



## Year 12 RE



Learning	Loving	Living
Key Knowledge Link apply and adapt Build knowledge and skills Self-regulated, reflective independent Know what they are good at and what to improve Stretched, challenged supported Wider ideas culture and the world Use technology flexibly and responsibly	Well informed global citizens Believe they can make a difference Shape community and school Care about the environment and each other Responsible for their own behaviour Grow spiritually Respect and tolerance Charity, volunteering and fundraising	Wider learning Leadership, teamwork, collaboration Success for all abilities Value creative subjects Interactions with the world of work Safety, mental and physical health Equipped for their unique future Apply to the world beyond
Curriculum Intent		
<p><b><u>Provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</u></b></p> <ul style="list-style-type: none"> <li>• Students are taught about different theories and issues, allowing them to reflect upon their own views which they can use to inform their opportunities, responsibilities and experiences in later life, as well as those of others.</li> <li>• Students are given the opportunity to think independently, as well as work collaboratively with their peers.</li> <li>• Students are given opportunities to reflect on their learning, and practice memory retrieval.</li> <li>• Students are encouraged to develop their critical analysis and evaluation skills to enable them to form and express their own opinions, whilst remaining respectful to the views of others.</li> <li>• Students are given the opportunity to extend their understanding of knowledge in lessons and assess these through regular exam-based practice.</li> <li>• Students are empowered to think critically.</li> </ul> <p><b><u>Clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.</u></b></p> <ul style="list-style-type: none"> <li>• Students are studying for OCR Religious Studies A Level. They cover the Year 1 content in Year 12 which prepares a few students to take the AS exam where applicable.</li> <li>• Students continually develop essay writing skills e.g essay planning, explaining key ideas and evaluation.</li> <li>• Students are given clear Learning Objectives and are armed with the skills to achieve these – e.g. through class discussions and lesson PowerPoints</li> <li>• There is feedforward on all assessments and so students are aware of what they need to do to improve. They are encouraged to reflect upon all feedback given.</li> <li>• Students have an assessment after each topic as well as other timed essays in class. This allows students to build on their knowledge and understanding of writing in exam conditions.</li> </ul>		



- The OCR specification is used to show students all they need to know by the end of the year and all students have copies of this.
- Use of essay question booklets to show students a large sample of questions for each topic, which is used in class and at home

**Is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.**

- Students are taught essay structure within the first half term and this skill is built upon throughout the year.
- Within the topics, links are made with key thinkers who have been studied in a different module of the course, or earlier within the same module.
- Regular reminders of essay technique and opportunities to practice this in lessons eg through completing essay plans; writing a section of an essay.

**Has high ambition for all pupils**

- High expectations of work and active participation in lessons
- Differentiation and support provided eg revision notes for all topics
- Resources for independent study provided eg essay questions booklets for all topics and access to all lessons and resources via teams
- Feed forward after end of topic assessments / mock exams.
- High level of questioning in lessons
- Stretch tasks provided in lessons
- Challenging assessment tasks are used within each unit so by the end students have attempted 2-3 assessments on the majority of topics.

**Provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life**

- Develop their understanding of knowledge in lessons and assess these through regular exam-based practice.
- Empower students to think critically.
- Regular use of independent, pair and group work.
- Skill to how to interpret and judge religious opinions.

**Clearly state the end points that pupils are building towards and the knowledge and skills required to reach them**

- Clear learning objectives and outcomes which make use of the exam specification and AOs.
- Students are aware of their TMG and have a clear understanding of their strengths and areas of improvement through the use of the assessment folders and feedforward on all assessments.
- Clear outline of assessment requirements and regular testing of their knowledge.



NB – Ethics is taught by BRI and Philosophy is taught by WIL.

Term	Topic NB To include Spaced memory retrieval	No. of Lessons	Assessment
Autumn 1	<p><b><u>ETHICS</u></b></p> <p><b><u>NORMATIVE ETHICAL THEORIES (RELIGIOUS APPROACHES)</u></b></p> <p><b><u>Situation Ethics</u></b> Students learn about Fletcher as a key thinker in situation ethics. They also consider the idea of Fletcher and case studies, which students are required to evaluate and analyse .</p> <p><b><u>Natural Law</u></b> Students learn about natural law- including telos and the four tiers if law. They study the precepts and also the doctrine of double effect. Once they have the knowledge of these theories they evaluate natural law considering a variety of perspectives and formulating their own opinions on key issues. A lesson is spent on revision and essay planning and then students have an assessment on what they have learnt.</p> <p><b><u>PHILOSOPHY</u></b></p> <p><b><u>GOD AND THE WORLD</u></b></p> <p><b><u>Problem of Evil</u></b> Students study the concept of the problem of evil. They consider what the problem is and various responses to it. They study the theodicies of key thinkers who have attempted to reconcile the existence of evil with a belief in God. Students analyse and evaluate throughout the topic, personally responding to the ideas studied. A lesson is spent on revision and essay planning and then students have an assessment on what they have learnt. Students are also introduced to the idea of essay planning and structuring.</p> <p><b><u>Religious Experience</u></b></p>	<p>6 lessons</p> <p>6 lessons</p> <p>8 lessons</p> <p>10 lessons</p>	<p>Assessed essay</p> <p>Assessed essay</p> <p>Assessed essay</p> <p>Essay</p>





	<p>evaluate what they have learnt through analysis of the key ideas and are required to formulate their views.</p> <p><b><u>PHILOSOPHY</u></b></p> <p><b><u>THE EXISTENCE OF GOD</u></b> <b><u>Arguments Based on Observation (continued)</u></b> Students study the teleological and cosmological arguments which are seen to support belief in God. They then consider arguments to support these theories and those which discredit them. They use this to reach their own justified conclusions. Students are given a revision lesson on the topic and an assessment.</p> <p><b><u>THE EXISTENCE OF GOD</u></b> <b><u>Arguments Based on Reason</u></b> Students study the Ontological Argument and examine various versions and responses to this. They then formulate their own views and responses. They have a series of revision lessons and an assessment on the topic.</p> <p><b><u>PHILOSOPHICAL LANGUAGE AND THOUGHT</u></b> <b><u>The Nature of the Soul, Mind and Body</u></b> Students are introduced to the topic and study Plato and Aristotle. They are taught about consciousness and this involves learning about consciousness, in particular substance dualism and also the key thinker of Ryle and Dawkins as well as Behaviourism. Students are given opportunities throughout the topic to analyse the theories and also to formulate their opinions. Students have a revision lesson and an assessment on the topic.</p> <p><b><u>(Revision / spaced recall lessons)</u></b></p>	<p>3 lessons</p> <p>3 lessons</p> <p>9 Lessons including revision and an assessment</p> <p>5 lessons</p>	<p>Assessed essay</p> <p>Essay</p>
--	---	--	------------------------------------



	For both modules: Spaced memorial retrieval takes the form of regular recap, making links between different parts of the topic, and revision prior to assessments.		
Spring 1	<p><b><u>ETHICS</u></b></p> <p><b><u>APPLIED ETHICS</u></b></p> <p><b><u>Euthanasia</u></b> Students are introduced to the idea of euthanasia. They study the concepts of the quality and sanctity of life. They also study the different types of euthanasia and are given the opportunity to apply their previous knowledge of natural law and situation ethics to the subject of euthanasia. Throughout the topic students are required to reach their own conclusions on the issues studied. Students have a revision lesson and an assessment on the topic.</p> <p>Revision</p> <p><b><u>Ancient Philosophical Influences</u></b> Students study the key idea of the philosophes Plato and Aristotle. They evaluate their key ideas and formulate their opinions on their theories. Students have a revision lesson and an assessment on the topic.</p> <p><b><u>DEVELOPMENTS (WIL)</u></b></p> <p><b><u>INSIGHT</u></b></p> <p><b><u>Augustine’s Teaching on Human Nature</u></b> Students study the key ideas of Augustine and responses which have been made to the concepts discussed</p>	<p>9 lessons</p> <p>3 lessons</p> <p>7 lessons</p> <p>5 lessons (&amp;2 next half term)</p>	<p>Assessed essay</p> <p>Assessed essay</p>
Spring 2	<p><b><u>Assessment week is this half term</u></b></p> <p><b><u>ETHICS</u></b></p> <p><b><u>Business Ethics</u></b></p>	8 lessons	Assessed essay



	<p>Students are introduced to the idea of business ethics and the key terms in the topic. Students study corporate social responsibility, whistle-blowing and globalisation. Students are then able to apply their previous learning in the module and utilitarianism and Kantian ethics are studied in relation to business ethics. Students are given the opportunity throughout the topic to formulate their own opinions and consider the views of others. Students have a revision lesson and an assessment on the topic.</p> <p><b><u>DEVELOPMENTS</u></b>  <b><u>INSIGHT</u></b>  <b><u>Augustine’s Teaching on Human Nature (continued)</u></b>          Students study the key ideas of Augustine and responses which have been made to the concepts discussed</p> <p><b><u>INSIGHT</u></b>  <b><u>Death and the After Life</u></b>          Students study Aquinas and examine the idea of whether Christian beliefs about life after death should affect Christian moral behaviour. They also study election and <u>evaluate</u> the key ideas.</p> <p><b><u>FOUNDATIONS</u></b>  <b><u>Knowledge of God</u></b>          Students study knowledge of God and they consider natural knowledge as innate knowledge and also through creation. They study revealed knowledge through faith, grace and Jesus and they evaluate all of the ideas studied. Students have a revision lesson and an assessment on the topic.</p> <p>For both modules: Spaced memorial retrieval takes the form of regular recap, making links between different parts of the topic, and revision prior to assessments.</p>	<p>2</p> <p>7 lessons</p> <p>6 lessons</p>	<p>Essay</p> <p>Essay</p> <p>Essay</p>
--	--	--	--



Summer 1	<p><b><u>DEVELOPMENTS</u></b></p> <p><b><u>FOUNDATIONS</u></b>  <b><u>Person of Jesus Christ</u></b>          Students look at Jesus as the Son of God, a teacher of wisdom and as a liberator. They reflect upon these ideas and formulate their opinions. Students have a revision lesson and an assessment on the topic.</p> <p><b><u>LIVING</u></b>  <b><u>Christian Moral Principles</u></b>          Students study the bible, church, reason and agape as a means of morality for Christians. The issue is evaluated and students have a revision lesson and assessment on this.</p> <p>For this module: Spaced memorial retrieval takes the form of regular recap, making links between different parts of the topic, and revision prior to assessments.</p>	<p>6 lessons</p> <p>5 lessons (&amp; 2 next half term)</p>	<p>Assessed essay</p> <p>Assessed essay</p>
Summer 2	<p><b><u>DEVELOPMENTS</u></b></p> <p><b><u>LIVING</u></b>  <b><u>Christian Moral Principles (finishing topic)</u></b>          Students study the bible, church, reason and agape as a means of morality for Christians. The issue is evaluated and students have a revision lesson and assessment on this.</p> <p><b><u>Christian Moral Action</u></b></p>	<p>2 lessons</p> <p>6 lessons</p>	<p>Assessed essay</p>





	<p>Students study Bonhoeffer and the Church as a source of guidance and solidarity. This is studied and evaluated from a Christian perspective. This is continued next half term</p> <p><b>Revision and end of year exams</b></p> <p>For this module - Spaced memorial retrieval takes the form of regular recap, making links between different parts of the topic, and revision prior to assessments.</p>	To end of year	
--	---	----------------	--