanding of a range of religious and non-religious worldviews, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They will draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.

Year 11		HT1	HT2	HT3	HT4	HT5	HT6
	Topic	Religion, Crime and Punishment			Religion and Life		
	Why this and why now?	This unit follows a similar format and content of most GCSE Religious Studies specifications. This unit is Theme E of the thematic studies component of the specification, focusing on religious, philosophical, and ethical themes. As students will have previously studied religious views as well as philosophical and ethical topics, this unit aims for students to build and develop their appreciation of different world views surrounding widely discussed topics. Students will develop a further awareness of different religious perspective on the issues regarding religion, crime and punishment, as well as non-religious perspectives. This unit requires maturity and a greater understanding of modern society as topics including corporal punishment, death penalty and forgiveness are discussed.			This unit follows a similar format and content of most GCSE Religious Studies specifications. This unit is Theme B of the thematic studies component of the specification, focusing on religious, philosophical, and ethical themes. As students will have previously studied religious views as well as philosophical and ethical topics, this unit aims for students to build and develop their appreciation of different world views surrounding widely discussed topics. Students will develop a further awareness of different religious perspective on the issues religion and life, as well as non-religious perspectives. This unit requires maturity as topics including abortion, euthanasia and animal experimentation are discussed.		

LEFT THE SCHOOL

	What is the essential knowledge that needs to be remembered?	<ul style="list-style-type: none"> • Why do we have laws? • What are the different types of crime? • Why do people commit crimes? • What are religious laws? • Why do we punish people? • Do prisons work? • What is corporal punishment? • What is community service? • What is the death penalty? 	<ul style="list-style-type: none"> • Should we eat meat? • Should we experiment on animals? • Where do we come from? • What are different religious views on abortion? • What are different religious views on euthanasia? • What are different religious views on the afterlife? 	
	What is the assessment intent and how will you assess?	Students will complete a multiple choice quiz on the key terminology, views and beliefs linked to crime and punishment	Students will complete a multiple choice quiz on the key terminology, views and beliefs linked to life and death	
	What does the end point look like?	<p>Students should be able to explain contrasting beliefs (Christianity and Islam) on:</p> <ul style="list-style-type: none"> • Religion, crime and the causes of crime <ul style="list-style-type: none"> ○ Good and evil intentions and actions, including whether it can ever be good to cause suffering ○ Reasons for crime, including: <ul style="list-style-type: none"> ▪ Poverty and upbringing ▪ Mental illness and addiction ▪ Greed and hate ▪ Opposition to an unjust law • Views about people who break the law for these reasons <ul style="list-style-type: none"> ○ Views about different types of crime, including hate crimes, theft and murder • Religion and punishment <ul style="list-style-type: none"> ○ The aims of punishment, including: <ul style="list-style-type: none"> ▪ Retribution ▪ Deterrence ▪ Reformation ○ The treatment of criminals, including: <ul style="list-style-type: none"> ▪ Prison ▪ Corporal punishment ▪ Community service ○ Forgiveness ○ The death penalty ○ Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life 	<p>Students should be able to explain contrasting beliefs (Christianity and Islam) on:</p> <ul style="list-style-type: none"> • The origins and value of the universe <ul style="list-style-type: none"> ○ The origins of the universe, including: <ul style="list-style-type: none"> ▪ Religious teachings about the origins of the universe, and different interpretations of these ▪ The relationship between scientific views, such as the Big Bang theory, and religious views ○ The use and abuse of animals, including: <ul style="list-style-type: none"> ▪ Animal experimentation ▪ The use of animals for food • The origins and value of human life <ul style="list-style-type: none"> ○ The origins of life, including: <ul style="list-style-type: none"> ▪ Religious teachings about the origins of human life, and different interpretations of these ▪ The relationship between scientific views, such as evolution, and religious views 	

			<ul style="list-style-type: none"> ○ The concepts of sanctity of life and the quality of life ○ Abortion, including situations when the mother's life is at risk ○ Ethical arguments related to abortion, including those based on the sanctity of life and quality of life ○ Euthanasia ○ Beliefs about death and the afterlife, and their impact on beliefs about the value of human life 	
	How does it cover the NC?	This unit covers content outlined in the AQA Religious Studies A Specification, Component 2: Thematic Studies. This unit covers Theme E: Religion, Crime and Punishment	This unit covers content outlined in the AQA Religious Studies A Specification, Component 2: Thematic Studies. This unit covers Theme B: Religion and Life	