



Curriculum Map

Subject: Core RE

Year Group: 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Moral Decision Making	Relationships	Abortion and Right to a Child	Justice	Suicide and Bereavement	Religion and the Media
Skills	<ul style="list-style-type: none"> - Debating skills - Evaluation - Communication - Listening skills 	<ul style="list-style-type: none"> - Debating skills - Evaluation - Communication - Listening skills 	<ul style="list-style-type: none"> - Debating skills - Evaluation - Communication - Listening skills 	<ul style="list-style-type: none"> - Debating skills - Evaluation - Communication - Listening skills 	<ul style="list-style-type: none"> - Debating skills - Evaluation - Communication - Listening skills 	<ul style="list-style-type: none"> - Debating skills - Evaluation - Communication - Listening skills
Key focus question:	<ul style="list-style-type: none"> - What is morality? - How do we decide what is right and wrong? - Is the action more important than the consequence or vice versa? - What is Natural Law and how does it encourage people to make ethical decisions? - What is Situation ethics? - Are deontological or teleological ethics more persuasive? 	<ul style="list-style-type: none"> - What is the importance of marriage? - What is cohabitation and why might some couples prefer this? - Why is adultery wrong? - What are Christian views about homosexuality? - What are non-Christian attitudes to homosexuality? - Why is it important to have a good relationship with yourself? - Does self-esteem and self-love affect how you have 	<ul style="list-style-type: none"> - What is the sanctity of life? - When does life begin? - Should abortion be allowed? - What are the arguments for and against abortion? - Does everyone have the right to a child? - Should everyone be entitled to receive fertility treatments? - What is surrogacy? 	<ul style="list-style-type: none"> - What is crime and punishment? - What is rehabilitation and why might someone argue that this is a better system? - What is capital punishment? - Is capital punishment acceptable? - What is Jesus' teaching on forgiveness? 	<ul style="list-style-type: none"> - What is suicide? - What is bereavement? - How can you help someone who has suicidal thoughts? - What is the process of grief? - Is there one set way of grieving? - How to support someone through the grieving process? - Where can someone get support if they are grieving? 	<ul style="list-style-type: none"> - Where is God in the media? - Why might the media be a useful tool for sharing God's message? - How does the media contribute to negative views of groups of people? - Should freedom of speech be limited when it comes to matters of religious belief?

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		relationships with others?				
Assessment	<p>End of Module assessment:</p> <p>'The only moral action is that which preserves life.' Do you agree? Refer to both Natural Law and Situation Ethics. Include your own view. Has your view changed over the course of this unit of study?</p>	<p>End of Module Assessment:</p> <p>'Sex should only take place within a marriage.' Do you agree or disagree? Refer to discussions we have had about Christian and non-Christian viewpoints.</p>	<p>End of Module Assessment:</p> <p>"Every woman has the right to choose whether they should have a child or not." Do you agree? Refer to abortion, the right to a child and surrogacy in your answers. Include your own view. Has your view changed over the course of this unit of study?</p>	<p>End of Module Assessment:</p> <p>"Rehabilitation should be an option for all prisoners." Do you agree? Consider the different levels of crime and how different countries operate their justice systems.</p>	<p>End of Module Assessment:</p> <p>Write a response to a diary entry of someone who is going through grief and who is feeling suicidal.</p> <p>In your response you should mention the different stages of grief and refer them to people who can help them further.</p>	<p>End of Module Assessment:</p> <p>Write an article which considers why the media is a useful tool for sharing God's message and why it can also be used in a negative way.</p>
Literacy/ Numeracy/ SMSC/ Character	<p>Literacy Natural law, situation ethics, teleological, deontological, morality, consequences, action, synderesis, primary precepts, secondary precepts.</p> <p>Numeracy Use of statistics</p> <p>SMSC/Character</p>	<p>Literacy Marriage, cohabitation, promiscuity, homosexuality, adultery, monogamy, polygamy, ceremonial laws.</p> <p>Numeracy Use of statistics</p> <p>SMSC/Character Spiritual</p>	<p>Literacy sanctity of life, abortion, IVF, fertility, surrogacy, pro-life, pro-choice, backstreet abortions.</p> <p>Numeracy Use of statistics</p> <p>SMSC/Character Spiritual</p> <ul style="list-style-type: none"> - Reflecting on their own beliefs about when life 	<p>Literacy justice, crime and punishment, rehabilitation, forgiveness, murder, manslaughter.</p> <p>Numeracy Use of statistics</p> <p>SMSC/Character Spiritual</p> <ul style="list-style-type: none"> - Reflecting on their own beliefs about the 	<p>Literacy Grief, suicide, bereavement, loss.</p> <p>Numeracy Use of statistics</p> <p>SMSC/Character Spiritual</p> <ul style="list-style-type: none"> - Reflecting on their own beliefs about g grief and how they deal with grief. 	<p>Literacy Media, freedom of speech, religious belief, Pope Francis, global scale.</p> <p>Numeracy Use of statistics</p> <p>SMSC/Character Spiritual</p> <ul style="list-style-type: none"> - Willingness to reflect on their own experiences of

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	<p>Spiritual</p> <ul style="list-style-type: none"> - Reflecting on their own beliefs about how to make a right decision and reflecting on the beliefs of those around them and widening their perspective - Debates in lessons display a sense of enjoyment and fascination in learning about the way in which people think when it comes to making good decisions. - Life boat lesson encourages their use of imagination and creativity as they have to persuade each other why they are a valued member of society. <p>Moral</p>	<ul style="list-style-type: none"> - Reflecting on their own beliefs and religious beliefs with regards to sex before marriage and homosexuality and having an opportunity to listen to different viewpoints and consider varied perspectives. <p>Moral</p> <ul style="list-style-type: none"> - Identify why discrimination has negative consequences and that the better option is to be loving and understanding towards others, even if they are different to you. - Have discussions about differences in beliefs about sex before marriage and homosexuality 	<p>begins and considering different viewpoints of their own.</p> <ul style="list-style-type: none"> - Enjoyment and fascination at different discussion point topics, e.g. Peter Singer suggesting that life begins at birth and termination of pregnancy at any stage is acceptable. <p>Moral</p> <ul style="list-style-type: none"> - Identify why abortion may be considered right for some and wrong for others. - What the law says about abortion in the UK. - Law on abortion in some states in America (Roe Vs. Wade). <p>Social</p>	<p>justice systems in the UK, America and Finland.</p> <p>Moral</p> <ul style="list-style-type: none"> - Identify why some may have differing beliefs about the way that punishment should be carried out. - Investigate and offer reasoned views about capital punishment. <p>Social</p> <ul style="list-style-type: none"> - Class discussions on different topics and understanding that their differing beliefs about crime and punishment does not have to lead to conflict, they're able to have a discussion despite their differences. <p>Cultural</p>	<p>Moral</p> <ul style="list-style-type: none"> - Recognise how grief can affect their behaviour and consider how they can manage their actions so that they are safe. <p>Social</p> <ul style="list-style-type: none"> - Talking about sensitive topics means that students are using sensitive approaches when sharing their viewpoints with others. <p>Cultural</p> <ul style="list-style-type: none"> - Appreciate that different cultures have different ways of expressing grief and have different approaches to coping with loss. 	<p>how the media have influenced them to think about certain groups of people.</p> <p>Moral</p> <ul style="list-style-type: none"> - Recognise that we should investigate views presented to us rather than readily accepting opinion as fact. <p>Social</p> <ul style="list-style-type: none"> - Talking about sensitive topics means that students are using sensitive approaches when sharing their viewpoints with others. - Acceptance and engagement with the fundamental British values of democracy. <p>Cultural</p>

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	<ul style="list-style-type: none"> - Through this topics students are thinking about the law and the boundaries that we have in place and how that affects our moral decision making. - Consequences of actions and how that implicates them and those around them. <p>Social</p> <ul style="list-style-type: none"> - Debate and discussion led activities enable students to learn different points of view, including those with different religious, ethnic and socio-economic backgrounds, <p>Cultural</p> <ul style="list-style-type: none"> - Discussions allow students to appreciate 	<p>and respect others' viewpoints.</p> <ul style="list-style-type: none"> - Ability to recognise that discrimination against those who have sex before marriage or who are homosexual is wrong. <p>Social</p> <ul style="list-style-type: none"> - Working with pupils who have a different set of beliefs in pair work and class discussions. <p>Cultural</p> <ul style="list-style-type: none"> - Understand and appreciate that there are a wide range of cultural influences that have shaped their heritage and that of others and how that might affect belief. 	<ul style="list-style-type: none"> - Class discussions on different topics and understanding that their differing beliefs about abortion does not have to lead to conflict, they're able to have a discussion despite their differences. <p>Cultural</p> <ul style="list-style-type: none"> - Showing respect to those with differing beliefs which are shaped by their own heritage. - Ability to recognise similarities and differences of different religious beliefs systems through discussion on abortion. 	<ul style="list-style-type: none"> - Showing respect to those with differing beliefs which are shaped by their own heritage. - Ability to recognise that forgiveness is a key theme in all religions. 		<ul style="list-style-type: none"> - Showing respect to different cultures and communities based on how they choose to structure their justice system. Students then respecting each other's views on which justice system works best.

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	those with different views to their own with regards to how they make moral decisions. E.g. different cultural beliefs about stealing for example and how it is dealt with in different countries.					