

CORE P.R.E YEAR 10

CURRICULUM INTENT

Our core curriculum covers Christianity as the main religious tradition of the UK along with other main religions of the world exploring contemporary themes. Throughout these topics, students are challenged with questions about beliefs, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and will develop research skills. Throughout this unit of work, students can develop their own values, beliefs and attitudes in the light of what they have learnt, and all of this contributes to their preparation for adult life in becoming a religiously literate and empathetic citizen.

	PRIOR LEARNING	At KS3 students have explored world religions giving them an understanding and introduction to core beliefs and practices. They have also studied ethics looking at moral matters and issues whilst applying and asking big questions broadening their religious, ethical and philosophical thinking.
	PERSONAL DEVELOPMENT AND CURRICULUM LINKS	Students can broaden their philosophy, religion and ethics knowledge and skill base through looking at educational sites such as true tube, which have academic videos for a range of ethical and religious issues.
	EXTRA-CURRICULAR & CULTURAL CAPITAL	ENRICHMENT OPPORTUNITIES This allows the students to experience going to a Sikh place of worship; making it more of a reality for them. They are also able to participate in the Langar together. This allows students to broaden their religious understanding and cultural capital. We also visit Coventry Cathedral where students take part in workshops that resonate with our thematic themes. Within PRE, we also run an extracurricular class which further extends concepts and skills taught; this is Ethflix, during this class students discuss moral issues within film.

	Autumn and Spring 1 Term: What are the consequences of our actions?	Spring 2 and Summer Term: What rights do we have?
TOPIC/KNOWLEDGE	<p>All students will know:</p> <p>In this topic students will explore crime and punishment and what are the consequences of our actions. Students will investigate the causes of crime and the different types of crime within the world. They will also look into the different aims of punishment along with community service and corporal punishment and whether this is justified. This topic will also explore religious views towards crime and how religious people respond towards forgiveness and prison.</p> <p>Impact- Why do we teach this?</p> <ul style="list-style-type: none"> To investigate the views of major world religions on crime and punishment To develop my own views on whether crime is ever right and how criminals should be punished. To analyse moral beliefs towards the use of 'extreme' punishments such as the death penalty. 	<p>All students will know:</p> <p>In this topic, students will explore current issues in the world through looking at prejudice and discrimination in the world. The topic will also consider and apply religious teachings on these matters. The topic will also evaluate the status and treatment within religion of women and homosexuals. Finally students will look at wealth and the religious views towards this and how does this effect those in need whilst considering the exploitation poorer people face.</p> <p>Impact- Why do we teach this?</p> <ul style="list-style-type: none"> To investigate the views of major world religions on human rights and social justice. To develop awareness of perceived prejudices in contemporary society. To analyse how we can become more tolerant citizens and contribute to an increasingly just society. Issues of equality, freedom of religion and belief including freedom of religious expression. Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others. To inform students what social justice is and how society practices treating people fairly with the law. Racial prejudice and discrimination.
SKILLS	The opportunity to give opinions, support their ideas with reason, consider alternative arguments, weigh up evidence and listen to and respond to the views of others, so developing the ability to articulate their own views and form their own opinions.	
ASSESSMENT	Throughout this topic, students will be assessed through extended pieces of work, through knowledge recall tasks and will have 2 summative assessments to complete.	
VOCAB	Addiction, Poverty, Upbringing, Mental Illness, Greed, Hate crime, Deterrence, Reformation, Retribution, Prison, Corporal punishment, Community service, Death penalty	Rights, responsibilities, wealth, justice, discrimination, prejudice, expression, racial, wealth, injustice, rights, equality

READING SKILLS

Summarise, Sequence., Infer, Compare, Contrast., Draw conclusions.

CAREERS LINKS

Law, Social rights and activist worker, Youth work, Social work Teacher, Police officer, Charity worker, Criminology, Prison officer

SUPPORTING STUDENTS AT HOME

Students will be able to use class charts, where home learning tasks will be set to further extend students' knowledge in a wider context throughout the topics that we study. They will also be able to use educational web pages such as bitesize which will allow students to further expand their philosophy, religion and ethics knowledge.