

**Year 10 GCSE RS (6 lessons a fortnight)**

<b><u>Unit</u></b>	<b><u>Lessons</u></b>	<b><u>KAT</u></b>	<b><u>Essential Knowledge, Understanding and Skills.</u></b>
Christian Beliefs	21	<p>Students do 3 KATs per unit-</p> <ul style="list-style-type: none"> <li>•2x AO1 question practice</li> <li>•1x Past paper for this topic</li> </ul> <p>In addition to this, students will do another 12 mark question and will do knowledge check quizzes and retrieval practices (Blooket)</p>	<p>Students are expected to know what Christians believe about the following topics. Students should understand how believing these things influences the ways that believers live their lives. They are expected to be able to explain differences in Christian denominational thought about the topics and evaluate these differences in belief.</p> <p>The nature of God:</p> <ul style="list-style-type: none"> <li>• God as omnipotent, loving and just</li> <li>• the oneness of God and the Trinity: Father, Son and Holy Spirit.</li> <li>• Creation:</li> <li>• Christian beliefs about creation including the role of Word and Spirit: (John 1:1-3 and Genesis 1:1-3).</li> <li>• Beliefs about the afterlife and their importance:</li> <li>• resurrection and life after death</li> <li>• judgement, heaven and hell. <ul style="list-style-type: none"> <li>• Jesus Christ and salvation</li> </ul> </li> </ul> <p>Beliefs and teachings about:</p> <ul style="list-style-type: none"> <li>• the incarnation and Jesus as the Son of God</li> <li>• the crucifixion, resurrection and ascension</li> <li>• sin and the means of salvation, including law, grace and Spirit</li> <li>• the role of Christ in salvation including the idea of atonement.</li> </ul>
Jewish Beliefs	21		<p>Students are expected to know what Jews believe about the following topics. Students should understand how believing these things influences the ways that believers live their lives. They are expected to be able to explain differences in Jewish denominational thought about the topics and evaluate these differences in belief.</p> <p>The nature of God:</p> <ul style="list-style-type: none"> <li>• God as one</li> <li>• God as Creator</li> <li>• God as Law-Giver and Judge.</li> <li>• The divine presence (Shekhinah).</li> <li>• Beliefs about life after death, including judgement and resurrection.</li> </ul>

		<ul style="list-style-type: none"> <li>• The importance of the sanctity of human life, including the concept of 'saving a life' (Pikuach Nefesh).</li> <li>• The nature and role of the Messiah.</li> </ul> <p>The Covenant and the mitzvah</p> <ul style="list-style-type: none"> <li>• The promised land and the Covenant with Abraham.</li> <li>• The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments.</li> <li>• Key moral principles including justice, healing the world and kindness to others.</li> <li>• The relationship between free will and the 613 mitzvah.</li> <li>• Mitzvah between man and God and mitzvah between man and man, including their difference and importance.</li> </ul>
Religion, human rights and social justice	21	<p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all these issues.</p> <p>Human rights</p> <ul style="list-style-type: none"> <li>• Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.</li> <li>• Issues of equality, freedom of religion and belief including freedom of religious expression.</li> <li>• Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.</li> <li>• Social justice.</li> </ul> <p>Racial prejudice and discrimination.</p> <ul style="list-style-type: none"> <li>• Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.</li> </ul> <p>Wealth and poverty</p> <ul style="list-style-type: none"> <li>• Wealth, including: <ul style="list-style-type: none"> <li>• the right attitude to wealth</li> <li>• the uses of wealth.</li> </ul> </li> <li>• The responsibilities of wealth, including the duty to tackle poverty and its causes.</li> <li>• Exploitation of the poor including issues relating to:</li> </ul>

		<ul style="list-style-type: none"> <li>• fair pay</li> <li>• excessive interest on loans</li> <li>• people-trafficking.</li> <li>• The responsibilities of those living in poverty to help themselves overcome the difficulties they face.</li> <li>• Charity, including issues related to giving money to the poor.</li> </ul>
Human Relationships	21	<p>Students are expected to know what believers think about these topics and understand how atheism may challenge such beliefs. Students are expected to explain a range of different viewpoints on these topics and be able to evaluate the persuasiveness of different opinions.</p> <p>Sex, marriage and divorce</p> <p>Religious teachings, beliefs and attitudes about:</p> <ul style="list-style-type: none"> <li>• human sexuality including heterosexual and homosexual relationships</li> <li>• sexual relationships before and outside of marriage</li> <li>• contraception and family planning.</li> </ul> <p>Religious teachings, beliefs and attitudes about:</p> <ul style="list-style-type: none"> <li>• the nature and purpose of marriage</li> <li>• same-sex marriage and cohabitation</li> <li>• divorce, including reasons for divorce, and remarrying.</li> </ul> <p>Families and gender equality</p> <ul style="list-style-type: none"> <li>• Religious teachings, beliefs and attitudes about the nature of families, the role of parents, extended families and the nuclear family.</li> <li>• Religious teachings, beliefs and attitudes about the purpose of families, including: <ul style="list-style-type: none"> <li>• procreation</li> <li>• stability and the protection of children</li> <li>• educating children in a faith.</li> </ul> </li> <li>• Religious teachings, beliefs and attitudes about contemporary family issues including same-sex parents and polygamy.</li> <li>• Religious teachings, beliefs and attitudes about: <ul style="list-style-type: none"> <li>• the roles of men and women</li> <li>• gender equality</li> <li>• gender prejudice and discrimination, including examples.</li> </ul> </li> </ul>

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Christian Beliefs							End of Unit Assessment and DIRT	Jewish Beliefs	

Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20
Jewish Beliefs					End of Unit Assessment and DIRT	Religion, Human Rights and Social Justice			

Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Religion, Human Rights and Social Justice			End of Unit Assessment and DIRT	Religion and human relationships					

Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Religion and human relationships		End of Unit Assessment and DIRT	Revision for end of Y10 assessments			End of Y10 mock exams	DIRT and fixing Y10 misconceptions		

**Year 11 GCSE RS (6 lessons a fortnight)**

<u>Unit</u>	<u>Lessons</u>	<u>KAT</u>	<u>Essential Knowledge, Understanding and Skills.</u>
Christian Practices	18	<p>Students do 3 KATs per unit-</p> <ul style="list-style-type: none"> <li>•2x AO1 question practice</li> <li>•1x Past paper for this topic</li> </ul> <p>In addition to this, students will do another 12 mark question and will do knowledge check quizzes and retrieval practices (Blooket)</p>	<p>Students are expected to know what Christians believe about the following topics. Students should understand how believing these things influences the ways that believers live their lives. They are expected to be able to explain differences in Christian denominational thought about the topics and evaluate these differences in belief.</p> <p>Worship and festivals</p> <ul style="list-style-type: none"> <li>• Different forms of worship and their significance, including liturgical, informal (non-liturgical) and private worship.</li> <li>• Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.</li> </ul> <p>The role and meaning of the sacraments:</p> <ul style="list-style-type: none"> <li>• the meaning of sacrament</li> <li>• the sacrament of baptism and its significance for Christians, including infant and believers baptism</li> <li>• the sacrament of Eucharist and its significance for Christians, including different ways in which it is celebrated.</li> </ul> <p>The role and importance of pilgrimage and celebrations including:</p> <ul style="list-style-type: none"> <li>• two contrasting examples of Christian pilgrimage: Lourdes and Iona</li> <li>• the celebrations of Christmas and Easter.</li> </ul> <p>The role of the church in the local and worldwide community:</p> <ul style="list-style-type: none"> <li>• The role of the church in the local community, including food banks and street pastors.</li> <li>• The place of mission, evangelism and church growth.</li> <li>• The importance of the worldwide church including:</li> <li>• working for reconciliation</li> <li>• how Christian churches respond to persecution</li> <li>• the work of one of the following: Catholic Agency For Overseas Development (Cafod), Christian Aid, Tearfund.</li> </ul>
Jewish Practices	18		<p>Students are expected to know what Jews believe about the following topics. Students should understand how believing these things influences the ways that believers live their lives. They are expected to be able to explain</p>

		<p>differences in Jewish denominational thought about the topics and evaluate these differences in belief.</p> <p>The synagogue and worship</p> <ul style="list-style-type: none"> <li>• <i>The synagogue and its importance.</i></li> <li>• The design and religious features of synagogues including reading platform (bimah), ark (aron hakodesh), ever burning light (ner tamid) and associated practices.</li> <li>• Public acts of worship including:</li> <li>• synagogue services in both Orthodox and Reform synagogues</li> <li>• the significance of prayer, including Amidah, the standing prayer.</li> <li>• Shabbat in the home and synagogue and its significance. • Worship in the home and private prayer.</li> <li>• The written law (the Tenakh) and the oral law (Talmud), their use and significance in daily life.</li> </ul> <p>Family life and festivals</p> <ul style="list-style-type: none"> <li>• Rituals and their significance:</li> <li>• ceremonies associated with birth including Brit Mila.</li> <li>• Bar and Bat Mitzvah</li> <li>• the marriage ceremony</li> <li>• mourning rituals.</li> <li>• Dietary laws and their significance:</li> <li>• kosher and treyfah</li> <li>• separation of milk and meat.</li> <li>• Festivals including the origins and meaning of:</li> <li>• Rosh Hashanah and Yom Kippur</li> <li>• Pesach.</li> </ul>
Peace and Conflict	15	<p>Students are expected to know what believers think about these topics and understand how atheism may challenge such beliefs. Students are expected to explain a range of different viewpoints on these topics and be able to evaluate the persuasiveness of different opinions.</p> <p>Religion, violence, terrorism and war</p> <ul style="list-style-type: none"> <li>• Religious teachings, beliefs and attitudes about the meaning and significance of:</li> <li>• peace</li> </ul>

		<ul style="list-style-type: none"> <li>• justice</li> <li>• forgiveness</li> <li>• reconciliation</li> <li>• Religious teachings, beliefs and attitudes about:</li> <li>• violence, including violent protest</li> <li>• terrorism</li> <li>• Religious teachings, beliefs and attitudes about:</li> <li>• reasons for war including greed, self-defence and retaliation</li> <li>• the just war theory including the criteria for a just war</li> <li>• holy war.</li> <li>• Religious teachings, beliefs and attitudes about pacifism.</li> </ul> <p>Religion and belief in 21st century conflict</p> <ul style="list-style-type: none"> <li>• Religion and belief as a cause of war and violence in the contemporary world.</li> <li>• Religious attitudes to nuclear weapons and the use of weapons of mass destruction.</li> <li>• Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.</li> <li>• Religious responses to the victims of war including the work of one present day religious organisation.</li> </ul>
Life	15	<p>Students are expected to know what believers think about these topics and understand how atheism may challenge such beliefs. Students are expected to explain a range of different viewpoints on these topics and be able to evaluate the persuasiveness of different opinions.</p> <p>The origins and value of the universe</p> <ul style="list-style-type: none"> <li>• Religious teachings about the origins of the universe, including different interpretations of these.</li> <li>• The relationship between scientific views, such as the Big Bang theory, and religious views.</li> <li>• Religious teachings about the value of the world and the duty of human beings to protect it, including stewardship, dominion, responsibility, awe and wonder.</li> <li>• Religious teachings, beliefs and attitudes about the use and abuse of the environment, including the use of natural resources, pollution.</li> </ul>

			<ul style="list-style-type: none"> <li>• Religious teachings, beliefs and attitudes about the use and abuse of animals, including animal experimentation and the use of animals for food.</li> </ul> <p>The origins and value of human life</p> <ul style="list-style-type: none"> <li>• Religious teachings, beliefs and attitudes about the origins of human life, including different interpretations of these.</li> <li>• The relationship between scientific views, such as evolution, and religious views.</li> <li>• The concepts of sanctity of life and the quality of life.</li> <li>• Religious teachings, beliefs and attitudes about abortion, including situations when the mother's life is at risk.</li> <li>• Religious teachings, beliefs and attitudes about euthanasia.</li> <li>• Religious teachings, beliefs and attitudes about death and an afterlife.</li> </ul>
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Christian Practices					End of Unit Assessment and DIRT	Jewish Practices			

Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20
Jewish Practices	End of Unit Assessment and DIRT	Religion, Peace and Conflict					End of Unit Assessment and DIRT	Religion and life	

Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Life			End of Unit Assessment and DIRT	Revision and exam question practice.					

Week 31	Week 32	
GCSE Exams		