



Religious Education

Key Stage 4 Framework for Learning

Year 10 2017-2018: Successful Foundations

Syllabus: RESPECT

Autumn 1	
Knowledge	<p><u>Human Rights</u></p> <p>What are our human Rights? What happens if our rights are denied? Censorship, Gender Rights, The role of Amnesty international, Write for Rights Campaign</p>
Skills	<p>Recall of key facts Explanation of why Human Rights are important Comparison and Consideration of a life without human rights Evaluation who's responsibility it is to ensure human rights are available for all Analysis strategically consider what can be done to promote human rights and how effective it will be</p>
Assessment	<p>Assessment point 1: Write for Rights Activity Assessment Point 2: Research, summarise and respond to a news article about a recent breach in Human Rights (home learning)</p>
Cultural enrichment	Pupils are exposed to worldwide issues of Human Rights
Character	<div style="text-align: center;">  <p>QofS – Optimism</p> </div> <p>Students are encouraged to see how their individual contributions can positively impact on the lives of others</p>
Autumn 2	
Knowledge	<p><u>Environment</u></p> <p>How are humans affecting the environment, what problems is it causing? Fracking, pollution, over farming, congestion. Whose responsibility is it to do something about it?</p>
Skills	<p>Recall of key facts Explanation of why Looking after the environment are important Comparison and Consideration of different potential positive and consequences our care of the environment could have on future generation Evaluation who's responsibility it is to ensure we take care of the environment Analysis strategically consider what can be done to preserve the environment and how effective it will be.</p>
Assessment	<p>Assessment point 1: Progress test Assessment Point 2: Research, summarise and respond to a news article about Manchester and the environment (home learning)</p>
Cultural enrichment	Pupils critically consider their role as stewards in the modern world and the responsibility they have to future generations.
Character	<div style="text-align: center;">  <p>QofS – Empathy</p> </div> <p>Students are taught to empathize with the plight of future generations based on how we choose to use the plant</p>
Spring 1	
Knowledge	<u>Illegal Drugs- Ethics and Social Responsibility</u>



	Recap on illegal drugs, what impact do they have on the individual, their family and society as a whole, what support is there for addiction, Should the law be changed on drugs? Should the way we aim to rehabilitate drug addicts be changed?
Skills	Recall of key facts Explanation The impact drugs have on the individual, their family and society as a whole Comparison and Consideration the variety of methods used to treat drug addicts Evaluation who's responsibility is it to help people with addiction Analysis strategically consider what could/ should be done nationally to resolve the issue of addiction
Assessment	Assessment point 1: Speech for the house of commons debate Assessment Point 2: Research, summarise and respond to a news article about the treatment available for drug addicts. (home learning)
Cultural enrichment	Students actively engage in the topical issue of addiction and rehabilitation and accountability
Character	  QoS – Creativity & Curiosity Students research different methods of rehabilitation and create compelling speeches to persuade the audience to their thinking

Spring 2

Knowledge	<u>'What does it mean to be human?'</u> What makes someone human? How do we express our identity? Where do our values come from? Has secularization made us 'bad' people?
Skills	Recall of key facts Explanation of personal responses to the question 'What does it mean to be human?' Comparison and Consideration of alternate answers to said question Evaluation Do we need religion to be moral? Analysis: Using a variety of source strategically consider the question 'Has Humanity lost its way? And has capitalism caused more harm than good?'
Assessment	Assessment point: Progress Test Assessment Point 2: Flipped Learning. Watch documentary, answer set questions and be ready to critically discuss in class (home learning)
Cultural enrichment	Students enlist in meaningful dialogue on the impact of secularization and the rise of capitalism.
Character	  QoS – Responsibility & Reflection Pupils reflect on the progress they have made in RESPECT and how this can be applied to their own lives

Summer 1

Knowledge	PSHE Financial Capability - to recognise and manage the influences on their financial decisions (including managing risk, planning for expenditure, understanding debt and gambling) Gender and the Media The representation of gender in the media. Emotional and Mental Health Laws, Liberties and Justice - diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding
Skills	Listening skills



	<p>Debate Formulating opinion Understanding others opinions Empathy Interpreting the media Understanding subtext Recognising poor emotional health Questioning the world around us.</p>
Assessment	<p>Assessment point 1: Financial Capability Quiz Assessment Point 2: Extended writing?</p>
Cultural enrichment	<p>Understanding finance and how to manage money well and avoid debt and gambling. Understanding diversity and British Values. Learning about other cultures and living in a multi-cultural Britain.</p>
Character	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QofS – Practice & Resiliency</p> <p>The development of resiliency as we explore mental health and emotional well-being and exam stress.</p>

Summer 2

Knowledge	<p>PSHE</p> <p>Consent -how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity</p> <p>The porn industry and the misrepresentation of sexual intercourse and body image.</p> <p>Gang and Knife Crime</p> <p>Work Experience Preparation for the world of employment.</p>
Skills	<p>Listening skills Debate Formulating opinion Understanding others opinions Empathy Understanding how to stay safe and the risks of an inner city community. Employment skills and self-reflection.</p>
Assessment	<p>Assessment point 1: Progress Test Assessment Point 2: Work experience diary</p>
Cultural enrichment	<p>Talk from parent of a victim of knife crime. Talk from a surgeon from Liverpool Hospital. Work experience provides a real life example of employment to motivate pupils. Trips to all local colleges.</p>
Character	<div style="text-align: center;">  </div> <p>QofS – Motivation</p> <p>Motivated for a successful work experience. College trips for motivation.</p>