The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	RE
Year Group	Year 11
Intent	**Successful and resilient learners**: who understand that they are made in the image and likeness of God called to live their 'lives to the full' and who understand the power of Christ and his values in overcoming adversity. **Confident individuals**: who are secure in their understanding of their vocation and God given talents to take their place in the wider world. **Responsible citizens**: who make clear links to our school mission statement, Catholic and British values such as tolerance and mutual respect in particular in respect to peoples of other faiths and none who are aware of moral and life decisions that they make and how to be responsible 'stewards' of God's creation. To put into action and continue the 'Fisher Way' by putting their faith in action.

Narrative	1. *By the end of the year 11 all learners will be confident in consolidating subject knowledge. They will be increasingly able to recall and apply subject content from year 9 onwards. In year 11 they will complete all GCSE content, ensuring that component 2 learning is understood. This involves understanding key Christian beliefs and practices.* 2. *This work develops on from year 9 and year 10 learning by enabling learners to understand how to recognise and build links with previous content. With greater knowledge there is an increased confidence in applying knowledge to meeting the demands of all GCSE style questions within timed conditions.* 3. *This work supports continued academic learning in religious studies and beyond by understanding how to recall key content and formulate sustained and developed arguments in a critical and reasoned manner. By the end of year 11 all learners will be able to appreciate the impact of belief systems across wider society and how their opinions can contribute.*					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)		Mocks 1 and detailed feedback. Component 2 unit 1 Christianity beliefs and teachings The nature of God Creation	Applied Catholic Theology Crime. Sin and Morality, Forgiveness, Capital punishment	RSE- Completing TenTen cinema programme on Truth and Lies helping learners to students understand that pornography negatively impacts the self, relationships and the wider world. Component 2 unit 2 - Christianity practices Forms of worship Sacrament	Completion of Component 2 unit 2: Christianity in Britain, church, local community The worldwide church	Revision and exam practice External exams

				Pilgrimage and celebration Preparation and completion of Mocks 2 with detailed feedback		
Key skills	Develop learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism ,religious beliefs, teachings, practices• develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments • provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life • challenges learners to reflect on and develop their own values,	Develop learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism ,religious beliefs, teachings, practices• develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments • provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life • challenges learners to reflect on and develop their own values,	Develop learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism ,religious beliefs, teachings, practices• develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments • provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life • challenges learners to reflect on and develop their own values,	Develop learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism ,religious beliefs, teachings, practices• develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments • provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life • challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt	Develop learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism ,religious beliefs, teachings, practices• develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments • provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life • challenges learners to reflect on and develop their own values,	Develop learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism ,religious beliefs, teachings, practices• develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments • provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life •

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Cultural capital and careers	Develop understanding and appreciation for the work of human rights charities such as Amnesty International and Malala Yousafzai as well as those who promote equality for all. Reflecting upon the influence of MLK and the issues of racism relevant today. Arun – junior doctor (life and death)	A reflection on key Christain beliefs about the personhood of Jesus. Looking at depictions related to the Trinity and work of scholars such as St Patrick and Andrei Rublev	A reflection on key beliefs and the art associated with resurrection and salvation such as paintings by Della Francesa and Elizabeth Wang. Exploring the role of funerals and Faure's Requiem music. Shermeen – PPE Personal presentations http://casestudies.reonline.org.uk/casestudy/shermeen-ppe-student/	Fulfilment of DFE guidelines on Relationships and Sex education - teaching presented in line with Bishops of England and Wales. Personal reflection on importance of healthy relationships and the human dignity of each person. Development of different forms of worship and styles, understanding of different perspectives such as those that are extemporaneous	Understanding of the makeup of Britain from its history as a christain country and how this has impacted the face of the country, its roads, monarchy, education, and legal systems. Reflection upon the decline of religion in society and the impact this may have had. Reference to philosophers such as Dawkins and the concept of religion and ethics as a virus	Wider and developed strategies as to how to handle periods of stress throughout life.

	http://casestudies.reonline.org.uk/casestudy/arun-junior-doctor/			and those that are liturgical		
Assessment	• Regular key words tests • Every fifth lesson a knowledge check assessment. • Time for learners to summarise and revisit previous learning. • End of unit GCSE style assessment.	• Regular key words tests • Every fifth lesson a knowledge check assessment. • Time for learners to summarise and revisit previous learning in preparation for year 11 mock assessments. • Year 11 mock examinations round 1.	• Regular key words tests • Every fifth lesson a knowledge check assessment. • Time for learners to summarise and revisit previous learning. • End of unit GCSE style assessment.	• Regular key words tests • Every fifth lesson a knowledge check assessment. • Time for learners to summarise and revisit previous learning in preparation for year 11 mock assessments. • Year 11 mock examinations round 2.	• Regular key words tests • Every fifth lesson a knowledge check assessment. • Time for learners to summarise and revisit previous learning. • End of unit GCSE style assessment.	• All testing to build on identified gaps in learning in preparation for summer external exams. • External summer exams.