

RE CURRICULUM

Principle Aim: The principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The threefold aim of RE elaborate the principal aim:

1. Know about and understand a range of religious and worldviews
2. Express ideas and insights about the nature, significance and impact of religions and worldviews
3. Gain and deploy the skills needed to engage seriously with religions and worldviews.

These themes span and spiral across KS3 and KS4, they are linked to the Derbyshire Locally Agreed Syllabus.

Breadth and balance is achieved by ensure the following three strands are addressed across the key stage:

- A. Believing (religious beliefs, teachings, sources; questions about meaning, purpose and truth)
- B. Expressing (religious and spiritual forms of expression; questions about identity and diversity)
- C. Living (religious practices and ways of living; questions about values and commitments)

Year 10 MTP

Title	Christian Beliefs		Key theme	Faiths and cultures	Principles of learning	Respect	
	Key vocabulary	Knowledge & Skills Inc. Metacognition & Disciplinary Literacy	Opportunities for...		Links...		Assessment
			Interleaving	Spacing	Foreshadows	Reinforces	

The Trinity	Creed, Lord's Prayer, Trinity, Holy Communion, liturgy, Anglicans	<p>Outline the nature of the Trinity as expressed in the Nicene Creed</p> <p>Outline what Christians believe about the nature of the oneness of God</p> <p>Outline the nature of each of the persons of the Trinity</p> <p>Explain the significance of the oneness of God</p> <p>Explain the significance of each of the persons of the Trinity</p> <p>Explain...modelling thinking / scaffolding</p> <p>Evaluate different Christian understandings of the Trinity.</p> <p>Evaluate how the Trinity is shown in belief and worship.</p> <p>Evaluate the statement 'You can't be a Christian if you don't believe in the Trinity'</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Topic 2 Unit 1: Muslim beliefs	Outline Explain Evaluate		Christianity (KS3)	<p>'You can't be a Christian if you don't believe in the Trinity' Evaluate this statement</p> <p><u>Pages 4 – 7 from GCSE textbook 'Beliefs in Action'</u></p>
The creation of the universe and of humanity	Free will, self-knowledge, human dignity, stewardship	<p>Outline the accounts of creation in Genesis 1 and Genesis 2-3.</p> <p>Explain different Christian interpretations of Genesis creation.</p> <p>Explain why...modelling thinking / scaffolding</p> <p>Evaluate the role of the Word and Spirit in creation.</p> <p>Evaluate the importance of creation for Christians today.</p> <p>Evaluate the statement 'It's hard to believe the biblical accounts of creation'</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Topic 2 unit 1: Muslim beliefs	Outline Explain Evaluate		Christianity (KS3)	<p>'It's hard to believe the biblical accounts of creation' Evaluate this statement</p> <p><u>Pages 8-11 from GCSE textbook 'Beliefs in Action'</u></p>

The incarnation	Incarnation, Gospels, theological	<p>Outline Christian beliefs about the nature of Jesus Christ</p> <p>Explain the importance of the person of Jesus Christ as the incarnate Son of God.</p> <p>Explain...modelling thinking / scaffolding</p> <p>Explain why Christians believe Jesus was God incarnate (refer to Matthew's Gospel, Luke's Gospel, and John's Gospel)</p> <p>Evaluate the importance and significance of the incarnation.</p> <p>Evaluate the statement 'Jesus was God incarnate'</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Topic 2 unit 1: Muslim beliefs	Outline Explain Evaluate		Christianity (KS3)	<p>'Jesus was God incarnate'. Evaluate this statement</p> <p><u>Pages 12-14 from GCSE textbook 'Beliefs in Action'</u></p>
The last days of Jesus' life	Maundy Thursday, prophesised, Sanhedrin, blasphemy, treason, ascension, Apostle's Creed	<p>Outline key details of the Biblical accounts of the Last Supper, the betrayal, arrest, trial, crucifixion, resurrection and ascension of Jesus.</p> <p>Explain the differences in the records of the other Gospels.</p> <p>Explain what...modelling thinking / scaffolding</p> <p>Evaluate the importance of these events in understanding the purpose of the life of Jesus Christ,</p> <p>Evaluate the statement 'the resurrection was the most important event in the life of Jesus'.</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Topic 2 unit 1: Muslim beliefs	Outline Explain Evaluate		Christianity (KS3)	<p>'The resurrection was the most important event in the life of Jesus' Evaluate this statement</p> <p><u>Pages 15-18 from GCSE textbook 'Beliefs in Action'</u></p>

<p>The nature of salvation</p>	<p>Sin, salvation, Toral, grace, atonement, reconciliation, sacraments, purgatory, faith, Christ's Passion</p>	<p>Outline beliefs about the nature of salvation (law, sin, grace and spirit) Outline the role of Christ within salvation, including reference to John 3:10-21 and Acts 4:8-12 Explain why salvation from sin is important to Christians. Explain why...modelling thinking / scaffolding Evaluate different Christian understandings of atonement Evaluate the importance of atonement and salvation for Christians today. Evaluate the statement 'Only those who have been saved from sin will get to heaven' Evaluation style questions...modelling thinking / scaffolding</p>	<p>Topic 2 unit 1: Muslim beliefs</p>	<p>Outline Explain Evaluate</p>		<p>Islam (KS3)</p>	<p>'Only those who have been saved from sin will get to heaven.' Evaluate this statement <u>Pages 19-22 from GCSE textbook 'Beliefs in Action'</u></p>
<p>Christian eschatology</p>	<p>Resurrection, heaven, hell, immortality of the soul, purgatory, atheists, agnostics.</p>	<p>Outline divergent Christian teachings about the resurrection of the body. Outline divergent Christian teachings about the immortality of the soul. Outline divergent Christian teachings about heaven and hell. Outline divergent Christian teachings about purgatory. Explain how beliefs about life after death are shown in the Bible. Explain why...modelling thinking / scaffolding Evaluate why teachings about life after death are important to Christians today. Evaluate the statement 'Only those who believe in Jesus will go to heaven' Evaluation style questions...modelling thinking / scaffolding</p>	<p>Topic 2 unit 1: Muslim beliefs</p>	<p>Outline Explain Evaluate</p>		<p>Christianity (KS3)</p>	<p>'Only those who believe in Jesus will go to heaven' Evaluate this statement <u>Pages 23 - 26 from GCSE textbook 'Beliefs in Action'</u></p>

The problem of evil and suffering	Moral suffering, natural suffering, Holocaust, omnipotent, omnibenevolent, omniscient	Outline the meaning of 'moral suffering' Outline the meaning of 'natural suffering' Explain why evil and suffering may cause people to question or reject belief in God. Explain why...modelling thinking / scaffolding Evaluate the statement 'Evil and suffering are the fault of humans' Evaluation style questions...modelling thinking / scaffolding	Topic 2 unit 1: Muslim beliefs	Outline Explain Evaluate		Christianity (KS3)	'Evil and suffering are the fault of humans.' Evaluate this statement <u>Pages 19-22 from GCSE textbook 'Beliefs in Action'</u>
Solutions to the problem of evil and suffering.	Holiness, Psalms, vale of soul making, Auschwitz, canonised, intercessionary prayers	Explain biblical responses to the problem of evil and suffering. Explain theoretical responses to the problem of evil and suffering. Explain practical responses to the problem of evil and suffering. Explain why...modelling thinking / scaffolding Evaluate the success of these solutions to the problem of suffering. Evaluate the statement 'Evil is not a problem for religious believers' Evaluation style questions...modelling thinking / scaffolding	Topic 2 unit 1: Muslim beliefs	Outline Explain Evaluate		Christianity (KS3)	'Evil is not a problem for religious believers.' Evaluate this statement <u>Pages 19-22 from GCSE textbook 'Beliefs in Action'</u>

Title	Muslim beliefs		Key themes	Beliefs in Action		Principles of learning	
	Key vocabulary	Knowledge & Skills Inc. Metacognition & Disciplinary Literacy	Opportunities for...		Links...		Assessment
			Interleaving	Spacing	Foreshadows	Reinforces	
The Six Beliefs of Islam	Hadith, Iman, Shari'ah, Tawhid, Risalah, Akirah	Outline the six beliefs of Islam Outline what the six beliefs are based on Explain why the six beliefs are important for Sunni Muslims Explain why they hold their beliefs Explain why...modelling thinking / scaffolding Evaluate how the six beliefs are understood by Muslims today. Evaluate the statement 'You can't be a Muslim if you don't believe in the six beliefs' Evaluation style questions...modelling thinking / scaffolding	Topic 2 unit 1: Muslim beliefs	Outline Explain Evaluate		Islam (KS3)	'You can't be a Muslim if you don't believe in the six beliefs' Evaluate this statement Pages 152 – 154 from GCSE textbook 'Beliefs in Action'
The Five Roots of Shi'a Islam	Usul ad-din, Adalat, Imamah, hidden Imam, Mujtahid, Ayatollah	Outline the five roots in Shi'a Islam Outline the history of the five roots Explain why there are different understandings of the five roots among Shi'a Muslims Explain why they hold their beliefs Explain why...modelling thinking / scaffolding Evaluate the importance of the five roots in different Shi'a communities Evaluate the statement 'It doesn't matter what you believe as long as you worship God and live a good life' Evaluation style questions...modelling thinking / scaffolding	Topic 2 unit 1: Muslim beliefs	Outline Explain Evaluate		Islam (KS3)	'It doesn't matter what you believe as long as you worship God and live a good life' Evaluate this statement Pages 155 – 156 from GCSE textbook 'Beliefs in Action'

The nature of Allah	Allah, shahadah, ninety-nine names, omnipotence, omniscience,	<p>Outline Muslim beliefs about the characteristics of God Outline the concept of Tawhid Outline the concept of omnipotence Outline the concept of beneficence Outline the concept of Adalat Outline the concepts of transcendence and immanence</p> <p>Explain why the characteristics of Allah are important for Muslims Explain...modelling thinking / scaffolding Evaluate the statement 'No one knows what God is like' Evaluation style questions...modelling thinking / scaffolding</p>	Topic 2 unit 1: Muslim beliefs	Outline Explain Evaluate		Islam (KS3)	<p>'No one know what God is like' Evaluate this statement</p> <p>Pages 157 – 161 from GCSE textbook <u>'Beliefs in Action'</u></p>
Risalah (prophets)	Khalifah, vicegerent, Makkah, Ka'aba	<p>Outline key details about the main prophets of Islam (Adam, Abraham, Isma'il, Musa, Dawud, Isa and Muhammad)</p> <p>Explain what the prophets teach Muslims Explain what...modelling thinking / scaffolding Evaluate the statement 'Prophets show how much God loves humanity' Evaluation style questions...modelling thinking / scaffolding</p>	Topic 2 unit 1: Muslim beliefs	Outline Explain Evaluate		Islam (KS3)	<p>'Prophets show how much God loves humanity' Evaluate this statement</p> <p>Pages 163 – 166 from GCSE textbook <u>'Beliefs in Action'</u></p>

Muslim holy books	Kitub, Sahifa Ibrahim, Tawrat, Zabur, Injil, Apostles, Abu Bak'r, Uthman	<p>Outline beliefs about the nature of the holy books</p> <p>Outline key beliefs about the history / nature of the Injil</p> <p>Outline key beliefs about the history / nature of the Qur'an</p> <p>Explain divergent Muslim views about the importance of the holy books</p> <p>Explain why...modelling thinking / scaffolding</p> <p>Evaluate the importance of the Qur'an for Muslims today</p> <p>Evaluate the statement 'The Qur'an is God's final word to humanity and so should be obeyed'</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Topic 2 unit 1: Muslim beliefs	Outline Explain Evaluate		Islam (KS3)	<p>'The Qur'an is God's final word to humanity and so should be obeyed.' Evaluate this statement</p> <p>Pages 167 – 171 from GCSE textbook 'Beliefs in Action'</p>
Malaikah	Malaikah, Shaytan, Jibril, Yahra, Maryam	<p>Outline Muslim beliefs about the nature of angels</p> <p>Outline key beliefs about Jibril, Mika'il and Izra'il</p> <p>Explain why angels are important to Muslims</p> <p>Explain why...modelling thinking / scaffolding</p> <p>Evaluate the importance of angels in Islam</p> <p>Evaluate the statement 'Without angels there would be no Islam'</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Topic 2 unit 1: Muslim beliefs	Outline Explain Evaluate		Islam (KS3)	<p>'Without angels there would be no Islam' Evaluate this statement</p> <p>Pages 172 – 174 from GCSE textbook 'Beliefs in Action'</p>
Al-Qadr (fate)	Predestination, decree, Yusuf, insh Allah, Mu'tazilites, foreknowledge	<p>Outline Muslim beliefs about al-Qadr</p> <p>Explain why belief in al-Qadr and Allah's final judgement seem to be mutually contradictory.</p> <p>Explain how Muslim's reconcile the contradiction between al-Qadr and final judgement.</p> <p>Explain why...modelling thinking / scaffolding</p>	Topic 2 unit 1: Muslim beliefs	Outline Explain Evaluate		Islam (KS3)	<p>'Nothing happens unless God wants it to' Evaluate this statement</p> <p>Pages 172 – 174 from GCSE textbook 'Beliefs in Action'</p>

		Evaluate the implications of belief in al-Qadr for Muslims today. Evaluate the statement 'Nothing happens unless God wants it to' Evaluation style questions...modelling thinking / scaffolding					
Akirah (Muslim beliefs about life after death)	Israfil, intercede, al-Jannah, Barsakh	Outline Muslim beliefs about life after death: judgement, paradise, and hell. Explain how Muslim beliefs about death are shown in the Qur'an Explain why...modelling thinking / scaffolding Evaluate the similarities and differences between Christian and Muslim beliefs. Evaluate the importance of life after death for Muslims and how it might affect their lives. Evaluate the statement 'When you're dead, you're dead and that's the end of you' Evaluation style questions...modelling thinking / scaffolding	Topic 2 unit 1: Muslim beliefs	Outline Explain Evaluate		Islam (KS3)	'When you're dead, you're dead, and that's the end of you' Evaluate this statement <u>Pages 172 – 174 from GCSE textbook 'Beliefs in Action'</u>