



Subject: Religion and Worldviews

Lead Teacher: J Barker

Year: 10

Curriculum organisation

Students are taught in mixed groups of 30 for one hours per week. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	Christianity: Jesus & salvation	<ul style="list-style-type: none"> • What do Christians believe about the purpose of Jesus? • Why are the crucifixion, resurrection and ascension of Jesus important to Christians? • Why is salvation important? How is it gained? 	<ul style="list-style-type: none"> • Incarnation • Sin & salvation • Atonement • Grace 	<p>The development of skills is not linear, skills are developed across all units of study & competency develops as skills are applied in different contexts:</p> <ul style="list-style-type: none"> • Describing and explaining • Mastery of subject vocabulary • Application • Interpreting texts • Enquiry • Academic discussion • Debate • Analysis of: Belief Arguments Impact Evidence • Evaluation • Reflection • Developing supported conclusions • Construct well argued & structured written arguments • written arguments. 	<ul style="list-style-type: none"> • Whole class discussion • Pair work • Practical activities • Problem-solving tasks • Watching short video clips • Research tasks
	Christianity: Eschatology	<ul style="list-style-type: none"> • What do Christians believe about life after death? What is the basis of their beliefs? Why might beliefs differ? • How do funerals reflect beliefs? 	<ul style="list-style-type: none"> • Resurrection • Heaven • Hell • Purgatory 		
	Buddhism: The Buddha	<p>What do Buddhist texts suggest about the Buddha's early life?</p> <ul style="list-style-type: none"> • Why might stories about the Buddha's early life be important to Buddhists? 	<ul style="list-style-type: none"> • The Four Sights • Renunciation • Asceticism • Meditation • Enlightenment 		
	The Dhamma	<ul style="list-style-type: none"> • What do Buddhists understand by pratyasamutpada? Why is the belief important? • What are the Three Marks of Existence? Why are they important? 	<ul style="list-style-type: none"> • Dukkha • Anicca • Anatta • (S)kandhas 		
	The Four Noble Truths	<ul style="list-style-type: none"> • What are The Four Noble Truths? • Why are The Four Noble Truths important to Buddhists? • What do Buddhists believe about rebirth? • How might Buddhists avoid Samsara? 	<ul style="list-style-type: none"> • Dukkha • Tanha • Three Poisons • Karma • Nirvana • Magga 		
Spring Term	Buddhist Ethical Principles	<ul style="list-style-type: none"> • Which ethical principles guide/influence Buddhists? • Why is living ethically important to Buddhists 	<ul style="list-style-type: none"> • Karuna & Metta • Five precepts • Six perfections 		
	Beliefs about the nature of humans	<ul style="list-style-type: none"> • What do Buddhists believe about the nature of humans? 	<ul style="list-style-type: none"> • Sunyata • Tathagatagarbha 		
	Human destiny	<ul style="list-style-type: none"> • What are the different ways in which Buddhists might achieve enlightenment/ Nirvana? 	<ul style="list-style-type: none"> • Arhat • Bodhisattva • Pure land 		
	Issues of relationships	<ul style="list-style-type: none"> • What do religious believers believe about the nature, purpose and importance of: Family? Marriage? Sexual relationships? • What do religious believers believe about same sex relationships? • What are the different attitudes towards the roles of women in worship & authority? 	<ul style="list-style-type: none"> • Marriage • Contraception • Cohabitation • Divorce/Adultery/Annulment/Separation • Natural Law 		
Summer Term	Revision and external examinations				

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • Exercise book 	<ul style="list-style-type: none"> • Examination Questions • Formal assessment week (May) • Peer and self assessment • Homework tasks (often research or project based) • Retrieval practice activities

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • GCSE RS support & development drop in – pupils can participate in a variety of activities that will help to develop and/or consolidate their understanding and skills. • Revision notes are available on teams – these can be used to consolidate learning or to catch up if learning has been missed. • The following websites have student resources: <ul style="list-style-type: none"> ○ https://request.org.uk (Christianity) ○ https://thebuddhistcentre.com/stories/schools/ (Buddhism) ○ www.humanism.org.uk (Humanist views) ○ BBC Bitesize 	<ul style="list-style-type: none"> • Encourage your child to read and/or listen to age appropriate news and documentaries that explore world events and ethical issues. Discussing these at home will help to develop good listening and debating skills and will help when analysing and evaluating different ideas, beliefs and worldviews. • Encourage your child to review their learning on a weekly basis; they could: <ul style="list-style-type: none"> ○ make revision cards/resources as they go along. ○ teach you what they have learned in their lesson. ○ summarise weekly content using sketch notes and key words.

Inclusion	Inclusion in year 10 RS
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<ul style="list-style-type: none"> • Pupils explore different worldviews and perspectives. They consider how these influence actions and beliefs and develop an understanding of how people might experience, understand and interpret the world around them differently to themselves. • Visual cues are used to support delivery and learning. For example, PowerPoints are designed to be accessible by: <ul style="list-style-type: none"> ○ Including minimal detail; short points not prose. ○ Using Images to support/clarify text. ○ Having a single colour background. ○ Having a strong contrast between background and text (usually black/dark grey background to avoid glare with cream or pastel coloured text) • Different methods for recording/presenting detail are used; for example – sketch notes, key word summaries, diagrams/mind maps. • Most lessons include quiet thinking/reading time to facilitate processing/reduce sensory overload. • Peripheral learning environment isn’t over stimulating (for example, walls are not filled with displays). • Detailed revision booklets are available to all students to support revision and add depth to class notes/understanding. • All class resources are available on Teams to support independent learning.

If you have any questions about this Learning Overview, please contact the named Teacher above.