

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 11 Overview 2023-24 – RS

Date	Wk		Units Studied & Learning Outcomes						
8 weeks									
Tues 5-Sep	A	5	Unit 1: Issues of Life and Death This GCSE topic will expect the students to apply their knowledge from KS3 and from the previous topics to themes surrounding Issues of Life and Death. <i>This will include Christian, Muslim, scientific and humanist responses to: Creation stories and stewardship; Human Life and Sanctity of life; and Death and the Afterlife.</i> Lesson Sequence of Content: 1: recall scientific theories and religious beliefs about the origin of the universe 2: Consider if religion and science can co-exist 3: Apply knowledge to exam practice (new knowledge) 4: Know why religious people believe they should look after the environment 5: What are the humanist attitudes towards caring for the environment? 6: Apply knowledge to exam practice (recall) 7: Discuss what makes us human 8: Understand the meaning of sanctity of life and how it impacts beliefs surrounding medical decisions 9: Know religious and humanists attitudes to abortion 10: Apply knowledge to exam practice (recall) 11: Know the religious teachings regarding Euthanasia and justify if it should be legalised in the UK 12: Explore the varying religious beliefs about afterlife 13: Apply knowledge to exam practice (new knowledge) 14: End of unit review lesson 15-20: ST1 revision, ST1 exam and ST1 feedback Unit Learning Outcomes GW: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to describe, using key words, religious opinions on each life and death theme. BI: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to explain religious opinions on each L&D theme. Students can use examples and sources of authority to support their explanations. EW: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to evaluate the religious opinions on ethical and philosophical statements linked to the L&D theme, using more than one opinion, supported by evidence and reason. <table><tr><th>Prior (Y9/10)</th><th>Current (Y11)</th><th>Next (Y12)</th></tr><tr><td>Animal life vs Human Life (y9) Religious beliefs about creation (y10)</td><td>Religious approaches to ethical issues, referring to denominational difference where relevant.</td><td>Ethical and philosophical studies of the world</td></tr></table> GCSE/Exam Links AO2: Impact of religion on individuals and society	Prior (Y9/10)	Current (Y11)	Next (Y12)	Animal life vs Human Life (y9) Religious beliefs about creation (y10)	Religious approaches to ethical issues, referring to denominational difference where relevant.	Ethical and philosophical studies of the world
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Animal life vs Human Life (y9) Religious beliefs about creation (y10)	Religious approaches to ethical issues, referring to denominational difference where relevant.	Ethical and philosophical studies of the world							
11-Sep	B								
18-Sep*	A	10							
25-Sep	B								
2-Oct	A	15							
9-Oct	B								
16-Oct	A	ST 1							
23-Oct	B								
Half-Term									
7 weeks									
6-Nov	A	ST 1	Unit 2: Issues of Good and Evil This GCSE topic will expect the students to apply their knowledge from KS3 and from the previous topics to themes surrounding Good and Evil. <i>This will include Christian and Muslim responses to: Crime and Punishment; Forgiveness and Good; Evil and Suffering.</i> Lesson Sequence of Content: 1: Consider our morals linking to crime and punishment 2: What is the difference between a sin and a crime 3: What are the consequences for breaking the law: What are the consequences of Sin? and *Apply knowledge to exam practice (recall) 4: consider opinions on justice and punishment 5: Know the religious views on the aims of punishment and justice 6: Discuss the effectiveness of prisons 7: Understand the religious beliefs about reformation 8: Know the role of Prison Chaplains (*new knowledge)						
13-Nov	B								
20-Nov	A	5							
27-Nov	B								
4-Dec	A	10							
11-Dec	B								
18-Dec	A	15							

			9: Discuss arguments for or against the death penalty 10: Explain religious beliefs about forgiveness 11: Know why the existence of evil and suffering is a problem for religious believers (*new knowledge) 12: Know what religions teach about fate and freewill 13: *Apply knowledge to exam practice (recall) 14: End of unit review lesson 15: ST2 Revision						
			<table><tr><th>Prior (y7/9)</th><th>Current (11)</th><th>Next (y12)</th></tr><tr><td>Justice (y7) Evil and suffering, origin of evil (y9)</td><td>Religious approaches to ethical issues, referring to denominational difference where relevant.</td><td>Ethical and philosophical studies of the world</td></tr></table>	Prior (y7/9)	Current (11)	Next (y12)	Justice (y7) Evil and suffering, origin of evil (y9)	Religious approaches to ethical issues, referring to denominational difference where relevant.	Ethical and philosophical studies of the world
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			Unit Learning Outcomes GW: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to describe, using key words, religious opinions on each Good and Evil theme. BI: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to explain religious opinions on each G&E theme. Students can use examples and sources of authority to support their explanations. EW: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to evaluate the religious opinions on ethical and philosophical statements linked to the G&E theme, using more than one opinion, supported by evidence and reason.						
			GCSE/Exam Links AO2: Impact of religion on individuals and society						
Christmas Holiday6 weeks									
8-Jan	B		Unit 3: Issues of Human Rights This GCSE topic will expect the students to apply their knowledge from KS3 and from the previous topics to themes surrounding Human Rights. <i>This will include Christian and Muslim responses to: Human rights and social justice; Prejudice and discrimination; and Issues of wealth and poverty.</i> Lesson Sequence of Content: 1: Know what prejudice and discrimination is and religious responses to them 2: Know issues surrounding human rights 3: Explore how people have fought for justice and why 4: Apply knowledge to exam practice (Recall) 5: To consider to what extent religious expression is acceptable 6: Apply knowledge to exam practice (new knowledge) 7: Consider and understand what religious believers mean by social responsibility in relation to wealth and poverty 8: Explore Muslim attitudes to wealth and poverty 9: explore Christian attitudes to wealth and poverty 10: End of unit review lesson 11-15: ST2 Exam and ST2 feedback						
15-Jan	A	5							
22-Jan	B	10							
29-Jan	A	ST 2							
5-Feb	B	ST 2							
			<table><tr><th>Prior (y7/10)</th><th>Current (11)</th><th>Next (y12)</th></tr><tr><td>Justice (y7) Religious teachings on wealth and poverty (y10)</td><td>Religious approaches to ethical issues, referring to denominational difference where relevant.</td><td>Ethical and philosophical studies of the world</td></tr></table>	Prior (y7/10)	Current (11)	Next (y12)	Justice (y7) Religious teachings on wealth and poverty (y10)	Religious approaches to ethical issues, referring to denominational difference where relevant.	Ethical and philosophical studies of the world
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			Unit Learning Outcomes GW: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to describe, using key words, religious opinions on each Human Rights theme. BI: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to explain religious opinions on each HR theme. Students can use examples and sources of authority to support their explanations. EW: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to evaluate the religious opinions on ethical and philosophical statements linked to the HR theme, using more than one opinion, supported by evidence and reason						
			GCSE/Exam Links AO2: Impact of religion on individuals and society						
12-Feb	A	ST 2							
Half-Term5 weeks									
26-Feb	B		5						
4-Mar	A								

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11-Mar	B		Unit 4: Revision Using the ST data from yr10 and yr11, and PLC's students will complete a survey showing which topics they are confident in or not. An analysis of this highlights which topics they need to cover in more detail. This information will be used to inform revision lessons. Each lesson will follow the below structure: <i>*Structure: Exam Question, Mark Exam question from last lesson, Review of content, transform content, quiz, Challenge the teacher to produce a 'perfect' exam answer.</i> Where the structured revision lesson is a double period, students will also be given time to reflect on their own specific areas of weakness using exam data analysis, feedback, and PLC's. They will be expected to complete revision tasks in those areas to close any knowledge gaps. Lesson Sequence of Content: Lesson sequence will be planned for based on time left with student before each exam. The time left will be distributed as possible between each class and for each exam. The sequence of which will be decided and published on the home learning overviews and GC.	10
18-Mar	A			
25-Mar*				
	B	15		
Easter Holiday 6 weeks				
15-Apr	A		Unit Learning Outcomes (Structured revision lessons) Exam Question: retrieve memory, timing and structure Marking Last Question: application of mark scheme, empathy for markers, retrieve from memory Review of content: Subject knowledge, deliberate repetition Transform: retrieve from content review, change format Quotes Quiz: retrieve, repetition Challenge Teacher: 'perfect' exam question structure, timing, meta cognition as I explain GCSE/Exam Links AO1: Knowledge of beliefs and practices from Christianity and Islam AO2: Impact of religion on individuals and society	5
22-Apr	B			
29-Apr				
	A	10		
6-May*	B	15		
13-May	A	GC SE		
20-May				
	B	GC SE		
Half-Term 7 weeks				
3-Jun	A	GC SE		
10-Jun	B	GC SE		
17-Jun	A	GC SE		
24-Jun		Co ntin g en cy		
	B			
(Total: 190 Days)				

* Bank Holidays

Overview of Year 11	
Based on your Flight Path (Targets 1-9)	By the end of year 11 students will have a sound understanding of their lens through which they view the world around us and how that impacts their morals. They will have learned to use different lenses in order to successfully evaluate, explain, discuss and describe specific religious beliefs and their impact in today's society.
GW: (Grade 1-3)	Students can confidently define subject specific terminology and describe, using examples, specific religious beliefs about ethical and philosophical issues including; Issues of Relationships; Issues of Life and Death; Issues of Good and Evil and Issues of Human Rights. Similarly, students can also apply these skills to describe specific religious practices within these themes.
BI: (E.g. Grades 4-6)	Students can confidently define subject specific terminology and use the terminology to strengthen their exam answers. Furthermore, students can explain, using examples, specific religious beliefs about ethical and philosophical issues including; Issues of Relationships; Issues of Life and Death; Issues of Good and Evil and Issues of Human Rights. Similarly, students can also apply these skills to specific religious practices within these themes. They can also explain these beliefs using references to sources of authority and giving consideration to denominational differences where possible.

EW: <i>(E.g. Grades 5-9)</i>	<p>Students can evaluate the significance of religious beliefs and teachings, using subject specific terminology, sources of authority and wisdom, and give clear consideration to denominational differences where necessary. Students can confidently discuss how religious beliefs and practices impact the actions of religious people today, by looking at different viewpoints, using sources of authority and judgement to support their thinking</p>
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