

RS Department: Y10 GCSE RS Curriculum Overview 2025-26

The Humanities Faculty intend their curriculum to support the development of:

- **Questioning and curious students:** Foster a love for the Humanities subjects, whilst being challenged to interact and to ask and pose questions about the world around them.
- **Deep thinking and critical students:** To develop their oracy, think critically and form their own judgements and arguments backed by evidence, whilst reflecting on experiences other than their own.
- **Independent students:** Opportunities for students to develop metacognitive strategies and revision tools alongside soft skills such as teamwork and reflection.
- **Global citizens:** Students will learn about people and places within and outside their own experiences allowing them to challenge stereotypes and place themselves in the world around them.

RS Curriculum Intent:

- Analyse and evaluate sources of wisdom and authority.
- Develop a greater sense of self and ability to express thoughts, ideas and concepts.
- Foster a greater understanding of British Values such as tolerance, democracy and the rule of law to prepare them for life in Modern Britain.

Year 10	Term 1		Term 2		Term 3		End Points
	Half Term 1	Half Term 2	Half Term 3 [3 lessons]	Half Term 4 [3 lessons]	Half Term 5 [3 lessons]	Half Term 6 [4 lessons]	
Topic	Theme A: Human Rights and Social Justice/Beliefs and Practices		Beliefs and Practices: Christianity		Beliefs and Practices: Islam		
Skill	Critique ideas and opinions and create own arguments Justify responses or perspectives with evidence Ability to evaluate a range of knowledge or 'truths', including articles and sources of wisdom and authority Listen to and demonstrate respect when coming across a range of opinions that may not reflect their own						By the end of the year for Core RS students have been able to:
Content	<ul style="list-style-type: none"> Human sexuality Sexual relationships before and outside marriage Contraception and family planning Marriage Divorce and remarriage The nature and purpose of families Religious attitudes to gender equality 	<ul style="list-style-type: none"> God as omnipotent, loving and just in Christianity and Islam Evil and suffering The oneness of God 99 names of God in Islam The Trinity linked to the nature of God Free will defence Role of Angels Role of Prophets 	<ul style="list-style-type: none"> The origins of the universe The value of the world The use and abuse of animals The use and abuse of the environment and pollution The origins of human life Abortion Euthanasia Death and the afterlife 	<ul style="list-style-type: none"> The role of the church in the local community: Food banks The role of the church in the local community: Street pastors Church growth The church's response to world poverty The importance of the worldwide church 	<ul style="list-style-type: none"> The incarnation and Jesus, the son of God The crucifixion The resurrection and ascension Resurrection and life after death The afterlife and judgment Sin and salvation 	<ul style="list-style-type: none"> Crime and punishment Reasons for crime Attitudes to lawbreakers and different types of crime Aims of punishment Religious attitudes to forgiveness Religious Responses to victims of war Holy war and religion as a cause of violence 	Understand different philosophical, ethical and religious viewpoints Able to pose their own questions or critical thinking Able to intelligently comment on contemporary debates, laws, views or institutions in society Demonstrate the values and attributes of being a good citizen
Prior Knowledge Required	Religious perspective on family and relationships and nature of God		Christianity beliefs and teachings to be taught		Christianity beliefs and teachings and non-religious perspectives on crime and punishment		
Feedback Points	Question: 'Religions have strict rules that everyone has to follow'		'Abortion is never a good option'		'Religious people shouldn't have to forgive'		

Key Questions	<p>What are the Christian and Islamic views on different types of relationships? What is the attitude towards marriage and divorce? What do the two religions think about gender equality?</p> <p>Extended writing: 'All Humans are born equal'</p>	<ul style="list-style-type: none"> • Why is God seen as all loving, powerful and knowing? • Why do Muslims have 99 names for God? • Why is God important for religious people? <p>Extended writing: God is all loving and powerful'</p>	<ul style="list-style-type: none"> • What circumstances would Abortion be allowed in? • Should Euthanasia be legal? • What happens after we die? • Why do religious people have a duty to look after animals and the environment? <p>Extended writing 'If quality of life is not going to be good, abortion is the best option'</p>	<ul style="list-style-type: none"> • Why is the church an important aspect of Christianity? • Why should religious people help to reduce poverty? • What does it say in their scriptures about helping the less fortunate? <p>Extended Writing 'Only religious people have a responsibility to help the poor'</p>	<ul style="list-style-type: none"> • What does Jesus's crucifixion represent? • Why do religious people get judged after they die? • What is sin and salvation? <p>Extended writing: 'Religious people are judged on everything that they do'</p>	<ul style="list-style-type: none"> • Why do people commit crimes? • Why are religious people encouraged to forgive? • Why are people punished for their crimes? <p>Extended writing: 'Religions key principle is to forgive'</p>	
Homework	Homework will focus on retrieval of key terms and preparation for extended responses.						
Direct Vocab Instruction	<p><i>Divorce</i> <i>Marriage</i> <i>Gender equality</i> <i>Christianity</i> <i>Islam</i></p>	<p><i>God</i> <i>Omnipotent</i> <i>Omniscient</i> <i>Omnibenevolent</i> <i>Christianity</i> <i>Islam</i></p>	<p><i>Environment</i> <i>Euthanasia</i> <i>Abortion</i></p>	<p><i>Church</i> <i>Poverty</i></p>	<p><i>Crucifixion</i> <i>Resurrection</i> <i>Sin</i> <i>Salvation</i></p>	<p><i>Punishment</i> <i>Crime</i> <i>Holy war</i></p>	