



## Year 13 Curriculum Grid

# General RE

Year/Term	Unit	Intent
Overall		<p>Religious education is a statutory requirement for all registered students in Key Stage 5 who are registered in a school with a sixth form. RE courses broaden and enhance the curriculum by giving students the opportunity to consider a wide range of religious, philosophical, psychological, sociological and ethical issues and to develop their own codes of belief. Sixth form religious education is intended to support and recognise the achievements of all students at Key Stage 5. The flexible course of study promotes the religious imagination and the development of key skills. It provides for students with a variety of aptitudes, abilities and needs that may not be fully met through current AS and A level examination syllabuses and encourages all students to explore ways of communicating and presenting their knowledge and understanding of religion in a variety of media. In this way sixth form RE caters for and affirms a range of learning styles, individual interests and gifts and talents of students. RE at post-16 gives due consideration to:</p> <ul style="list-style-type: none"> <li>• breadth and balance of knowledge, understanding and skills</li> <li>• differentiation to meet the needs and abilities of the full range of students;</li> <li>• the spiritual and moral development of students;</li> <li>• preparation for work and adult life</li> <li>• progression and continuity from Key Stage 4 and through the sixth form</li> <li>• challenge</li> </ul>
Autumn 1		<p>To develop skills of knowledge, understanding, evaluation, analysis and response to the following topics.</p> <ul style="list-style-type: none"> <li>• <b>Introduction to Year 13 General RE - Life Boat Game</b></li> <li>• <b>Our Ecological Crisis</b></li> <li>• <b>Is Earth a gift or right?</b></li> <li>• <b>Do we live in a just world?</b></li> <li>• <b>Why are ecosystems in danger?</b></li> <li>• <b>What is happiness?</b></li> <li>• <b>What are the root causes?</b></li> </ul>
Autumn 2		<p>To develop skills of knowledge, understanding, evaluation, analysis and response to the following topics.</p> <ul style="list-style-type: none"> <li>• <b>What is the Ecological Conversion?</b></li> <li>• <b>Motivation and hope through spirituality</b></li> <li>• <b>Power</b></li> <li>• <b>What can I do to make a change?</b></li> <li>• <b>Community of enquiry</b></li> <li>• <b>Christmas</b></li> </ul>



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Spring 1		<p>To develop skills of knowledge, understanding, evaluation, analysis and response to the following topics.</p> <ul style="list-style-type: none"><li>• <b>PPE Exam Week – Revision Support (X2)</b></li><li>• <b>Dignity of the worker</b></li><li>• <b>Option for the poor</b></li><li>• <b>Solidarity and peace</b></li><li>• <b>Community and participation</b></li><li>• <b>Rights and responsibilities</b></li></ul>
Spring 2		<p>To develop skills of knowledge, understanding, evaluation, analysis and response to the following comparative topics.</p> <ul style="list-style-type: none"><li>• <b>Reflection</b></li><li>• <b>Sanctity of life</b></li><li>• <b>Vivisection</b></li><li>• <b>Should we eat meat?</b></li><li>• <b>Sexual ethics</b></li><li>• <b>Sex Ed and STIs</b></li></ul>
Summer 1		<p>To develop skills of knowledge, understanding, evaluation, analysis and response to the following comparative topics.</p> <ul style="list-style-type: none"><li>• <b>Bio medical ethics</b></li><li>• <b>Fertility treatments</b></li><li>• <b>Business ethics</b></li><li>• <b>Cultural appropriation</b></li><li>• <b>Politics</b></li><li>• <b>Party and Prayer Service</b></li></ul>