

# ASHTON COMMUNITY SCIENCE COLLEGE: RE CURRICULUM

Year 10/11 Core		
	Half term 3	Half term 4
Knowledge	<p>Topic:</p> <ul style="list-style-type: none"> <li>▪ "How should criminals be treated?" (GCSE Theme E) <i>This will be taught in rotation with the Religion and Life unit – see below.</i></li> <li>▪ What is meant by good and evil?</li> <li>▪ The causes of crime</li> <li>▪ Types of crime</li> <li>▪ Law versus sin</li> <li>▪ The aims of punishment</li> <li>▪ Christian attitudes to crime and punishment</li> <li>▪ Forgiveness in Islam and Christianity</li> <li>▪ The aims of specific punishments</li> <li>▪ Corporal Punishment</li> <li>▪ Capital Punishment</li> </ul>	
Skills/ application of knowledge	<ul style="list-style-type: none"> <li>▪ Debate issues of religious significance; Evaluate – weigh up the arguments in relation to a given point of view or statement.</li> <li>▪ Justify your decisions, using supporting examples.</li> <li>▪ Asking relevant questions in order to find meaning.</li> <li>▪ Explain a point/position; knowledge and understanding – showing how faith affects actions.</li> <li>▪ Interpret - draw meaning from sacred text or other sources of authority.</li> </ul>	
Links to prior learning	<p>The origin of Evil - KS3 Learning Journey Grid starters Connect activities are based around retrieval from previous lesson(s)</p>	
Assessment	<p>Ongoing Assessment through Learning Journey Grids Base line and Base line review tests End of Unit test comprising 50 questions. These are 20 multiple choice. 20 keyword meanings and 10 quotes.</p> <p>The GCSE students will have additional assessment in line with the GCSE exam structure.</p>	

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Year 10/11 Core		
	Half term 3	Half term 4
Knowledge	<p><b>Topic:</b> Religion and Life - "Whose life is it anyway? (GCSE Theme B)  <b>This will be taught in rotation with the Crime unit - see above</b></p> <ul style="list-style-type: none"> <li>▪ What is the meaning of life?</li> <li>▪ Scientific origins of the universe.</li> <li>▪ Christian origins of the universe.</li> <li>▪ Is there compatibility between the two - literal versus liberal interpretation.</li> <li>▪ How does a belief in God affect attitudes towards the planet?</li> <li>▪ How could belief in God affect what we eat?</li> <li>▪ How could a belief in God affect how we treat animals?</li> <li>▪ What are scientific and religious origins of humans?</li> <li>▪ What are the issues around abortion?</li> <li>▪ What are the issues around euthanasia?</li> </ul>	
Skills/ application of knowledge	<ul style="list-style-type: none"> <li>▪ Debate issues of religious significance;</li> <li>▪ Evaluate - weigh up the arguments in relation to a given point of view or statement;</li> <li>▪ Justify your decisions, using supporting examples; Asking relevant questions in order to find meaning;</li> <li>▪ Explain a point/position; knowledge and understanding - showing how faith affects actions;</li> <li>▪ Interpret - draw meaning from sacred text or other sources of authority;</li> </ul>	
Links to prior learning	<p>Learning Journey Grid starters            Connect activities are based around retrieval from previous lesson(s)            Year 7 unit 1 Christian Creation</p>	
Assessment	<p>Ongoing Assessment through Learning Journey Grids            Base line and Base line review tests            End of Unit test comprising 50 questions. These are 20 multiple choice. 20 keyword meanings and 10 quotes.</p> <p>The GCSE students will have additional assessment in line with the GCSE exam structure.</p>	

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### Year 10 GCSE - SBK 1 lesson a week

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Knowledge	<p><u>Topic:</u> "What is the evidence for the existence of God?" (GCSE Theme C)</p> <ul style="list-style-type: none"> <li>Revelation - types</li> <li>Argument from Design - strengths and weaknesses</li> <li>First Cause Argument - strengths and weaknesses</li> <li>Argument from Miracles - strengths and weaknesses</li> <li>The relationship between science and religion</li> <li>The value of revelation and enlightenment</li> </ul>			<p><u>Topic:</u> "What is the role of families?" (GCSE Theme A)</p> <ul style="list-style-type: none"> <li>Human sexuality</li> <li>Sex Marriage and Divorce</li> <li>Contraception</li> <li>The role of parents</li> <li>The nature of families</li> <li>The purpose of families, including: <ul style="list-style-type: none"> <li>Contemporary family issues including same-sex parents; polygamy.</li> </ul> </li> <li>The roles of men and women.</li> <li>Gender equality.</li> <li>Gender prejudice and discrimination</li> </ul>		
Skills/ application of knowledge	<ul style="list-style-type: none"> <li>Debate issues of religious significance; Evaluate – weigh up the arguments in relation to a given point of view or statement; Justify your decisions, using supporting examples; Asking relevant questions in order to find meaning; Explain a point/position; knowledge and understanding – showing how faith affects actions; Interpret - draw meaning from sacred text or other sources of authority;</li> </ul>			<ul style="list-style-type: none"> <li>Debate issues of religious significance; Evaluate – weigh up the arguments in relation to a given point of view or statement; Justify your decisions, using supporting examples; Asking relevant questions in order to find meaning; Explain a point/position; knowledge and understanding – showing how faith affects actions; Interpret - draw meaning from sacred text or other sources of authority;</li> </ul>		
Links to prior learning	Year 7 term 1 What is the evidence for the existence of God? Year 8 Term 1 and 2 - What is enlightenment – What is Moksha Learning Journey Grid starters Connect activities are based around retrieval from previous lesson(s)			Learning Journey Grid starters Connect activities are based around retrieval from previous lesson(s)		
Assessment	Baseline and review test given at start and end of unit to show knowledge. Ongoing Assessment through Learning Journey Grids All PPTs have green pen self-marking slides where appropriate. Final assessment is GCSE past paper.			Baseline and review test given at start and end of unit to show knowledge. Ongoing Assessment through Learning Journey Grids All PPTs have green pen self-marking slides where appropriate. Final assessment is GCSE past paper.		

### Year 11 – SBK 1 lesson a week

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Knowledge	<p><u>Topic:</u> Review and development of units taught in Core RE</p> <ul style="list-style-type: none"> <li></li> </ul>		<p><u>Topic:</u> Revision and Mop Up</p>			
Skills/ application of knowledge	<ul style="list-style-type: none"> <li>Debate issues of religious significance; Evaluate – weigh up the arguments in relation to a given point of view or statement; Justify your decisions, using supporting examples; Asking relevant questions in order to find meaning; Explain a point/position; knowledge and understanding – showing how faith affects actions; Interpret - draw meaning from sacred text or other sources of authority;</li> </ul>		<ul style="list-style-type: none"> <li>Debate issues of religious significance; Evaluate – weigh up the arguments in relation to a given point of view or statement; Justify your decisions, using supporting examples; Asking relevant questions in order to find meaning; Explain a point/position; knowledge and understanding – showing how faith affects actions; Interpret - draw meaning from sacred text or other sources of authority;</li> </ul>			
Links to prior learning	Core units studied in core RE year 10 and 11 Term 3 and 4		The course so far			
Assessment	Final assessment is GCSE past paper.		Final assessment is GCSE past paper.			

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## Year 10 GCSE Option – ABW – 2 lessons a week

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Knowledge	<p><u>Topic:</u> "What does it mean to be a Muslim?"</p> <ul style="list-style-type: none"> <li>▪ There is no God but Allah – the Shahadah</li> <li>▪ What is Allah like?</li> <li>▪ Muhammad</li> <li>▪ Risalah and Nubuwwah</li> <li>▪ The Night of Power</li> <li>▪ The Night Journey</li> <li>▪ Migration and Lesser Jihad</li> <li>▪ Conquering Makkah Final sermon and death</li> <li>▪ After Muhammad - the Sunni and Shia split</li> <li>▪ Sunni and Shia Beliefs – 5 Roots and Six Articles</li> <li>▪ Sunni Practices – Shahadah</li> <li>▪ Sunni and Shia Practices – Salah</li> <li>▪ Sunni and Shia Practices – Zakah</li> <li>▪ Sunni and Shia Practices – Sawm</li> <li>▪ Sunni and Shia Festivals - Id-ul-Fitr</li> <li>▪ Sunni and Shia Practices – Hajj</li> <li>▪ Sunni and Shia Festivals - Id-ul-Adha</li> <li>▪ Shia Practices - The Ten Obligatory Acts</li> </ul>				<p><u>Topic:</u> What does it mean to be a Christian?</p> <ul style="list-style-type: none"> <li>▪ Worship.</li> <li>▪ Prayer.</li> <li>▪ Baptism – believers and infants.</li> <li>▪ Eucharist.</li> <li>▪ Pilgrimage.</li> <li>▪ Christmas and Easter.</li> <li>▪ Church in local community.</li> <li>▪ Evangelism; Worldwide church.</li> <li>▪ Persecution.</li> <li>▪ Poverty.</li> <li>▪ What is the nature of God?</li> <li>▪ The Apostles/Nicene Creed.</li> <li>▪ The Trinity; Creation; Sin.</li> <li>▪ Life after death.</li> <li>▪ Incarnation.</li> <li>▪ Crucifixion.</li> <li>▪ Resurrection.</li> <li>▪ Ascension.</li> <li>▪ Pentecost</li> </ul>	
Skills/ application of knowledge	<ul style="list-style-type: none"> <li>▪ Debate issues of religious significance; Evaluate – weigh up the arguments in relation to a given point of view or statement; Justify your decisions, using supporting examples; Asking relevant questions in order to find meaning; Explain a point/position; knowledge and understanding – showing how faith affects actions; Interpret - draw meaning from sacred text or other sources of authority;</li> </ul>				<ul style="list-style-type: none"> <li>▪ Debate issues of religious significance; Evaluate – weigh up the arguments in relation to a given point of view or statement; Justify your decisions, using supporting examples; Asking relevant questions in order to find meaning; Explain a point/position; knowledge and understanding – showing how faith affects actions; Interpret - draw meaning from sacred text or other sources of authority;</li> </ul>	
Links to prior learning	<p>Year 9 Term 1 God in Islam and Christianity is foundational for this unit Learning Journey Grid starters Connect activities are based around retrieval from previous lesson(s)</p>				<p>Year 7 Half Term 4 and 5 What is Love. Year 9 Term 1 God in Islam and Christianity is foundational for this unit Learning Journey Grid starters Connect activities are based around retrieval from previous lesson(s)</p>	
Assessment	<p>Baseline and review test given at start and end of unit to show knowledge. Ongoing Assessment through Learning Journey Grids All PPTs have green pen self-marking slides where appropriate. Final assessment is GCSE past paper.</p>				<p>Baseline and review test given at start and end of unit to show knowledge. Ongoing Assessment through Learning Journey Grids All PPTs have green pen self-marking slides where appropriate. Final assessment is GCSE past paper.</p>	

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## Year 11 – ABW 2 lessons a week

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Knowledge	<p><u>Topic:</u> ‘What does it mean to be a Christian?’ continued</p> <ul style="list-style-type: none"> <li>▪ Worship.</li> <li>▪ Prayer.</li> <li>▪ Baptism – believers and infants.</li> <li>▪ Eucharist.</li> <li>▪ Pilgrimage.</li> <li>▪ Christmas and Easter.</li> <li>▪ Church in local community.</li> <li>▪ Evangelism; Worldwide church.</li> <li>▪ Persecution.</li> <li>▪ Poverty.</li> <li>▪ What is the nature of God?</li> <li>▪ The Apostles/Nicene Creed.</li> <li>▪ The Trinity; Creation; Sin.</li> <li>▪ Life after death.</li> <li>▪ Incarnation.</li> <li>▪ Crucifixion.</li> <li>▪ Resurrection.</li> <li>▪ Ascension.</li> <li>▪ Pentecost</li> </ul>		<p><u>Topic:</u> Revision and Mop Up</p>			
Skills/ application of knowledge	<ul style="list-style-type: none"> <li>▪ Debate issues of religious significance; Evaluate – weigh up the arguments in relation to a given point of view or statement; Justify your decisions, using supporting examples; Asking relevant questions in order to find meaning; Explain a point/position; knowledge and understanding – showing how faith affects actions; Interpret - draw meaning from sacred text or other sources of authority;</li> </ul>		<ul style="list-style-type: none"> <li>▪ Debate issues of religious significance; Evaluate – weigh up the arguments in relation to a given point of view or statement; Justify your decisions, using supporting examples; Asking relevant questions in order to find meaning; Explain a point/position; knowledge and understanding – showing how faith affects actions; Interpret - draw meaning from sacred text or other sources of authority;</li> </ul>			
Links to prior learning	<p>Year 7 Half Term 4 and 5 What is Love. Year 9 Term 1 God in Islam and Christianity is foundational for this unit Learning Journey Grid starters Connect activities are based around retrieval from previous lesson(s)</p>		<p>The course so far</p>			
Assessment	<p>Baseline and review test given at start and end of unit to show knowledge. Ongoing Assessment through Learning Journey Grids All PPTs have green pen self-marking slides where appropriate. Final assessment is GCSE past paper.</p>		<p>Final assessment is GCSE past paper.</p>			