

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class 11- Navigator Curriculum - RS/4 Lessons weekly

| Year | 2023 – 2024 Autumn 1 Unit 1 | 2023 – 2024 Autumn 2 Unit 2 | 2023 – 2024 Spring 1 Unit 3 | 2023 – 2024 Spring 2 Unit 4 | 2023 – 2024 Summer 1 Unit 5 | 2023 – 2024 Summer 2 Unit 6 |
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| Year 11 GCSE | <p>Topic: Christianity and Islam AQA GCSE Thematic D Religion, peace and conflict</p> <p>Key questions:</p> <p>Key skills and knowledge: 6.5 The just war. Understand the just war theory. Apply the just war theory to a specific war.</p> <p>6.6 Holy war and religion as a cause of violence. Understand the features of a Holy War. Consider whether religion is a cause of</p> | <p>Topic: Christianity and Islam AQA GCSE Thematic F Religion, human rights and social justice</p> <p>Key questions: Risalah (</p> <p>Key skills and knowledge: 8.1 Social justice and human rights. Understand religious teachings, beliefs and attitudes about social justice and human rights.</p> <p>8.2 Prejudice and discrimination. Explore Christian and Islam beliefs about differences between prejudice and</p> | <p>Topic: Christianity and Islam AQA GCSE Thematic F Religion, human rights and social justice</p> <p>Key questions: Risalah (</p> <p>Key skills and knowledge: 8.5 Christian and Islamic teachings about wealth. Understand Christian and Islamic teachings about wealth and its uses.</p> <p>8.6 Poverty and its causes. Understand the problem of poverty. Explore the reasons why people are poor.</p> | <p>Exam preparation</p> <p>Implementation of the PEE process evaluating and criticising belief systems will support from religious text or societal views.</p> <p>Support on how to set out 12 mark questions.</p> <p>Support with time constraints. Prioritise questions</p> | <p>Exam preparation</p> <p>Implementation of the PEE process evaluating and criticising belief systems will support from religious text or societal views.</p> <p>Support on how to set out 12 mark questions.</p> <p>Support with time constraints. Prioritise questions.</p> | |

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| | <p>war and violence. Understand Christian/Islam approaches to war and violence.</p> <p>6.7 Pacifism and peacemaking. Consider pacifism as an alternative to conflict. Understand why some Christians are pacifists. Know about the work of a Christian pacifist organisation and a Christian peacemaker.</p> <p>6.8 Christian responses to victims of war. Understand what can be done to help victims of war. Understand the work of a present-day Christian organisation that help victim of war.</p> <p>Assessment outcome: Sample student answer. Practice questions. Past paper.</p> | <p>discrimination. Investigate Christian and Islamic beliefs about prejudice and discrimination regarding the role of women in religion and sexuality.</p> <p>8.3 Religious freedom. Explore issues of freedom of religion and belief, including religious expression.</p> <p>8.4 Prejudice and discrimination – disability and race. Explore Christian and Islamic attitudes to disability and racial prejudice and discrimination.</p> <p>Assessment outcome: Sample student answer. Practice questions. Past paper.</p> | <p>Understand the responsibilities of those living in poverty.</p> <p>8.7 Exploitation of the poor. Understand the exploitation of the poor including issues relating to fair pay, excessive interest on loans and human trafficking.</p> <p>8.8 Giving money to the poor. Understand Christian and Islamic teachings about charity and issues concerning giving money to the poor.</p> <p>Assessment outcome: Sample student answer. Practice questions. Past paper.</p> | | | |
| <p>Links to Gatsby Benchmark.</p> | <p>Gatsby Benchmark 3. Addressing the</p> | <p>Gatsby Benchmark 4. Linking curriculum</p> | <p>Gatsby Benchmark 5. Encounters with</p> | <p>Gatsby Benchmark 4. Linking curriculum</p> | | |

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| | needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research. | learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research. | employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research | learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research. | | |
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