

# Our Lady Queen of Peace

Catholic Highschool

## Curriculum Overview

### Year 11 Religious Education (Aspire)

#### Careers

| Local Market Information                                  | Skills                                               | Jobs                                                                                                      |
|-----------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Public Services; Health & Social Care; Community Services | Respect; Listening; Problem Solving; Decision-Making | Police Community Support Officer; Care Worker; Youth Support Worker; Teaching Assistant; Security Officer |

|             | Knowledge & Understanding                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                | Subject Specific Literacy Development                                                                      | Cultural Capital / Enrichment Opportunities                                                                                                                                                                                                                                                                                                                                                                        |
|-------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | Topics (Bigger Picture)                                                                                       | Knowledge (Key Concepts)                                                                                                                                                                                                                                                                                                                                                                            | Recall & Retrieval Practice Focus                                                              | Key Vocabulary                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Half Term 1 | <b>Prejudice &amp; Discrimination</b><br><br>Learn how different people and communities experience prejudice. | AC1.1: Identify at least five individuals who have suffered prejudice (e.g. MLK, Anne Frank, Malala, Gandhi, Justin Fashanu)<br><br>AC1.2: State five examples of how groups (e.g. Jews in Nazi Germany, LGBTQ+ groups, homeless people) have suffered prejudice<br><br>AC1.3: Give at least five reasons why people experience prejudice and discrimination (e.g. age, race, religion, disability) | Matching activities: people and their experiences<br>Sorting tasks: reasons for discrimination | Discrimination, prejudice, racism, sexism, disability, injustice, stereotype, persecution, victim, dignity | Research on key historical and modern figures (e.g. MLK, Malala)<br><br>Use of local news articles or community issues (e.g. Hillsborough, BLM)<br><br>Discussion of students' own or family experiences of being excluded or judged unfairly<br><br>Guest speaker or video testimony on inclusion/diversity<br><br>Careers encounter: Community Police Officer discussing respect, equality and community safety. |

|             | Knowledge & Understanding                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                        | Subject Specific Literacy Development                                                                | Cultural Capital / Enrichment Opportunities                                                                                                                                                                                                                                                                                           |
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|             | Topics (Bigger Picture)                                                                                                                                        | Knowledge (Key Concepts)                                                                                                                                                                                                                                                                                                                                                                    | Recall & Retrieval Practice Focus                                                                                                                      | Key Vocabulary                                                                                       |                                                                                                                                                                                                                                                                                                                                       |
| Half Term 2 | <b>Prejudice &amp; Discrimination</b><br><br>Explore how prejudice affects people's lives and consider ways to stop it.                                        | AC2.1: Outline how people experience prejudice (e.g. education, jobs, violence)<br><br>AC3.1: Describe the impact on individuals like MLK and Jewish people in Nazi Germany<br><br>AC3.2: Suggest ways to prevent prejudice (e.g. laws, education, promoting equality)<br>– Poster design task showing solutions to prejudice/discrimination                                                | Link events to consequences (e.g. laws → lost opportunities)<br>Creative writing: diary entries from those affected (e.g. Jewish teen in Nazi Germany) | inequality, segregation, human rights, protest, tolerance, respect, solution, equality, law, empathy | Creative writing task imagining life under oppression<br><br>Design of anti-discrimination posters<br><br>Mock interview with MLK or diary entry of Jewish victim<br><br>Study of laws and campaigns that fought inequality (Civil Rights Act, Holocaust Memorial Day)                                                                |
| Half Term 3 | <b>Contentious Issues in the Modern World</b><br><br>Understand that issues such as abortion and euthanasia generate strong moral, legal and religious debate. | AC1.1: Give examples of contentious issues (e.g. abortion, euthanasia, capital punishment, genetic engineering, cannabis use)<br><br>AC1.2: Outline why these issues are controversial in modern society (e.g. human rights, law, religion, health, dignity, choice)<br><br>AC2.1: Describe religious arguments about abortion and euthanasia, including Catholic and other Christian views | Sorting task: religious vs. non-religious views<br><br>Key word matching with definitions (e.g. 'euthanasia', 'sanctity', 'conscience')                | Sanctity, abortion, euthanasia, conscience, sacred, moral, absolute, dignity, pro-life, pro-choice   | Study of real-life examples (e.g. Dignitas, UK abortion law)<br><br>Debate/discussion: Should laws change?<br>Role-play as MPs debating a new law<br><br>Create a visual display: "What does the Bible say about life and death?"<br><br><b>Workplace experience: Visit to a community organisation supporting vulnerable people.</b> |
| Half Term 4 | <b>Contentious Issues in the Modern World</b><br><br>Explore and compare                                                                                       | AC2.2: Outline key biblical teachings (e.g. Exodus 20:13, Jeremiah 1:5) and Church teachings<br><br>AC3.1: Explain non-religious views on contentious issues (e.g. focus on quality of life, bodily autonomy,                                                                                                                                                                               | Create a table: religious vs non-religious views on life/death<br><br>Multiple-choice and short answer recap quizzes                                   | Autonomy, murder, law, duty, empathy, compassion, pro-life, secular, ethical, palliative             | Debate: Should euthanasia be legalised?<br><br>Design an ethical decision tree: "What should happen in a difficult pregnancy?"                                                                                                                                                                                                        |

|  | Knowledge & Understanding                                                                                 |                                                                                                                                                                     |                                      | Subject Specific<br>Literacy Development | Cultural Capital /<br>Enrichment Opportunities                                                                                                                           |
|--|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Topics<br>(Bigger Picture)                                                                                | Knowledge<br>(Key Concepts)                                                                                                                                         | Recall & Retrieval Practice<br>Focus | Key Vocabulary                           |                                                                                                                                                                          |
|  | religious and non-religious perspectives on contentious issues.<br><br>Offer informed personal responses. | compassion)<br><br>AC3.2: Give personal responses, supported by reason and empathy<br><br>Design a poster/leaflet to promote one viewpoint (abortion or euthanasia) |                                      |                                          | Encourage reflective writing based on video clips or testimonies<br><br>Use scenarios to evaluate how different people might respond (e.g. Christian, atheist, teenager) |

## Year 11 Key Assessments (Aspire)

| When                | What will be assessed?                                                                                                                                                            | Why is this being assessed?                                                                                                  | How will results be stored & students receive feedback?                                                                                                                         |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| November - December | <b>Completion of <i>Prejudice &amp; Discrimination</i> booklet:</b><br><br>AC1.1–AC3.2 covering real-life case studies, creative responses, and practical solutions               | To check students can identify, describe, and reflect on the causes and effects of prejudice and how it can be prevented.    | Teacher uses Entry Level descriptors to assess tasks<br><br>Verbal and written feedback provided<br><br>Moderation samples kept and data logged for SEN tracking/report writing |
| March - April       | <b>Completion of <i>Contentious Issues in the Modern World</i> booklet:</b><br><br>AC1.1–AC3.2 covering identification, religious and non-religious views, and personal responses | To assess students' understanding of moral issues from multiple perspectives and their ability to express a reasoned opinion | Booklets marked using Entry Level descriptors<br><br>Teacher provides written and verbal feedback<br><br>Data recorded for SEN tracking and moderation samples collected        |
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