



Year 10 Religious Studies Short Course

Curriculum Leader: Mrs Leanne Barrows

Exam Board: AQA

KS4 (GCSE SC and FC)

The aims and objectives of the GCSE are to enable students to: Develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism. Students will develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying. In addition, they will develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.

The course will enable them to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life and reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community. Additionally, students must demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith.

In Years 9 (AQA Short Course) and 10 (AQA Short and Full Course) and 11 (AQA Full Course) the courses will allow students to understand the influence of religion on individuals, communities and societies and understand significant common and divergent views between and/or within religions and beliefs and apply knowledge and understanding in order to analyse questions related to religious beliefs and values allowing them to construct well-informed and balanced arguments on matters concerned with religious beliefs and values.

From 2025, Years 9 and 10 set X7 will follow the ASDAN beliefs and values Short Course. They will complete challenges from six areas of study to gain 6 ASDAN credits.

Topics to be covered in Year 10

	Term 1 and 2	Term 2 and 3
Topics to be covered	Muslim Beliefs The Life of Muhammad The Sunni Shia Split The Oneness of God and the supremacy of God's will The nature of God Angels Predestination Life after death Prophethood and Adam Ibrahim Muhammad and the Imamate The Holy Books in Islam	Relationships and Families Sex, marriage and divorce. Human sexuality including heterosexual and homosexual relationships* Sexual relationships before and outside of marriage* Contraception and family planning* The nature and purpose of marriage. Same-sex marriage and cohabitation. Divorce, including reasons for divorce, and remarrying. Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. The nature of families, including: the role of parents and children, extended families and the nuclear family. The purpose of families, including procreation, stability and the protection of children, educating children in a faith. Contemporary family issues including same-sex parents, polygamy. The roles of men and women. Gender equality. Gender prejudice and discrimination, including examples. * Contraception, sexual relationships before marriage and homosexual relationships will be studied from contrasting religious viewpoints.

Topics to be covered in Year 10 cont'd

	Term 1 and 2			Term 2 and 3		
Key vocabulary	Muslim	Jibril	Shi'a	Human sexuality	Contraception	Divorce
	Islam	Mika'il	Immanent	Heterosexual	Marriage	Remarriage
	Allah	Predestination	Transcendent	Homosexual	Civil partnership	Annulment
	Tawhid	Akhirah	Omnipotent	Sex before marriage	Same-sex marriage	Family
	Monotheistic	Resurrection	Beneficent	Adultery	Cohabitation	Nuclear family
	Supremacy	Heaven	Merciful	Sex outside marriage	Protection of children	Stepfamily
	Qur'an	Hell	Fairness	Bigamy	Gender equality	Extended family
	Sunnah	Prophet	Adalat	Same sex parents	Sexual stereotyping	Polygamy
	Sunni	Risalah	Angels	Procreation	gender discrimination	
	Torah	Prophethood	Day of Judgement	Stability		
	Psalms	Iblis (Satan)		Gender prejudiced		
	Gospel	Caliph				
	Scrolls of Abraham	Imam and Imamate				
Skills to be developed	Identify - Select the correct answer Give/Name - State correct examples of something Explain - developing points with explanations or examples Religious Teachings - Being able to identify relevant quotes and explaining the meaning Evaluation Questions - for and against arguments for a given statement & beginning to evaluate arguments					
Opportunities for revisiting previous learning	At the start of every lesson we retrieve information from the previous lesson, previous week, term or even year. Leitner System of flash card learning. Whenever we complete assessments as we always ask questions from prior topics. Homework tasks are retrieval practice tasks so that revision is constantly being used. Seneca is used for this.					
When will formal assessment of progress take place?	Exam questions in lesson time Mock in December—Islam and Christianity			Spring term Mid-Year exam and feedback Mock exam in the classroom—Themes paper		

Year 10 Useful Resources

The Gilberd VLE is a great starting point and includes links to many websites:

<https://www.gilberd.com/index.php/en/vle>

<http://www.primaryhomeworkhelp.co.uk/Religion.html>

www.reonline.org.uk/knowning/what-re/

<https://understandinghumanism.org.uk/>

<https://www.bbc.com/bitesize/subjects/zh3rkqt>

<https://senecalearning.com>

Youtube: MrMcMillan

Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcome. Current guidelines mean that we cannot provide as much detailed written feedback as it typical. As a result of this, we will during lessons, evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

Homework

Homework will be set using the online platform Go4Schools

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. Seneca tasks will be regularly set. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

Contact Information:

If you would like to contact the Religious Studies Department please email: re@gilberd.com.

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