

Year 11 RS Short course Curriculum implementation						
	Autumn 1	Autumn 2 and Spring 1	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>Complete the work on War, Peace and conflict. Please see the year Ten template for details</li> </ul>	Relationships and Families.  As detailed on the AQA website: <b>3.2.1 Theme A: Relationships and families</b> Students should study religious teachings, and religious, 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. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and a contrasting belief: <ul style="list-style-type: none"> <li>Contraception</li> <li>Sexual relationships before marriage</li> <li>Homosexual relationships</li> </ul> <b>3.2.1.1 Sex, marriage and divorce</b> <ul style="list-style-type: none"> <li>Human sexuality including heterosexual and homosexual relationships</li> <li>Sexual relationships before and outside of marriage</li> <li>Contraception and family planning</li> <li>The nature and purpose of marriage</li> <li>Same-sex marriage and cohabitation</li> <li>Divorce, including reasons for divorce, and remarrying</li> <li>Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion</li> </ul> <b>3.2.1.2 Families and gender equality</b> <ul style="list-style-type: none"> <li>The nature of families, including:               <ul style="list-style-type: none"> <li>the role of parents and children</li> <li>extended families and the nuclear family</li> </ul> </li> <li>The purpose of families, including:               <ul style="list-style-type: none"> <li>procreation</li> <li>stability and the protection of children</li> <li>educating children in a faith</li> </ul> </li> <li>Contemporary family issues including:               <ul style="list-style-type: none"> <li>same-sex parents</li> <li>polygamy</li> </ul> </li> <li>The roles of men and women.</li> <li>Gender equality</li> <li>Gender prejudice and discrimination, including examples</li> </ul>		<ul style="list-style-type: none"> <li>Complete the unit of work on Relationships and Families</li> <li>Revision activities in preparation for the GCSE exams</li> </ul>	GCSE exams.	
<b>Links to prior learning</b>	<ul style="list-style-type: none"> <li>This will build on the units of work studied in key stage four</li> </ul>	<ul style="list-style-type: none"> <li>This will build on the units of work studied in key stage four</li> </ul>				
<b>Assessment</b>		<ul style="list-style-type: none"> <li>Mock examinations are likely to take place during the autumn 2 term, so there will be an assessment during this time</li> <li>A variety of assessment for learning tasks will also take place</li> </ul>		<ul style="list-style-type: none"> <li>A variety of assessment for learning tasks will also take place</li> </ul>		
<b>Home learning</b>		<ul style="list-style-type: none"> <li>Revision activities and learning activities which extend and enrich lessons</li> </ul>		<ul style="list-style-type: none"> <li>Revision activities and learning activities which extend and enrich lessons</li> </ul>		
<b>Cultural Capital and extra-curricular opportunities</b>		<ul style="list-style-type: none"> <li>Possibility of a guest speaker</li> </ul>				
<b>Literacy</b>		<ul style="list-style-type: none"> <li>Studying key texts and their meanings. Exploring a wide variety of key terms and concepts.</li> <li>Oracy opportunities</li> <li>Interpretations of key texts</li> <li>Reading a number of key texts, statements and religious teachings</li> <li>Developing extended answering skills</li> <li>Developing skills of analysis and evaluation in answers</li> </ul>		<ul style="list-style-type: none"> <li>Studying key texts and their meanings. Exploring a wide variety of key terms and concepts</li> <li>Oracy opportunities</li> <li>Interpretations of key texts</li> <li>Reading a number of key texts, statements and religious teachings</li> <li>Developing extended answering skills</li> <li>Developing skills of analysis and evaluation in answers</li> </ul>		
<b>Numeracy</b>						
<b>Spirituality</b>		<ul style="list-style-type: none"> <li>Why are relationships important? What makes a healthy relationship?</li> <li>How do people decide what is right and wrong?</li> </ul>				

How can parents support the curriculum?		<ul style="list-style-type: none"><li>Supporting students with home learning tasks. If you visit any places of worship, ask students to explain key features and how they link to beliefs. Encouragement to regularly revisit key concepts and topics</li></ul>	<ul style="list-style-type: none"><li>Supporting students with home learning tasks. If you visit any places of worship, ask students to explain key features and how they link to beliefs. Encouragement to regularly revisit key concepts and topics</li></ul>	
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