



Year 10 RE PoS

Learning	Loving	Living
<p>Key Knowledge</p> <p>Link apply and adapt</p> <p>Build knowledge and skills</p> <p>Self-regulated, reflective independent</p> <p>Know what they are good at and what to improve</p> <p>Stretched, challenged supported</p> <p>Wider ideas culture and the world</p> <p>Use technology flexibly and responsibly</p>	<p>Well informed global citizens</p> <p>Believe they can make a difference</p> <p>Shape community and school</p> <p>Care about the environment and each other</p> <p>Responsible for their own behaviour</p> <p>Grow spiritually</p> <p>Respect and tolerance</p> <p>Charity, volunteering and fundraising</p>	<p>Wider learning</p> <p>Leadership, teamwork, collaboration</p> <p>Success for all abilities</p> <p>Value creative subjects</p> <p>Interactions with the world of work</p> <p>Safety, mental and physical health</p> <p>Equipped for their unique future</p> <p>Apply to the world beyond</p>
Curriculum Intent		
<p><u>Provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</u></p> <ul style="list-style-type: none"> • Students are taught about the differences between religion and within religions to enable them to interact appropriately with the variety of people they will meet in later life. • Students are given the opportunity to think independently, as well as work collaboratively with their peers. • Students are given opportunities to reflect on their learning, and practice memory retrieval. • Students are encouraged to develop their critical analysis and evaluation skills to enable them to form and express their own opinions, whilst remaining respectful to the views of others. <p><u>Clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.</u></p> <ul style="list-style-type: none"> • Students are studying for AQA GCSE RS (specification A); this year they will study three topics towards the GCSE. They are also taught about exam technique for answering the GCSE RS questions. • Students continue developing skills such as explaining beliefs, interpreting texts, and evaluating different points of view. <p><u>Is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.</u></p> <ul style="list-style-type: none"> • The topic on Christianity Practices builds upon students' prior learning last year. • There are lessons reminding students of exam technique, and revision lessons prior to the end of year 10 assessment. • In preparation for the Islam Practices topic at the start of Year 11, Islam beliefs is recapped at the end of Year 10 • End of topic tests include a question on the prior topic <p><u>Has high ambition for all pupils</u></p> <ul style="list-style-type: none"> • Centralised differentiation resources to support SEND and lower ability students • Differentiation folders, including support and challenge materials 		



<ul style="list-style-type: none"> • High expectations of work • GCSE-style questions used for assessment • Feed forward after each assessment • High level of questioning in lessons 			
Term	Topic NB To include Spaced memory retrieval	No. of Lessons	Assessment
Autumn 1	<p><u>Religion, Crime and Punishment</u></p> <p>They study different attitudes towards reasons for crime, the treatment of criminals, and reasons for punishment (including corporal punishment and community service). Students study different attitudes towards prison, forgiveness, and the death penalty. They explain and evaluate reasons for these different attitudes. Spaced memory retrieval takes the form of recall questions within each lesson and a revision lesson before the end of topic assessment.</p> <p>(Teacher choice? If needed)</p>	<p>10 (+ 1 next half term)</p> <p>1?</p>	<p>Crime and Punishment Assessment</p> <p>End of topic test and feed forward</p> <p>1, 2, 4, 5 and 12 mark questions (exam style)</p> <p>Extra question on Islam Beliefs</p>
Autumn 2	<p>Religion, Crime and Punishment Feed Forward</p> <p><u>Christianity: Practices</u></p> <p>In this unit, students follow AQA GCSE RS Specification A. They study some of the main Christian practices, including prayer, sacraments, and festivals. They explain reasons for different Christian practices, and evaluate their significance for Christians today.</p> <p>Spaced memory retrieval takes the form of recall questions within each lesson. In this topic students learn about how and why Christians respond to local and global concerns (including hunger, persecution, and poverty); they reflect on why Christians care about each other and the world, enabling them to grow spiritually. There are opportunities for students to work collaboratively, and to complete BYOD tasks.</p> <p>(Teacher choice? If needed)</p>	<p>1</p> <p>8 (+9 next half term)</p> <p>1-2</p>	<p>Christianity: Practices Assessment in assessment week (w/b 14.11.22)</p> <p>5 mark and 12 mark questions</p>



Spring 1	<p><u>Christianity: Practices</u> (finishing off the topic) In this unit, students follow AQA GCSE RS Specification A. They study the work of the Church to support the local community, and in the wider world. They explain reasons for different Christian practices, and evaluate their significance for Christians today. Spaced memory retrieval takes the form of recall questions within each lesson. In this topic students learn about how and why Christians respond to local and global concerns (including hunger, persecution, and poverty); they reflect on why Christians care about each other and the world, enabling them to grow spiritually. There are opportunities for students to work collaboratively, and to complete BYOD tasks.</p>	9	<p>Christianity: Practices end of topic test and feed forward 1, 2, 4, 5, and 12 mark questions (and feed forward) Extra question on Crime and Punishment</p>
Spring 2	<p><u>Relationships and Families</u> In this unit, students follow AQA GCSE RS Specification A. They study different attitudes towards relationships and families, including sex outside marriage, divorce, homosexuality, the nature and purpose of families, and gender equality. Students explain and evaluate reasons for these different attitudes. Spaced memory retrieval takes the form of recall questions within each lesson. Students will learn about different religious and secular attitudes towards the nature and purpose of marriage and family, and moral issues such as homosexuality, and sex before marriage; they are expected to show respect and tolerance towards opinion that they disagree with. There are opportunities for students to work collaboratively, and to complete BYOD tasks.</p>	9 (+ 4 next half term)	<p>Relationships and Families Assessment Knowledge quiz and 12 mark question</p>



<p>Summer 1</p>	<p><u>Relationships and Families</u> Finish the unit</p> <p><u>Revision for PPE</u> Students will have the opportunity to revise the Crime and Punishment and Christianity Practices topics. Revision lessons include content recap, memory retrieval activities and practice questions.</p>	<p>4 (including assessment) (1-3 lessons missed due to work experience) 3 lessons</p>	<p>Relationships and Families End of topic test & feed forward 1, 2, 4, 5 and 12 mark questions (exam style) Extra question on Christianity Practices</p>
<p>Summer 2</p>	<p><u>Revision for PPE, then PPE in classroom</u> One more revision lesson, then 2 assessment lessons</p> <p><u>Islam Beliefs Recap</u> Recap Islam Beliefs in preparation for Islam Practices topic at start of next year</p> <p><u>Learning from PPE lesson</u> Teacher Choice This can take the form of a debate, creative RE, etc. This is to allow for missed lessons due to calendared school events, and to provide students with a different approach to RE.</p>	<p>3 lessons 5 lessons 1 1-2</p>	<p>PPE – exam style questions on 2 of the Year 10 topics</p>