

Religious Studies: Year 10 Long Term Plan 2022-23

Term	Unit Title	Essential facts and knowledge	Essential Skills to Acquire	Link to subject inter and ethos	Anticipated misconceptions	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital/Literacy
Aut' 1	<p>Recap: What is RE? Why is it important? What are the 3 Abrahamic Religions? What is a Prophet?</p> <p>World Religion Focus: Judaism</p> <p>Beliefs and Practices</p>	<p>The nature of God- omnipotent, omnibenevolent, omni-present The names for God- Allah, Abraham, The Father Polytheism and monotheism Holy books/scripture, and prophets- Moses, Jesus, Mohammed (pbuh). How to show respect for each religion, in particular the importance of not visually depicting Mohammed (pbuh) and why. Links to how religions can be discriminated against: anti-semitism and Islamophobia in particular. Recognising fundamentalism and extremism and its dangers in misrepresenting the true faith. Creation story Holy Scripture- The Torah</p>	<p>Reading- ability to comprehend, analyse and evaluate holy scripture, and essays about religions. Oracy- ability to discuss and debate respectfully.</p> <p>Writing- transferring these discussions to writing to argue and explain.</p>	<p>respond to philosophical and ethical questions using a range of "ways of knowing" which includes studying religions through multiple disciplines such as a historical and literary lens.</p>	<p>Thinking that the 3 religions are not linked.</p> <p>The depiction of Mohammed</p> <p>Possible misinformation about religions due to intolerance in representation</p>	<p>High-level reading of holy scripture</p> <p>Writing evaluative answers.</p>	<p>Respect and Tolerance</p> <p>Protected Characteristics- religion, faith.</p>	<p>How religions have developed over time.</p> <p>Links between these faiths and cultural beliefs and practices, particularly Britain as a traditionally Christian society. How Britain has become multi-cultural.</p> <p>Representation of religions in the media.</p> <p>Geographical links.</p>
Aut' 2	<p>Continued focus on the chosen World Religion:</p> <p>Judaism-</p> <p>Beliefs and Practices, including</p>	<p>Abraham, Moses, Elijah, Rebecca, Issac</p> <p>What did Ellijah and Moses prophecise about the Messiah?</p> <p>What do Jewish followers</p>	<p>Reading- ability to comprehend, analyse and evaluate holy scripture, and essays about religions.</p> <p>Oracy- ability to</p>	<p>respond to philosophical and ethical questions using a range of</p>	<p>Gaps in knowledge regarding the story of Moses due to various adaptations on screen.</p>	<p>High-level reading of holy scripture</p> <p>Writing evaluative answers.</p>	<p>Respect and Tolerance</p> <p>Protected Characteristics- religion, faith.</p>	<p>How religions have developed over time.</p> <p>Links between these faiths and cultural beliefs and practices, particularly Britain as a traditionally Christian society. How Britain has become multi-</p>

	<p>understanding the Forefathers and Foremothers.</p>	<p>believe about the Messiah? Why is Jesus not accepted as the Messiah?</p> <p>Recap: Passover</p>	<p>discuss and debate respectfully.</p> <p>Writing- transferring these discussions to writing to argue and explain.</p>	<p>“ways of knowing” which includes studying religions through multiple disciplines such as a historical and literary lens.</p>	<p>Impact of women in religion.</p>			<p>cultural.</p> <p>Representation of religions in the media.</p> <p>Geographical links.</p>
Spr'1	<p>Christianity</p> <p>How and why did this branch from Judaism?</p> <p>What are the differences between the two faiths?</p> <p>How did Christianity come to be the foundation of British culture?</p>	<p>How and why did this branch from Judaism? Recap the Creation story in Genesis- compare to Judaism.</p> <p>What is the Messiah? Why was Jesus such a controversial figure?</p> <p>Recap: Jesus' birth and early life Jesus' miracles and parables. The crucifixion and resurrection, including how Jesus celebrated Passover and how He adapted this sacrament as His Last Supper. Discuss transubstantiation versus symbolism.</p>	<p>Reading- ability to comprehend, analyse and evaluate holy scripture, and essays about religions.</p> <p>Oracy- ability to discuss and debate respectfully.</p> <p>Writing- transferring these discussions to writing to argue and explain.</p>	<p>respond to philosophical and ethical questions using a range of “ways of knowing” which includes studying religions through multiple disciplines such as a historical and literary lens.</p>	<p>Jesus was a Christian and not a Jew.</p> <p>Christianity came before Judaism.</p> <p>Britain is still dominated by Christian values.</p>	<p>High-level reading of holy scripture</p> <p>Writing evaluative answers.</p>	<p>Respect and Tolerance</p> <p>Protected Characteristics- religion, faith.</p>	<p>How religions have developed over time.</p> <p>Links between these faiths and cultural beliefs and practices, particularly Britain as a traditionally Christian society. How Britain has become multi-cultural.</p> <p>Representation of religions in the media.</p> <p>Geographical links.</p>

Spr'2	<p>Christianity-Beliefs and Practices continued.</p> <p>How has multicultural Britain affected Christianity?</p>	<p>Holy Scripture- What are the similarities and differences between the Gospels? What does 'The Word made flesh' ideas in John's Gospel?</p> <p>The Holy Sacraments.</p>	<p>Reading- ability to comprehend, analyse and evaluate holy scripture, and essays about religions.</p> <p>Oracy- ability to discuss and debate respectfully.</p> <p>Writing- transferring these discussions to writing to argue and explain.</p>	<p>respond to philosophical and ethical questions using a range of "ways of knowing" which includes studying religions through multiple disciplines such as a historical and literary lens.</p>		<p>High-level reading of holy scripture</p> <p>Writing evaluative answers.</p>	<p>Respect and Tolerance</p> <p>Protected Characteristics- religion, faith.</p>	<p>How religions have developed over time.</p> <p>Links between these faiths and cultural beliefs and practices, particularly Britain as a traditionally Christian society. How Britain has become multicultural.</p> <p>Representation of religions in the media.</p> <p>Geographical links.</p>
Sum' 1	<p>Ethics: Crime and punishment: Forgiveness Freewill</p>	<p>Similarities and differences between Christian and Jewish beliefs.</p> <p>If God is omniscient and omnipotent then can humans have freewill? Why does God allow evil?</p>	<p>Reading- ability to comprehend, analyse and evaluate holy scripture, and essays about religions.</p> <p>Oracy- ability to discuss and debate respectfully.</p> <p>Writing- transferring these discussions to writing to argue and explain.</p>	<p>respond to philosophical and ethical questions using a range of "ways of knowing" which includes studying religions</p>	<p>God takes away freewill from humans.</p> <p>God lets humans suffer.</p>	<p>High-level reading of holy scripture</p> <p>Writing evaluative answers.</p>	<p>Respect and Tolerance</p> <p>Protected Characteristics- religion, faith.</p>	<p>How religions have developed over time.</p> <p>Links between these faiths and cultural beliefs and practices, particularly Britain as a traditionally Christian society. How Britain has become multicultural.</p> <p>Representation of religions in the media.</p> <p>Geographical links.</p>

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Sum' 1	<p>Ethics:</p> <p>Human Rights</p> <p>Abortion</p> <p>Euthanasia</p>	<p>What are Human Rights? Why are they important? How do different faiths and beliefs understand Human Rights, particularly Judaism and Christianity? How far are Human Rights influenced by religion?</p> <p>What is abortion? What are the different laws- past and present- regarding abortion? Why is there often a clash between the law and religious beliefs? Is abortion a woman's choice?</p> <p>What do Catholics believe about the Sanctity of Life- how does this inform their beliefs regarding abortion and euthanasia? How is this different from other Christian faiths? What does Judaism teach about Euthanasia and abortion?</p>	<p>Reading- ability to comprehend, analyse and evaluate holy scripture, and essays about religions.</p> <p>Oracy- ability to discuss and debate respectfully.</p> <p>Writing- transferring these discussions to writing to argue and explain.</p>	<p>respond to philosophical and ethical questions using a range of "ways of knowing" which includes studying religions through multiple disciplines such as a historical and literary lens.</p>	<p>All Christians believe the same about the Sanctity of Life.</p> <p>Religion and the Law are the same.</p>	<p>High-level reading of holy scripture</p> <p>Writing evaluative answers.</p>	<p>Respect and Tolerance</p> <p>Protected Characteristics- religion, faith.</p>	<p>How religions have developed over time.</p> <p>Links between these faiths and cultural beliefs and practices, particularly Britain as a traditionally Christian society. How Britain has become multicultural.</p> <p>Representation of religions in the media.</p> <p>Geographical links.</p>

Sum' 2	Extended essays.		<p>Reading- ability to comprehend, analyse and evaluate holy scripture, and essays about religions.</p> <p>Oracy- ability to discuss and debate respectfully.</p> <p>Writing- transferring these discussions to writing to argue and explain.</p>	<p>respond to philosophical and ethical questions using a range of "ways of knowing" which includes studying religions through multiple disciplines such as a historical and literary lens.</p>		<p>High-level reading of holy scripture</p> <p>Writing evaluative answers.</p>	<p>Respect and Tolerance</p> <p>Protected Characteristics- religion, faith.</p>	<p>How religions have developed over time.</p> <p>Links between these faiths and cultural beliefs and practices, particularly Britain as a traditionally Christian society.</p> <p>How Britain has become multi-cultural.</p> <p>Representation of religions in the media.</p> <p>Geographical links.</p>
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