

RPE Year 10 Curriculum Overview

In year 10 students continue their in-depth study of religion by looking at 'Islam: Beliefs and Practices'. This enables them to continue learning about the complexities of world religion and apply what they have learnt throughout their learning journey to two more themes topics.

	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4
Topic	Religion and Life part 2	Islam Beliefs	Islam Practices	Peace and Conflict
Critical Prior Knowledge	<ul style="list-style-type: none"> Students studied the first half of this unit at the end of year 9. Christianity is explored in year 7 term 1 and term 3, in year 8 term 1 and throughout year 9. 	<ul style="list-style-type: none"> Islam is studied in year 7 term 3. Some of the basics of Islam are covered in year 9 when studying Crime and Punishment. 	<ul style="list-style-type: none"> To study Islam Practices, it is vital to study Islam Beliefs first (year 10 term 2). Islam is studied in year 7 term 3. Some of the basics of Islam are covered in year 9 when studying Crime and Punishment. 	<ul style="list-style-type: none"> Christianity is explored in year 7 term 1 and term 3, in year 8 term 1 and throughout year 9 (fundamental to all themed units).
Overall Intent (Big ideas and key concepts)	<p>Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues of the value of both the universe and humanity, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> Abortion. Euthanasia. Animal experimentation. <p>RELIGIOUS FOCUS – Christianity</p>	<p>Students study the fundamental beliefs and teachings of Islam and their basis in Islamic sources of wisdom and authority.</p> <p>Students study the influence of these beliefs and teachings on individuals, communities and societies.</p> <p>Students will come to know a range of different Muslim perspectives, including those from Sunni and Shi'a Islam.</p> <p>RELIGIOUS FOCUS – Islam</p>	<p>Students study the fundamental practices of Islam and their basis in Islamic sources of wisdom and authority.</p> <p>Students study the influence of these practices on individuals, communities and societies.</p> <p>Students will come to know a range of different Muslim perspectives in their answers, including those from Sunni and Shi'a Islam.</p> <p>RELIGIOUS FOCUS – Islam</p>	<p>Students begin a study into religious teachings, and religious, philosophical and ethical arguments, relating to violence, terrorism and war and their impact and influence in the modern world.</p> <p>RELIGIOUS FOCUS – Christianity and Islam</p>
Essential Knowledge milestones (What students must master)	<p>The use and abuse of animals, including:</p> <ul style="list-style-type: none"> animal experimentation the use of animals for food. <p>The value of human life:</p> <ul style="list-style-type: none"> The concepts of sanctity of life and the quality of life. 	<p>Key Beliefs:</p> <ul style="list-style-type: none"> The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. Tawhid (the Oneness of God), Qur'an Surah 112. 	<p>Worship:</p> <ul style="list-style-type: none"> Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and Jihad in both Sunni and 	<p>Introduction to the main topics - violence, terrorism, war and protest. This is in readiness for year 11 where they look at these topics in more detail and Muslim and</p>

	<ul style="list-style-type: none"> • Abortion, including situations when the mother's life is at risk. Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. • Euthanasia. • Beliefs about death and an afterlife, and their impact on beliefs about the value of human life. 	<ul style="list-style-type: none"> • The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence. • Angels, their nature and role, including Jibril and Mika'il. • Predestination and human freedom and its relationship to the Day of Judgement. • Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. <p>Authority:</p> <ul style="list-style-type: none"> • Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. • The holy books: Qur'an: revelation and authority, the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. • The imamate in Shi'a Islam: its role and significance. 	<p>Shi'a Islam and the additional duties of Shi'a Islam).</p> <ul style="list-style-type: none"> • Shahadah: declaration of faith and its place in Muslim practice. • Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; • Friday prayer: Jumma; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer. <p>Duties and festivals:</p> <ul style="list-style-type: none"> • Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5. • Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam. • Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance. • Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; 	<p>Christian responses to these.</p>
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			origins, influence and conditions for the declaration of lesser jihad. <ul style="list-style-type: none"> Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura. 	
Cultural Capital	The RPE department has created a wide, varied and rich curriculum so that every student is exposed to lots of new experiences, different activities, lots of different world views and attitudes, develop lots of skills and qualities that are vital to success in later life. This should be evident in the entirety of our curriculum. Students will take part in a Peace and Conflict conference where they will hear from a variety of religious and non-religious speakers on matters related to issues surrounding war.			
Assessment Points	1. In class knowledge and understanding assessment based on work covered so far, plus retrieval from previous years. 2. In class knowledge, understanding and evaluation assessment based on whole unit of work, plus detailed retrieval from previous years.	1. In class knowledge and understanding assessment based on work covered so far, plus retrieval from previous years. 2. In class knowledge, understanding and evaluation assessment based on whole unit of work, plus detailed retrieval from previous years.	1. In class knowledge and understanding assessment based on work covered so far, plus retrieval from previous years. 2. End of year assessment series.	
ECC Student Characteristics	<p>Being healthy and staying safe</p> <ul style="list-style-type: none"> Establishing inclusive and encouraging classrooms that students feel safe in. <p>Being resilient</p> <ul style="list-style-type: none"> Reward culture allows students to feel safe to make mistakes and learn from them. Effective use of feedback – set specific and achievable targets and action points. Use of teaching methods to instil determination and encourage constant involvement in lessons. Assessment processes are planned so that students build in confidence and aren't daunted by exam questions/tests as they go up the school. Emotional resilience – we tackle difficult topics in lessons and will not avoid them. <p>Respectful</p> <ul style="list-style-type: none"> Our curriculum is set and delivered to ensure our students have respect for other people's beliefs and opinions and to tackle prejudice and discrimination. Our classrooms are run on the basis of mutual respect between the teachers and the students. <p>Effective communicators</p> <ul style="list-style-type: none"> Most lessons involve open and evaluative discussion. Active learning – a variety of teaching methods to encourage collaborative learning. <p>Knowledgeable</p> <ul style="list-style-type: none"> Units of work are planned to build layers of knowledge and always retrieve previous knowledge. Homework is always based on revision to help build strong layers of knowledge. 			

	Skilled and able to transfer these skills <ul style="list-style-type: none"> Assessments created to continue to develop important RPE literacy skills Most lessons involve open and evaluative discussion – this is then used in evaluative written pieces. 			
Connection to future learning (When is this developed / revisited)?	<ul style="list-style-type: none"> The conceptual pegs will be revisited in every RPE lesson. 	<ul style="list-style-type: none"> The conceptual pegs will be revisited in every RPE lesson. Islam will be revisited in the study of Peace and Conflict and Relationships and Families in year 11. 	<ul style="list-style-type: none"> The conceptual pegs will be revisited in every RPE lesson. Islam will be revisited in the study of Peace and Conflict and Relationships and Families in year 11. 	<ul style="list-style-type: none"> The conceptual pegs will be revisited in every RPE lesson. Peace and Conflict is continued in year 11.