



| Y10- EPR/RE | Topic Autumn | Topic | Topic Spring | Topic | Topic Summer | Topic |
|--------------|---|--|--|--|--|--|
| Key concepts | <p>Area of Study 1- Christianity</p> <p>Section 1-Christian Beliefs</p> <p>In this topic students think about the nature of the Trinity as expressed in the Nicene Creed. Students need to think about the nature and significance of the oneness of God. Students need to evaluate how belief in the Trinity is shown in worship and belief. Students consider the different understandings of the Creation story for Christians today. Students evaluate the incarnation and the last days of Jesus' life and the importance of these events for understanding the purpose of the life of Jesus Christ. Students consider the teachings on life after death from religious and non-religious perspectives and how the issues of evil and suffering cause problems for Christian beliefs in an omni-</p> | <p>Section 2-Marriage and the family</p> <p>Students need to think about Christian teachings on the importance and purpose of marriage. Students need to consider the importance of marriage in society from a religious and non-religious perspective. Students need to look at attitudes to marriage including co-habitation and the Christian responses to them. Student look at, and evaluate Christian and non-religious attitudes to sexual relationships, consider the family unit in all its guises and the importance Christians and non-religious people place on the importance of the 'family.' Students investigate how the local parish supports the family. Family planning is looked at from differing denominational and ethical standpoints. Students consider the</p> | <p>Section 3-Living a Christian life</p> <p>Students need to think about the nature of liturgical and non-liturgical worship including examples of the different types of prayers. Students need to understand the sacraments of baptism and Eucharist. Students need to explain the importance of pilgrimage. Students need to be able to evaluate the importance of Christian celebrations today. Students need to consider the Church, locally and globally in today's society regarding missionary and evangelical work.</p> | <p>Section 4-Matters of life and death</p> <p>Students look at the origins and values of the earth and universe. Students need to be able to explain the importance of life known as the sanctity of life to Christians through the controversial issues of abortion and euthanasia using ethical and religious arguments. Students look at Christian teachings and beliefs that support the existence of life after death, including non-religious understandings such as paranormal experiences. Students consider responses to the threat to the natural world through human mis-use of animals and nature and the importance of stewardship to protect God's creation.</p> | <p>Section 4-Matters of life and death continued</p> | <p>Area of Study 2- Judaism (If time allows dependent on summer schedule otherwise this moves to Autumn as time has been allocated to either extend or minimise revision)</p> <p>Section 1 -Jewish Beliefs</p> |



| | | | | | | |
|-----------|---|--|---|--|--|---|
| | benevolent God, Students look at how these issues of belief are resolved through religious theory. | issues of divorce and re-marriage from Christian and non-religious viewpoints including the application of situation ethics. Students look at equality of men and women in the family, the Church and in society at large. | | | | |
| Themes | <p>Introduction to the GCSE course</p> <p>1.1 The Trinity 1.2 Interpretations of creation 1.3 The incarnation 1.4 The last days of Jesus' Life 1.5 Salvation 1.6 Christian Eschatology 1.7 The problems of evil and suffering 1.8 Solutions to evil and suffering</p> | <p>2.1 Importance and purpose of marriage. 2.2 Sexual relationships. 2.3 Families. 2.4 Support for families in the local parish. 2.5 Contraception. 2.6 Divorce and re-marriage. 2.7 Equality of men and women in the family. 2.8 Gender prejudice and discrimination.</p> | <p>3.1 Worship. 3.2 The role of the sacraments in Christian life. 3.3 The nature and purpose of prayer. 3.4 Pilgrimage. 3.5 Christian religious celebrations. 3.6 The future of the Church. 3.7 The importance of the local church. 3.8 The worldwide Church.</p> | <p>4.1 Origins and values of the universe. 4.2 Sanctity of life. 4.3 Human origins. 4.4 Christian attitudes towards abortion.</p> | <p>4.5 Life after death. 4.6 Euthanasia. 4.7 Issues in the natural world.</p> | <p>1.1 The nature of the Almighty 1.2 Shekhinah 1.3 The Messiah 1.4 The Covenant at Sinai 1.5 The Covenant with Abraham 1.6 Sanctity of Life 1.7 Moral principles and the Mitzvot 1.8 Jewish beliefs about life after death</p> <p>Summer exam of Area of Study 1-Christianity paper.</p> |
| Challenge | Evaluate and argue denominational views of Christian belief reaching a fully justified conclusion on key concepts that underpin your views. | Evaluate and understand differing opinions on why and how family life has change and the impact on society and the Church, using denominational viewpoints | Consider the nature of liturgical and non-liturgical worship and be able to explain the importance of having different types of worship, using denominational viewpoints | Evaluate different explanations for the origins of the universe, and how Christians respond to these including the work of Georges Lemaitre, using | Look at how UK laws impact on the issues around abortion and euthanasia and reflect and disagree with the views of Christians, using denominational viewpoints | |



| | | | | | | |
|------------------------|---|---|---|---|---|--|
| | | | | denominational viewpoints | | |
| Support | Underpin understanding of Christian keywords and phrases to access exam style questions Writing frames/sources of W&A. Differentiated activities Sentence starters Resources Task; support; writing support; questioning; outcome; extension; group activity | Understand the importance and purpose of different family structures within society. Underpin understanding of Christian keywords and phrases to access exam style questions Writing frames/sources of W&A | Know the different ways Christians can worship God. Underpin understanding of Christian keywords and phrases to access exam style questions Writing frames/sources of W&A. Differentiated activities Sentence starters Resources Task; support; writing support; questioning; outcome; extension; group activity | Explain Christian and non-religious views on the origins of the universe. Underpin understanding of Christian keywords and phrases to access exam style questions Writing frames/sources of W&A. Differentiated activities Sentence starters Resources Task; support; writing support; questioning; outcome; extension; group activity | Developing secure knowledge of Christian keywords Differentiated activities Sentence starters Resources Task; support; writing support; questioning; outcome; extension; group activity | |
| Literacy focus | Keyword definitions Sources of wisdom and authority Reading & comprehension Making references Interpretation | Keyword definitions Sources of wisdom and authority Reading & comprehension Making references | Keyword definitions Sources of wisdom and authority Reading & comprehension Making references | Keyword definitions Sources of wisdom and authority Reading & comprehension Making references | Keyword definitions Sources of wisdom and authority Reading & comprehension Making references | |
| Numeracy focus | n/a | n/a | n/a | n/a | n/a | |
| Cross-curricular links | Science-Views on creation of the universe that support and argue with Scientific theory, | History- changing family structure in light of equality and discrimination law changes. | History- The changes in how religion has influenced society through time. | Science- origins of the universe and evidence of the Big Bang. | PSHE and Citizenship ethical viewpoints | |
| SMSC & MBV | Mutual respect | Equality and discrimination | Mutual respect | Enable students to distinguish right from wrong and to respect the civil and criminal law of Britain | Enable students to distinguish right from wrong and to respect the civil and criminal law of Britain | |



| | | | | | | |
|-------------------------------|---|---|---|---|--|--|
| <p>ASSESSMENTS</p> | <p>There are assessment opportunities in every lesson using exam questions and debate as a basis to clarify student knowledge and understanding.</p> <p>End of section 1 assessment</p> | <p>There are assessment opportunities in every lesson using exam questions and debate as a basis to clarify student knowledge and understanding.</p> <p>End of section 2 assessment</p> | <p>There are assessment opportunities in every lesson using exam questions and debate as a basis to clarify student knowledge and understanding.</p> <p>End of section 3 assessment</p> | <p>There are assessment opportunities in every lesson using exam questions and debate as a basis to clarify student knowledge and understanding.</p> <p>End of section 4 assessment</p> | | |
| <p>Out of school learning</p> | <p>End of topic/ unit tests/ homework's/ questions in class For example: Write a short (1-2 paragraph) letter to a friend explaining the Holy Trinity Create a storyboard telling the story of the first humans from their creation to the fall. Use Genesis 1-3. Work sheet on Incarnation + challenge task Outline three events in the last days of Jesus' life Explain two beliefs about heaven for Christians. Explain the significance of atonement and salvation to Christians today.</p> | <p>End of topic/ unit tests/ homework's/ questions in class</p> | <p>End of topic/ unit tests/ homework's/ questions in class</p> | <p>End of topic/ unit tests/ homework's/ questions in class</p> | | |

Queen Elizabeth High School



| | | | | | | |
|--|--|--|--|--|--|--|
| | <p>Who was Job? What does his story teach Christians? 'The problem of evil and suffering disproves the existence of God.' Do you agree? Why?</p> | | | | | |
|--|--|--|--|--|--|--|

Scheme of Work

SUBJECT Religious Studies

YEAR 10



| Lesson | Key concepts | Learning outcomes | Differentiation | Resource |
|--------|--------------|-------------------|-----------------|----------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |

OPTIONAL PAGE