



Year 11

What is the purpose of the thematic units?

Students should be aware of different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such as atheism and humanism. Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world. Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs. They will also be expected to make specific references to sources of wisdom and authority including scripture and/or sacred texts. They may refer to any relevant religious text such as the Bible, the Qur'an and Hadith. Students may draw upon Christianity, Islam, as well as other religions and non-religious beliefs such as atheism and humanism.

Theme A: Relationships and Families	Theme B: Religion and Life	Theme C: The Existence of God and Revelation	Theme E: Religion, Crime and Punishment
<p>Overview of the knowledge covered in this unit:</p> <p>Sex, marriage and divorce</p> <ul style="list-style-type: none">Human sexuality including: heterosexual and same sex relationships.Sexual relationships before and outside of marriage.Contraception and family planning.The nature and purpose of marriage.Same-sex marriage and cohabitation.Divorce, including reasons for divorce, and remarrying.Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. <p>Families and gender equality</p> <ul style="list-style-type: none">The nature of families, including:the role of parents and childrenextended families and the nuclear	<p>Overview of the knowledge covered in this unit:</p> <p>The origins and value of the universe</p> <ul style="list-style-type: none">The origins of the universe, including:<ul style="list-style-type: none">religious teachings about the origins of the universe, and different interpretations of thesethe relationship between scientific views, such as the Big Bang theory, and religious views.The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.The use and abuse of the environment, including the use of natural resources, pollution.The use and abuse of animals, including:<ul style="list-style-type: none">animal experimentation	<p>Overview of the knowledge covered in this unit:</p> <p>Philosophical arguments for and against the existence of God</p> <ul style="list-style-type: none">The Design argument, including its strengths and weaknesses.The First Cause argument, including its strengths and weaknesses.The argument from miracles, including its strengths and weaknesses, and one example of a miracle.Evil and suffering as an argument against the existence of God.Arguments based on science against the existence of God. <p>The nature of the divine and revelation</p> <ul style="list-style-type: none">Special revelation as a source of knowledge about the divine (God, gods or ultimate reality) including visions and one example of a vision.	<p>Overview of the knowledge covered in this unit:</p> <p>Religion, crime and the causes of crime</p> <ul style="list-style-type: none">Good and evil intentions and actions, including whether it can ever be good to cause suffering.Reasons for crime, including:<ul style="list-style-type: none">poverty and upbringingmental health problems and addictiongreed and hateopposition to an unjust law.Views about people who break the law for these reasons.Views about different types of crime, including hate crimes, theft and murder. <p>Religion and punishment</p> <ul style="list-style-type: none">The aims of punishment, including:<ul style="list-style-type: none">retributiondeterrence



<p>family.</p> <ul style="list-style-type: none">• The purpose of families, including:<ul style="list-style-type: none">◦ Procreation◦ stability and the protection of children◦ educating children in a faith.• Contemporary family issues including:<ul style="list-style-type: none">◦ same-sex parents◦ polygamy.• The roles of men and women.• Gender equality.• Gender prejudice and discrimination, including examples.	<ul style="list-style-type: none">◦ the use of animals for food. <p>The origins and value of human life</p> <ul style="list-style-type: none">• The origins of life, including:<ul style="list-style-type: none">◦ religious teachings about the origins of human life, and different interpretations of these◦ the relationship between scientific views, such as evolution, and religious views.• The concepts of sanctity of life and the quality of life.• Abortion, including situations when the mother's life is at risk.• Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.• Euthanasia.• Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.	<ul style="list-style-type: none">• Enlightenment as a source of knowledge about the divine.• General revelation: nature and scripture as a way of understanding the divine.• Different ideas about the divine that come from these sources:<ul style="list-style-type: none">◦ omnipotent and omniscient◦ personal and impersonal◦ immanent and transcendent.• The value of general and special revelation and enlightenment as sources of knowledge about the divine, including:<ul style="list-style-type: none">◦ the problems of different ideas about the divine arising from these experiences◦ alternative explanations for the experiences, and the possibility that the people who claimed to have them were lying or mistaken.	<ul style="list-style-type: none">◦ reformation. <ul style="list-style-type: none">• The treatment of criminals, including:<ul style="list-style-type: none">◦ prison◦ corporal punishment◦ community service.• Forgiveness.• The death penalty.• Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.
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How will each unit be assessed?

- 1 x mid unit 24 mark assessment
- 1 x end of unit 24 mark assessment

24 mark GCSE questions are broken down into the following:

1. 1 mark multiple choice question
2. 1 mark 'state/give' short response question
3. 4 mark question asking students to explain similar/contrasting beliefs/attitudes/practices (they will need to be aware of 3 contrasts for each theme - highlighted above)
4. 6 mark question asking students to explain key beliefs through reference to key teachings in scripture.
5. 12 mark question which asks students to respond to a statement. This requires an evaluative essay style response, including arguments both for and against (reference to Christian, Muslim, atheist, humanist attitudes all equally valid in the thematic paper)