

Year 10 Philosophy and Ethics (Religious Studies) Curriculum Plan

Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
Islamic Beliefs	<ul style="list-style-type: none"> AQA GCSE Specification A (Beliefs about Allah, Tawhid, life of Muhammad, Ibrahim and Adam, Shi'a / Sunni division, Imamate, Qur'an, Sunnah, Hadith, Al Qadr, Afterlife, Angels, 5 roots of Usul-ad-din, 6 Articles of faith) 	<ul style="list-style-type: none"> Comparative skills between Islamic groups / schools of thought Skills of explanation – focusing on developing the 'why' and the 'how' of each issue Evidence support and using quotations to develop points Evaluation – how to weigh up what makes an argument effective Written skills – using sentence prompts and key words to highlight skills and change of direction in writing Analysis – ability to deconstruct an argument Empathy – viewing the world and choices from others' shoes Sympathy – considering the feeling of others and how best to support 	<ul style="list-style-type: none"> Values in your own life and links to what you rely on and hold you up Philosophical beliefs about free will and destiny linked with challenges from religion 	<ul style="list-style-type: none"> Appreciation and hope Support through empathy 	<ul style="list-style-type: none"> 3R1 3R3 3RA3 3RA4 	<ul style="list-style-type: none"> Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2) Formative written activities, focusing on PEEAL paragraphs Fortnightly exam practice using either a 4, 5 or 12 mark exam question Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> SMSC – cultural beliefs on what happens after death
Islamic Practices	<ul style="list-style-type: none"> AQA GCSE Specification A (Shahada, Sawm, Salah, Zakah, Khums, Hajj, 5 Pillars, 10 Obligatory Acts, Eid, Ramadan, Ashura, Jihad) 	<ul style="list-style-type: none"> Comparative skills between Islamic groups / schools of thought Skills of explanation – focusing on developing the 'why' and the 'how' of each issue Evidence support and using quotations to develop points Evaluation – how to weigh up what makes an argument effective Written skills – using sentence prompts and key words to highlight skills and change of direction in writing Analysis – ability to deconstruct an argument Empathy – viewing the world and choices from others' shoes Sympathy – considering the feeling of others and how best to support 	<ul style="list-style-type: none"> Beyond the spec – additional practices such as Islamic dress Consideration for where Islamic practices get blurred with cultural practices – Jihad and Female Genital Mutilation 	<ul style="list-style-type: none"> Identification and selection of what is a religious and what is a cultural practice Appropriate ways to respond to religious practices 	<ul style="list-style-type: none"> 3RO1 3RA1 3RA2 	<ul style="list-style-type: none"> Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2) Formative written activities, focusing on PEEAL paragraphs Fortnightly exam practice using either a 4, 5 or 12 mark exam question Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> SMSC – Jihad / Radicalisation and Female Genital Mutilation
Theme A: Relationships and Families	<ul style="list-style-type: none"> AQA GCSE Specification A (roles of men, women and children within a family, purpose and nature of a family, conception, contraception, marriage, divorce, gender roles, gender in society, gender in religion) 	<ul style="list-style-type: none"> Comparative skills between Christian denominations, Islamic groups and between these two religions – what do each believe and why Skills of explanation – focusing on developing the 'why' and the 'how' of each issue Evidence support and using quotations to develop points Evaluation – how to weigh up what makes an argument effective Written skills – using sentence prompts and key words to highlight skills and change of direction in writing Analysis – ability to deconstruct an argument Empathy – viewing the world and choices from others' shoes 	<ul style="list-style-type: none"> Changing nature of rights – looking at modern cases such as Brunei Personal identification and reflection Aspirations and promoting the roles of women in academic settings – using positive examples from religion and secular life to draw out the differences in rights and views around the world 	<ul style="list-style-type: none"> Gender promotion and equality Reflection and self-analysis Political and cultural awareness Appropriate ways to challenge and reflect 	<ul style="list-style-type: none"> 3RA1 3RA2 3RA3 3RA4 3RO1 3RI1 3RI2 3RI3 3RI4 	<ul style="list-style-type: none"> Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2) Formative written activities, focusing on PEEAL paragraphs Fortnightly exam practice using either a 4, 5 or 12 mark exam question Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> Links to SMSC – family roles, values and cultural beliefs about roles of women and children Sex Education – role of contraception, family planning and sex Science – process of contraception and conception LGBTQIA+ - historical developments of rights and where liberty has been removed

		<ul style="list-style-type: none"> • Sympathy – considering the feeling of others and how best to support 					
<p>Theme E: Crime and Punishment</p>	<ul style="list-style-type: none"> • AQA GCSE Specification A (What is crime, what is punishment, aims of punishment, types of crime, prison, community service, corporal punishment, capital punishment, suffering, forgiveness) 	<ul style="list-style-type: none"> • Comparative skills between Christian denominations, Islamic groups and between these two religions – what do each believe and why • Skills of explanation – focusing on developing the ‘why’ and the ‘how’ of each issue • Evidence support and using quotations to develop points • Evaluation – how to weigh up what makes an argument effective • Written skills – using sentence prompts and key words to highlight skills and change of direction in writing • Analysis – ability to deconstruct an argument • Empathy – viewing the world and choices from others’ shoes • Sympathy – considering the feeling of others and how best to support 	<ul style="list-style-type: none"> • Political awareness – punishments around the world and the impact that this has on the sense of rights • Changing nature of religion – is it appropriate? • Personal reflection on the nature of people and their own roles within crime and punishment • Nature of the criminal – is redemption possible? 	<ul style="list-style-type: none"> • Reflection and self-analysis 	<ul style="list-style-type: none"> • 3RA1 • 3RA2 • 3RA3 • 3RA4 • 3RO1 • 3RI1 • 3RI2 • 3RI3 • 3RI4 	<ul style="list-style-type: none"> • Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2) • Formative written activities, focusing on PEEAL paragraphs • Fortnightly exam practice using either a 4, 5 or 12 mark exam question • Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> • SMSC – cultural punishments from around the world • Citizenship – roles and rights of the person and importance of liberty in democracy • Politics – religious and political challenges for rights and responsibilities