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	2026 – 2027 Autumn 1 Unit 1	2026 – 2027 Autumn 2 Unit 2	2026 – 2027 Spring 1 Unit 3	2026 – 2027 Spring 2 Unit 4	2026 – 2027 Summer 1 Unit 5	2026 – 2027 Summer 2 Unit 6
Year 11 **GCSE**	Topic: **Christianity and Islam** AQA GCSE **Thematic D** **Religion, peace and conflict** **Key questions:** **Key skills and knowledge:** 6.5 The just war. Understand the just war theory. Apply the just war theory to a specific war. 6.6 Holy war and religion as a cause of violence. Understand the features of a Holy War.	Topic: **Christianity and Islam** AQA GCSE **Thematic F** **Religion, human rights and social justice** **Key questions:** Risalah **Key skills and knowledge:** 8.1 Social justice and human rights. Understand religious teachings, beliefs and attitudes about social justice and human rights. 8.2 Prejudice and discrimination. Explore Christian and Islam beliefs about differences between	Topic: **Christianity and Islam** AQA GCSE **Thematic F** **Religion, human rights and social justice** **Key questions:** Risalah **Key skills and knowledge:** 8.5 Christian and Islamic teachings about wealth. Understand Christian and Islamic teachings about wealth and its uses. 8.6 Poverty and its causes. Understand the problem of poverty. Explore the reasons why people are poor.	Topic: **Christianity and Islam.** **Theme C** AQA GCSE **The existence of God and revelation** **Key questions:** **Key skills and knowledge:** The Design argument, including its strengths and weaknesses. • The First Cause argument, including its strengths and weaknesses. • The argument from miracles, including its strengths and weaknesses, and one example of a miracle. • Evil and suffering as	**Exam preparation** Implementation of the PEE process evaluating and criticising belief systems will support from religious text or societal views. Support on how to set out 12 mark questions. Support with time constraints. Prioritise questions.	

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	Consider whether religion is a cause of war and violence. Understand Christian/Islam approaches to war and violence. 6.7 Pacifism and peacemaking. Consider pacifism as an alterntive to conflict. Understand why some Christians are pacifists. Know about the work of a Christian pacifist organisation and a Christian peacemaker. 6.8 Christian responses to victims of war. Undersatnd what can be done to help victims of war. Understand the work of a present-day Christian organisation that help victim of war. **Assessment outcome:** Sample student answer. Practice questions. Past paper.	prejudice and discrimination. Investigate Christian and Islamic beliefs about prejudice and discrimination regarding the role of women in religion and sexuality. 8.3 Religious freedom. Explore issues of freedom of religion and belief, including religious expression. 8.4 Prejudice and discrimination – disability and race. Explore Christian and Islamic attitudes to disability and racial predjudice and discrimination. **Assessment outcome:** Sample student answer. Practice questions. Past paper.	Understand the responsibilities of those living in poverty. 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. 8.8 Giving money to the poor. Understand Christian and Islamic teachings about charity and issues concerning giving money to the poor. **Assessment outcome:** Sample student answer. Practice questions. Past paper.	an argument against the existence of God. • Arguments based on science against the existence of God. Special revelation as a source of knowledge about the divine (God, gods or ultimate reality) including visions and one example of a vision. • Enlightenment as a source of knowledge about the divine. • General revelation: nature and scripture as a way of understanding the divine. • Different ideas about the divine that come from these sources: omnipotent and omniscient, personal and impersonal, immanent and transcendent. • The value of general and special revelation and enlightenment as sources of knowledge about the divine, including: the problems of different ideas about the divine arising from these experiences, alternative explanations for the		

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				experiences, and the possibility that the people who claimed to have them were lying or mistaken. **Assessment outcome:** Sample student answer. Practice questions. Past paper.		
Links to Gatsby Benchmark.	**Gatsby Benchmark** 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.	**Gatsby Benchmark** 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.	**Gatsby Benchmark** 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research	**Gatsby Benchmark** 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.		