



Year Group	Year 10					
Subject intent	To develop pupils' knowledge and understanding of religious beliefs and religious philosophical/ethical arguments, including their influence on individuals, communities, societies and cultures in the modern world. It enables pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and the fundamental questions concerning moral principles that guide religions and that set the standard for what is and isn't acceptable behavior.					
Subject Implementation	<b>Autumn 1</b> Contraception  Sexual relationships before marriage  Homosexual relationships  Families	<b>Autumn 2</b> Families and  Gender Equality	<b>Spring 1</b> The origins and value of the universe	<b>Spring 2</b> The origins and value of human life	<b>Summer 1</b> Religion, violence and terrorism	<b>Summer 2</b> Religion, crime and the causes of crime  Religion and Punishment
Knowledge	Human sexuality including: heterosexual and homosexual relationships.  Sexual relationships before and outside of marriage.  Contraception and	The nature of families, including:  the role of parents and children  extended families and the nuclear family.  The purpose of families, including:	The origins of the universe, including:  religious teachings about the origins of the universe, and different interpretations of these  the relationship between scientific	The origins of life, including:  religious teachings about the origins of human life, and different interpretations of these  the relationship between scientific	The meaning and significance of:  peace  justice  forgiveness  reconciliation.  Violence, including	Good and evil intentions and actions, including whether it can ever be good to cause suffering.  Reasons for crime, including:  poverty and upbringing



	<p>family planning.</p> <p>The nature and purpose of marriage.</p> <p>Same-sex marriage and cohabitation.</p> <p>Divorce, including reasons for divorce, and remarrying.</p> <p>Ethical arguments related to divorce, including those based on the sanctity</p>	<p>procreation</p> <p>stability and the protection of children</p> <p>educating children in a faith.</p> <p>Contemporary family issues including:</p> <p>same-sex parents</p> <p>polygamy.</p> <p>The roles of men and women.</p> <p>Gender equality.</p> <p>Gender prejudice and discrimination, including examples.</p>	<p>views, such as the Big Bang theory, and religious views.</p> <p>The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.</p> <p>The use and abuse of the environment, including the use of natural resources, pollution.</p> <p>The use and abuse of animals, including:</p> <p>animal experimentation</p> <p>the use of animals for food.</p>	<p>views, such as evolution, and religious views.</p> <p>The concepts of sanctity of life and the quality of life.</p> <p>Abortion, including situations when the mother's life is at risk.</p> <p>Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.</p> <p>Euthanasia.</p> <p>Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.</p>	<p>violent protest.</p> <p>Terrorism.</p> <p>Reasons for war, including greed, self-defence and retaliation.</p> <p>The just war theory, including the criteria for a just war.</p> <p>Holy war.</p> <p>Pacifism.</p>	<p>mental illness and addiction</p> <p>greed and hate</p> <p>opposition to an unjust law.</p> <p>Views about people who break the law for these reasons.</p> <p>Views about different types of crime, including hate crimes, theft and murder.</p>
<b>Skills</b>	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p>	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p>	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p>	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p>	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p>	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p>



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<b>Subject Impact</b>	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments</p>	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments</p>	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments</p>	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments</p>	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments</p>	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments</p>



	Future pathways	Future pathways	Future pathways	Future pathways	Future pathways	Future pathways
<b>Assessment</b>	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks