



General RE Scheme of Work Year A

Topic		Learning Objectives	Which ways of knowing will be used in this topic?	Which lenses will be used in this topic?	What prior knowledge do pupils need to understand this topic?	Key language	Key sources	Key Skills	Links to assessment objectives
Year 12 Only	(i) Introduction to Core RE at Bellerive	<ul style="list-style-type: none"> To understand what is expected of me during my study of RE Bellerive. To understand how I can ensure I am successful in my RE course 							
	(ii) What is my worldview?	<ul style="list-style-type: none"> To understand what is meant by the term 'worldview'. To understand how my worldview might shape my perception of the world around me. 	Discern	N/A	Pupils will draw on their knowledge of Christian values.	Worldview	N/A	N/A	
1. Why are we here? (JR)		<ul style="list-style-type: none"> To explore the meaning and purpose of life for humans 	<p>Pupils will understand different views on the meaning and purpose of life for humans, including Catholic views on this.</p> <p>Pupils will begin discern their own views on the meaning and purpose of life.</p>	<p>Philosophical-Pupils will reflect on the views of at least two philosophers.</p> <p>Theological-Pupils will consider how Genesis 1-3 has shaped Catholic views on the meaning and purpose of life.</p> <p>Sociological-Pupils will examine research to identify what people in Britain today see as the meaning and purpose of life.</p>	Pupils will draw on their knowledge of Genesis and the concept of creation <i>imago dei</i>	Imago Dei	Genesis 1-3	<p>Analysis of a key text (Genesis) with particular reference to it's impact on the lives of individuals.</p> <p>Analysis of sociological data.</p> <p>Evaluation of competing ideas.</p>	UB1 UB2 UB3 UP1 DG1 DP1 RS1 RG1
2. Environmental Ethics- What responsibility do we have? (JR)		<ul style="list-style-type: none"> To explore views on the care of creation from Catholic, Hindu and Humanist perspectives 	<p>Pupils will understand Catholic, Hindu and Humanist approaches to the care of creation.</p> <p>Pupils will identify how they are called to respond to the 'cry of the earth'.</p>	<p>Theological-Pupils will reflect on how Catholic teachings (e.g. Laudato Si') has influenced modern views on care for creation.</p> <p>Dialogical-Pupils will reflect on areas of commonality and difference between the Catholic, Hindu and Humanist views.</p>	Pupils will draw on their knowledge of creation and stewardship from GCSE RE	Stewardship Creation Humanist Karma Moksha	Genesis 1-3 Laudato Si'	<p>Analysis of a key text (Laudato Si') with particular reference to it's impact on the lives of individuals.</p> <p>Research and distilling key information.</p>	UB1 UB2 UB4 US1 UG1 UP1 DB1 DS2 DG1 DP1 RS1 RS2 RG1 RP1

3. Environmental Ethics- what is the cost of fashion? (JR)	<ul style="list-style-type: none"> To reflect on the particular environmental issues of fashion 	<p>Pupils will understand the environmental impact of the fashion industry.</p> <p>Pupils will identify how they are called to respond to this</p>	<p>Philosophical-Pupils will debate the ethics of the fashion industry, with a particular focus on the environment.</p> <p>Sociological-Pupils will investigate different views on the fashion industry and explore why there may be divergent views.</p>	<p>Pupils will draw on their knowledge of creation and stewardship from GCSE RE</p>		<p>Genesis 1-3</p>	<p>Research and distilling key information.</p> <p>Coming to an informed judgement.</p>	<p>UB2 UB4 UG1 UP1</p> <p>DB1 DS2 DG1 DP1</p> <p>RB1 RS2 RG2 RP1</p>
4. How do we make ethical choices? (CW)	<ul style="list-style-type: none"> To explore religious and non-religious approaches to ethical decision-making 	<p>Pupils will understand at least two differing approaches to ethical decision-making</p> <p>Pupils will begin to discern how they can ensure they are making ethical choices.</p>	<p>Philosophical-Pupils will consider views from at least two philosophical perspectives.</p> <p>Theological-Pupils will consider how Christian theology has contributed to the study of ethical decision making.</p> <p>Sociological-Pupils will consider the impact of society on making ethical choices, including whether views on morality have changed over time.</p>	<p>Pupils will draw on their knowledge of Jesus as a model for moral decision making and on their understanding of natural moral law from their GCSE RE.</p>	<p>Utilitarian Situationist Absolute Relative</p>	<p>Mark 12 Matthew 25</p>	<p>Evaluation and critical analysis of a range of viewpoints.</p> <p>Coming to an informed judgement.</p>	<p>UB5 US2 UG2 UP1</p> <p>DB2 DS2 DG1 DP1</p> <p>RS1</p>
5. Application to an ethical issue	<ul style="list-style-type: none"> To explore Catholic, Hindu and Humanist approaches to at least one of the following issues: <ul style="list-style-type: none"> Animal Rights The use of embryos in research Artificial intelligence 	<p>Pupils will understand the range of views that exist on their chosen area.</p> <p>Pupils will begin to discern their own view on this issue.</p>	<p>Pupils will be provided with research resources which will encourage them to consider this topic from a philosophical, theological and sociological perspective. They will consider the dialogue between Catholic views and those of humanists and Hindus.</p>	<p>Pupils will draw on their knowledge of stewardship from Catholic and Humanist perspectives</p>	<p>(e.g)Speciesism</p>	<p>(e.g.) Genesis 1 Genesis 9</p>	<p>Researching key information</p> <p>Presenting key information.</p>	<p>UB6 US2 UG2 UP1</p> <p>DB2 DB3 Db4 DG1 DP1</p> <p>RB1 RS1 RS2 RG1 RP1</p>
6. Advent reflection (HH)	<ul style="list-style-type: none"> 							<p>RB1</p>

