



SUBJECT: Religious Studies

YEAR GROUP	10					
Rationale	Pupils will follow Eduqas Religious Studies GCSE Route B specification. Their GCSE comprises three components. Foundational Catholic Theology (37.5%), Applied Catholic Theology (37.5%) and another World Religion Judaism (25%). The specification aims to: Develop learners' knowledge of religious and non-religious beliefs, develops learners' knowledge and understanding of religious beliefs, teachings, practices and sources of wisdom and authority. Develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments demonstrating depth of understanding. Provide opportunities for learners to engage with questions of belief, value, meaning, purpose, truth and their influence on human life. Will challenge learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt. Following this specification will enable learners to: Deepen their understanding of the relationship between people, become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed, demonstrate knowledge and understanding of the fact that religious traditions of Great Britain are, in the main, Christian and understand that religious traditions in Great Britain are diverse.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Unit	FCT Origin and meaning	FCT Good and evil	FCT Good and evil	Judaism Beliefs and teachings.	Judaism Beliefs and teachings. Judaism Practices	Judaism Practices
Knowledge	Forms: <i>Painting</i> The meaning of Michelangelo's Creation of Adam in the Sistine chapel. The extent to which Michelangelo's painting expresses Catholic beliefs about creation, God and human beings. Forms: <i>Symbolism</i> The use of symbolism and imagery in Christian art, with ref to the Tree of Life Aspe mosaic in San Clemente in Rome and the meanings of the symbols contained within it, e.g. Alpha and Omega, Chi-Rho etc The symbol of cross as the tree of life with reference to the theology of Christ as the New Adam and how this is expressed in the mosaic. Practices: <i>Loving and serving in Catholic</i>	Beliefs: <i>Trinity</i> Nature of Trinity as expressed in Nicene Creed – one God three persons. Biblical support for this doctrine and historical development with ref to St Augustine – love, lover and beloved. De Trinitate 8.10 Beliefs: <i>Incarnation</i> Meaning and significance of the belief in Jesus as incarnate Son, Divine Word, fully God fully human; ref to John 1:1-18 and The Kenosis Hymn Phil 2:5-11. Importance of doctrine in framing Catholic responses to the problem of evil with reference to Pope John Paul II Salvifici Doloris 13 & 23 Good, evil and suffering: Catholic beliefs about the origin of evil: original sin, evil as a "privation" with reference to St Augustine. Alternative views on the nature of the	Sources: <i>Jesus and moral authority</i> The example and teaching of Jesus as the authoritative source of moral teaching with ref to Matt 5-7. Existence of Natural Law and conscience as evidence of God's goodness and the role of suffering in the development of virtues. Forms: <i>Sculpture and Statuary</i> Meaning and significance of sculpture and statues to Catholic tradition and worship. Importance of sculpture as an expression of Catholic beliefs about God's goodness and the meaning of human suffering, with ref to Michelangelo's Pieta. Practices: <i>Popular devotion as practised in Catholic communities in UK and elsewhere.</i>	Background knowledge: What is life like for Jews living in the UK? How is Judaism a diverse religion? What makes someone an Orthodox, Progressive or Secular Jew? The nature of God: Issues of God as: One, Creator: Gen 1: 3-5, 1:26-28, The Shema. Law-Giver and Judge: Exodus 20:1-15. The nature and significance of shekhinah. Messiah: Mashiach Different views within Orthodox and Reform Judaism about the nature and role of the Messiah. Covenant: Meaning and significance of Abrahamic Covenant: Gen 12: 1-3, 17:6-8, 17:11-14 including the importance of the "Promised Land" Meaning and significance of the covenant with Moses at Sinai: Exodus 3:11-15 including the	Life on Earth: Beliefs and teachings about the nature and importance of Pikuach Nefesh: Gen 1:26-27, Talmud B Yoma 84b, Psalm 139: 13-15, Jeremiah 1:5 Relationship between free will and the 613 mitzvot between humans with God. The afterlife: Orthodox and Reform beliefs and teachings about life after death, judgement and resurrection; spiritual and/or bodily resurrection, immortality of the soul and the belief that we must focus on this life in preparation for whatever happens in the next. Practices: <i>The synagogue:</i> Features of different synagogues in Britain: significance of bimah, Aron hakodesh, Torah scrolls, ner tamid, seating, minyan: Exodus 20:4-5 Worship, social and community functions of Orthodox and Reform	Daily Life: Significance of use of the Tenakh and the Talmud in daily life: Dietary laws: kosher/trefar, parev, the prohibition of milk with meat, requirements for a kosher kitchen: Leviticus 11:1-23 Benefits and challenges of keeping kosher in Britain. Rituals: The role and importance of Brit Milah: Covenant, identity, features of the ceremony. Bar Mitzvah: Law and personal responsibility, features of the ceremony. Orthodox and Reform views regarding Bat Mitzvah and Bat Chayil and features of the ceremonies. Marriage: Gen 2:24, features of the ceremony. Mourning rituals: onan, kaddish, sheva, yartzheit. Role of chevra kaddisha. Festivals: <i>Practices in Britain and elsewhere.</i> Origin and meaning and



	<i>communities in Britain and elsewhere.</i> The influence of the concept of Imago Dei on CST about justice, peace and reconciliation with ref to Gaudium st Pes 29 & 78. The importance of the role on the CC in inter-faith dialogue to promote understanding and tolerance between different traditions in GB. The extent to which CAFOD/SVP reflect Catholic beliefs about dignity, love thy neighbour and respecting creation.	origin of evil and the difference between moral/natural evil. Catholic beliefs about the relationship between God's goodness and the goodness of the created world. Philosophical and non-religious challenges posed by belief in God's goodness, free will and the existence of evil and suffering. The meaning of suffering and Catholic ambivalence towards it, reference to Christ's suffering and death in Isaiah 53.	Meaning and significance of pilgrimage as a response to suffering with ref to Lourdes. Popular piety e.g. Rosary as a reflection on the meaning of the Incarnation with particular ref to the sorrowful mysteries.	importance of "Promised Land". Importance of 10 Commandments Exodus 20:2-14	synagogues serving Jewish communities in Britain.	celebration of the following festivals among different Jewish communities in Britain: Rosh Hashannah, Yom Kippur, Pesach: Exodus 12:14, Sukkot and the diversity of practice between different Jewish traditions.
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills	AO1: Demonstrate knowledge and understanding of religion and belief including: <i>Beliefs, practices and sources of authority, Influence of individuals, communities and societies, similarities and differences within and/or between religions and beliefs</i> AO2: Analyse and evaluate aspects of religion and belief including their significance and influence.	AO1: Demonstrate knowledge and understanding of religion and belief including: <i>Beliefs, practices and sources of authority, Influence of individuals, communities and societies, similarities and differences within and/or between religions and beliefs</i> AO2: Analyse and evaluate aspects of religion and belief including their significance and influence.	AO1: Demonstrate knowledge and understanding of religion and belief including: <i>Beliefs, practices and sources of authority, Influence of individuals, communities and societies, similarities and differences within and/or between religions and beliefs</i> AO2: Analyse and evaluate aspects of religion and belief including their significance and influence.	AO1: Demonstrate knowledge and understanding of religion and belief including: <i>Beliefs, practices and sources of authority, Influence of individuals, communities and societies, similarities and differences within and/or between religions and beliefs</i> AO2: Analyse and evaluate aspects of religion and belief including their significance and influence.	AO1: Demonstrate knowledge and understanding of religion and belief including: <i>Beliefs, practices and sources of authority, Influence of individuals, communities and societies, similarities and differences within and/or between religions and beliefs</i> AO2: Analyse and evaluate aspects of religion and belief including their significance and influence.	AO1: Demonstrate knowledge and understanding of religion and belief including: <i>Beliefs, practices and sources of authority, Influence of individuals, communities and societies, similarities and differences within and/or between religions and beliefs</i> AO2: Analyse and evaluate aspects of religion and belief including their significance and influence.



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Assessment: Formative	Key Concept test. Tell me 5 retrieval tasks Knowledge test for Learning check 1	Key Concept test. Tell me 5 retrieval tasks Exam questions bi-weekly feedback and MAD time	Key concept test. Tell me 5 retrieval tasks Exam questions bi-weekly feedback and MAD time	Key concept test Tell me 5 retrieval tasks Exam questions bi-weekly Feedback and MAD time	Key concept test Tell me 5 retrieval tasks Exam questions bi-weekly feedback and MAD time	Key concept test Tell me 5 retrieval tasks Exam questions bi-weekly – feedback and MAD time
Assessment: Summative		Summative assessment 1: Year 10 Mock – 1 hour paper based on component 1: FCT Origins and meaning.			Summative assessment 2: 1hour 30mins paper based on component 1: FCT Origins and meaning and Good and evil.	
Homework	All students will: Learn key concepts. Revision for learning check knowledge test. Exam questions Origins and meaning.	All students will: Learn key concepts. Complete revision and retrieval booklet: Origins and meaning 1. Exam questions: Origins and meaning.	All students will: Learn key concepts. Complete revision and retrieval booklet: Origins and meaning 2 Exam questions: Origins and meaning, Good and evil,	All students will: Learn key concepts. Complete revision and retrieval booklet: Good and evil 1 Exam questions: Origins and meaning, Good and evil.	All students will: Learn key concepts. Complete revision and retrieval booklet: Good and evil 2 Y10 Exam preparation booklet Exam questions: Origins and meaning, Good and evil and Judaism beliefs and teachings.	All students will: Learn key concepts. Complete revision and retrieval booklet: Judaism Beliefs and Teachings 1 Exam questions: Origins and meaning, Good and evil and Judaism beliefs and teachings.