

Year 10 Religious Education Sequence

	Content Taught	Reference	Essential Knowledge	Assessment	Rationale
HT1+ 2	Students study a series of lessons focusing on Religion, Peace and Conflict.	3.2.1.4	<p>Students will develop essential knowledge on:</p> <p>Causes of war – are there ever any acceptable reasons to go to war? With reference to the 9/11 Attacks and war in Afghanistan.</p> <p>The Just War Theory – what is it and how effective is it? With reference to the Allied Forces during WW2</p> <p>Holy War – what is it and can any war ever be called holy? With reference to the Crusades and the Israel-Palestine conflict</p> <p>Pacifism – what is it and is it appropriate? Study of Desmond Doss (Seventh Day Adventist pacifist who joined the army during WW2).</p> <p>Evaluation of the use of weapons of mass destruction. With reference to the use of atomic bombs on Hiroshima and Nagasaki during WW2</p> <p>Terrorism and freedom fighting – is there a difference? Examine the case</p>	<p>Summative Assessment Bringing it together mini essays, knowledge recall quizzes and exam style questions.</p> <p>Formative Assessment Knowledge test of whole unit and past exam paper.</p> <p>Knowledge taught in this topic will also be assessed at AP2 and AP3.</p>	<p>This unit builds on the knowledge learned in ‘Is religion a power for peace or cause of conflict?’ (Y8 and Y9 3.12), ‘Does religion help people to be good?’ (Y7) and ‘Does living Biblically mean obeying the whole Bible?’ (Y9 3.2).</p> <p>This topic prepares students for their study of Human Rights and Social Justice, Christianity Practices and Islam Practices.</p>

			<p>studies of Nelson Mandela, Animal Liberation Front, Dietrich Bonhoeffer and Al'Qaeda.</p> <p>How have religious believers worked for peace with reference to Dietrich Bonhoeffer and Irena Sendler as individuals and then the Corrymeela Community as an organization.</p> <p>How have religious believers helped victims of war with reference to the work of Christian Aid and its partners in Palestine.</p> <p>Wider Reading for consolidation and breadth: HT1 - What is war? - War and peace - GCSE Religious Studies Revision - BBC Bitesize pages 1-5 HT2 - What is war? - War and peace - GCSE Religious Studies Revision - BBC Bitesize pages 6-9</p>		
HT3+ 4	Students study a series of lessons focusing on Religion and Life	3.2.1.2	<p>Students will develop essential knowledge on:</p> <p>Issues surrounding quality and sanctity of life.</p> <p>The abortion debate – When does life begin?</p> <ul style="list-style-type: none"> Why was the 1969 Abortion Act passed? With reference to backstreet abortion methods 	Summative Assessment Bringing it together mini essays, knowledge recall quizzes and exam style questions.	<p>This unit builds on the knowledge learned in 'What difference does it mean to believe in....?' (Y8 3.11) and 'Is death the end?' (Y8 3.4).</p> <p>This unit prepares students for their study of Crime and Punishment and Human Rights and Social Justice.</p>

			<p>and consequences (include modern day backstreet abortion in countries where access is restricted).</p> <ul style="list-style-type: none"> • What reasons are there to support and oppose abortion. With reference to the case studies of Jessica Cox and Jonny Kennedy. Link also to the ethical debate surrounding pre-natal testing with specific reference to screening for conditions and the potential impact. • Alternatives to abortion <p>The euthanasia debate -</p> <ul style="list-style-type: none"> • Current legal status and where in the world it is legal. • What are the reasons to support and oppose euthanasia? With reference to the case studies of Reg Crew, Daniel James, Peter Smedley and Tony Bland. • Alternatives to euthanasia with reference to hospice care. Evaluate the viability of such alternatives. <p>Religious teachings about the origins of the universe (Creation stories from Christianity and Islam – compare and contrast).</p>	<p>Formative Assessment Knowledge test of whole unit and past exam paper.</p> <p>Knowledge taught in this topic will also be assessed at AP3.</p>	
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HT5	Students study a series of lessons focusing on Islam Beliefs	3.1.5.1	Students will develop essential knowledge on:	Summative Assessment	This unit builds on the knowledge learned in 'What difference does it make to

			<p>Origins of Islam and the stories of the prophets Adam, Ibrahim and Muhammad (pbuh). With reference to similarities and differences held by Christians and Muslims about Adam and Ibrahim and also the different nature of Jesus in Christianity and Muhammad in Islam.</p> <p>The Sunni Shi'a divide and its significance for Muslims today. Historical context of the divide and the similarities and differences in belief and practice.</p> <p>The Six Articles of Faith and their influence on Sunni Muslims. With reference to their similarity and difference to Five Roots.</p> <p>The Five Roots of Usul-Ad-Din and their influence on Shi'a Muslims. With reference to their similarity and difference to the Six Articles.</p> <p>Beliefs about the nature of Allah with particular reference to omnipotence, omnibenevolence and just.</p> <p>Beliefs about the nature and role of angels and their influence on Muslims.</p> <p>Beliefs about predestination and life after death and their influence on Muslims. With particular reference to the different understandings of how</p>	<p>Bringing it together mini essays, knowledge recall quizzes and exam style questions.</p> <p>Formative Assessment Knowledge test of whole unit and past exam paper.</p>	<p>believe in...?' (Y7 3.11) 'Does religion help people to be good?' (Y7 3.10) and 'Is death the end?' (Y8 3.4).</p> <p>This unit prepares students for their study of Islam Practices.</p>
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HT6	Students study a series of lessons focusing on Islam Practices	3.1.5.2	<p>Students will develop essential knowledge on:</p> <p>The nature of worship in Islam and the similarities and differences between the Five Pillars and Ten Obligatory Acts with direct reference to the Sunni and Shi'a traditions.</p> <p>For each of the Five Pillars (shahadah, salah, sawm, zakah and hajj) – what is it, why is it important for Muslims and</p>	<p>Summative Assessment Bringing it together mini essays, knowledge recall quizzes and exam style questions.</p> <p>Formative Assessment</p>	<p>This unit builds on the knowledge learned in Islam Beliefs.</p> <p>Knowledge learned in this topic prepares students for their study of Human Rights and Social Justice.</p>

			<p>what are the differences between Sunni and Shi'a?</p> <p>The nature and role of greater and lesser jihad with particular reference to the misconception that jihad can be used to justify acts of terror.</p> <p>The origin and celebration of the festivals Id-Ul-Fitr, Id-Ul-Adah and Ashura with particular reference to any differences in observance between Sunni and Shi'a</p> <p>Wider Reading for consolidation and breadth: The Five Pillars of Islam - Practices in Islam - GCSE Religious Studies Revision - AQA - BBC Bitesize</p>	Knowledge test of whole unit and past exam paper.	
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