

Curriculum and goals:

In KS4 students are building upon their prior learning, applying their existing knowledge to create a much bigger schema and connecting various parcels of knowledge. Progress is demonstrated by the students simply knowing and understanding which in turn contributes to their overall subject literacy. Year 10 and 11 pathways A and B allow for a greater degree of flexibility on what topics are studied. This has allowed further accessibility to topics that are more engaging and relevant for our learners and link in with the school's ethos and values; to break down the barriers to learning and create a learning environment in which students are equipped with the personal skills and qualities to fulfil their potential and to go on to be as independent as possible. We aim for every student to reach the top and teaching is adapted to support all students.

This curriculum meets the aims of Leicestershire's agreed Syllabus and the National Curriculum for Religious Education in that it achieves the principal aim of religious education to explore what people believe and what difference this makes to how they live, so that students can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. While the agreed syllabus allows for a much greater degree of flexibility for special needs schools, the core tenets remain to meet Maplewell's expectation of high aspirations and 'can do' approach; students learning that their special educational needs and disabilities are challenges to overcome and not barriers that stand in their way and a 'stage not age' approach combines the acquisition and development of skills to create a purposeful and exciting curriculum for each student.

Furthermore, the curriculum aims to achieve the school's ethos that all students have the right to see themselves represented in our curriculum. For that reason, a range of texts and examples are included in our curriculum which reflect the diversity of our students' backgrounds and values, including representations of different cultures, different relationships, gender, LGBT+, disabilities and additional needs.

Year 10	Autumn term		Spring term		Summer term	
Year 10	<p>Religious beliefs about relationships and families:</p> <p><i>Christian and Islamic views on the purpose of family. The family as the basis of society. The family as protection for vulnerable members of society. Types of family including nuclear, extended, reconstituted, single parent.</i></p> <p><i>Nature and Purpose of Marriage - Students will learn Islamic and Christian views of marriage. Marriage vows. Marriage as a context for sexual relationships. Traditional views on heterosexual marriage, monogamy and polygamy.</i></p> <p><i>Students learn reasons for divorce. Christian views on divorce and remarriage including Roman Catholic, Anglican. Situation Ethics. Students learn historical development of views on same sex attraction in the UK to modern day. Christian teachings on same sex attraction and relationships. Islamic teachings on same sex attraction and relationships. Non-religious views (utilitarianism). Students learn the development of the law in the UK regarding civil partnerships and same sex marriage. Christian and Islamic views on same sex marriage.</i></p>		<p>Religious beliefs about Crime and punishment:</p> <p><i>In this unit students will study British law in the UK as well as attitudes to the treatment of criminals in the UK. Students will then look at the reasons for crime and learn Christian, Muslim and non-religious views on reasons for crime (hatred, greed, addiction, upbringing, mental illness, opposition to unjust laws, poverty). Students learn attitudes to suffering in Christianity and Islam Case study: Charleston Church shooting. Aims of punishment Students will learn Retribution, deterrence, reformation Christian, Muslim and non-religious responses to these aims of punishment. Attitudes to treatment of criminals - students learn how criminals should be punished with reference to prison, community service and corporal punishment.</i></p>		<p>Religious beliefs about peace and conflict:</p> <p><i>Students study violent and nonviolent protest Students learn about protest laws in the UK. Case study: London riots 2011. Christian views about violent and nonviolent protest. Islamic views about violent and nonviolent protest. Students learn about terrorism as a form of violent protest. Christian and Islamic views on terrorism. How scripture can be misinterpreted to fit with terrorist ideology. Reasons for war Students will learn Greed, self-defence and retaliation as reasons for war. Students look at Just War Theory (Christianity) Students learn Aquinas' just war theory. Case study: can wars be just? Falklands/WWII. Holy War Students will learn History of Holy War in Christianity (Crusades, warfare in the Old Testament). Holy War in Islam with links to lesser jihad.</i></p>	

Year 11						
Year 11	<p>Matters of life and death:</p> <p><i>Students learn The Biblical creation narrative Interpretations of the creation narrative, liberal, conservative, fundamentalist. The Big Bang theory Intro to non-religious views (utilitarianism) which will be referenced throughout. Students learn the origins of the universe according to the Qur'an Traditional and modern interpretations Students will learn Issues such as pollution, climate breakdown, deforestation Christian and Islamic views on stewardship and responses. Treatment of animals (animal testing) Students learn Cosmetic and medical testing on animals Christian and Islamic views on stewardship of animals Non-religious views (utilitarianism). Students learn Issues around intensive and free range farming Halal food laws Christian views on using animals for food Non-religious views (application of utilitarianism). Students learn Reasons for Euthanasia Law on Euthanasia Christian views (situation ethics, sanctity of life) Islamic views (Command not to kill, predestination) Non-religious views (utilitarianism)</i></p>	<p>Human Rights in UK and abroad:</p> <p><i>This unit builds upon previous learning such as the rights of women, poverty and so on. Students will explore the concept of social justice. Human rights. Responsibility. Prejudice and discrimination Students will learn Concepts of prejudice and discrimination. Students learn Christian views on prejudice and discrimination based on disability. Islamic views on prejudice and discrimination based on disability. Case study: Sally Phillips (has a son with Down's syndrome). The role of positive discrimination. Students learn Christian and Muslim views on prejudice and discrimination based on race (Martin Luther King, Jesus' teachings, Muhammad's teachings). Case study: the murder of Anthony Walker. The role of positive discrimination. Students learn Christian views on the roles of women. Issues surrounding female ordination. Case study: Libby Lane. Treatment of women. Use of hijab (impact of culture). Students learn problems of poverty. Responsibility of those living in poverty. Exploitation: situation in Britain. Fair pay. People trafficking.</i></p>	<p>Non-religious views:</p> <p><i>Pupils will learn Big bang theory as the majority view. God particle. First cause argument and criticism. Scientific Views on the Origins of the Humanity Pupils will learn Evolution. The selfish gene. The design argument and criticisms. History of Atheism Pupils will learn Enlightenment and epistemology. 20th century development of atheism. Pupils will learn How humanism has developed. References to origins of the universe. Equipment You will need two different coloured pens: black or blue and another coloured pen, such as green or red. 5. Understanding of Religion in Sociology Pupils will learn Marx and God as a social construct. Understanding of Religion in Psychology Pupils will learn Freud - religion as wish fulfilment. Jung - religion as collective unconscious. Pupils will learn What is utilitarianism? Application of utilitarianism to Jim and the indians. Strengths and weaknesses.</i></p>			

<p>4JMC</p>	<p>Attitudes to wealth and poverty:</p> <p><i>This unit is the first unit that students study that is not directly connected to religion. It does however, contain relevant and applicable ideas to religion such as inequality, the importance of helping others. It also encourages students not to take things at face value.</i></p> <p><i>Shelter</i></p>	<p>Buddhism:</p> <p><i>To introduce some key beliefs that Humanists hold. These include where humans come from and the qualities that make humans special. Students will explore different ways that Humanists find the truth and decide what to believe. We can then learn more about how Humanists view the world around them. How do Humanists work out what is right or wrong? What do Humanists believe about life and death? Students think about why Humanists value life, and what they believe happens after death. How do Humanists celebrate different life events? What famous Humanists can we learn from?</i></p>	<p>Looking after the planet:</p> <p><i>The first 2 units for this pathway focus on the students' immediate and wider world. The unit focuses on how we, as humans, are responsible for the welfare of our planet and its wildlife. This gives students a wider understanding of the world around them and the ethics behind looking after the planet and acting as stewards.</i></p>