**Core RE**

**Intent**

The Core RE scheme of learning has been designed to challenge the students and teachers beyond the KS 3/4 Religious Education.

The students will be examining ‘Responsibility, rehabilitation and restoration’. This is in more breadth than GCSE and it is to challenge the students to become an emerging adult. As they discuss current topics that will apply and will affect students as they grow up. Students will study Catholic teachings, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. Corporal punishment, Death penalty, Forgiveness. Students will investigate the main causes of crime; consider the sociological implications of Crime and how Catholics should treat criminals and how Catholics should view the aims of punishment the treatment of criminals and the Church’s response to capital punishment. The learners will examine misconceptions as they deepen their knowledge and understanding of the Catholic Church and her mission. The students will focus on the Church’s teaching. Human Rights day is 10th December. The students will be assessed by creating a campaign on human rights- a case study they will research and deliver to their tutor groups/ year groups the week commencing the 10th December.

Pacem in Terris is the second module to be taught from January in year 12. This module focusses on Pacem in Terris is Catholic Church’s teaching on war and peace. The students will have the opportunity to explore the causes of war, cultural differences and prisoners of conscience. War is an organised conflict usually consisting of intense violence carried out by one state or states against another state or states. The causes of any war are complex. Wars are rarely about just one thing. They can be declared when a state or states act to: The students will examine extracts from Pacem in Terris in relation to each lesson. The assessment for this module will be asking the students to write letters to prisoners of conscience of someone they have researched and to present their letters to the rest of the class.

Module three is Humane Vitae the students will be investigating medical ethics and challenging ethical questions that the students may face as they become emerging adults. The students will look at the church’s teachings concerning the value of life, the importance of health and healing and who is responsible for life. They should be aware of the religious and ethical issues raised by new medical technologies and for the ways in which people respond to situations within this area and in particular to the following topics. The concept of the sanctity of life in relation to medical research and practice in the areas of human genetic engineering, including designer babies, saviour siblings, cloning and more. The assessment for this module is the students to create a presentation on a medical issue of their choice. The students must include teachings from the Catholic Church and the ethical issue surrounding their medical ethical issue.

In the second year of general RE the students will complete a modules provided by Quodvultdeus to provide students with the opportunity to reflect upon and develop their own faith position. To enable students to use a range of skills that will be valuable during their time in school and beyond. Promote the moral, spiritual, and cultural development of each student. Explore ethical and religious matters in regards to modern culture. Provide students with the opportunity to learn about the wider community and other faiths.

In term in term 4 will start with a module of ‘Know thyself.’ The students will look deep within themselves to get to know themselves and their own values so they can be secure in their beliefs and challenge their prejudices.

In term five the students will dive deep into Science and religion. To provide students with the opportunity to reflect upon and develop their own faith position. Enable students to use a range of skills that will be valuable during their time in school and beyond.
Promote the moral, spiritual, and cultural development of each student. Explore ethical and religious matters in regards to modern culture. Provide students with the opportunity to learn about the wider community and other faiths.

## **CURRICULUM MAPPING – KS5**

**SUBJECT AREA: RE Year 12 and 13.**

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|  |  **SCHEME OF WORK** | **SKILLS DEVELOPED** | **MAIN OUTCOMES** | **Overview of topics** |
| **TERM 1** | Responsibility, rehabilitation and restoration’ | Students are to enhance their GCSE teaching on Crime and punishment to consider human rights violations. They will do this through a variety of resources: * Creative Thinking
* Self-management
* Effective participation
* Analysing
* Evaluation
* Literacy
* Reflective learning
* Collaboration
* Challenge
* Memory
 | Students will study Catholic teachings, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. Corporal punishment, Death penalty, Forgiveness. Students will investigate the main causes of crime; consider the sociological implications of Crime and how Catholics should treat criminals and how Catholics should view the aims of punishment the treatment of criminals and the Church’s response to capital punishment. | 1. Humans rights
2. Causes of Crime
3. Attitudes to Crime
4. Hate Crimes
5. Aims of punishment
6. Corporate or community punishment
7. Treatment of criminals
8. Capital punishment
9. Case studies
10. Reconciliation
 |
| **TERM 2** | Pacem in Terris  | Students to promote peace and tolerance by highlighting the plight of persecuted Christians who are prisoners of conscience. Independent Enquiry* Creative Thinking
* Self-management
* Effective participation
* Analysing
* Evaluation
* Reading/Writing/Literacy
* Reflective learning
 | This module focusses on Pacem in Terris and the Catholic Church’s teaching on war and peace. The students will have the opportunity to explore the causes of war, cultural differences and prisoners of conscience. The students will examine extracts from Pacem in Terris in relation to each lesson. The assessment for this module will be asking the students to write letters to prisoners of conscience of someone they have researched and to present their letters to the rest of the class.Students will be linking to the following scripture this topic: | 1. Cultural relativism
2. Protests
3. Causes of War
4. Just War Theory
5. Lesser Jihad
6. CND
7. Conscience
8. Pacifism
9. Prisoners of Conscience
10. Religion and responses to war victims
 |
| **TERM 3** | Human Vitae  | Students will develop their debating skills while discussing medical ethical issues:* Research/presentation
* Independent Enquiry
* Creative Thinking
* Self-management
* Effective participation
* Analysing
* Evaluation
* Reading/Writing/Literacy
* Reflective learning
 | Module three is Humane Vitae the students will be investigating medical ethics and challenging ethical questions that the students may face as they become emerging adults. The students will look at the church’s teachings concerning the value of life, the importance of health and healing and who is responsible for life. They should be aware of the religious and ethical issues raised by new medical technologies and for the ways in which people respond to situations within this area and in particular to the following topics. The concept of the sanctity of life in relation to medical research and practice in the areas of human genetic engineering, including designer babies, saviour siblings, cloning and more. Students will be linking to scripture in this topic | 1. Hippocratic Oath
2. Organ Donation
3. End of Life care
4. Euthanasia
5. Genetic Engineering
6. Cloning
7. IVF
8. Animal Testing
9. Peter Singer
10. Presentations
 |
| **TERM 4**  | Know Thyself | Students are to learn about their beliefs. Faith, personal and spiritual belief. * Research/presentation
* Independent Enquiry
* Creative Thinking
* Self-management
* Effective participation
* Analysing
* Evaluation
* Reading/Writing/Literacy

Reflective learning | The lesson objectives in the “Seeking God” course are: * To reflect on students' own identity
* To reflect on the difference between personal faith and religion
* To introduce students to techniques of meditation and discernment

Students will be linking to scripture in this topic | 1. Who Am I?
2. Known by God
3. Faith, God, Religion?
4. Prayer & Meditation
5. Discernment & Decision Making
6. Speaker
7. Evaluation Essay
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| **TERM 5** | Science and Religion.  | Students are to challenge * Research/presentation
* Independent Enquiry
* Creative Thinking
* Self-management
* Effective participation
* Analysing
* Evaluation
* Reading/Writing/Literacy

Reflective learning | In the second term of General RE for year 13 the students will complete a module on Science and Religion. * To critically explore modern scientific problems
* To reflect on their impact on society and on faith
* To stimulate debate and discussion around issues of faith, society and science
 | 1. Galileo & the Myth of Conflict
2. Windows on the World
3. The Hard Problem of Consciousness
4. Artificial Intelligence
5. Transhumanism
6. Quantum Universe
7. Evaluation Essay
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**Implementation**

Students will be expected to attend their weekly lessons in General RE.

Collaboration and discussion is central to teaching and learning for religious Education. Students will research in lesson time and plan and prepare their campaign on human rights, letters to prisoners of conscience, presentation on medical ethics topic and Scheme of learning

The school teaching and learning priorities are central to all religious education lessons- collaboration, challenge and memory- will be embedded into lessons. For example, the majority of general RE lessons start with a debate point of philosophical question to introduce the topic.

**Impact**

Students will be assessed on their presentation skills and on their discussion topics. The marking policy that will be used the adaptation of A Level OCR Religious Studies.