

George Stephenson High School Secondary Scheme of Work: Year 10 GCSE RS (6 lessons a fortnight)

Unit	Lessons	KAT	Key Progression Indicators Knowledge, Understanding and Skills
Christian Beliefs	15	<p>KATs will be completed every 6 lessons.</p> <p>In each unit, students will do a set of AO1 questions midway through the topic and an end of unit test which will be a past paper.</p> <p>PIXL test - 1 per fortnight</p>	<p>Students are expected to know what Christians believe about the following topics. Students should understand how believing these things influences the ways that believers live their lives. They are expected to be able to explain differences in Christian denominational thought about the topics and evaluate these differences in belief.</p> <p>The nature of God:</p> <ul style="list-style-type: none"> • God as omnipotent, loving and just • the oneness of God and the Trinity: Father, Son and Holy Spirit. • Creation: • Christian beliefs about creation including the role of Word and Spirit: (John 1:1-3 and Genesis 1:1-3). • Beliefs about the afterlife and their importance: • resurrection and life after death • judgement, heaven and hell. • Jesus Christ and salvation <p>Beliefs and teachings about:</p> <ul style="list-style-type: none"> • the incarnation and Jesus as the Son of God • the crucifixion, resurrection and ascension • sin and the means of salvation, including law, grace and Spirit • the role of Christ in salvation including the idea of atonement.
Jewish Beliefs	15		<p>Students are expected to know what Jews believe about the following topics. Students should understand how believing these things influences the ways that believers live their lives. They are expected to be able to explain differences in Jewish denominational thought about the topics and evaluate these differences in belief.</p> <p>The nature of God:</p> <ul style="list-style-type: none"> • God as one • God as Creator • God as Law-Giver and Judge. • The divine presence (Shekhinah). • Beliefs about life after death, including judgement and resurrection. • The importance of the sanctity of human life, including the concept of 'saving a life' (Pikuach Nefesh). • The nature and role of the Messiah. <p>The Covenant and the mitzvah</p> <ul style="list-style-type: none"> • The promised land and the Covenant with Abraham.

			<ul style="list-style-type: none"> • The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments. • Key moral principles including justice, healing the world and kindness to others. • The relationship between free will and the 613 mitzvah. • Mitzvah between man and God and mitzvah between man and man, including their difference and importance.
God and Revelation	15		<p>Students are expected to know what believers think about these topics and understand how atheism may challenge such beliefs. Students are expected to explain a range of different viewpoints on these topics and be able to evaluate the persuasiveness of different opinions.</p> <p>Philosophical arguments for and against the existence of God</p> <ul style="list-style-type: none"> • The Design argument, including its strengths and weaknesses. • The First Cause argument, including its strengths and weaknesses. • The argument for miracles, including one example of a miracle. • Evil and suffering as an argument against the existence of God. • Arguments against the existence of God from science. <p>The nature of the divine and revelation</p> <ul style="list-style-type: none"> • Special revelation as a source of knowledge about the divine (God, gods or ultimate reality) including visions and one example of a vision. • Enlightenment as a source of knowledge about the divine. • General revelation: nature and scripture as a way of understanding the divine. • Different ideas about the divine that come from these sources: the divine as omnipotent and omniscient, personal and impersonal, immanent and transcendent. • The value of general and special revelation and enlightenment as sources of knowledge about the divine, including the problems of different ideas about the divine arising from these experiences, alternative explanations for the experiences, and the possibility that the people who claimed to have them were lying or mistaken.
Jewish Practices	20		<p>Students are expected to know what Jews believe about the following topics. Students should understand how believing these things influences the ways that believers live their lives. They are expected to be able to explain differences in Jewish denominational thought about the topics and evaluate these differences in belief.</p> <p>The synagogue and worship</p> <ul style="list-style-type: none"> • <i>The synagogue and its importance</i>

			<ul style="list-style-type: none"> • The design and religious features of synagogues including reading platform (bimah), ark (aron hakodesh), ever burning light (ner tamid) and associated practices. • Public acts of worship including: • synagogue services in both Orthodox and Reform synagogues • the significance of prayer, including Amidah, the standing prayer. • Shabbat in the home and synagogue and its significance. • Worship in the home and private prayer. • The written law (the Tenakh) and the oral law (Talmud), their use and significance in daily life. <p>Family life and festivals</p> <ul style="list-style-type: none"> • Rituals and their significance: • ceremonies associated with birth including Brit Mila. • Bar and Bat Mitzvah • the marriage ceremony • mourning rituals. • Dietary laws and their significance: • kosher and treyfah • separation of milk and meat. • Festivals including the origins and meaning of: • Rosh Hashanah and Yom Kippur • Pesach.
<p>Human Relationships</p>	<p>15</p>		<p>Students are expected to know what believers think about these topics and understand how atheism may challenge such beliefs. Students are expected to explain a range of different viewpoints on these topics and be able to evaluate the persuasiveness of different opinions.</p> <p>Sex, marriage and divorce</p> <p>Religious teachings, beliefs and attitudes about:</p> <ul style="list-style-type: none"> • human sexuality including heterosexual and homosexual relationships • sexual relationships before and outside of marriage • contraception and family planning. <p>Religious teachings, beliefs and attitudes about:</p> <ul style="list-style-type: none"> • the nature and purpose of marriage • same-sex marriage and cohabitation • divorce, including reasons for divorce, and remarrying. <p>Families and gender equality</p> <p>Religious teachings, beliefs and attitudes about the nature of families, the role of parents, extended families and the nuclear family.</p>

			<p>Religious teachings, beliefs and attitudes about the purpose of families, including:</p> <ul style="list-style-type: none"> • procreation • stability and the protection of children • educating children in a faith. <p>Religious teachings, beliefs and attitudes about contemporary family issues including same-sex parents and polygamy.</p> <p>Religious teachings, beliefs and attitudes about:</p> <ul style="list-style-type: none"> • the roles of men and women • gender equality • gender prejudice and discrimination, including examples.
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Year 10 GCSE RS Calendar

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Christian Beliefs					End of Unit Assessment and DIRT	Jewish Beliefs			

Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20
Jewish Beliefs	End of Unit Assessment and DIRT	God and Revelation					End of Unit Assessment and DIRT	Jewish Practices	

Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Jewish Practices					End of Unit Assessment and DIRT	Human Relationships			

Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Human Relationships		End of Unit Assessment and DIRT	Revision of Year 10 content			End of year tests	DIRT	Work Experience	

George Stephenson High School Secondary Scheme of Work: Year 11 GCSE RS (6 lessons a fortnight)

Unit	Lessons	KAT	Key Progression Indicators Knowledge, Understanding and Skills
Christian Practices	15	<p>KATs will be completed every 6 lessons.</p> <p>In each unit, students will do a set of AO1 questions midway through the topic and an end of unit test which will be a past paper.</p> <p>PIXL test- 1 per fortnight</p>	<p>Students are expected to know what Christians believe about the following topics. Students should understand how believing these things influences the ways that believers live their lives. They are expected to be able to explain differences in Christian denominational thought about the topics and evaluate these differences in belief.</p> <p>Worship and festivals</p> <ul style="list-style-type: none"> • Different forms of worship and their significance, including liturgical, informal (non-liturgical) and private worship. • Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer. <p>The role and meaning of the sacraments:</p> <ul style="list-style-type: none"> • the meaning of sacrament • the sacrament of baptism and its significance for Christians, including infant and believers baptism • the sacrament of Eucharist and its significance for Christians, including different ways in which it is celebrated. <p>The role and importance of pilgrimage and celebrations including:</p> <ul style="list-style-type: none"> • two contrasting examples of Christian pilgrimage: Lourdes and Iona • the celebrations of Christmas and Easter. <p>The role of the church in the local and worldwide community:</p> <ul style="list-style-type: none"> • The role of the church in the local community, including food banks and street pastors. • The place of mission, evangelism and church growth. • The importance of the worldwide church including: • working for reconciliation • how Christian churches respond to persecution • the work of one of the following: Catholic Agency For Overseas Development (Cafod), Christian Aid, Tearfund.
Peace and Conflict	15		<p>Students are expected to know what believers think about these topics and understand how atheism may challenge such beliefs. Students are expected to explain a range of different viewpoints on these topics and be able to evaluate the persuasiveness of different opinions.</p> <p>Religion, violence, terrorism and war</p> <ul style="list-style-type: none"> • Religious teachings, beliefs and attitudes about the meaning and significance of: • peace

			<ul style="list-style-type: none"> • justice • forgiveness • reconciliation • Religious teachings, beliefs and attitudes about: • violence, including violent protest • terrorism • Religious teachings, beliefs and attitudes about: • reasons for war including greed, self-defence and retaliation • the just war theory including the criteria for a just war • holy war. • Religious teachings, beliefs and attitudes about pacifism. <p>Religion and belief in 21st century conflict</p> <ul style="list-style-type: none"> • Religion and belief as a cause of war and violence in the contemporary world. • Religious attitudes to nuclear weapons and 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.
<p>Life</p>	<p>15</p>		<p>Students are expected to know what believers think about these topics and understand how atheism may challenge such beliefs. Students are expected to explain a range of different viewpoints on these topics and be able to evaluate the persuasiveness of different opinions.</p> <p>The origins and value of the universe</p> <ul style="list-style-type: none"> • Religious teachings about the origins of the universe, including different interpretations of these. • The relationship between scientific views, such as the Big Bang theory, and religious views. <p>Religious teachings about the value of the world and the duty of human beings to protect it, including stewardship, dominion, responsibility, awe and wonder.</p> <ul style="list-style-type: none"> • Religious teachings, beliefs and attitudes about the use and abuse of the environment, including the use of natural resources, pollution. • Religious teachings, beliefs and attitudes about the use and abuse of animals, including animal experimentation and the use of animals for food. <p>The origins and value of human life</p> <ul style="list-style-type: none"> • Religious teachings, beliefs and attitudes about the origins of human life, including different interpretations of these.

Revision			<p>The relationship between scientific views, such as evolution, and religious views.</p> <ul style="list-style-type: none"> • The concepts of sanctity of life and the quality of life. <p>Religious teachings, beliefs and attitudes about abortion, including situations when the mother's life is at risk.</p> <ul style="list-style-type: none"> • Religious teachings, beliefs and attitudes about euthanasia. • Religious teachings, beliefs and attitudes about death and an afterlife.
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Year 11 GCSE RS Calendar

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Christian Practices					End of Unit Assessment and DIRT	Peace and Conflict pt1			

Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20
Revision for mock exam			Mock exam and DIRT		Peace and Conflict pt 2		End of Unit Assessment and DIRT	Life	

Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Life			End of Unit Assessment and DIRT	Revision and exam question practice.					

Week 31	Week 32								
GCSE Exams									

George Stephenson High School Secondary Scheme of Work: Year 10 Core RE (1 lesson a fortnight)

Unit	Lessons	KAT	Key Progression Indicators Knowledge, Understanding and Skills
Death Penalty and Crime	8	Newspaper article about the death penalty incorporating religious views and a recent case study	Students are expected to know what believers think about the death penalty and understand how such beliefs are inspired by sacred writings. Students are expected to explain a range of different viewpoints on the death penalty and the treatment of criminals and be able to evaluate the persuasiveness of different opinions.
Moral Issues	5	3 PEA paragraphs about a moral issue of student's choice with both sides shown and a reasoned and justified conclusion.	<p>Students are expected to know what believers and non- believers think about the following issues and understand how such beliefs may be inspired by sacred writings. Students are expected to explain a range of different viewpoints on these issues and be able to evaluate the persuasiveness of different opinions.</p> <ul style="list-style-type: none"> • Yukon Dog and Lychee Festival • Euthanasia • Gender equality • Genetic engineering • Homosexuality
Group Project	4	Lesson taught by students to the rest of their class	Students work in small teams to research, plan and deliver a lesson to the rest of their class about a RE topic. The topics chosen must be agreed with the teacher. Students will develop independent research skills and presentation skills through this project.

Year 10 RE Calendar

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Death Penalty and Crime									

Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20
Death Penalty and Crime									

Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Moral Issues									

Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Group Project								Work Experience	

George Stephenson High School Secondary Scheme of Work: Year 11 Core RE (1 lesson a fortnight)

Unit	Lessons	KAT	Key Progression Indicators Knowledge, Understanding and Skills
Is religion good or bad for society?	5	3 PEA paragraphs about whether or not religion is good for society with both sides shown and a reasoned and justified conclusion.	Students are expected to be able to give evidenced arguments on both sides of the debate regarding the value of religion in contemporary society. Students will look at the works of religious believers such as MLK and Corrie Ten Boom as well as looking at some of the atrocities carried out in the name of religion. Students are expected to explain a range of different viewpoints on these issues and be able to evaluate the persuasiveness of different opinions.
Religion and the Media	5	Evaluation response to the quotation "Religious figures should be represented in the media."	<p>Students are expected to know what believers think about these topics and understand how atheism may challenge such beliefs. Students are expected to explain a range of different viewpoints on these topics and be able to evaluate the persuasiveness of different opinions.</p> <ul style="list-style-type: none"> • Is the media a force for good or bad? • How does religion use the media to spread its message? • Censorship and the freedom of expression • The presentation of religious figures in the media
Individual Project	6	Presentation of student to a group of their peers.	Students work individually to research, plan and deliver a presentation to their peers about a RE topic which interests them. The topics chosen must be agreed with the teacher and will be shaped as a question which the student will answer in their presentation. Students will develop independent research skills and presentation skills through this project.

Year 11 Core RE Calendar

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Is religion good or bad for society?									

Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20
Religion and the Media									

Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Individual Project									

Week 31	Week 32								
Individual Project									