

Year 10 and 11 Religious Studies Curriculum

Unit:	Core knowledge/skill development/Key questions:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
Part 1: Beliefs, teachings & Practices Component A: Christianity = Beliefs and Teachings	<p>Nature of God</p> <ol style="list-style-type: none"> 1. Be able to explain why each of these characteristics of God are important for Christians. 2. Be able to explain problems and possible contradictions associated with characteristics of God and the different interpretations of the nature of God by different denominations. 	<p>RS year 10 begins with Christianity as the most familiar of the two faith's students study with previous teaching at KS2 and KS3. The units all build on students' religious knowledge developed at KS3 – understanding of forgiveness and reconciliation, attitudes towards violence and conflict, creation stories, festivals and practices that make up the religious worship of major religions.</p>	<p>Assessment FOR learning will be ongoing throughout the unit via FORMS quizzes, lessons quizzes using whiteboards, traffic lights and think, pair share activities will be used throughout each unit to evaluate student understanding and then lead to responsive teaching when misconceptions are identified amongst the group.</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Cross over with History, English and other essay based subjects – the ability to construct coherent, evidenced and persuasive extended answers.</p>	<p>Discussion, videos, reading, independent presentations and mean there is involvement of all the HPL traits. But in particular:</p> <p>Analysing – critical and logical thinking (argue, reason and seek evidence for practices of each religion and the justification of their actions based on their faith e.g. acceptance of the use of force).</p> <p>Linking – Connection finding (use connections from past experiences to seek possible generalisations).</p>	<p>Homework is set regularly, according to the school policy. This will include wider reading, research, exam questions and videos.</p> <p>Extra reading materials is available via Teams and will include book extracts, articles and news stories.</p> <p>Consolidation / Revision tasks set several times per unit BUT especially before each major assessment point.</p>
	<p>Concept of the Trinity</p> <ol style="list-style-type: none"> 1. Know the concept of the Trinity as one God, three persons (Father, Son, Holy Spirit) 2. Be able to describe each part of the Trinity and explain how they are linked together. 3. Be able to explain how the Trinity leads 	<p>Leads to: greater use/understanding of religious terminology / understanding of religious rituals and approaches in both Islam and Christianity</p> <p>The SOW works through each sub-unit</p>	<p>Mid point of the unit – a knowledge check using some short and longer answer practice questions.</p> <p>End of each unit will be assessed with a test under exam conditions using a mixture of short answer, resource based and longer answer/extended</p>		<p>Analysing - Precision (Ability to work effectively within the rules of a domain).</p> <p>Meta Thinking Meta Cognition (knowingly use a wide range of thinking approaches to transfer</p>	

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	<p>to issues related to the nature of God.</p> <p>Biblical accounts of Creation</p> <ol style="list-style-type: none"> 1. Know the role of God the father as creator in the Genesis accounts. Know the role of the Spirit in Genesis 1-2, as the agent of God. And to know the role of the Word in John 1 and be able to explain how this links to beliefs and teachings about Jesus (linking him to creation and to his pre-existence). 2. Be able to explain the role and purpose of human beings according to the Genesis accounts. 3. Be able to explain how different emphases given to sources of wisdom and authority by different Christian denominations leads 	<p>linked to the OCR specification and follows the sequence recommended by the exam board.</p> <p>Ultimately the SOW reflects the nature of the RS exam for OCR. There are TWO parts to the exam: Part 1 = is examined with two one hour papers on each of the religions studied (Christianity & Islam). Part 2 = the philosophical and ethical themes are examined over four themes.</p> <p>How the SOW is taught reflects the break down of the exam content structure.</p>	<p>questions which require students to apply knowledge to address exam questions. These end of unit exams may also incorporate interleaving with additional questions from previous learning to force students to recall back and build-in the importance of interleaving revision.</p> <p>Major assessment points which will be completed more formally include:</p> <ol style="list-style-type: none"> 1. Nov/Dec in Yr10 will be a larger assessment point covering just before Census one and will include assessing students application to the longer answer questions. 		<p>knowledge from one circumstance to another).</p> <p>Realising – Speed and Accuracy</p>	

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	<p>to different views on the compatibility of Creation accounts with science.</p> <p>The problem of evil and suffering and a loving righteous God</p> <ol style="list-style-type: none"> 1. Know Christian beliefs about the causes of evil, including Augustine’s Theodicy, Ireneaus’ Theodicy, and teachings in the book of Job. 2. Be able to explain how the Fall of mankind is seen as the result of Free Will. 3. Be able to explain the concept of original sin. 4. Be able to explain what Christians mean by the concept of Good. 5. Be able to explain different Christian viewpoints on the problem of the existence of evil and 		<p>Completed in class.</p> <ol style="list-style-type: none"> 2. May/June in Yr10 with an End of Year exam (PPE). This will be summative assessment of all units covered in the first year. 3. Oct/Nov in Year 11 will be a PPE based on paper 1. This will be at least 1 hour long and completed under exam conditions. 4. March in Year 11 will be a PPE based on both paper 1 & 2 and will cover all of the topics taught in their final year. 			

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	<p>suffering: how an omnipotent God can allow evil and suffering if he is also benevolent and righteous</p> <hr/> <p>Jesus Christ – the incarnation, crucifixion, resurrection and ascension</p> <ol style="list-style-type: none"> 1. Be able to explain the role and importance of Jesus' teachings and life as an example for Christians. 2. Be able to explain the Christian ideal as expressed in Jesus' teaching in the Sermon on the Mount. 3. Be able to explain different Christian beliefs about Jesus. Including the incarnation, the crucifixion, the resurrection and the ascension. 4. Be able to explain how and of these 					

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	<p>aspects are important to Christians in their life and worship.</p> <p>5. Be able to explain different Christian beliefs about these each of these aspects.</p> <hr/> <p>The concept of salvation</p> <p>1. Be able to explain the role of Christ in salvation: the sacrifice of Christ – paying the ransom to God for the sins of the world</p> <p>2. Be able to explain issues related to salvation: the belief in forgiveness and repentance for all.</p> <p>3. Be able to explain the nature of atonement for Christians.</p> <p>4. Be able to explain different Christian beliefs about the need for salvation.</p>					

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	<p>5. Be able to explain different Christian beliefs about the role of Jesus Christ in salvation.</p> <p>Eschatological beliefs and teachings</p> <p>1. Know the meaning of the terms resurrection, life after death, heaven and hell.</p> <p>2. Know the apocalyptic ideas in the Early Church.</p> <p>3. Be able to explain different Christian beliefs about the Second Coming of Christ (Parousia).</p> <p>4. Be able to explain different Christian beliefs about death, judgment, purgatory, heaven and hell.</p>					
<p>Part 1: Beliefs, teachings & Practices</p> <p>Component A: Christianity = Practices</p>	<p>Worship</p> <p>1. Know the structure of church services, for example Anglican Communion service,</p>					

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	<p>Roman Catholic mass, Quaker meeting, Greek Orthodox service, Methodist Sunday morning worship.</p> <p>2. Be able to explain the role and importance of individual prayer, private prayer and devotion for Christians.</p> <p>3. Be able to explain the role and importance of private and public worship to Christian communities and individuals.</p> <p>Sacraments</p> <p>1. Be able to explain the role of Baptism and Eucharist in the life of a Christian.</p> <p>2. Be able to explain different Christian attitudes towards the Sacraments, including which practices are considered by</p>					

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	<p>different Christian denominations to be a sacrament.</p> <p>Prayer</p> <ol style="list-style-type: none"> 1. Be able to explain the concept of prayer, the impact and importance of prayer to a Christian and the role & use of the Lord's prayer. 2. Be able to explain different types and uses of prayer in worship for individuals and communities including adoration, confession, thanksgiving, supplications, grace, intercessions, 'praying in the spirit', chants and meditational prayers. <p>The role and importance of pilgrimage and Christian celebration</p>					

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	<ol style="list-style-type: none"> 1. Be able to explain the concept of pilgrimage. 2. Know the origin of Christmas and Easter. 3. Be able to explain the impact and importance of Advent and Christmas celebrations to Christians. 4. Be able to explain the impact and importance of Lent, Holy Week and Easter celebrations to Christians. 5. Be able to explain different Christian attitudes towards the importance of pilgrimages. 6. Be able to explain different Christian attitudes towards to role and importance of celebrations. <p>The role of Church in local community and living practices</p>					

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	<ol style="list-style-type: none"> 1. Be able to explain the meaning and importance of rites of passage. 2. Be able to explain the ways in which church communities nurture and support families, for example Sunday schools, youth clubs, mother and child groups, visiting the elderly and the sick. 3. Be able to explain different Christian attitudes and practices connected with the celebration of marriage & funerals 					
	<p>Mission</p> <ol style="list-style-type: none"> 1. Know the meaning of the term mission & importance of mission in the modern church. 2. Know the meaning of the term evangelism & attitudes on the importance of 					

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	<p>evangelism in the modern church.</p> <p>3. Be able to describe the growth of new forms of church.</p> <p>4. Be able to explain reasons for the growth of new forms of church.</p> <hr/> <p>The role of the Church in the wider world</p> <p>1. Be able to explain the meaning of the word Church (spiritual and temporal) and of churches and individual communities.</p> <p>2. Be able to explain the way in which the Church is being persecuted in the 21st century & how the church is supported.</p> <p>3. Be able to explain the purpose of at least one of the following Christian aid agencies:</p>					

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	Christian Aid, Tearfund, Cafod.					
Part 1: Beliefs, teachings & Practices Component B: Islam = Beliefs & teachings	Beliefs & teachings 1. Core beliefs 2. Nature of Allah 3. Prophethood 4. Books 5. Angels 6. Eschatological beliefs					
Part 1: Beliefs, teachings & Practices Component B: Islam = Practices	Practices 1. The importance of the practices 2. Public acts of worship 3. Private acts of worship 4. Zakah 5. Sawm 6. Hajj 7. Festivals and special days 8. Jihad					
Part 2: Religion, philosophy & ethics in the modern world from a Christian perspective	Relationships 1. What are the attitudes towards the role and purpose of the Christian family, marriage and					

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	<p>different attitudes towards sexual relations</p> <p>2. Christian teachings and attitudes on the roles of men and women in both the family context and the wider church community.</p> <p>What are Christian attitudes towards understanding of equality and the influence of culture on these views.</p> <p>The existence of God</p> <p>1. To understand the Christian response to the 'question of God' including understanding what God is like and he relationship with the world.</p> <p>2. The nature of reality i.e. the arguments for the existence of God</p>					

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	<p>3. The ways in which Christians believe God has been revealed.</p>					
	<p>Religion, peace and conflict</p> <p>1. What are the Christian understandings of violence and conflict.</p> <p>2. To understand the ideas of pacificism, peace and peace making and whether it is acceptable to use violence.</p> <p>3. To explain the concept of forgiveness, reconciliation and justice and the Christian teachings on social injustice.</p>					
	<p>Dialogues within and between religious and non religious beliefs and attitudes.</p>					

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	<p>1. What are the challenges for religion in modern British society e.g. Potential clashes between religious teachings and scientific development in medical ethics, including:</p> <ul style="list-style-type: none"> • Euthanasia and the right to die • Abortion • Issues of genetic manipulation • The creation of life <p>2. The relationship between religion and wider society, including:</p> <ul style="list-style-type: none"> • Religion and national identity • Proselytisation <p>3. Christian values and ideals shared with:</p> <ul style="list-style-type: none"> • Atheism • Agnosticism • Humanism • Secularism 					

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	4. Potential areas of disagreement and difference between Christianity and the following: <ul style="list-style-type: none"> • Atheism • Agnosticism • Humanism • Secularism 					