



## Curriculum Map

Subject: Core RE

Year Group: 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<b>Content</b>	Islam	Challenges to Faith: Science and the Catholic Church	Human Trafficking	Conspiracy Theories	No lessons – Core RE finishes before the Easter holidays
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Debating skills</li> <li>- Evaluation</li> <li>- Communication</li> <li>- Listening skills</li> </ul>	<ul style="list-style-type: none"> <li>- Debating skills</li> <li>- Evaluation</li> <li>- Communication</li> <li>- Listening skills</li> </ul>	<ul style="list-style-type: none"> <li>- Debating skills</li> <li>- Evaluation</li> <li>- Communication</li> <li>- Listening skills</li> </ul>	<ul style="list-style-type: none"> <li>- Debating skills</li> <li>- Evaluation</li> <li>- Communication</li> <li>- Listening skills</li> </ul>	
<b>Key focus question:</b>	<ul style="list-style-type: none"> <li>- What are the similarities and differences in Christianity and Islam?</li> <li>- What is greater and lesser jihad and how are they misinterpreted in the media?</li> <li>- What is Islamic dress for women?</li> <li>- What are the problems that Muslims face as a result of misinterpretation?</li> </ul>	<ul style="list-style-type: none"> <li>- What are the religious beliefs about the origins of the universe?</li> <li>- What are the scientific beliefs about the origins of the universe?</li> <li>- How does evolution fit in with religion?</li> <li>- What is the difference between necessary and contingent existence?</li> <li>- What is awe and wonder and where does it come from?</li> </ul>	<ul style="list-style-type: none"> <li>- What does it mean to have dignity?</li> <li>- Why is dignity of workers important?</li> <li>- Why should the poor be looked after in society?</li> <li>- Why should we fight for solidarity and peace?</li> <li>- How does being made in the image of God link in with dignity?</li> </ul>	<ul style="list-style-type: none"> <li>- What is a conspiracy theory?</li> <li>- Why are conspiracy theories irrational?</li> <li>- Why can conspiracy theories be considered dangerous?</li> <li>- Why do people believe in conspiracy theories?</li> <li>- How can you spot a conspiracy theory?</li> </ul>	
<b>Assessment</b>	<p><b>‘Muslims are under attack because of the way they are portrayed in the media.’</b> Do you agree? Refer to greater and lesser jihad. Consider how these terms have been interpreted. Think about the documentaries</p>	<p><b>“Science and faith are incompatible.” Discuss.</b> Do you agree? Consider religious and scientific viewpoints and outline their strengths and weaknesses.</p>	<p><b>“Working to tackle trafficking is fruitless.” Discuss.</b> Do you agree? Consider Catholic Social teaching and whether that would</p>	<p><b>“Conspiracy theories have no effect on society.” Discuss.</b> Do you agree? Consider different conspiracy theories we have discussed and assess</p>	

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	you have watched. Is it just the media that influences people's beliefs? Has your view changed over the course of this unit of study?		be enough to abolish human trafficking.	whether they impact societal views.	
<b>Literacy/ Numeracy/ SMSC/ Character</b>	<p><b>Literacy</b> Islamophobia, greater jihad, lesser jihad, Qur'an, Surah, Islamic Dress, Hijab, niqab.</p> <p><b>Numeracy</b> Use of statistics</p> <p><b>SMSC/Character</b> <b>Spiritual</b> - Knowledge of and respect of Islam</p> <p><b>Moral</b> - 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> <p><b>Social</b> - Debate and discussion led activities enable students to learn different points of view, including those with different</p>	<p><b>Literacy</b> necessary existence, contingent existence, transcendent, evolution, Big Bang, scientism, creationism, Goldilocks enigma, awe and wonder.</p> <p><b>Numeracy</b> Use of statistics</p> <p><b>SMSC/Character</b> <b>Spiritual</b> - Reflecting on their own beliefs about the origins of the world and identifying opposing views to their own.</p> <p><b>Moral</b> - Appreciating the different view-points of each student.</p> <p><b>Social</b> - Discussions enable students to socialise with each other and have discussions about their beliefs and opinions.</p>	<p><b>Literacy</b> dignity, intrinsic value, imago dei, human rights, human flourishing, human trafficking, preferential option for the poor, liberation theology.</p> <p><b>Numeracy</b> Use of statistics</p> <p><b>SMSC/Character</b> <b>Spiritual</b> - Respect for different people's feelings and being reflective about their own beliefs towards the intrinsic value of others.</p> <p><b>Moral</b> - Ability to recognise the difference between right and wrong with regards to human trafficking which</p>	<p><b>Literacy</b> Conspiracy theory, descriptive, pejorative, unfalsifiability.</p> <p><b>Numeracy</b> Use of statistics</p> <p><b>SMSC/Character</b> <b>Spiritual</b> - Willingness to reflect on their experiences of conspiracy theory.</p> <p><b>Moral</b> - Understand why conspiracy theories affect society. - Investigate and offer reasoned views about different conspiracy theories.</p> <p><b>Social</b> - Develop and demonstrate skills and attitudes that allow them to participate fully and contribute positively to life in modern Britain.</p>	

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	<p>religious, ethnic and socio-economic backgrounds,</p> <p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>- Discussions allow students to appreciate 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.</li> </ul>	<p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>- Recognising the commonalities between scientific origins of the world and religious origins.</li> <li>- Showing respect to different perspectives and diverse opinions.</li> </ul>	<p>in turn respects English law.</p> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>- Understanding the importance of using a range of different skills and adapting the way they speak to consider others.</li> </ul> <p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>- Ability to recognise that there are common beliefs about human trafficking across cultural, religious, ethnic and socio-economic communities.</li> </ul>	<p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>- Understand how the democratic parliamentary system has shaped history and values.</li> </ul>	