

Curriculum Area: Religious Studies KS4 Year 10

| | WALTs: Learning objectives for each session. | Learning activities, Differentiation + Challenge Starters, Mains Activities Plenaries / AFL | New key terminology: | PSHE Competencies: | Impact |
|---|---|---|--|---|--|
| 1 | Learning Outcomes: <ul style="list-style-type: none"> Explore the purpose of families in the 21st century | The Purpose of Families Starter Discuss why families matter. Task Look at the different types of families and research the positives and negatives of each type. Task Explain in no more than 10 words what is the purpose of the family according to Islam. Research all the different ways the ummah helps people in the UK and worldwide. How do you think Muslim families can benefit from the ummah? Plenary Continuum debate - 'Today family life matters more if you are religious than if you are not' | Nuclear family -The most common type of family in modern Britain is the nuclear family. It consists of two parents and one or more child(ren) all living in the same house. Reconstituted family -Some divorced adults choose to remarry or live in a cohabiting relationship. This may lead to the creation of a reconstituted family. This type of family structure is made up of a mix | Core Theme: Relationships KS4 R10 KS4 R4 | Autumn Term Pupils will focus on relationships and families within Islam. Pupils should recognise that Islam is one of the many religions and world views in Great Britain. Pupils will be able to compare and contrast the areas of ethics and/or philosophy within Islam with non-religious views and to show that within Islam there may be more than one perspective in the way beliefs and teachings are understood and expressed. Pupils will be challenged to consider their own views on the issues studied but appreciate and respect the views of others. Misconceptions about different religious views will be challenged, including any extreme views or discriminatory opinions. |

Curriculum Area: Religious Studies KS4 Year 10

| | | | | | |
|---|--|---|--|--|--|
| | | | of step-parents and step | | |
| 2 | <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Examine the purpose of marriage from an Islamic perspective | <p>Marriage</p> <p>Starter</p> <ol style="list-style-type: none"> Think of 5 qualities that you would look for in a life-partner. Rank them from 1-5, 1 being the most important quality. Justify your top choice. Why did you place this quality at number 1? <p>Task one</p> <p>Research possible reasons for an arranged marriage.</p> | <p>Marriage - the legally or formally recognized union of two people as partners in a personal relationship</p> <p>Arranged - is a type of marital union</p> | <p>Core Theme: Relationships KS4 R10 KS4 R4</p> | |

Curriculum Area: Religious Studies KS4 Year 10

| | | | | | |
|---|---|---|---|--|--|
| | | <ol style="list-style-type: none"> 1. Why might some Muslims say it is better to have parents assist with finding a marriage partner? 2. What are the advantages of finding your own partner? 3. Muslim men can marry non-Muslim women, (Christian or Jewish) but Muslim women cannot. Why do you think this ruling exists? Do you think this is fair? <p>Task True/false quiz.</p> <p>Plenary 'In the modern world there is a need for marriage' Discuss.</p> | <p>where the bride and groom are primarily selected by individuals other than the couple themselves, particularly by family members such as the parents.</p> | | |
| 3 | <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Evaluate whether polygamy is ethical | <p>Polygamy Starter How many wives do you think King Solomon had?</p> <p>Task Read the information sheet about polygamy. Are these reasons justified?</p> <p>Explore some reasons why men are allowed to have up to four wives in Islam.</p> <p>Task: Students to determine through discussion whether different case studies are justified for polygamy. Discuss the problems with polygamy.</p> | <p>Polygyny – marriage of one man to more than one woman at the same time</p> <p>Polyandry - marriage of one woman to more than one man at the same time.</p> | <p>Core Theme: Relationships KS4 R4 KS4 R10</p> | |

Curriculum Area: Religious Studies KS4 Year 10

| | | | | | |
|---|---|---|---|---|--|
| | | <p>Plenary Discuss whether 'Polygamy is as natural as monogamy'.</p> | | | |
| 4 | <p>Learning outcomes:</p> <ul style="list-style-type: none"> Explore the various Islamic views about temporary marriage | <p>Temporary Marriage</p> <p>Starter Why do you think some Muslims might practice this type of marriage?</p> <p>Task Should historical religious texts be allowed to dictate current laws and practice? Or should they be left in the past where they belong?</p> <p>Task Watch clip and answer questions.</p> <ol style="list-style-type: none"> What reasons does Sara give for entering into a temporary marriage? What conditions did her temporary marriage contract contain? <p>Task</p> <ol style="list-style-type: none"> What reasons do Sunni Muslims give for not accepting temporary marriages? Why is temporary marriage popular amongst university students? | <p>Nikah Mut'ah – Temporary marriage</p> | <p>Core Theme: Relationships KS4 R10 KS4 R4</p> | |

Curriculum Area: Religious Studies KS4 Year 10

| | | | | | |
|---|--|--|--|--|--|
| | | <p>Plenary</p> <p>Bullet point positives and negatives of temporary marriage in Islam.</p> | | | |
| 5 | <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Examine the pros and cons of interfaith marriage. | <p>Inter-faith Marriage</p> <p>Starter</p> <ol style="list-style-type: none"> What do you think these figures show? Are there any figures which surprise you? E.g: Men have more interfaith marriages than women – why? <p>Task</p> <p>Why do you think interfaith marriage is much more common today in the UK than in previous years?</p> <p>Task</p> <p>Students watch video clip and suggest points for concern and good points for interfaith marriages.</p> <p>Plenary</p> <p>True/false quiz.</p> | <p>Inter-faith marriage – is marriage between spouses professing different religions.</p> | <p>Core Theme: Relationships KS4 R10 KS4 R4</p> | |

Curriculum Area: Religious Studies KS4 Year 10

| | | | | | |
|---|---|---|--|---|--|
| 6 | <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Decide whether the divorce process in Islam is fair. | <p>Divorce</p> <p>Starter True/false quiz about divorce.</p> <p>Task Put reasons of divorce in the diamond 9 structure.</p> <p>Task Discuss: What kinds of things must be considered if a couple decides to divorce? Or do you think marriage should be for life?</p> <p>Task Discuss the process of women divorcing men in Islam and vice versa. Is this process fair for each sex?</p> <p>Task Discuss the triple talaq and case studies – are these fair?</p> <p>Plenary Revisit the diamond 9 task to see if ideas have changed.</p> | <p>Divorce – Dissolution of a marriage.</p> <p>Triple Talaq - Muslim men to divorce their wives instantly without their consent, by uttering the word 'talaq' (divorce).</p> | <p>Core Theme: Relationships KS4 R4 KS4 R10 KS4 R13</p> | |
| 7 | <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Argue whether adultery should be illegal in the UK. | <p>Adultery</p> <p>Starter Pictures showing celebrities on their wedding day. What do they have in common?</p> | <p>Adultery – when a married person has a sexual relationship with someone other than their husband or wife.</p> | <p>Core Theme: Relationships KS4 R10 KS4 R4 KS4 R13</p> | |

Curriculum Area: Religious Studies KS4 Year 10

| | | | | | |
|---|---------------------------|--|---|--|--------------------|
| | | <p>Task Students view some statistics in the form of pie charts about adultery. Discuss if anything surprised students.</p> <p>Task Students read through Islamic teachings about adultery. Why do you think Islam is opposed to adultery?</p> <ol style="list-style-type: none"> 1. Are there any points you disagree with? 2. Is adultery really 'evil' 'a sin' & 'immoral'? 3. What do you think should be the punishment (if any) for adultery? <p>Task Students read about Islamic punishments for adultery.</p> <ol style="list-style-type: none"> 1. What do you think are the aims of these punishments? 2. Are these punishments fair? 3. Should these punishments be updated for modern times? <p>Plenary Discuss whether adultery should be made illegal in the UK.</p> | | | |
| 8 | Learning Outcomes: | Beliefs in Great Britain | Religious beliefs - are the ideas and | Core Theme: Relationships | Spring Term |

Curriculum Area: Religious Studies KS4 Year 10

| | | | | | |
|--|---|---|--|-----------------------|--|
| | <ul style="list-style-type: none"> Explain the role of religious belief in Great Britain with reference to Christianity. | <p>Starter: Complete a class consensus quiz.</p> <p>Task 1: How important is religious belief in Great Britain? With the person next to you, discuss this question. Make sure each person gets to speak and is listened to.</p> <p>Task 2: Look at 2011 consensus on religion in the UK.</p> <ol style="list-style-type: none"> Do any of these statistics surprise you? How does this compare to our class census? <p>Task</p> <ol style="list-style-type: none"> What trends do you observe? What do you think these trends mean for society? In 2021 we had another census – what trends do you think were shown? <p>Task</p> <p>Watch the video - write down three ways religious belief has changed in the UK.</p> <p>Plenary: Research what role does Christianity still play in the UK?</p> | <p>accepted tenets of any religion</p> | <p>KS4 R10</p> | <p>Pupils will focus on beliefs within Christianity. Pupils will study Christianity as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically about life after death and creation. The significance and importance of the various beliefs, issues and practices to Christians will be explored throughout the lessons. This will include reference to how the Bible informs a Christian's understanding of the topics and how approaches to the issues are underpinned by philosophical arguments and ethical theories. The curriculum aims to study Christianity within the context of the wider British society, the religious traditions of which are, in the main, Christian. Pupils will be challenged to consider their own views on the issues studied but appreciate and respect the views of others. Misconceptions about different religious views will be challenged, including any extreme views or discriminatory opinions.</p> |
|--|---|---|--|-----------------------|--|

Curriculum Area: Religious Studies KS4 Year 10

| | | | | | |
|---|---|---|--|---|--|
| 9 | <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Explore possible reasons why evil and suffering exists | <p>Evil and Suffering</p> <p>Starter:</p> <ol style="list-style-type: none"> Has evil and suffering always existed? If so where did it come from? If there is a God how can evil and suffering be allowed into the world ? “For good to exist, there must be evil – otherwise how would we recognise good when it happened?” <p>Task: Why could evil and suffering be a problem for religious believers?</p> <p>Task</p> <p>Many people believe that evil is a spiritual force. Humans can use their spiritual power for good or for evil. They can choose which force to follow. How far do you agree with this?</p> <p>Task</p> <ol style="list-style-type: none"> Explain why a religious person (select a religion) would agree with this view? How would a non-religious person respond to this? | <p>Evil - profoundly immoral and wicked.</p> <p>Suffering - the state of undergoing pain, distress, or hardship.</p> | <p>Core Theme: Relationships KS4 R10</p> | |
|---|---|---|--|---|--|

Curriculum Area: Religious Studies KS4 Year 10

| | | | | | |
|----|---|---|---|--|--|
| | | <p>Plenary:</p> <p>'We suffer because God gave us free will'. Do you agree with this statement? Why or why not?</p> | | | |
| 10 | <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Explain the impact of the Biblical creation story for Christians | <p>Creation</p> <p>Starter</p> <p>Watch video - What do you think this verse means? What do you think is the purpose of humanity according to this verse?</p> <p>Task</p> <p>Talk through genesis creation story.</p> <ol style="list-style-type: none"> Why do you think God entrusted humans with such responsibility? Are there any potential issues with this? <p>Task</p> <p>Watch clip about the human impact on Earth.</p> | <p>Creation - the action or process of bringing something into existence</p> | <p>Core Theme: Relationships KS4 R10</p> | |

Curriculum Area: Religious Studies KS4 Year 10

| | | | | | |
|----|--|--|--|--|--|
| | | <ol style="list-style-type: none"> 1. Has humanity done a good job of looking after the Earth? Why do you think this is? 2. Based on the story of God's creation story in Genesis, how do you think Christians should respond to the damage done to the earth? <p>Plenary</p> <p>'How the world began does not affect a person's life'. How far do you agree?</p> | | | |
| 11 | <p>Learning Outcomes:</p> <p>Explain key beliefs and teachings about Jesus' incarnation</p> | <p>Jesus' Incarnation</p> <p>Starter As you are watching the video, write an answer to the following questions:</p> <ol style="list-style-type: none"> 1. What miraculous events happened before Jesus' birth? 2. Why do you think the shepherds were confused about God's arrival on earth being in the form of a baby? 3. What significance do you think there is in Jesus' being human? <p>Task</p> <p>What can you infer about the importance of Jesus being human from these Biblical verses? Discuss in pairs.</p> | <p>Incarnation - the embodiment of God the Son in human flesh as Jesus Christ</p> | <p>Core Theme: Relationships KS4 R10</p> | |

Curriculum Area: Religious Studies KS4 Year 10

| | | | | | |
|----|--|---|---|---|--|
| | | <p>Plenary</p> <ol style="list-style-type: none"> 1. Bullet point the parts of the story that show Jesus' humanity and in a different colour the parts of the story that show Jesus' divinity (the state or quality of being divine/godlike). 2. What part of the story do you think illustrates Jesus' humanity the most? <p>How does this story illustrate the Christian belief that Jesus was fully human but also fully God?</p> | | | |
| 12 | <p>Learning Outcomes:</p> <p>Reflect on the impact of Christian beliefs about sin and salvation</p> | <p>Sin and Salvation</p> <p>Starter</p> <ol style="list-style-type: none"> 1. What is meant by the term sin? 2. Can you give examples of sins? 3. What is salvation? <p>Task</p> <p>Look at different statements.</p> <ol style="list-style-type: none"> 1. Do you agree with this? Why or why not? 2. Is this fair? 3. What could this lead to? | <p>Sin - any action or thought that separates humans from God; behaviour which is against God's laws and wishes or against principles of morality.</p> <p>Salvation- saving the soul, escape from sin and admission to heaven brought about by Jesus.</p> | <p>Core Theme: Relationships KS4 R10 KS4 R9</p> | |

Curriculum Area: Religious Studies KS4 Year 10

4. Who should we fear more – the law of the land or the law of the religion?

Task

Watch clip.

1. Can humans today learn anything from the disobedience of Adam and Eve?

2. Are Augustine's views justified?

3. Should the story of Adam and Eve be understood literally?

4. What might the concept of original sin mean for attitudes to women in the workplace, in marriage, and in the Church?

5. According to Christians, how can humans overcome this original sin?

Task

Explain what a quote from the bible says about salvation.

Task

Curriculum Area: Religious Studies KS4 Year 10

| | | | | | |
|----|---|---|--|--|--|
| | | <p>Watch clip about Jesus and the thief. What two significant things do you notice about what the second thief says to Jesus? What does this tell us about God's grace?</p> <p>Plenary</p> <p>Look at how salvation came about. Are both equally relevant for Christians today? If so why? If not which is more important and why?</p> | | | |
| 13 | <p>Learning Outcomes:</p> <p>Explain the significance of the belief in eschatology</p> | <p>Eschatology</p> <p>Starter</p> <p>Look at 2 quotes about death. What are your thoughts about these views?</p> <p>Task</p> <p>Look at statistics about beliefs in life after death.</p> <ol style="list-style-type: none"> 1. Do these facts surprise you? 2. What reasons may the 'Do not believe' group have for their belief? 3. Why do you think some people 'Do not know' what happens after death? <p>Task</p> | <p>Eschatology - the study of last things, refers to beliefs about death, judgement and the final destiny of the soul and of humankind.</p> | <p>Core Theme: Relationships KS4 R10</p> | |

Curriculum Area: Religious Studies KS4 Year 10

Why do you think the belief in eschatology matters to Christians?

Task

Research different forms of eschatology.

Task

1. Why did Michelangelo paint the Last Judgement?
2. What impact may this have on someone who visits the Sistine Chapel?
3. What examples of eschatology can you find in the painting?

Plenary

'The most important belief for Christians is eschatology'.
How far do you agree?

Curriculum Area: Religious Studies KS4 Year 10

| | | | | | |
|----|--|--|--|--|---|
| 14 | <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Debate religious teachings about sex relevant today | <p>Religious views about sex</p> <p>Starter</p> <p>Show different statements about sex. Are there any views you agree and/or disagree with?</p> <p>Task</p> <p>Sex within a faith setting is often a taboo subject. Parents feel embarrassed to talk about it, faith leaders seldom teach about it and yet it is something that takes up much thought during teenage years especially. Should religions be more open to discuss such issues?</p> <p>Task</p> <ol style="list-style-type: none"> 1. For most religions marriage seems to be the ideal place for sex. Why? 2. In pairs list reasons why religious leaders/followers believe sex should be for marriage. <p>Task</p> <p>Are the Sikh and Hindu teachings about sex old-fashioned?</p> <p>Plenary</p> <p>'Religious teachings about sex are applicable today'. How far do you agree?</p> | <p>Taboo - a social or religious custom prohibiting or restricting a particular practice or forbidding association with a particular person, place, or thing.</p> | <p>Core Theme: Relationships KS4 R10</p> | <p>Summer Term</p> <p>Pupils will study beliefs and teachings on life, specifically about Philosophy of Religion and issues of equality and social justice. The significance and importance of the various beliefs, issues and practices will be explored throughout the lessons. This will include reference to how various religious texts inform someone's understanding of the topics and how approaches to the issues are underpinned by philosophical arguments and ethical theories. Pupils will be challenged to consider their own views on the issues studied but appreciate and respect the views of others. Misconceptions about different religious views will be challenged, including any extreme views or discriminatory opinions.</p> |
|----|--|--|--|--|---|

Curriculum Area: Religious Studies KS4 Year 10

| | | | | | |
|----|---|--|--|--|--|
| 15 | <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Consider the changing attitudes towards same sex relationships | <p>Same-sex relationships</p> <p>Starter</p> <p>Discuss the statistic that it is illegal to be gay in 42/53 common wealth countries.</p> <p>Task</p> <p>Is sexuality fixed or fluid?</p> <p>Task - Watch clip. How would you react to someone you was extremely close to and they “came out”?</p> <ol style="list-style-type: none"> Why do you think so many prejudices exist towards people in a same sex relationship? Is it important such prejudices change? <p>Task</p> <ol style="list-style-type: none"> Does it matter different religions from different traditions have various views about sexuality? 2Are these views helping society be more open-minded and tolerant of difference? Do you think it is right for a religion to have a say about how people should behave sexually? Why is it important same sex marriages are recognised by the law? | <p>Fixed: predetermined and not able to change</p> <p>Fluid: not settled or stable; likely or able to change</p> | <p>Core Theme: Relationships</p> <p>KS4 R1 KS4 R4 KS4 R6 KS4 R10</p> | |
|----|---|--|--|--|--|

Curriculum Area: Religious Studies KS4 Year 10

| | | | | | |
|----|---|--|--|--|--|
| 16 | <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Explore why it is difficult to define equality | <p>Equality</p> <p>Starter Define equality.</p> <p>Task Watch the clip.</p> <ol style="list-style-type: none"> 1. Make a list of how a world would look if EQUALITY existed. 2. Do you think this is ever possible? 3. What are the barriers to equality? <p>Task Does the Equality Act help to define equality?</p> <p>Task Look at philosophical views.</p> <ol style="list-style-type: none"> 1. What do these views suggest about equality? 2. Which one of the three do you disagree with the most and why? <p>Plenary Look at case study and discuss.</p> | <p>Equality - the state of being equal, especially in status, rights, or opportunities.</p> | <p>Core Theme: Relationships KS4 R1 KS4 R5</p> | |
|----|---|--|--|--|--|

Curriculum Area: Religious Studies KS4 Year 10

| | | | | | |
|----|--|--|--|---|--|
| 17 | <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Explain the importance of gender equality | <p>Gender Equality</p> <p>Starter</p> <p>Watch clip. Are men and women naturally different or does society make us different?</p> <p>Task</p> <ol style="list-style-type: none"> 1. Why is gender inequality a problem? 2. Can you think of examples/ teachings/ campaigns which promote gender equality? <p>Task</p> <p>Discuss teachings of Guru Nanak. Discuss - What can you infer from this teaching about the position and importance of women?</p> <p>Task</p> <p>How is gender equality maintained in Awra Amba and why is this important?</p> <p>Task</p> | <p>Gender Equality - is the state of equal ease of access to resources and opportunities regardless of gender, including economic participation and decision-making; and the state of valuing different behaviors, aspirations and needs equally, regardless of gender.</p> | <p>Core Theme: Relationships KS4 R1 KS4 R5</p> | |
|----|--|--|--|---|--|

Curriculum Area: Religious Studies KS4 Year 10

| | | | | | |
|----|-------------------|---|--|--|--|
| | | <p>Why is it important to empower women through projects like the Kaur Project?</p> <p>Task</p> <ol style="list-style-type: none"> 1. What is the campaign trying to achieve? 2. Why is the campaign significant in today's society? 3. What affect has the campaign's slogan had? <p>Plenary:</p> <p>Why does gender equality benefit everyone?</p> | | | |
| 18 | Assessment | Forms Quiz as a summative assessment of Religious Studies. Based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades. | | | |