



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Topic</b>	Human Rights and Social Justice 1	Human Rights and Social Justice 2	Origins and Value of the Universe 1	Origins and Value of the Universe 2	Buddhist Key Beliefs	Religion, relationships and families	
<b>Content</b>	<ul style="list-style-type: none"> <li>Prejudice and discrimination in religion, women and homosexuals.</li> <li>Freedom or religion</li> <li>Human Rights and responsibilities</li> <li>Social Justice</li> <li>Racial prejudice and discrimination</li> <li>Positive discrimination and equality.</li> </ul>	<ul style="list-style-type: none"> <li>Wealth – good uses of wealth.</li> <li>Responsibility of wealth to help tackle poverty.</li> <li>Exploitation of the poor, fair pay, excessive interest on loans, people trafficking.</li> <li>Responsibility of people in poverty to help themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Religious teachings on the origins of the universe</li> <li>Relationship between Big Bang, Evolution, Creationism and religious views.</li> <li>Value of the world and protection of it. Stewardship, dominion, awe and wonder.</li> </ul>	<ul style="list-style-type: none"> <li>Use and abuse of the environment, natural resources and pollution.</li> <li>Use and abuse of animals, experimentation and farming / food.</li> </ul>	<ul style="list-style-type: none"> <li>The birth of the Buddha</li> <li>The Four Sights</li> <li>The Buddha's ascetic life</li> <li>The Buddha's Enlightenment</li> <li>The Dharma</li> <li>The Three Marks of Existence</li> <li>The Four Noble Truths</li> <li>The Five Skandhas</li> </ul>	<ul style="list-style-type: none"> <li>Heterosexual and Homosexual relationships</li> <li>Contraception</li> <li>Marriage, Same sex-marriage and Cohabitation</li> <li>Divorce – arguments for and against.</li> <li>Families and gender equality</li> <li>Roles of men and women</li> </ul>	
<b>Rationale/ Linking</b>	<p>To build on prior knowledge from the middle school curriculum and deliver the aims of the Staffordshire Agreed RE syllabus, students are encouraged to explore, investigate and reflect on key elements of religious belief and practice. The course starts with a topic which focuses on equality and diversity and that prepares students for life in multi-cultural Britain; the catchment for TAHS is not diverse and the RE Curriculum equips students with knowledge and understanding of specific religions and world views to promote tolerance and prevent negative attitudes towards diversity. The Year 9 topics help pupils to build up a core base of relevant knowledge and insights and supports them as they explore the "big questions" about life and formulate and express their own views and values. For each topic, the Christian response (main religion of the UK) and Buddhist / Islamic views are also learnt. Diversity within religious groups and reasons for this is also explored. A topic on Judaism aligns with the Y12 students' visit to Auschwitz and provides students with greater understanding of Jewish beliefs and values and highlights misconceptions about the Jewish religion. The fundamental issues of the origins and value of life are explored which sets the foundations for further studies in Y10 and 11. The course encourages students to investigate the impact of beliefs and practices on lifestyles, attitudes and gives students the opportunity to evaluate personal responses which is a key feature of the GCSE course at KS4.</p>						
<b>Assessment</b>	<p><i>Assessment 1 - Multiple choice re-call.</i>  <i>Assessment 2 – comparison between religious and secular viewpoints</i>  <i>Assessment 3 – evaluation about the use of animals in experimentation.</i>  <i>Assessment 4 -</i>  <i>Each lesson uses retrieval to support students to remember content and to make connections with other areas of study.</i></p>			<b>Learning Resources</b>		<p><b>Knowledge Organisers</b>  <b>Knowledge Organisers</b>  <b>Department Revision Cards</b></p>	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Topic</b>	War and Peace	Religion and life Medical Ethics	Religion Crime and Punishment	Religion Crime and Punishment	Christianity – Beliefs and teachings 1	Christianity – Beliefs and teachings	
<b>Content</b>	<ul style="list-style-type: none"> <li>Peace</li> <li>Justice</li> <li>Forgiveness</li> <li>Reconciliation</li> <li>Violence</li> <li>Terrorism</li> <li>Reasons for war, greed, self-defence and retaliation.</li> <li>Just War Theory</li> <li>Holy War</li> <li>Pacifism.</li> <li>Religion as a cause of war</li> <li>Nuclear weapons and deterrence</li> <li>Peacemaking</li> <li>Victims of war</li> </ul>	<ul style="list-style-type: none"> <li>Sanctity of life</li> <li>Quality of life</li> <li>Abortion reasons for – arguments for and against.</li> <li>Euthanasia</li> <li>Beliefs about life after death and the afterlife</li> </ul>	<ul style="list-style-type: none"> <li>Good and evil intentions – <i>can it ever be good to cause suffering?</i></li> <li>Reasons for crime – <i>poverty, upbringing, mental illness and addiction, greed, hate, opposition to unjust law.</i></li> <li>Views about people who break the law and types of crime, <i>hate crimes, theft and murder.</i></li> </ul>	<ul style="list-style-type: none"> <li>Aims of punishment, retribution, deterrence, reformation.</li> <li>The treatment of criminals, prison, corporal punishment, community service.</li> <li>Forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>The nature of God (omnipotent, loving, just.</li> <li>The problem of evil and suffering</li> <li>The oneness of God – Trinity</li> <li>Different Christian beliefs about the creation.</li> <li>Different Christian beliefs about the afterlife and its importance. (life after death, judgement, heaven and hell)</li> <li>Challenges to Christianity raised by Atheists and Humanists (secular world views)</li> </ul>	<ul style="list-style-type: none"> <li>Incarnation – Jesus as Son of God.</li> <li>The Crucifixion, resurrection and ascension</li> <li>Concept of sin and Original Sin</li> <li>Salvation and Atonement.</li> </ul>	
<b>Rationale/ Linking</b>	<p>In Year 10 students learn different religious perspectives on the themes studied. The themes of War and Peace and Medical ethics build upon the origins and value of life topics that are taught in Year 9. Teaching the ethical themes first establishes critical thinking about Christian, Buddhist and, on occasion, Islamic views; these are developed in Y11. Students also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the local context and the modern world. There is an emphasis on building evaluative skills and developing synoptic and comparative thinking between comparative religions; this allows students to learn from Christianity (main Abrahamic religion of the UK) and from Buddhism, a Dharmic religion, and prepares them for KS4 assessment. Studying the ethical themes equips students to think about 'big questions', express their own views and evaluate the beliefs of others in preparation for a religiously plural society. There are frequent opportunities for students to share relevant career pathways with students that are relevant to each theme. Towards the end of the year students learn the specific beliefs, teachings and practices of Christianity and their basis in Christian sources of wisdom and authority. This introduces to students to alternative ethical theories e.g.. Utilitarianism and atheistic critiques so that students explore the relationship between religious and secular world views.</p>						
<b>Assessment</b>	<p><i>Assessment 1 - Multiple choice re-call and 4 and 5-mark answers.</i>  <i>Assessment 2 – Multiple choice re-call, 2- mark answers , 12-mark question</i>  <i>Assessment 3 – 12-mark answer on Capital Punishment.</i>  <i>Assessment 4 -</i>  <i>Y10 Mock Exam</i>  <i>Retrieval activities in every lesson.</i></p>			<b>Learning Resources</b>		<p><b>Year 10 RE Resource Team</b>  <b>Knowledge Organisers</b>  <b>Department Revision Cards</b>  <b>Screen Casts of topics and core skills</b>  <b>Departmental revision guide</b></p>	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Christianity Practices	Christianity Practices	Buddhism Practices	Buddhist Practices and review.	Revision for GCSE Exam	
<b>Content</b>	<ul style="list-style-type: none"> <li>Different forms of worship (Liturgical, non-liturgical private)</li> <li>Prayer and its significance – (Lord's Prayer, informal and set prayers)</li> <li>Sacraments (Baptism and Holy Communion)</li> <li>Pilgrimage (Lourdes and Iona)</li> <li>Easter</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>The Role of the Church in the local and worldwide community</li> <li>Foodbanks</li> <li>Street Pastors</li> <li>Mission / Evangelism</li> <li>Reconciliation</li> <li>Persecution</li> <li>Christian Aid Charity.</li> </ul>	Buddhist places of worship (temples, shrines, monasteries etc.) Key features of worship, artefacts and offerings The significance of Puja (chanting, mantras, malas) Meditation (Samatha and Vipassana) Visualisation Buddhist Death rituals and ceremonies. Buddhist Festivals, (Wesak and Parinirvana Day).	Karma and rebirth Compassion (Karuna) Loving kindness (Metta) Five Moral Precepts Six Perfections		
<b>Rationale/ Linking</b>	<p>In year 11 students build on the skills and content acquired in Yer 10 and learn the specific beliefs, teachings and practices of Buddhism and their basis in Buddhist sources of wisdom and authority. The in-depth study of both Christianity and Buddhism is sequenced at the end of Year 10 and the start of Year 11 so that students can utilise a wider religious vocabulary which has been built up over the previous two years; this helps them to approach complex religions and philosophical concepts (e.g.. the problem of evil) with more confidence. Students acquire knowledge and understanding of some religious stories, texts, lifestyles and symbols and can express how these relate to religious and secular experiences. The curriculum continues to build evaluative skills and develop synoptic and comparative thinking between Christian and Buddhist beliefs and practices. There are frequent opportunities for students to show how these religious beliefs and teachings have implications for the ethical themes they have learnt in Year 10. Students are taught to draw on local, national and global examples to evidence their arguments and to generate their own personal response in preparation for the KS4 assessment and additionally for life in a diverse and plural Britain. There are planned assessment opportunities to support the preparation for the Y11 exam and each lesson retrieves information that has been previously taught to connect and rehearse knowledge and skills required for the AQA Full Course Examinations.</p>					
<b>Assessment</b>	<p><i>Assessment 1 - Multiple choice re-call and 4 and 5-mark answers.</i>  <i>Assessment 2 – Multiple choice re-call, 2- mark answers and 12-mark answer on Baptism.</i>  <i>Y11 Mock Exam</i></p>			<b>Learning</b>		<p><b>Year 11 RE Resource Team</b>  <b>Knowledge Organisers</b>  <b>Department Revision Cards</b>  <b>Screen Casts of topics and core skills</b></p>