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| **Year 10 – AQA Religious Studies GCSE** |
| **Curriculum intent** | Students will have the opportunity to learn about and evaluate beliefs and practices relating to Brahmic religions, Buddhism and Hinduism. They will consider and discuss the impact of these beliefs on individuals and communities. Students will be able to confidently discuss different beliefs and challenging content in a sensitive and articulate manner. This year students take the knowledge they have gained in previous years and apply to different scenarios and…  |
|  | **Topic 1 – Matters of Life and Death** | **Topic 2 – Crime and Punishment** | **Topic 3- Human rights and social justice** |
| **Knowledge** | * The origins and value of the universe
* Religious teachings about the origins of the universe, and different interpretations of these.
* The relationship between scientific views, such as the Big Bang theory, and religious views.
* The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. >The use and abuse of the environment, including the use of natural resources, pollution.
* >The use and abuse of animals, including:
* Animal experimentation
* The use of animals for food
* Religious teachings about the origins of human life, and different interpretations of these.
* >The relationship between scientific views, such as evolution, and religious views.
* >Abortion, including situations when the mother's life is at risk.
* Ethical arguments related to abortion.
* > Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.
 | * Good and evil intentions and actions, including whether it can ever be good to cause suffering.
* Reasons for crime, including:
	+ poverty and upbringing
	+ mental illness and addiction
	+ greed and hate
	+ opposition to an unjust law.
* Views about people who break the law for these reasons.
* Views about different types of crime, including hate crimes, theft and murder.
* The aims of punishment, including:
	+ retribution
	+ deterrence
	+ reformation.
* The treatment of criminals, including:
	+ prison
	+ corporal punishment
	+ community service.
* Forgiveness.
* The death penalty.
* Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life
 | * Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.
* Issues of equality, freedom of religion and belief including freedom of religious expression.
* Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.
* Social justice.
* Racial prejudice and discrimination.
* Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.
* Wealth, including:
	+ the right attitude to wealth
	+ the uses of wealth.
* The responsibilities of wealth, including the duty to tackle poverty and its causes.
* Exploitation of the poor including issues relating to:
	+ fair pay
	+ excessive interest on loans
	+ people-trafficking.
* The responsibilities of those living in poverty to help themselves overcome the difficulties they face.
* Charity, including issues related to giving money to the poor.
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| **Procedural Knowledge** | Identify, outline, give examples, explain and evaluate.  | Identify, outline, give examples, explain and evaluate. |  |
| **Assessments** | Each assessment will consist of a mixture of:* Multiple choice questions
* Recall questions
* A selection of 2 mark, 4 mark, 5 mark and 12 mark questions
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| **Enrichment** | [Roe v. Wade](https://www.youtube.com/watch?v=YHsCXJo1Ctw)[Life after Death: Real life stories.](https://www.youtube.com/watch?v=LXbSryqfAWg)[How marriage has changed.](https://www.youtube.com/watch?v=op9C7QkDXlE)  |  |   |