

St Mary's CE High School Curriculum Map 23-24

Year 10 Religious Studies



Question Understand Accept

- Religious Students allows students to respectfully question the views of others and their own.
- Religious Studies provides students with a good understanding of the thoughts, values and practices of others.
- Religious Studies encourages students to accept people and the diverse communities in which we live in.

	Autumn 1 & 2 <i>Islam Beliefs and Teachings and Islam Practices.</i>	Spring 1 <i>Theme A: Religion and Human Relationships</i>	Spring 2 <i>Theme B: Religion & Life</i>	Summer 1 <i>Theme D: Religion, Peace & Conflict</i>
CONTENT	<p>To be completed from Year 10 Summer 2.</p> <ul style="list-style-type: none"> • The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. • The Oneness of God (Tawhid), Qur'an Surah 112. • The nature of God: <ul style="list-style-type: none"> • omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam), including different ideas about God's relationship with the world: immanence and transcendence. • Angels, their nature and role, including Jibril and Mika'il. • Predestination and human freedom and its relationship to the Day of Judgement. • Life after death (Akhirah), human responsibility and accountability, resurrection, heaven and hell. <p>Islam: Practices.</p> <ul style="list-style-type: none"> • The Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam. • Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5. • Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam. • Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance. • Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad. • Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura. 	<ul style="list-style-type: none"> • Human sexuality including: heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarriage. • Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. • Families and gender equality • The nature of families, including: <ul style="list-style-type: none"> • the role of parents and children • extended families and the nuclear family. • The purpose of families, including: <ul style="list-style-type: none"> • procreation • stability and the protection of children • educating children in a faith. • Contemporary family issues including: <ul style="list-style-type: none"> • same-sex parents • polygamy. • The roles of men and women. <ul style="list-style-type: none"> • Gender equality. • Gender prejudice. 	<ul style="list-style-type: none"> • The origins of the universe, including: <ul style="list-style-type: none"> • religious teachings about the origins of the universe, and different interpretations of these • the relationship between scientific views, such as the Big Bang theory, and religious views. • The use and abuse of the environment, including the use of natural resources, pollution. • The use and abuse of animals, including: <ul style="list-style-type: none"> • animal experimentation • the use of animals for food. • The origins and value of human life • The origins of life, including: <ul style="list-style-type: none"> • religious teachings about the origins of human life, and different interpretations of these • the relationship between scientific views, such as evolution, and religious views. • Abortion, including situations when the mother's life is at risk. • Euthanasia. • Beliefs about death and an afterlife, and their impact on beliefs about the value of human life. 	<ul style="list-style-type: none"> • Religion and belief as a cause of war and violence in the contemporary world. This will include the following: <ul style="list-style-type: none"> • Nuclear weapons, including nuclear deterrence. • The use of weapons of mass destruction. • Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. • Religious responses to the victims of war including the work of one present day religious organisation.

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Skills	<p>AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>		<p>AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>
Key Questions	<p>How are sources of wisdom used? What do sources of wisdom contain? What is the nature and role of God? What is the nature and role of prophets and key figures?</p>	<p>How do Muslims put their faith into practice? Why do Muslims worship? What are the differences between how Muslims present their faith?</p>	<p>How does religious doctrine influence the behaviour of Muslims and Christians? Why is there diversity in the way in which Muslims and Christians behave concerning ethical decisions and life matters?</p>	<p>How does religious doctrine influence the behaviour of Muslims and Christians? Why is there diversity in the way in which Muslims and Christians behave concerning ethical decisions and life matters?</p>	<p>How does religious doctrine influence the behaviour of Muslims and Christians? Why is there diversity in the way in which Muslims and Christians behave concerning ethical decisions and life matters?</p>

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<p>Assessment</p>	<p>Students will demonstrate the following in a 1, 2, 4, 5 and 12 mark question.</p> <ul style="list-style-type: none"> • apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • understand the influence of religion on individuals, communities and societies • understand significant common and divergent views between and/or within religions and beliefs • apply knowledge and understanding in order to analyse questions related to religious beliefs and values • construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content. 		<p>Students will demonstrate the following in a 1, 2, 4, 5 and 12 mark question.</p> <ul style="list-style-type: none"> • apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • understand the influence of religion on individuals, communities and societies • understand significant common and divergent views between and/or within religions and beliefs • apply knowledge and understanding in order to analyse questions related to religious beliefs and values • construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content. 	<p>Students will demonstrate the following in a 1, 2, 4, 5 and 12 mark question.</p> <ul style="list-style-type: none"> • apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • understand the influence of religion on individuals, communities and societies • understand significant common and divergent views between and/or within religions and beliefs • apply knowledge and understanding in order to analyse questions related to religious beliefs and values • construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content. 	<p>Students will demonstrate the following in a 1, 2, 4, 5 and 12 mark question.</p> <ul style="list-style-type: none"> • apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • understand the influence of religion on individuals, communities and societies • understand significant common and divergent views between and/or within religions and beliefs • apply knowledge and understanding in order to analyse questions related to religious beliefs and values • construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.
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