



Curriculum Plan Beliefs & Values

Year 10	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra-curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Unit 1 Life after death	Heaven and Hell Pilgrimages Life after death Different religious beliefs Day of the Dead The boy who lived before	Explanation of key words, quotes, beliefs, practices & teachings Ability to understand alternative points of view	Knowledge Test <u>Explain two religious beliefs about what happens when a person dies.</u>	Religious terminology. Case Studies Using evidence Analysing sources & interpretations. Forming an argument Explaining	Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks. Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons. Community - Work together & respect different ideas, opinions, beliefs, cultures & religions. Make connection between the topics and students' lives. Understand the religions, cultures & beliefs of different groups and put this into context. Endeavour – Persevere with learning & understanding religious & cultural concepts. Use Knowledge Organisers to embed the knowledge into their learning.		Opportunities to share answers and opinions through class discussions to further learning & understanding. Form debates & arguments. Using empathy to understand key beliefs and attitudes.



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Unit 2 Crime & Punishment	What is justice and why should laws be linked to it? What is the function of punishment in society and why are they the way they are? What is capital punishment and is it illegal in the UK? Why is capital punishment a controversial topic?	Explanation of key words, quotes, beliefs, practices & teachings Ability to understand alternative points of view	Knowledge Test <u>Explain why some Christians are against capital punishment and why some Christians believe it is acceptable in some circumstances</u>	Religious terminology. Case Studies Using evidence Analysing sources & interpretations. Forming an argument Explaining Making a judgement Newspaper articles.	Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks. Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons. Community - Work together & respect different ideas, opinions, beliefs, cultures & religions. Make connection between the topics and students' lives. Understand the religions, cultures & beliefs of different groups and put this into context. Endeavour – Persevere with learning & understanding religious & cultural concepts. Use Knowledge Organisers to embed the knowledge into their learning.	Opportunities to share answers and opinions through class discussions to further learning & understanding. Form debates & arguments. Using empathy to understand key beliefs and attitudes. What is the difference between justice and injustice? History of capital punishment. Laws & Crime & Punishment. The criminal justice system.
Unit 3 Political Ideologies & Extremism	Are extremism and terrorism the same thing? What types of extremist groups are there?	Explanation of key words, quotes, beliefs, practices & teachings Ability to understand	Knowledge Test <u>What do you think is the biggest cause of extremism and</u>	Religious terminology. Case Studies Using evidence	Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks. Achievement - Use the feedback from assessments	Opportunities to share answers and opinions through class discussions to further learning & understanding. Form debates & arguments. Using empathy to understand key beliefs and attitudes.



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	What do you understand by the word radicalisation? How might the media presentation of stories fuel divisions in our communities? How can language divide us? How might this contribute to extremism? How can we prevent extremism?	alternative points of view	<u>terrorism?</u> <u>Give reasons to explain your point</u>	Analysing sources & interpretations. Forming an argument Explaining Making a judgement Newspaper articles.	and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons. Community - Work together & respect different ideas, opinions, beliefs, cultures & religions. Make connection between the topics and students' lives. Understand the religions, cultures & beliefs of different groups and put this into context. Endeavour – Persevere with learning & understanding religious & cultural concepts. Use Knowledge Organisers to embed the knowledge into their learning.	Suggest factors which contribute to the formation of extremist ideologies. List several ways people can reduce the risks associated with extremism in their communities. Identify actions that could be seen as 'extreme.' Identify persuasive, divisive and/or manipulative language in the media, including social media. Explain the impact of marginalisation of minority groups through the media. Evaluate source material, assessing for bias and explaining the impact of any bias.
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