



YEAR 11	Unit Title: Religion and Philosophy. What does it mean to be Human?.	Sequence in Learning: 3 lessons.
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Intent

<p><u>The Big Picture</u></p> <ul style="list-style-type: none"> The intention of this sequence of lessons is to enable students to explore what it means to be Human not only from their own perspective but those of religious and philosophical scholars. Consideration is given to what literally makes us human from our biological make up and whether there is more to us than that. There are opportunities to explore key concepts such as soul/spiritual life and attributes as well as the physical. The third lesson encourages students to explore and consider the purpose of life and whether happiness is the answer. 	
<p><u>Objectives and Learning Outcomes</u> Subject Specific Knowledge and Skills</p> <ul style="list-style-type: none"> To explore what it means to be Human. To consider whether happiness is the purpose of life. Secular Philosophical and Religious ideas explored. 	<p><u>Cross Curricular Links:</u> The Wider Context <u>Literacy –</u></p> <ul style="list-style-type: none"> Use of key terms and Vocab Discussion skills <p><u>Numeracy</u></p> <ul style="list-style-type: none"> Connections to statistics in terms of biological make up Cultural consideration of beliefs such as An exploration of philosophical ideas and religious concepts of Monism Dualism sin and spiritual happiness. <u>Futures – Careers and Courses</u> Consideration of the choices they have for their future.

Implementation

<ul style="list-style-type: none"> This sequence of lessons is delivered by a member of staff for all of the cohort through the Carousel system. Teaching this sequence of lessons enables students to build on previous learning and understanding gained in PRE lessons but also through the grounding in tolerance and understanding and respect across the curriculum as a whole. The sequence of lessons and unit of work is written in line with NATRE guidelines and Locally Agreed Syllabus for RE Worcestershire. 	
<u>Sequence within Learning:</u>	
<p><u>Prior Learning:</u></p> <ul style="list-style-type: none"> For the majority of pupils this will be the main area of philosophy studied since yr 9. PRE students may be able to draw on their contextual understanding from their lessons. 	<p><u>Future Learning</u></p> <ul style="list-style-type: none"> Connections to other subjects being studied and in their own lives.

<p><u>Challenge and High Flyer extension:</u></p> <ul style="list-style-type: none"> • Opportunities for engagement in lesson. • Leadership of discussions. • Roles given in group work. • Homework/Research where considered appropriate. 	<p><u>Safeguarding</u></p> <p>The PSHE Department follows whole school guidelines on Safeguarding. Any disclosures are reported and concerns raised with Year Team and SG Lead. (See Whole School Policy)</p>
<p><u>Subject Specific Vocabulary:</u> Freewill, Determinism, Hard Determinism Libertarianism, Soft Determinism Fate Karma</p>	

Impact

<p><u>Indicators of Learning and Progress</u></p> <ul style="list-style-type: none"> • See Scheme of Work for specific Learning Outcomes. • Development and growth of confidence in students. • Answers to questions demonstrating knowledge and examples. • Connections to themselves. • Reflections and evaluations noted on Progress Review sheets.
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YEAR 11	Unit Title: Relationships and Sex Education.	Sequence in Learning: 3 lessons.
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Intent

The Big Picture

- This unit is intended to give students a solid understanding of what makes a good and safe relationship in the first instance building on their prior learning in yr 9 and 10.
- It is intended that students can recognise and the signs of an abusive relationship as well as appreciate the consequences.
- It is intended through this sequence of lessons that students can define and recognise competently when consent is given verbally and non verbally.
- It is intended that students have the opportunity to explore and ask questions in relation to anything related to the issue and act of Rape and Date Rape as well as coercive relationships.
- It is intended that misconceptions be addressed and stereotypes/judgement challenged.

Objectives and Learning Outcomes **Subject Specific Knowledge and Skills**

- To recognise when we can be exploited within relationships.
- To identify features of abusive relationships
- To understand and recognise the importance of mutual consent.
- To recognise the signs of giving consent and not giving consent including verbal and non verbal.
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Cross Curricular Links:

The Wider Context

Literacy

- Participation and engagement in lesson through discussions and asking questions.
- Application to themselves and demonstration of understanding and empathy.

Numeracy

- Connections made to statistics in various contexts.

SMSCD

- Context and recognition of healthy relationships. (SOC)
- Recognition and application to themselves. (S M)
- Knowledge of consequences in various consequences (M)
- Significance of Consent and legality (M)
- **Futures – Careers and Courses**
- Making safe considered and informed choices in the future.
- Knowing where to get support if and when needed.

Implementation

- Teaching staff will have received RSE Training specifically in preparation to delivering this unit from the Worcestershire Health Authority Schools contact at Isaac Maddox House.
- Lessons are designed to be interactive open and equal in terms of diversity.
- Healthy and safe relationships is the focus with the knowledge of how to make informed and safe choices with a direct emphasis on Consent recognition.
- Pupils are reminded of Safe guarding procedures in terms of reporting and disclosures as well as

given signposts for support.

Sequence within Learning:

Prior Learning:

- Contraception will have been looked at in middle school.
- Consent and Healthy Relationships will have been looked at in yr 9 and 10..

Future Learning

- Reference for their own informed choices and personal safety.

Challenge and High Flyer extension:

- Opportunities for engagement in lesson.
- Leadership of discussions.
- Roles given in group work.
- Homework/Research where considered appropriate

Safeguarding

The PSHE Department follows whole school guidelines on Safeguarding. Any disclosures are reported and concerns raised with Year Team and SG Lead. (See Whole School Policy)

Subject Specific Vocabulary

Impact

Indicators of Learning and Progress

- See individual lessons for outcomes planned and intended.
- Engagement in lessons.
- Knowledge and recognition of signs of abusive relationships.
- Development of confidence in themselves.
- Recognition of the consequences of behaviour and wrong choices socially personally and legally.
- Knowledge and confidence in how to stay safe in various contexts and where to go for support.
- Misconceptions clarified.



YEAR 11	Unit Title: Ethics Unit.	Sequence in Learning: 3 lessons.
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Intent

<p><u>The Big Picture</u> The intent of this sequence of lessons is to give students the opportunity to explore the realities of the processes involved in Blood Organ and Stem Cell donation as well as to consider ethical questions that are raised by each in turn. Lesson 3 also proved students with the opportunity to explore and the ethical issues raised by the Abortion debate within a balanced exploration of pro life and pro choice arguments.</p>	
<p><u>Objectives and Learning Outcomes</u> Subject Specific Knowledge and Skills</p> <ul style="list-style-type: none"> To know and understand the processes involved in Organ Blood and Stem Cell donation. To appreciate the benefits and difficulties raised for both donor and recipient as well as knowing the legalities and their impact on society as a whole. To explore the Ethics of Abortion form a balanced perspective. 	<p><u>Cross Curricular Links:</u> The Wider Context <u>Literacy</u></p> <ul style="list-style-type: none"> Group activity Discussion Empathy reaching decision/justification of opinion. <p><u>Numeracy</u> <u>Futures – Careers and Courses</u></p> <ul style="list-style-type: none"> Consideration of the connections ethics have in all contexts and how to make moral decisions.

Implementation

<ul style="list-style-type: none"> This unit is taught by class teachers delivering on the carousel. It is a sequence of 3 lessons. Lessons will include groups work and much discussion. Lessons will use resources from the NHS and PSHE Association. The abortion debate in Ireland is considered in their final ;lesson with reference to Pro Choice and Pro Life arguments as well as the legal status and the Violinist analogy.(Unless there is a preference for advertising ethics for personal reasons this is an option for colleagues) 	
<u>Sequence within Learning:</u>	
<p><u>Prior Learning:</u> For many students in yr 11 this will be their only detailed sequence of learning on Ethics. GCSE students can draw upon their gained knowledge from their course.</p>	<p><u>Future Learning</u> Consideration of personal ways of making moral decisions. Development of evaluation and justification skills. Consideration and acknowledgement of the significance of ethics in society.</p>
<p><u>Challenge and High Flyer extension:</u></p> <ul style="list-style-type: none"> Opportunity for independent research. Leadership in group work. Use of Text book material to extend or for Homework. 	<p><u>Safeguarding</u> The PSHE Department follows whole school guidelines on Safeguarding. Any disclosures are reported and concerns raised with Year Team and SG Lead. (See Whole School Policy)</p>
<p><u>Subject Specific Vocabulary</u> PGD Medical emancipation, Utilitarianism. Greater Good, Duty abortion. Pro :Life and Pro Choice.</p>	

Impact

Indicators of Learning and Progress

- See individual lesson plans for specific outcomes.
- An awareness of the significance of ethics in society in all contexts.
- Personal evaluation and targets seen on Progress Reviews..



YEAR 11	Unit Title: Prevent Sequence of Lessons.	Sequence in Learning: 3 lessons.
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Intent

The Big Picture

The intent of these sequence of lessons is to engage students in a discussion of the issues that may lead to extremism in any society.
It is intended that their misconceptions be addressed and questions answered.

Objectives and Learning Outcomes

Subject Specific Knowledge and Skills

- To consider the impact of individual beliefs on community cohesion.
- To explain the importance of respecting diversity within the community and wider society.
- Assess the impact of the media, social media and actions on people's attitudes related to diversity.
- To explore the different ways individuals can be drawn in to radicalised groups recognising techniques employed.
- To explore how violent extremism differs from legitimate protest and dissent.
- To explore and evaluate appropriate ways to respond to worrying behaviours.

Cross Curricular Links:

The Wider Context

Literacy:

- Discussion and questions answered.

Numeracy

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SMSCD

- **Context of Extremism (Soc C)**

Futures – Careers and Courses

- Recognition of signs of Extremism and those who might be vulnerable.

Implementation

- This sequence of lessons is delivered by a member of staff for the whole cohort through the carousel system.
- Lessons involve opportunities for discussions and questions as well as up to date examples and issues raised.
- The sequence of lessons is tied together with the thread of Jo Cox and her message of there being more to unite us than divide us.
- Inclusion of Right Wing examples and Environmentalists groups, areas of discussion focus will be o how to prevent extremism within society but also how to 'call out' issues of inequality and injustice in a socially responsible manner.

Sequence within Learning:

Prior Learning:

Connections to Politics and History lessons as well as Citizenship GCSE.
Building upon student knowledge from news.

Future Learning

<u>Challenge and extension opportunities</u> <ul style="list-style-type: none">.	<u>Safeguarding</u> <p>The PSHE Department follows whole school guidelines on Safeguarding. Any disclosures are reported and concerns raised with Year Team and SG Lead. (See Whole School Policy)</p>
<u>Subject Specific Vocabulary</u>	

Impact

<u>Indicators of Learning and Progress</u> <ul style="list-style-type: none">• Positive engagement in lessons.• Questions asked and discussions had.• Evaluation and Reflections shown in Progress Reviews.
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