Year 11 Big Picture – R.E.

Autumn 1 *Weeks 1 – 8 (8 weeks)*	*Autumn 2* *Weeks 9 – 15 (7 weeks)*	*Spring 1* *Weeks 16 – 21 (6 weeks)*
Autumn 1 – Identity, Relationships and Respect **Big Questions** • What shapes our identity? • What makes a healthy relationship? • Can we disagree respectfully? • Reflection and Review **Summary** Students begin Year 11 by exploring the factors that shape identity, relationships and personal values. They consider how religion, culture, family and personal experiences influence the choices people make whilst recognising that individuals may reach different conclusions about relationships and identity. Throughout the unit, students develop confidence in discussing sensitive issues respectfully and appreciate the importance of empathy, dignity and mutual respect within a diverse society. **Cultural Capital** Students explore contemporary issues surrounding identity, relationships and belonging, reflecting the diverse experiences of young people in Manchester and modern Britain. They consider how different religious and non-religious worldviews shape attitudes towards relationships while developing the confidence to engage respectfully with opinions that differ from their own. The unit supports students as they prepare for further education, employment and adult life by encouraging thoughtful discussion, respectful disagreement and an appreciation of diversity.	**Autumn 2 – Compassion, Justice and Responsibility** **Big Questions** • Why should we care about other people? • Do we have a responsibility to protect the planet? • Can one person really make a difference? • Reflection and Review **Summary** Students explore how religious and non-religious worldviews inspire people to care for others and the world around them. They consider environmental responsibility and the importance of responding to local and global challenges. Throughout the unit, students examine how beliefs influence action and discuss the responsibilities they have towards other people, their communities and the environment. **Cultural Capital** Students explore contemporary issues including environmental responsibility, social justice and charitable action, considering examples from Manchester, the UK and around the world. They develop an appreciation of how individuals and organisations work to improve society, while reflecting on the role that religious and non-religious worldviews play in promoting compassion, responsibility and positive social change.	**Spring 1 – Justice, Forgiveness and Morality** **Big Questions** • What makes something right or wrong? • Is forgiveness always the right choice? • What does justice look like? • Reflection and Review **Summary** Students explore how religious and non-religious worldviews influence ideas about morality, justice and forgiveness. They consider what makes punishment fair and whether forgiveness is always possible or desirable. Throughout the unit, students reflect on how beliefs and values shape decisions, encouraging thoughtful discussion about some of the most challenging moral questions they may encounter in everyday life. **Cultural Capital** Students explore contemporary issues surrounding justice, rehabilitation and forgiveness, considering examples from modern Britain and the wider world. They reflect on how different communities respond to wrongdoing and conflict, developing empathy and an appreciation of the role values play in creating fair and compassionate societies. Students also consider how these ideas are relevant to their own relationships, communities and future lives.
Assessment Objectives	**Assessment Objectives**	**Assessment Objectives**

Year 11 Big Picture – R.E.

Reflection Task Students explain how beliefs, values and life experiences can influence a person's identity and relationships. **End of Unit Reflection** Students evaluate what they believe is the most important foundation of a healthy relationship, supporting their views with examples from religious and non-religious worldviews.	**Reflection Task** Students explain one way religious or non-religious beliefs can inspire people to care for others or the environment. **End of Unit Reflection** Students evaluate whether everyone has a responsibility to make the world a better place, using examples from different religious and non-religious worldviews to support their views.	**Reflection Task** Students explain how one religious or non-religious worldview might influence a person's understanding of justice or forgiveness. **End of Unit Reflection** Students evaluate whether forgiveness is more powerful than punishment, supporting their views with examples from different religious and non-religious worldviews.
Mini Test 1 – Yr. 7 = Week 6	**No Assessment**	**Big Test 1 – Yr. 7 = Week 17**
Spring 2 ***Weeks 22 – 27 (6 weeks)***	***Summer 1*** ***Weeks 28 – 32 (5 weeks)***	***Summer 2*** ***Weeks 33 – 39 (7 weeks)***
Spring 2 – Big Questions About Life **Big Questions** • What gives life meaning? • Can science and religion work together? • What kind of person do I want to become? • Reflection and Review **Summary** Students draw upon their knowledge of religious and non-religious worldviews to explore some of life's biggest questions. They consider the relationship between science and religion, reflect on what gives life meaning and purpose, and explore the values that guide people's choices. As they prepare to leave compulsory education, students are encouraged to reflect on the values that will guide them in the future and the importance of respecting different beliefs and perspectives. **Cultural Capital** Students explore contemporary questions that they are likely to encounter beyond school, including debates about science, belief, purpose and identity. They reflect on how religion and worldviews continue to influence individuals and communities in modern Britain, while considering the values	**Summer 1 – Looking Beyond School** **Big Questions** • Why does understanding different beliefs matter? What have religion and worldviews taught me? • How can I contribute positively to society? • Reflection and Celebration **Summary** Students conclude their study of Religion and Worldviews by reflecting on the knowledge, understanding and values they have developed throughout Key Stage 4. They consider the importance of religious literacy in modern Britain and explore how understanding different beliefs and worldviews prepares them for life beyond school. Throughout the unit, students reflect on the importance of empathy, respect and dialogue as they move into further education, employment and adult life. **Cultural Capital** Students consolidate their understanding of religion and worldviews as an important part of life in modern Britain. They reflect on the value of understanding different beliefs, cultures and perspectives, recognising how these skills will support them in college, the workplace and wider society.	N/A

Year 11 Big Picture – R.E.

and qualities needed to contribute positively to an increasingly diverse society.	Students leave the curriculum equipped to engage respectfully and confidently with people from a wide range of backgrounds and experiences.	
Assessment Objectives **Reflection Task** Students explain one factor that gives people's lives meaning, using examples from religious and non-religious worldviews. **End of Unit Reflection** Students evaluate which values they believe are most important for living well in modern Britain, supporting their views with examples explored throughout the unit.	**Assessment Objectives** **Final Reflection** Students evaluate how studying Religion and Worldviews has influenced their understanding of themselves, others and the diverse society in which they live.	**Assessment Objectives** N/A
Mini Test 2 – Yr. 7 = Week 26	**Mini Test 3 – Yr. 7 = Week 31**	**Big Test 2 – Yr. 7 = Week 35**