

HONLEY HIGH SCHOOL

CURRICULUM GUIDE 2023-2024

iGEN, CITIZENSHIP AND RE

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STRIVE FOR THE HIGHEST





iD Year 7

AUTUMN 1

Growth Mindset

Resilience, Growth mindset, The Importance of coming second, Mistakes and mindset, Self-talk.

AUTUMN 2

Growth Mindset & Identity

Self-talk, Identity, Diversity, Gender bias.

SPRING 1

Identity

Gender identity and sexuality, Celebrating identity.

SPRING 2

Healthy Mind

Sleep, Focus time, Play time.

SUMMER 1

Normalising Emotions

Gratitude, Trust, Confidence.

SUMMER 2

Normalising Emotions

Embarrassment, Coping strategies, New year visions.

Prior Learning

The iD curriculum assumes that pupils will have covered all aspects of KS2 RSE, PSHE and Citizenship.

Building on KS2 PSHCE curriculum on mental wellbeing, RSE and health curriculum.

CAREERS LINKS

Developing knowledge of resilience and growth mindset. Practise presenting and listening skills. Awareness and application of how to maintain mental wellbeing, supporting future employability.

CHARACTER LINKS

Education and support for students on the ability to remain motivated by long-term goals, to see a link between effort in the present and pay-off in the longer-term, overcoming and persevering through, and learning from, setbacks when encountered. The learning of positive moral attributes and tolerance of others individuality.

KEY ASSESSMENT DATES

Assessment of understanding is ongoing. No formal assessments take place



iGen Year 7

AUTUMN 1

Addressing the following PSHCE areas through chapters 1-10 of the book, I Am Malala

Who am I? the importance of reading; the importance of coming second; exploring aspirations and aiming high; taking responsibility; What is Terrorism? healthy eating.

AUTUMN 2

Addressing the following PSHCE areas through chapters 11-26 of the book, I Am Malala

Democracy, core and moral values; personal safety & first aid; what it means to be displaced; police, the law, justice.

SPRING 1

Addressing the following PSHCE areas through chapters 28-36 of the book, I Am Malala

Developing confidence for public speaking; managing friendship and respectful relationships; how to maintain personal and dental hygiene; how we can develop our self-esteem.

SPRING 2

Addressing the following areas through exploring p9-102 of Malamander by Thomas Taylor

Identity: What makes a good student? Being a responsible citizen. Linked to protecting the beach in the novel. Citizenship: the roles played by public institutions and voluntary groups in society, and how people work together to improve their communities, including opportunities to participate in school-based activities. Respectful relationships including authority and tolerance of other people's beliefs.

SUMMER 1

Addressing the following areas through exploring p9-102 of Malamander by Thomas Taylor

Global Culture. Who owns culture? Should artefacts be returned to their country of origin?

SUMMER 2

Addressing the following areas through exploring p9-102 of Malamander by Thomas Taylor

Personal safety.

IDay: A Drop-Down Day

Exploring relevant topics from the RSE, PSHE and Citizenship curriculum, including teamwork and resilience, sexting, consent and appropriate behaviour, mental health, age-appropriate drugs and alcohol awareness.

CAREERS LINKS

Developing transferrable skills appropriate for all jobs.

Prior learning:

The iGen curriculum assumes that students will have covered all aspects of KS2 RSE, PSHE and Citizenship.

The learning of this subject is tied to the year-group novel where students cover topics related (where possible) to the chapters, promoting empathy alongside understanding.

Topics are selected from the government's curriculum guidelines to best fit with learning across the key stage. The topics are: Mental wellbeing; Internet Safety and Harms; Physical Health and Fitness; Healthy Eating; Drugs, Alcohol and Tobacco; Health and Prevention; Basic First Aid; Changing Adolescent Body; Citizenship.

CHARACTER LINKS

Empathy, personal values and role models
Role models - Is Herbert Lemon a good role model?
What about Violet Palma?

Cultural Capital - Recognising landmarks. Considering what might be in a museum.

KEY ASSESSMENT DATES

Assessment of understanding is ongoing.
No formal assessments take place

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Religious Studies Year 7

AUTUMN 1

Theology: What is religion and what are worldviews?

Students will explore aspects of religion and spirituality and why having a knowledge of religion is important today. They will also explore their own worldview.

Prior Learning

This unit builds on work covered in primary school and continues to build knowledge of key religious beliefs and practices,

CAREERS LINKS

Jobs and careers relating to working with people.

AUTUMN 2

Theology: How do Buddhists see life?

Students will develop their understanding of Buddhism and who the Buddha was. They will consider how the four noble truths explain the existence of suffering in the world.

Prior Learning

Students will develop in depth knowledge of Buddhism and use key concepts and ideas from the 'What is Religion' unit of work.

SPRING 1

Theology: How do Buddhists see life?

Students will learn about how Buddhists show devotion to the Buddha and meditation. They will discover how Buddhist monks follow the teaching of the Buddha.

Prior Learning

Students will build on the key teachings in Buddhism and apply to Buddhist practices.

CHARACTER LINKS

Moral virtues such as compassion, respect and humility are fostered when examining faiths and belief systems. Curiosity, reflection and critical thinking are encouraged (intellectual virtues) when pursuing lines of enquiry into knowledge and truth.

SPRING 2

Social Science: How does religion challenge injustice and poverty?

Students will define the keywords of injustice and poverty and apply religious teachings about poverty, justice and charity. They will discuss why it is important to challenge these issues and consider how they can be challenged.

Prior Learning

Students will build on religious teachings and beliefs about suffering and consider how religions and other worldviews can challenge it.

KEY ASSESSMENT DATES

Students will be assessed regularly through questioning in lessons and written feedback to more formal assessments.

SUMMER 1

Theology: What do Hindus believe?

Students will study key features in Hinduism including the Trimurti, Karma, Puja and reincarnation.

Prior Learning

Students will build on knowledge and understanding of religion and concepts learned in the Buddhism unit as they learn about Hinduism.

SUMMER 2

Philosophy: Inspirational People.

Students will consider how Gandhi and other people of faith are inspired by their beliefs and put their faith into action.

Prior Learning

Students will connect to learning about religion and how religions challenge injustice and poverty. They will retrieve and use key concepts and ideas from previous units in Y7.



AUTUMN 1

Addressing the following PSHCE areas through reading pages 9-118 of Refugee Boy (Benjamin Zephaniah)

Students will explore the following issues: Identity and being British, refugees & human rights, bullying and supporting one another in difficult times.

AUTUMN 2

Addressing the following PSHCE areas through reading pages 119-247 of Refugee Boy (Benjamin Zephaniah)

Students will explore the following issues: Confidence and self- Esteem, stereotypes, grief and loss.

SPRING 1

Addressing the following PSHCE areas through reading pages 248-293 of Refugee Boy (Benjamin Zephaniah)

Students will explore relevant themes including the political system of democratic government in the UK (KS3 citizenship curriculum).

SPRING 2

Addressing the following PSHCE areas through reading Stone Cold (Robert Swindells)

Students will explore relevant citizenship themes including Homelessness; Morality; the nature of rules, laws and the justice system, including the role of the police, courts and tribunals.

SUMMER 1

Addressing the following PSHCE areas through reading Stone Cold (Robert Swindells)

Students will explore linked themes, including aspirations; the world of work, drug awareness and county lines.

SUMMER 2

Addressing the following PSHCE areas through reading Stone Cold (Robert Swindells)

Students will explore homeless charities and support.

!Day: A Drop Down Day

Exploring relevant topics from the RSE, PSHE and Citizenship curriculum, including Sex Education; consent & contraception; CSE & grooming.

Prior Learning:

The iGen curriculum assumes that pupils will have covered all aspects of KS2 PSHCE and Citizenship. Topics from the PSHE, RSE and Citizenship curriculum covered in Y7 are revisited in a spiral fashion, embedding understanding, while remaining age appropriate. Aspects of the curriculum are embedded in the school values and covered in other subjects.

The learning of this subject is tied to the year-group novel where pupils cover topics related (where possible) to the chapters, promoting empathy alongside understanding.

Topics are selected from the government's curriculum guidelines to best fit with learning across the key stage. The topics are: Mental wellbeing; Internet Safety and Harms; Physical Health and Fitness; Healthy Eating; Drugs, Alcohol and Tobacco; Health and Prevention; Basic First Aid; Changing Adolescent Body; Citizenship.

CAREERS LINKS

Developing transferrable skills appropriate for all jobs.

CHARACTER LINKS

Empathy, personal values and role models.

KEY ASSESSMENT DATES

Assessment of understanding is ongoing.

No formal assessments take place



Religious Studies Year 8

AUTUMN 1

Theology: What beliefs are at the heart of Christianity?

Students will explore key beliefs about Jesus including incarnation, crucifixion and resurrection. They will consider the relevance of the Bible today and why the teachings of Jesus on forgiveness is a challenging idea.

Prior Learning

Students will build on concepts and teachings taught in primary school and in Y7. They will build knowledge and understanding of a growing world faith.

AUTUMN 2

Social Science: What is prejudice and discrimination?

Students will explore the themes of tolerance, respect for all and what can be done to reduce the harmful impact of racism and prejudice in society today.

Prior Learning

Students will build on key concepts and reasoning skills developed in Y7. They will continue to evaluate a variety of viewpoints including their own.

SPRING 1

Philosophy/History: Keeping the memory of the Holocaust alive.

Students will learn about how what life was like in the 1930s for Jewish families and how life began to change in the 1940s. They will learn why and how we should remember the Holocaust.

Prior Learning

Students will build on key concepts and ideas of injustice from Year 7 and they will be invited to consider how they can cultivate an open mind and reduce their own prejudice.

SPRING 2

Theology/Social Science: How is Judaism practised in the UK today?

Students will develop their understanding of the diversity in beliefs and practices within Judaism in the UK today. They will explore what kinds of challenges Jewish people face including anti-Semitism.

Prior Learning

Students will build on the key ideas and views from the previous unit and learning of Judaism in KS2. Expressing well informed views will continue to be cultivated.

SUMMER 1

Theology: Islam: What are the key beliefs and practices?

Students will explore the question: Why is the Prophet Muhammad important? They will develop an understanding of the Five Pillars of Islam and the differences between Sunni, Shi'a and Sufism groups of Muslims.

Prior Learning

This unit will follow on from the previous unit by connecting with the diversity of beliefs and practices within Judaism today and the importance of respect and tolerance of faith groups.

SUMMER 2

Social Science: Is marriage still relevant in modern day society?

Students will explain what marriage is and consider the differences between marriage, civil partnership and cohabitation. They will explore the marriage ceremony in Christianity, Judaism, Hinduism and Humanism.

Prior Learning

Students will build on key concepts and ideas of belief and practices. Students continue to develop their understanding of a growing faith and how beliefs influence someone's way of life.

CAREERS LINKS

Jobs and careers relating to working with people.

CHARACTER LINKS

Moral virtues such as compassion, respect and humility are fostered when examining faiths and belief systems. Curiosity, reflection and critical thinking are encouraged (intellectual virtues) when pursuing lines of enquiry into knowledge and truth.

KEY ASSESSMENT DATES

Students will be assessed regularly through questioning in lessons and written feedback to more formal assessments.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



AUTUMN 1

Addressing the following PSHCE areas through reading up to page 85 of We Are All Made of Molecules

Students will explore the following topics: What makes a family? Different types of committed stable relationships. Why marriage is an important relationship choice for many couples and why it must be entered into freely. The characteristics of positive and healthy friendships and respectful relationships. Self-esteem. How to talk about emotions accurately and sensitively. That happiness is linked to being connected to others.

AUTUMN 2

Addressing the following PSHCE areas through reading pages 86-261 of We Are All Made of Molecules

Students will explore the following topics: Different types of bullying; embracing diversity; navigating peer pressure.

IDay: A Drop-Down Day

Exploring relevant topics from the RSE, PSHE and Citizenship curriculum, including (RSE) consent; contraception and STIs; realistic relationships expectations; CSE & grooming; (PSHCE) drug awareness & the law; mental health

SPRING 1

Addressing the following PSHCE areas through reading pages 263-306 of We Are All Made of Molecules

Students will explore the following topics: The impact of Alcohol; Sexting- and how to avoid it; The work of Amnesty International and issues of Human Rights; Being a responsible consumer; Revisiting learning from DDD in particular respect and consent in developing teen relationships; Assessing moral dilemmas and making decisions.

SPRING 2

Addressing the following PSHCE areas through reading part 1 of The Maze Runner by James Dasher

Students will explore the Citizenship curriculum, including the operation of Parliament, including voting and elections, and the role of political parties and the precious liberties enjoyed by the citizens of the United Kingdom.

SUMMER 1

Addressing the following PSHCE areas through reading part 2 of The Maze Runner by James Dasher

Students will explore the Citizenship curriculum, including other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.

SUMMER 2

Addressing the following PSHCE areas through reading part 3 of The Maze Runner by James Dasher

Students will explore aspects of the Citizenship curriculum, such as the different ways in which they can contribute to their community, including the opportunity to participate actively in community volunteering and other forms of responsible activity.

CAREERS LINKS

Developing transferrable skills appropriate for all jobs.

CHARACTER LINKS

Empathy, personal values and role models.

KEY ASSESSMENT DATES

Assessment of understanding is ongoing. No formal assessments take place

Prior Learning:

The iGen curriculum assumes that students will have covered all aspects of KS2 PSHCE and Citizenship. Topics from the PSHE, RSE and Citizenship curriculum covered in year 7 and 8 are revisited in a spiral fashion, embedding understanding, while remaining age appropriate.

Aspects of the curriculum are embedded in the school values and covered in other subjects and during the Y7/Y8 DDD.

The learning of this subject is tied to the year-group novel where students cover topics related (where possible) to the chapters, promoting empathy alongside understanding. A spiral learning approach is employed, with learners revisiting issues explored in Y7/Y8



Religious Studies Year 9

AUTUMN 1

Philosophy: How do humans know what is right and wrong?

Students will discuss what ethics and morality are and explore a variety of ethical theories.

Prior Learning

Students will build on the skill of developing well informed views and apply religious beliefs, worldviews and teachings about respect and caring for others.

AUTUMN 2

Philosophy: A modern ethical dilemma: Are humans more important than animals?

Students will apply the different ethical viewpoints to the use and abuse of animals.

Prior Learning

Students will build on the skill of developing well informed views and continue to make connections between religion, belief and ethical issues.

SPRING 1

Theology and Philosophy: Can you believe in God and evolution?

Students will learn about creation stories in a variety of religions and other worldviews including evolution. They will consider whether someone can believe in God and evolution.

Prior Learning

Students will build on key concepts and ideas learned about religions studied in Y 7/Y8.

SPRING 2

Philosophy: Are there good reasons to believe in God?

Students will explore whether the existence of the universe provides evidence that God exists. They will consider whether religious experience provides evidence that God exists. They will also consider miracles and atheism. They will explore how religious people are in the UK today and who God is.

Prior Learning

Students will build on concepts learned in previous units.

SUMMER 1

Social Sciences: How should those who break the law be punished?

Students will consider some practical and ethical questions about how those who choose to break the law should be punished.

Prior Learning

Students will build on their knowledge of religion in the UK today.

SUMMER 2

Social Science: Human rights: Should everybody's human rights be protected?

Students will learn about the Universal Declaration of Human Rights, it's significance today, and investigate examples of human rights violations.

Prior Learning

Students will build on the skill of developing well informed views and continue to make connections between religion and belief and ethical issues.

CAREERS LINKS

Jobs and careers relating to working with people such as the Police, community workers, lawyer, probation officer and prison services.

CHARACTER LINKS

Moral virtues such as compassion, respect and humility are fostered when examining faiths and belief systems. Curiosity, reflection and critical thinking are encouraged (intellectual virtues) when pursuing lines of enquiry into knowledge and truth.

KEY ASSESSMENT DATES

Students will be assessed regularly through questioning in lessons and written feedback to more formal assessments.



AUTUMN 1

Addressing the following PSHCE areas through reading up to page 87 of The Art of Being Normal

Students will explore a range of topics, including Future Planning; Goals and Achievements; Self-confidence and Body Image.

AUTUMN 2

Addressing the following PSHCE areas through reading pages 88-179 of The Art of Being Normal

Students will explore topics, such as: conflict management; being a young parent; concerns around stress and loneliness; staying safe at parties, including issues around alcohol and intimate relationships. DDD Topics include (RSE) consent, contraception and STIs; realistic relationships and images expectations; CSE & grooming; (PSHCE) drug awareness & the law; mental health.

SPRING 1

Addressing the following PSHCE areas through reading pages 180-232 of The Art of Being Normal

Students will explore a range of topics, including media representation; independent living; binge drinking;

SPRING 2

Addressing the following PSHCE areas through reading pages 233-end of The Art of Being Normal

Students will explore a range of topics, including managing anger; emotional literacy; avoiding the lure of gambling.

SUMMER 1

Addressing the following PSHCE areas through reading part 1 of Mind the Gap by Phil Earle

Students will explore a range of topics, including grief; respectful relationships; accessing support in times of need; managing emotions to support positive mental wellbeing.

SUMMER 2

Addressing the following PSHCE areas through reading part 2 of Mind the Gap by Phil Earle

Students will explore a range of topics, including staying safe and self-care.

CAREERS LINKS

Developing transferrable skills appropriate for all jobs.

CHARACTER LINKS

Empathy, personal values and role models.

KEY ASSESSMENT DATES

Assessment of understanding is ongoing. No formal assessments take place

Prior Learning:

The iGen curriculum assumes that students will have covered all aspects of KS3 PSHCE, RSE and Citizenship as well as understanding and embracing the school values.

Many of the KS4 topics are covered in core subjects and students revisit issues in greater depth, with a more sophisticated level of exploration.

The learning of this subject is tied to the year-group novel where students cover topics related (where possible) to the chapters, promoting empathy alongside understanding. Topics are selected from the government's curriculum guidelines to best fit with learning across the key stage.



Religious Studies/Ethics Year 10

AUTUMN 1

Social Science: How do humans make moral decisions? Who decides when life begins?

Students will recap moral decision making. They will develop an understanding of the concepts of the sanctity of life and the quality of life. They will consider the different arguments for and against abortion. Students will also discuss a variety of religious and worldviews regarding contraception and fertility treatments.

Prior Learning

Students will build on the scale of developing well informed views to continue to make connections between religion and belief and ethical issues.

CAREERS LINKS

Jobs and careers relating to working with people such as in the Police, community work, the law, childcare, medical professions, aid work and journalism.

AUTUMN 2

Social Science: How do humans make moral decisions? Who decides when life begins?

Students will consider the different arguments for and against euthanasia.

Prior Learning

Students will build on the ethical issues and concepts explored in the Y9 units.

CHARACTER LINKS

Moral virtues such as compassion, respect and humility are fostered when examining faiths and belief systems. Curiosity, reflection and critical thinking are encouraged (intellectual virtues) when pursuing lines of enquiry into knowledge and truth.

SPRING 1

Philosophy: How far should science go in creating life?

Students will consider ethical questions on the issues of designer babies, cloning and genetic engineering.

Theology and Social Sciences: How are life and death celebrated in religion and other worldviews?

Students will explore different religious views about life after death and the way it is celebrated.

Prior Learning

Students will build on religious teachings and beliefs learned in KS3 and apply them to current ethical issues.

SPRING 2

Philosophy and Social Science: Religion, Peace and Conflict.

Students will consider questions like: Why do wars happen, and can they be justified? What are religious attitudes to war? How does a belief in pacifism affect a person's attitude to war? How can victims of war be helped?

Prior Learning

Students will continue to build on the scale of developing well informed views and continue to make connections between religion and belief and ethical issues. This unit also connects to learning in KS4 science.

KEY ASSESSMENT DATES

Students will be assessed regularly through questioning in lessons and written feedback to more formal assessments.

SUMMER 1

Philosophical and Social Sciences: Religion, Peace and Conflict.

Students will consider questions like: why do wars happen, and can they be justified? Whatever ledges attitudes to war? How does a belief in pacifism affect a person's attitude toward? How can victims of war be helped?

Prior Learning

Students will use key concepts and ideas explored in earlier ethical units and continue to connect to religious and world views.

SUMMER 2

Philosophical, Social Sciences and Theology

Students will explore their own worldview and consider questions that require deeper thinking and then respond in a creative way with a Spirited Arts project.

Prior Learning

Students will use key concepts and ideas explored in earlier ethical units and continue to connect to religious and worldviews.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Citizenship Year 10

AUTUMN 1

Life in Modern Britain

Principles and values in British society. Identity and the media and free press.

AUTUMN 2

Life in Modern Britain

The UK's role in key international organisations.

SPRING 1

Life in Modern Britain

Making a difference in society.

SPRING 2

Rights and Responsibilities

Laws in contemporary society and the rights and responsibilities within the legal system.

SUMMER 1

Rights and Responsibilities

How laws protect the citizen and deal with criminals. Universal human rights.

SUMMER 2

Rights and Responsibilities

Universal human rights.
Bringing about change in the legal system.

Taking Citizenship Action

Students plan their own Citizenship Action.

CAREERS LINKS

A vast array of career opportunities such as aid worker, teacher, police officer, museum curator youth and community worker

Prior Learning

Learning builds on the curriculum in Identity, Religious Studies, Geography and History at KS3.

CHARACTER LINKS

Building knowledge and understanding to be an effective UK citizen.

KEY ASSESSMENT DATES

Formative and summative assessments during and at the end of each module

End of Year 10 mock exams (June).

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



AUTUMN 1

Addressing the following PSHCE areas reading up to page 102 of An Act of Love

Students will explore the Citizenship curriculum, including understanding the impact of 9/ and 7/7; making effective decisions; managing changing friendships; recognising and managing stereotypes; the importance of justice & fairness.

AUTUMN 2

Addressing the following PSHCE areas reading pages 103-229 of An Act of Love

Students will explore the Citizenship curriculum, including multicultural societies; citizenship in the workplace; how to navigate fake news; managing anxiety

SPRING 1

Addressing the following PSHCE areas reading pages 230- 292 of An Act of Love

Students will explore the topics from the PSHE and Citizenship curricula, including mental health; Leadership; local, regional and international governance and the United Kingdom's relations with the United Nations and the wider world.

SPRING 2

From February Half term, this timetabled slot is given over to revision and is not managed by the Identity Coordinator.

SUMMER 1

From February Half term, this timetabled slot is given over to revision and is not managed by the Identity Coordinator.

SUMMER 2

From February Half term, this timetabled slot is given over to revision and is not managed by the Identity Coordinator.

CAREERS LINKS

Developing transferrable skills appropriate for all jobs.

What job might I want to do? Are certain jobs only for certain people?

CHARACTER LINKS

Empathy, personal values and role models.

KEY ASSESSMENT DATES

Assessment of understanding is ongoing. No formal assessments take place

Prior Learning:

The iGen curriculum assumes that students will have covered all aspects of KS3 PSHCE, RSE and Citizenship. The learning of this subject is tied to the year-group novel where students cover topics related (where possible) to the chapters, promoting empathy alongside understanding. Topics are selected from the government's curriculum guidelines to best fit with learning across the key stage, following a spiral model through revisiting previous issues in further depth.

The IGEN curriculum will only run until February half term for year 11. It then will be used for revision and possible intervention.



Religious Studies GCSE Year 11

AUTUMN 1

Buddhist Beliefs

Students will explore the life of the Buddha from his life and experiences as a Prince, how he gave up luxury to find the answer to suffering, and then how he reached the enlightenment. The second half of the module then moves onto exploring the main teachings of the Buddha and concepts like enlightenment and Nirvana. The module then finishes on with different types of Buddhist denominations focusing on their similarities/differences and reasons why.

Prior Learning

Students have covered Buddhist beliefs briefly in KS3 and will build on these key religious teachings and beliefs in the GCSE course.

AUTUMN 2

Buddhist Beliefs continued

Students will start by looking at Buddhist worship, in particular places of worship, aids to worship and in-depth study to the different types and styles of meditation. Students will then move onto practical Buddhism exploring concepts like death and funerals, religious festivals, and skills and teachings needed to reach enlightenment.

Prior Learning

Students have covered Buddhist practices briefly in KS3 and will build on these key religious teachings and beliefs in the GCSE.

SPRING 1

Religion, Peace and Conflict

Students will introduce themselves to concepts of peace and conflict and when these may be legitimate. Students will explore different areas of conflict including violent protest, terrorism, reasons for war, nuclear weapons and weapons of mass destruction. Students will then look at religious views of when war may be just, holy war and why some religious people are pacifists including the large conscientious objector community of Huddersfield. Students will then culminate in looking at how religious people can respond to war including volunteering and supporting those in need.

Prior Learning

Some links to Y9 20th Century History course.

SPRING 2

Religion, Crime and Punishment

Students will look at what it means to commit a crime and the range of punishments that we have in the UK and abroad including corporal and capital punishments. Students will look at reasons for crimes being committed and the aims of punishing people including reformation and retribution. Students will then explore religious attitudes to offenders and how they can be helped. Finally, students will explore the concept of forgiveness and why this is important in religion.

Prior Learning

Students have covered ethical issues about the crime and punishment in Y9 and the GCSE course. Keywords and concepts will be continued to be developed in this unit and ethical arguments.

SUMMER 1

Revision Strategies

Students will explore how to revise, quotes, exam practice, memory techniques, going through examiner reports etc.

Prior Learning

Prior learning at KS3 and RE Foundations module in Y9 in particular.

CAREERS LINKS

A vast array of career opportunities such as Aid Worker, Teacher, Police Officer, Museum Curator, Youth and Community Worker, careers in Medicine, Journalism, Politics, Social Work and Armed Forces.

CHARACTER LINKS

Moral virtues such as compassion, respect and humility are fostered when examining faiths and belief systems. Curiosity, reflection, and critical thinking are encouraged (intellectual virtues) when pursuing lines of enquiry into knowledge and truth.

KEY ASSESSMENT DATES

There will be regular practice exam questions in lessons with a formal test at the end of each unit.

Year 11 mock exam (November/December)

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



AUTUMN 1

Politics and Participation

Political power in the UK and local and devolved government.

AUTUMN 2

Taking Citizenship Action

Students plan and execute their own Citizenship Action.

SPRING 1

Taking Citizenship Action

Students plan and execute their own Citizenship Action.

Politics and Participation

Where does political power reside?

SPRING 2

Politics and Participation

How do others govern themselves? Bringing about political change.

SUMMER 1

Revision

Citizenship Year 11

Prior Learning:

Learning builds on the curriculum in Identity, Religious Studies, Geography and History at KS3.

How citizens can take action has begun to have been covered in the Y10 units.

CAREERS LINKS

A vast array of career opportunities such as; Aid Worker, Teacher, Police Officer, Museum Curator Youth and Community Worker

CHARACTER LINKS

Building knowledge and understanding to be an effective UK citizen.

KEY ASSESSMENT DATES

Formative and summative assessments during and at the end of each module.

Y11 mocks in November/December.