

Subject: Year 10 GCSE Religious Studies

Year 10 Curriculum Intent: The GCSE Religious Studies curriculum builds on some of the beliefs and practices studied during KS3 as well exploring some of the moral issues covered in greater depth. The curriculum zooms in to the in-depth study of the Christianity – the main religious tradition of Great Britain – and Islam – the most widely followed non-Christian religion in Great Britain. This national demographic is also reflected in the school population, hence the choice of these two religions. Edexcel GCSE Religious Studies B aims to help students to:

- Develop their knowledge and understanding of religions (Christianity and Islam) and non-religious beliefs, such as atheism and humanism.
- Develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying.
- Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.
- Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community.
- Demonstrate knowledge and understanding of two religions.
- Demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith.
- Understand the influence of religion on individuals, communities and societies.
- Understand significant common and divergent views between and/or within religions and beliefs.
- Apply knowledge and understanding in order to analyse questions related to religious beliefs and values.
- Construct well-informed and balanced arguments on matters concerned with religious beliefs and values.

In Y10 this is done through the following modules: Christian Beliefs, Muslim Beliefs, Marriage and the Family (through Christianity) and Crime and Punishment (through Islam).

	Scheme 1: Christian Beliefs	Scheme 2: Muslim Beliefs	Scheme 3: Marriage and the Family (through Christianity)	Scheme 3: Crime and Punishment (through Islam)
Acquire	Knowledge of Christian beliefs about the nature of God as Trinity, the creation of the universe and humanity, the Incarnation, the last days of Jesus’ life, the nature and significance of salvation and	Knowledge of the Six Beliefs of Sunni Islam, the 5 Roots of Usul ad-Din (Shi’a Islam), the nature of Allah, the nature and importance of Prophethood (Risalah), the nature, history and significance of Holy Books	Knowledge of the nature and importance of marriage and family life for Christians, the nature and importance of sexual relationships and divergent attitudes towards sex, support that is available for families	Knowledge of Muslim attitudes towards justice, Muslim responses to the nature, causes and problems of crime, Muslim teachings about the nature of good, evil and suffering, Muslim attitudes towards punishment,

	Christ's role in this, Christian eschatology, the Problem of Evil and Suffering and Christian solutions to this problem.	(Kutub), the nature and importance of angels (Malaikah), the nature and importance of predestination or Divine Decree (Al Qadr), and Muslim teachings about life after death and the Day of Judgement (Aakhirah).	from the local Parish, Christian attitudes to family planning, teachings connected to divorce and remarriage, roles of men and women in the family and roles of men and women in the church.	the main aims of punishment, Muslim teachings about forgiveness, Muslim teachings about the treatment of criminals, and divergent Muslim attitudes towards the death penalty.
Apply	Explain Christian beliefs about God as outlined in the Nicene Creed. Outline different Christian interpretations of the creation story as metaphorical or literal. Explain Christian beliefs about the identify, mission and significance of Jesus. Outline the Problem of Evil and Suffering and evaluate Christian Theodicies.	Outline Muslim beliefs about the nature of God based on the Qur'an, the nature and role of angels, the nature and significance of holy books, and the role and significance of the prophets. Explain different interpretations of Predestination. Outline Muslim beliefs about the Day of Judgement.	Explain traditional teachings about marriage, sexuality, family life and family planning. Outline divergent views within Christianity about sexual relationships. Explain how the Local Parish supports family life. Outline divergent Christian attitudes to the role of men and women in the family and in the church.	Outline Muslim beliefs about crime and punishment based on the Qur'an, the Hadith and the Sunnah and explain how this impacts how Muslims treat criminals. Explain the four main aims of punishment and link these to Muslim teachings. Evaluate divergent Muslim attitudes towards the death penalty.
Vocabulary	Trinity Nicene Creed Creation Fall Incarnation Sacrifice Crucifixion Resurrection Ascension Salvation Atonement Inconsistent Triad	Allah Qur'an Hadith Six Beliefs of Sunni Islam Five Roots of Usul ad-Din (Shi'a) Risalah (Prophethood) Malaikah (Angels) Kutub (Holy Books) Aakhirah (After life) Miad (Day of Resurrection) Al-Qadr (Divine Predestination) Adalat (Divine Justice)	Marriage Adultery Promiscuity Heterosexuality Homosexuality Nuclear Family Blended Family Same-sex Family Extended Family Local Parish Gender Prejudice Gender Discrimination	Adalat (Divine Justice) Crime Justice Restorative Justice Deterrence Retribution Protection Reformation MOSAIC Muslim Chaplain's Association Capital Punishment Torture
Assessment	Informal low stakes recall tasks.	Informal low stakes recall tasks.	Informal low stakes recall tasks.	Informal low stakes recall tasks.

	<p>Regular practice exam questions using a selection of self-assessment, peer-assessment and teacher assessment methods as appropriate.</p> <p><u>Milestone 1:</u> (closed book assessment): Half a GCSE exam paper focused on the Christian Beliefs module (two whole a, b, c, d questions).</p>	<p>Regular practice exam questions using a selection of self-assessment, peer-assessment and teacher assessment methods as appropriate.</p> <p><u>Milestone 2:</u> (closed book assessment): Half a GCSE exam paper focused on the Muslim Beliefs module (two whole a, b, c, d questions).</p>	<p>Regular practice exam questions using a selection of self-assessment, peer-assessment and teacher assessment methods as appropriate.</p> <p><u>PPE 1: Summer Exam</u> A whole GCSE exam paper focused on Christian Beliefs (one section), Muslim Beliefs (one section) and Marriage and the Family (two sections).</p>	<p>Regular practice exam questions using a selection of self-assessment, peer-assessment and teacher assessment methods as appropriate.</p> <p>N.B. <i>This module is assessed at the start of Y11.</i></p>
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