

RE Curriculum Overview – Year 10

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>Area of study 2. A study of a second religion: Judaism-practices.</p>	<ul style="list-style-type: none"> Know and understand essential Jewish teachings about a range of ideas and principles including, rituals and ceremonies, Shabbat, private and public prayer and the features of the synagogue. Know and understand a variety of Jewish sources and wisdom and authority such as the Torah, Tenakh, Mishna and Rabbinic teachings Be able to evaluate divergent Jewish points of view effectively. 	<p>Analysing and interpreting text</p> <p>Empathising with other perspectives, different from our own</p> <p>Comparing different viewpoints</p> <p>Effective discussion in pairs, including listening to others points of views.</p> <p>Understanding importance of good literacy to present ideas coherently e.g. PEEL</p> <p>Using the sources accurately to support arguments e.g. Bible, Torah, Talmud, 13 Principles</p>	<p>Written assessment at the end of the unit</p> <p>Peer assessment in class</p> <p>Self-assessment in class</p> <p>Mini keyword assessments</p> <p>Annotating previous student work using mark schemes</p>	<p>Answer exam questions; 3m, 4m, 5m, and 12m</p> <p>Green pen class assessments</p> <p>Watch a YouTube Clip to consolidate learning</p> <p>Further reading on each topic provided e.g. from another textbook or revision guide</p>	<p>SERVIAM to our neighbours and the wider world of God’s creation.</p> <p>That we are called to be witnesses to the truth</p> <ul style="list-style-type: none"> Dignity of God’s people Community and participation Dignity in work Solidarity Personal Cultural Social History Geography English Journalist Teacher 	<p>Supports study at A level with concepts of God, talking about God and ethics such as voluntary euthanasia.</p>

					<ul style="list-style-type: none"> ○ Chaplin ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR officer 	
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Autumn Term 2						
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<p>Area of Study 3: Philosophy and ethics based on Catholic Christianity.</p> <p>Section 1: Arguments for the existence of God.</p>	<ul style="list-style-type: none"> • Know and understand how God reveals his nature through creation, scripture and through Jesus Christ. • Know and understand a variety of religious experiences, such as visions and miracles as evidence of Gods existence. • Be able to effectively argue different points of view regarding the validity of experiences from Catholic, Christian and other, humanist or atheist points of view • Know and understand a range of philosophical arguments to show that God exists such as the design and cosmological arguments. 	<p>Analysing and interpreting text</p> <p>Empathising with other perspectives, different from our own</p> <p>Comparing different viewpoints</p> <p>Effective discussion in pairs, including listening to others points of views.</p> <p>Understanding importance of good literacy to present ideas coherently e.g. PEEL</p> <p>Using the sources accurately to support arguments e.g. CCC, Bible etc</p>	<p>Written assessment at the end of the unit</p> <p>Peer assessment in class</p> <p>Self-assessment in class</p> <p>Mini keyword assessments</p> <p>Annotating previous student work using mark schemes</p>	<p>Answer exam questions; 3m, 4m, 5m, and 12m</p> <p>Green pen class assessments</p> <p>Watch a YouTube Clip to consolidate learning</p> <p>Further reading on each topic provided e.g. from another textbook or revision guide</p>	<p>SERVIAM to our neighbours and the wider world of God’s creation.</p> <p>That we are called to be witnesses to the truth</p> <ul style="list-style-type: none"> ○ Dignity of God’s people ○ Community and participation ○ Dignity in work ○ Solidarity ○ Personal ○ Cultural ○ Social ○ History ○ Geography ○ English ○ Journalist ○ Teacher ○ Chaplin ○ Charity officer ○ Solicitor 	<p>Supports teaching at A level with God’s existence, attributes of God, philosophical discussions about free will and determinism and the after life.</p>
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	<ul style="list-style-type: none"> • Be able to effectively argue different points of view regarding the validity of these philosophical arguments from Catholic, Christian and other, humanist or atheist points of view • Know and understand and a range of arguments about the problem of evil and suffering for Catholic belief. (theodicy) • Be able to effectively argue divergent points of view regarding the validity of these philosophical arguments from Catholic, Christian and other, humanist or atheist points of view 				<ul style="list-style-type: none"> ○ Youth worker ○ Policy officer ○ Social work ○ HR officer 	
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Spring Term 1

Area of Study 3: Philosophy and ethics based on Catholic Christianity. Section 2. Religious teachings on relationships and families in	<ul style="list-style-type: none"> • Know and understand the purpose of marriage in the Catholic Christian church • Know and understand the teachings of the Catholic Church about natural and artificial contraception. 	Analysing and interpreting text Empathising with other perspectives, different from our own Comparing different viewpoints	Written assessment at the end of the unit Peer assessment in class	Answer exam questions; 3m, 4m, 5m, and 12m Green pen class assessments Watch a YouTube Clip to consolidate learning	SERVIAM to our neighbours and the wider world of God's creation. That we are called to be witnesses to the truth	Supports the learning at A level about sexual ethics, contraception, pre marital intercourse and same sex relationships.
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<p>twenty first century.</p>	<ul style="list-style-type: none"> • Know and understand the Catholic church teachings about divorce and annulment • Be able to evaluate the teachings about marriage, divorce and contraception using a range of divergent views from other Christian and other views. • Know and understand Christian teachings about the importance of family life and the way parishes can support family life. • Be able to evaluate a range of Catholic and Christian views regarding equal roles of men and woman in the family and society. 	<p>Effective discussion in pairs, including listening to others points of views.</p> <p>Understanding importance of good literacy to present ideas coherently e.g. PEEL</p> <p>Using the sources accurately to support arguments e.g. CCC, Bible etc</p>	<p>Self-assessment in class</p> <p>Mini keyword assessments</p> <p>Annotating previous student work using mark schemes</p>	<p>Further reading on each topic provided e.g. from another textbook or revision guide</p>	<ul style="list-style-type: none"> ○ Dignity of God's people ○ Community and participation ○ Dignity in work ○ Solidarity ○ Personal ○ Cultural ○ Social ○ History ○ Geography ○ English ○ Journalist ○ Teacher ○ Chaplin ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR officer 	
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Spring Term 2

<p>Area of study 1. A study of Christianity: Beliefs and teachings</p>	<ul style="list-style-type: none"> • Know and understand the doctrine of the Trinity • Know and understand the biblical basis for the creation of the universe • Know and understand the creation of humanity in scripture 	<p>Analysing and interpreting text</p> <p>Empathising with other perspectives, different from our own</p> <p>Comparing different viewpoints</p>	<p>Written assessment at the end of the unit</p> <p>Peer assessment in class</p> <p>Self-assessment in class</p>	<p>Answer exam questions; 3m, 4m, 5m, and 12m</p> <p>Green pen class assessments</p> <p>Watch a YouTube Clip to consolidate learning</p>	<p>SERVIAM to our neighbours and the wider world of God's creation.</p> <p>That we are called to be witnesses to the truth</p> <ul style="list-style-type: none"> ○ Dignity of God's people 	<p>Supports A level learning about 'sola scriptura' and 'sola fides', Calvinism and predestination. In Ethics supports discussions about liberation theology and the Eucharist.</p>
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	<ul style="list-style-type: none"> • Know and understand how the incarnation of Jesus redeems the world from sin • Be able to explain the beliefs of Christians from the events of the last week of Jesus' life (the paschal mystery) • Know and understand the churches teaching about salvation and the role of grace in the life of believers. • Be able to explain the churches teaching about death and life after death including heaven hell and purgatory. • Evaluate the teachings and beliefs in all of the above areas particularly where there are differing Christians views eg between Protestants, Orthodox and Catholics. • Be able to revise effectively and use assessment criteria to self and peer asses work and prepare for the end of unit assessment. 	<p>Effective discussion in pairs, including listening to others points of views.</p> <p>Understanding importance of good literacy to present ideas coherently e.g. PEEL</p> <p>Using the sources accurately to support arguments e.g. CCC, Bible etc</p>	<p>Mini keyword assessments.</p> <p>Annotating previous student work using mark schemes</p>	<p>Further reading on each topic provided e.g. from another textbook or revision guide</p>	<ul style="list-style-type: none"> ○ Community and participation ○ Dignity in work ○ Solidarity ○ Personal ○ Cultural ○ Social ○ History ○ Geography ○ English ○ Journalist ○ Teacher ○ Chaplin ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR officer 	
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Summer Term 1

<p>Revision for Mock Examinations</p> <p>Then begin the next module- Area of study 1. A study of Christianity: Practices.</p>	<ul style="list-style-type: none"> • Know and understand how to revise effectively. • Know and understand a variety of revision techniques • Know and understand how to plan and use time effectively in exam conditions • Know how to consolidate, memorize and practise questions effectively. • Know and understand assessment criteria for the different type of questions asked. 	<ul style="list-style-type: none"> • Using 'mind map' revision techniques • Using discourse markers effectively, for example 'Firstly...secondly...' in PEEL paragraphs • Using quotes and sources effectively to support answers • Reflecting on previous students papers to see their strengths and weaknesses. • Using assessment criteria and examiners reports to understand how to gain the best marks • Evaluating divergent points of view accurately and effectively • Use past exams papers effectively • Use model answers effectively • Use techniques such a P.E.E. and P.E.E.L to appropriately structure their work 	<p>Written assessment at the end of the unit</p> <p>Peer assessment in class</p> <p>Self-assessment in class</p> <p>Mini keyword assessments.</p> <p>Annotating previous student work using mark schemes</p>	<p>Answer exam questions; 3m, 4m, 5m, and 12m</p> <p>Green pen class assessments</p> <p>Watch a YouTube Clip to consolidate learning</p> <p>Further reading on each topic provided e.g. from another textbook or revision guide</p>	<p>SERVIAM to our neighbours and the wider world of God's creation.</p> <p>That we are called to be witnesses to the truth</p> <ul style="list-style-type: none"> ○ Dignity of God's people ○ Community and participation ○ Dignity in work ○ Solidarity ○ Personal ○ Cultural ○ Social ○ History ○ Geography ○ English ○ Journalist ○ Teacher ○ Chaplin ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR officer 	<p>Supports A level teaching and learning in topics such as 'who is Jesus?' and the moral teaching of Jesus, including Aquinas and natural law, Aristotle and Virtue ethics.</p>
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Summer Term 2

<p>Area of study 1. A study of Christianity: Practices.</p>	<ul style="list-style-type: none"> • Know and understand the sacramental nature of the church and the effects of the sacraments. • Be able to evaluate the relative importance of the sacraments and different Christian understandings. • Know and understand the features of liturgical worship. • Know and understand the funeral rite of the church • Know and understand the variety of prayer Christians use including set prayers like the Lords prayer and other practises such as stations of the cross, the rosary • Evaluate the use of prayer and different Christian perspectives. • Know and understand why, where and the effects of Catholic pilgrimages. • Evaluate divergent Christian perspectives about the place of pilgrimage in the life of the believer. 	<p>Analysing and interpreting text</p> <p>Empathising with other perspectives, different from our own</p> <p>Comparing different viewpoints</p> <p>Effective discussion in pairs, including listening to others points of views.</p> <p>Understanding importance of good literacy to present ideas coherently e.g. PEEL</p> <p>Using the sources accurately to support arguments e.g. CCC, Bible etc</p>	<p>Written assessment at the end of the unit</p> <p>Peer assessment in class</p> <p>Self-assessment in class</p> <p>Mini keyword assessments.</p> <p>Annotating previous student work using mark schemes</p>	<p>Answer exam questions; 3m, 4m, 5m, and 12m</p> <p>Green pen class assessments</p> <p>Watch a YouTube Clip to consolidate learning</p> <p>Further reading on each topic provided e.g. from another textbook or revision guide</p>	<p>SERVIAM to our neighbours and the wider world of God's creation.</p> <p>That we are called to be witnesses to the truth</p> <ul style="list-style-type: none"> ○ Dignity of God's people ○ Community and participation ○ Dignity in work ○ Solidarity ○ Personal ○ Cultural ○ Social ○ History ○ Geography ○ English ○ Journalist ○ Teacher ○ Chaplin ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR officer 	
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	<ul style="list-style-type: none">• Know and understand catholic social teaching, justice, peace and reconciliation.• Evaluate recent papal encyclicals such as 'Laudato Si' and different Christian perceptions/solutions to the problems facing the planet.• Know and understand the differences between mission and evangelisation.• Be able to evaluate the effectiveness and limits of evangelisation and mission.• Be able to evaluate different Christian teachings about evangelisation and mission.					
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