


Religious Studies Department – Year 10: INTERIM

 <p>Shirley High Curriculum Map</p>	<i>To build on the religious and ethical knowledge obtained in Y7, Y8 and Y9 and begin the GCSE looking at Relationship and Life and Death from a Christian, Muslim and Humanist perspective.</i>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Good and evil: recap Relationships: Family types roles, commitments, responsibilities	Relationships: wedding ceremonies, arranged marriages Divorce, adultery	Relationships: sex, contraception and homosexuality	Life and death: Creation and stewardship	Life and death: sanctity of life, abortion and euthanasia	Life and death: afterlife, and funeral rites.
Why Now?	<p>To build on work done in Y8 and Y9 about relationships and also how religions promote equality and tolerance (learnt in Y8). The recap will be at the start of the year to try and bridge the gap in the knowledge the pupils may have due to the lockdown.</p> <p>To build on work done in Y8 and Y9 about relationships and also how religions promote equality and tolerance, and to develop an understanding of how families play an important part in helping to build society. Pupils will also learn about how the differing beliefs people have, has led to more diverse relationships and family types</p>	To build on work done in Y8 about relationships, and look at how people may choose to show their commitment to each other, and why sometimes marriages fail. The topic will address how people's views on marriages and divorces have helped shaped the 21 st Century society. It will also address the misconceptions that exist regarding the differing religious attitudes to divorce.	To build on work done in Y8 and Y9 about relationships and tolerance, and look at the different ways, and the different relationships that love might be shown. The topic will address how people's views on sex and contraception has helped shaped the 21 st Century society. It will also address the misconceptions that exist regarding the differing religious attitudes to sex and homosexuality.	To build on work done in Y8 and look at religious and non-religious views on creation and how this informs them of our role in the world. The topic will address the similar views Christianity and Islam have with regards to taking care of the world and the life that exists within it. The unit of Life and Death has been placed at this stage of the GCSE, as the themes as the unit progresses become more and more sensitive.	To build on religious knowledge and ethics learnt in the lower school, and apply them to two sensitive ethical issues that they should now be mature enough to understand. The topic will address the similar and differing views Christianity and Islam have with regards to life, abortion and euthanasia. It will give students an awareness of the impact of people's beliefs in their lives and also in society.	To build on and examine further the religious knowledge and ethics learnt in the lower school, and to apply them to an important rite of passage. Again, this requires a level of maturity that should now be evident The topic will address the similar and differing views Christianity and Islam have with regards to the afterlife, and the importance of funeral rites to both sets of communities.
	The overall objective of RS, is to tackle the misconceptions and misunderstandings people have about others in society and the world. It is to give students an awareness of the impact of people's beliefs in their lives and also in society. We want the students to learn that we live in a diverse world, and that we should learn about our similarities that unite us, but also understand the differences we have and celebrate them. Each one of the topics above address this intention and naturally link together in the sequence shown above.					
Fundamental Concepts	The importance of family life to society, and how the values taught within them help shape the communities that we live in.	The importance of marriages and the symbolism in weddings, and the importance of creating a family to religious believers. Also to understand why marriages sometimes fail and how religions respond to this.	Religious and non-religious attitudes to sex. The use of contraception, why some forms are and are not allowed in some religions. Look at the traditional and modern view on homosexuality.	Religious and non-religious views on how the universe was created. Look at philosophy's view on creation. And examine the scientific theories of big bang and evolution.	The importance of knowing how all life is important to religious believers and how that is applied to a believers everyday life. To apply this belief to two ethical issues, abortion and euthanasia.	Religious and non-religious attitudes to what happens to us once we die. Look at the purpose behind the funeral ceremonies, and why they are important to people.
Students will...	<p>Learn about: Good and evil: recap. - Morality and virtues. To understand how people make moral decisions.</p> <p>- Religious attitudes to crime and punishment: to understand what the aims of punishment are, and the different views on the Death Penalty</p> <p>- to explain religious attitudes to forgiveness.</p> <p>- to explore the origin of evil in Christianity and Islam.</p> <p>- to examine the problem of evil.</p> <p>Relationships: - what is family: Look at the changing nature of families and what has led to these changes taking place.</p> <p>- roles: look at the traditional viewpoints on the different roles there are within the family, and compare it with modern attitudes, with regards to gender equality.</p> <p>- commitment and responsibilities: explore what it means to be committed in a relationship, and the many responsibilities there are within a relationship.</p> <p>Note: last topic may overrun into Autumn 2.</p>	<p>Learn about: - wedding ceremonies: look at the organisation, structure and symbolic meanings behind wedding ceremonies in - Christianity - Islam (nikkah) - Humanism</p> <p>- arranged marriages: look at what an arranged marriage is, and address the misconceptions that surround them.</p> <p>- Divorce: explore the reasons why marriages fail.</p> <p>- compare the different Christian attitudes to divorce and why they hold these views (Catholic, Anglican and Methodist) - look at Muslim attitudes to divorce. - explain religious and non-religious views to adultery, and examine if they are still relevant in the modern day.</p>	<p>Learn about: - compare the different Christian attitudes to sex and explore why the differing views exist.</p> <p>- investigate the Muslim attitudes to sex.</p> <p>- explain the humanist view on sex.</p> <p>- explain religious and non-religious views to the use of contraception, and be able to give an opinion regarding if they are still relevant in the modern day.</p> <p>- explain religious and non-religious views to homosexuality and be able to give an opinion regarding if they are still relevant in the modern day.</p>	<p>Learn about: - Christian attitudes to creation. Explore the accounts in Genesis 1 and 2.</p> <p>- Muslim attitudes to creation, looking at what it says in the Qur'an and the Hadith about how Allah created the world.</p> <p>- Humanist views: Scientific theories on creation (Big Bang theory and evolution)</p> <p>- Religious responses to the scientific theories.</p> <p>- Stewardship: Christian views on why we are responsible to look after the planet.</p> <p>- Khalifah: Muslim views on why we are responsible to look after the planet.</p> <p>- Humanist view on why we are responsible to look after the planet.</p>	<p>Learn about: - Sanctity of life: look at Christian attitudes to why all life is special and belongs to God. - look at Muslim attitudes to why all life is special and belongs to Allah. - look at humanist attitudes to why all life is special and deserves to be treated with respect.</p> <p>- Abortion: look at Christian attitudes to abortion. - look at Muslim attitudes to abortion. - look at humanist attitudes to abortion.</p> <p>- Euthanasia: look at Christian attitudes to euthanasia. - look at Muslim attitudes to euthanasia. - look at humanist attitudes to euthanasia.</p>	<p>Learn about: - Afterlife: to examine the Christian belief about what happens to us when we die.</p> <p>- to examine the Muslim belief about what happens to us when we die.</p> <p>- to look at the humanist belief about what happens to us when we die.</p> <p>- Funeral rites: explain the symbolism and rituals that take place in Christian funeral ceremonies.</p> <p>- explain the symbolism and rituals that take place in Muslim funeral ceremonies.</p> <p>explain the rituals that take place in humanist funeral ceremonies.</p>
Language for Life (Key terms /Vocabulary)	Morality, moral evil, natural evil, virtues, punishment, death penalty, crime, deontology, justice, forgiveness, Good, evil, sin, afterlife, satan, Lucifer, iblis shaytaan, heaven, hell, Jannah, Jahannum Relationships, roles, responsibilities, commitment, nuclear family, reconstituted family, childless family, extended family, single parent family, gender equality, Bible, Qur'an, Hadith.	Wedding ceremonies, nikkah arranged marriages, forced marriages, annulment, divorce, priest, vicar, pastor, Imam, Church, Mosque, Bible, Qur'an.	Contraception, homosexuality, sex, Genesis, Qur'an	Stewardship, Khalifah, Genesis, Qur'an, Hadith, Adam and Eve, Big bang theory, evolution, Richard Dawkins	Genesis, Qur'an, Hadith, abortion, euthanasia, voluntary euthanasia	Genesis, Qur'an, Hadith, Heaven, Hell, Jannah, Jahanum, devil, Lucifer, Iblis, Shaytaan.
Extended writing Opportunities	All the lessons above have either a main task or plenary that is an extended writing opportunity.	All the lessons above have either a main task or plenary that is an extended writing opportunity.	All the lessons above have either a main task or plenary that is an extended writing opportunity.	All the lessons above have either a main task or plenary that is an extended writing opportunity.	All the lessons above have either a main task or plenary that is an extended writing opportunity.	All the lessons above have either a main task or plenary that is an extended writing opportunity.
Maths Across the Curriculum	N/A	N/A	N/A	N/A	N/A	N/A

Links to careers / aspirations	NHS, civil service, local government, administrative work, social work, youth work, citizens advice bureau, teaching, higher education, law, solicitors, barristers, religious ministry, charities, Non-Governmental Organisations NGOs, publishing, journalism, recruitment. Starter activity on relationship councillors	Administrative work, social work, youth work, citizens advice bureau, teaching, higher education, sales and advertising, law, solicitors, barristers, accountancy, religious ministry, charities, Non-Governmental Organisations NGOs, publishing, journalism, recruitment. Task on the role of divorce lawyers	NHS, local government, social work, youth work, citizens advice bureau, teaching, higher education, sales and advertising, law, solicitors, barristers, accountancy, religious ministry, charities, Non-Governmental Organisations NGOs, publishing, journalism. Starter task on LGBTQ activists and lawyers	NHS, civil service, local government, administrative work, social work, youth work, citizens advice bureau, teaching, higher education, sales and advertising, HR, law, solicitors, barristers, religious ministry, charities, Non-Governmental Organisations NGOs, publishing, journalism. Starter task on the role of NGOs on climate change	NHS, civil service, local government, administrative work, social work, youth work, citizens advice bureau, teaching, higher education, law, solicitors, barristers, , religious ministry, charities, Non-Governmental Organisations NGOs, publishing, journalism Main task - on doctors and their important role in abortions and euthanasia	NHS, civil service, local government, administrative work, social work, youth work, citizens advice bureau, teaching, higher education, management consultancy, law, solicitors, barristers, religious ministry, charities, Non-Governmental Organisations NGOs, publishing, journalism. Main task – role of religious leaders and funeral directors in funerals.
Cultural Capital	Discussions based on the theme of the lesson, in depth look at holy books and what they say about the topic	Discussions based on the theme of the lesson, in depth look at holy books and what they say about the topic	Discussions based on the theme of the lesson, in depth look at holy books and what they say about the topic	Discussions based on the theme of the lesson, in depth look at holy books and what they say about the topic	Discussions based on the theme of the lesson, in depth look at holy books and what they say about the topic	Discussions based on the theme of the lesson, in depth look at holy books and what they say about the topic
Practical Application of Skills	Critical thinking - PEE paragraphs will help pupils develop their critical thinking and debating skills	Critical thinking - PEE paragraphs will help pupils develop their critical thinking and debating skills	Critical thinking - PEE paragraphs will help pupils develop their critical thinking and debating skills	Critical thinking - PEE paragraphs will help pupils develop their critical thinking and debating skills	Critical thinking - PEE paragraphs will help pupils develop their critical thinking and debating skills	Critical thinking - PEE paragraphs will help pupils develop their critical thinking and debating skills