

## Year 10 Curriculum Overview

### Subject: RE

Term	Knowledge & Understanding			Literacy Skills Key Vocabulary	Employability Skills	Assessment Opportunities
	Composites	Components [KEY concepts]	Formal Retrieval			
<b>HT1 &amp; HT2: Component 1, Section 1 – Origins and Meaning</b>	<b>What are religious and non-religious beliefs about the origins and value of the universe and human life?</b>	<p>Catholic beliefs and teachings about the origin of the universe and the concept of creation ex nihilo as expressed in the writing of St Augustine</p> <p>The relationship between Catholic views and other Christian views on the origin of the universe and the extent to which these conflict</p> <p>The relationship between Catholic and non-religious views about the origins of the universe and of human beings (Stephen Hawking's theory of the Big Bang) and the extent to which these conflict</p> <p>Comparison of scientific theory of evolution (Charles Darwin, Richard Dawkins), with Catholic beliefs about the purposeful creation of human beings; the extent to which creation and evolution are compatible</p> <p>Catholic beliefs and teachings about the origin and sanctity of human life and the concept of imago Dei as expressed in the writings of St Catherine of Siena</p>	<p>Cumulative vocabulary retrieval – regular quizzes revisiting key terms from Years 7–9 that underpin Year 10 (e.g. Trinity, Incarnation, Paschal Mystery, covenant, imago Dei, Natural Law, Resurrection, dialogue, mitzvot).</p> <p>Scripture recall and linking tasks – retrieving and connecting prior texts (e.g. Genesis 1–3, Isaiah 53, Nicene Creed, Hebrews 9, 1 Corinthians 15) to current topics like creation, evil, incarnation and salvation.</p> <p>Comparison recall questions – revisiting</p>	<ul style="list-style-type: none"> <li>• creation ex nihilo</li> <li>• evolution</li> <li>• imago Dei</li> <li>• inspiration</li> <li>• omnipotence</li> <li>• revelation</li> <li>• stewardship</li> <li>• transcendence</li> </ul>	<p>Analytical and evaluative thinking – comparing religious and non-religious worldviews (e.g. creation and evolution, problem of evil, sanctity of life) and forming reasoned judgements.</p> <p>Specialist communication – using precise theological and philosophical vocabulary confidently in extended writing and discussion.</p> <p>Ethical decision-making – applying principles such as</p>	<p>4x Multiple choice question quizzes, 2 in HT1 and 2 in HT2.</p> <p>1x marked piece of extended writing on Catholic beliefs about the Bible in HT1</p> <p>1x summative assessment at the end of HT2 assessing all knowledge in this section.</p>

	<p><b>What are Catholic beliefs about creation and stewardship?</b></p> <p><b>What are Catholic beliefs about the Bible?</b></p>	<p>(specifically The Dialogue of St Catherine of Siena, of Discretion)</p> <p>The relationship between Catholic views, other fundamentalist Christian views and non-religious views about the value of human life, including attitudes toward abortion</p> <p>Humanist critiques of Catholic beliefs about sanctity of life issues (for example, Peter Singer's views on 'speciesism') and Catholic responses to these challenges</p> <p>Comparison of the first (Genesis 1:1-2:3) and second (Genesis 2:4-24) creation accounts, and their respective representations of God and human beings</p> <p>The significance of the Creation narratives with regards to Catholic beliefs about the nature of human beings and their relationship with creation</p> <p>A comparison of Catholic and Humanist beliefs on the importance of preserving the planet and the environment</p> <p>The Catholic understanding of the nature of revelation and inspiration, with reference to the structure and origins of scripture and its literary forms</p> <p>Different Christian views on the literary form of Genesis and the significance of this for the interpretation of the accounts</p>	<p>Judaism (Year 9) when studying Judaism in depth; linking Catholic Social Teaching and dignity (Year 7/8) to sanctity of life and stewardship.</p> <p>Concept mapping across years – retrieval grids linking Creation → Fall → Redemption → Salvation to reinforce the overarching narrative of Catholic belief.</p>		<p>Natural Law, imago Dei and stewardship to contemporary moral issues.</p> <p>Research and source analysis – interpreting scripture, Church teaching, philosophical arguments and Jewish texts (e.g. Torah, Talmud) critically.</p> <p>Cultural awareness and respectful dialogue – engaging thoughtfully with Judaism and diverse Christian perspectives in a mature and professional manner.</p>	
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	<p><b>How does art and symbolism express Catholic beliefs?</b></p> <p><b>How do Catholics love and serve in communities in Britain and elsewhere?</b></p>	<p>The meaning of Michelangelo’s Creation of Adam in the Sistine chapel</p> <p>The extent to which Michelangelo’s Creation of Adam expresses Catholic beliefs about creation, God and human beings</p> <p>The use of symbolism and imagery in Christian art, with particular reference to the Tree of Life Apse mosaic in San Clemente in Rome and the meanings of the symbols contained within it.</p> <p>The influence of the concept of imago Dei on Catholic Social Teaching about justice, peace and reconciliation,</p> <p>The importance of the role of the Catholic Church in inter-faith dialogue to promote understanding, respect, tolerance and harmony between the different religious and non-religious traditions in Great Britain.</p> <p>The extent to which the work of one Catholic charity, such as CAFOD and one local charity, such as SVP, reflect Catholic beliefs about the dignity of human beings, the importance of loving one's neighbour, and respecting creation</p>				
<p><b>HT3 &amp; HT4: Component 1, Section 2</b></p>	<p><b>What are Catholic attitudes</b></p>	<p>Catholic perspectives on the origin of evil: Original Sin and evil as a “privation”, with reference to St Augustine</p> <p>Alternative Christian and non-Christian views on the nature and origin of evil</p>		<ul style="list-style-type: none"> <li>• conscience</li> <li>• evil</li> <li>• free-will</li> <li>• goodness</li> <li>• incarnation</li> </ul>		<p>4x Multiple choice question quizzes, 2 in HT3 and 2 in HT4.</p>



	<p><b>Why do Catholics use statues?</b></p> <p><b>What are examples of popular piety?</b></p>	<p>The existence of the Natural Law and conscience as evidence of God's goodness and the role of suffering in the development of the virtues</p> <p>The meaning and significance of sculpture and statues to Catholic tradition and worship. The importance of sculpture and statuary as an expression of Catholic beliefs about God's goodness and the meaning of human suffering, with reference to Michelangelo's Pieta</p> <p>The meaning and significance of pilgrimage for Catholics as a response to human suffering, with particular reference to Lourdes</p> <p>Popular piety, such as the Rosary as a reflection on the meaning and significance of the Incarnation with particular reference to the Sorrowful Mysteries</p>				
<p><b>HT5 &amp; HT6: Component 3 - Judaism</b></p>	<p><b>What are Jewish beliefs and teachings?</b></p>	<p>Issues of God as: One, Creator, Law-Giver and Judge</p> <p>The nature and significance of shekhinah (the divine presence)</p> <p>Different views within Orthodox and Reform Judaism about the nature and role of the Mashiach (Messiah); special person who brings an age of peace, ourselves, his arrival as signalling the end of the world, praying for his coming, concerned more with living life according to the mitzvot</p>		<ul style="list-style-type: none"> <li>• synagogue</li> <li>• shekinah</li> <li>• Shabbat</li> <li>• kosher</li> <li>• Torah</li> <li>• mitzvot</li> <li>• Messiah</li> <li>• Covenant</li> </ul>		<p>4x Multiple choice question quizzes, 2 in HT5 and 2 in HT6.</p> <p>1x marked piece of extended writing on Jewish beliefs about the messiah.</p> <p>1x summative assessment at the end of HT6</p>

	<p><b>What are Jewish practices?</b></p>	<p>The meaning and significance of the Abrahamic Covenant, including the importance of the 'Promised Land'</p> <p>The meaning and significance of the Covenant with Moses at Sinai. Importance of the Ten Commandments.</p> <p>Beliefs and teachings about the nature and importance of Pikuach Nefesh (sanctity of life)</p> <p>The relationship between free will and the 613mitzvot (duties) between humans and with God</p> <p>Orthodox and Reform beliefs and teachings about life after death, judgement and resurrection; spiritual and/or bodily resurrection, immortality of the soul and the belief that we must focus on this life in preparation for whatever happens in the next</p> <p>The nature and importance of Orthodox and Reform synagogue services; Shabbat service, the significance of prayer including the standing prayer (Amidah)</p> <p>Worship in the home; siddur, recitation of Shema and Modeh Ani, display of mezuzah. The importance of preparing for and celebrating Shabbat</p> <p>Items worn for worship; tallith, tefillin and kippah</p>				<p>assessing all knowledge gained throughout the year.</p>
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Features of synagogues in Britain: significance of bimah, aron hakodesh, Torah scrolls, ner tamid, seating, minyan. Worship, social and community functions of synagogues serving Jewish communities in Britain.

The role and importance of Brit Milah: Covenant, identity, features of the ceremony

Bar Mitzvah: Law and personal responsibility, features of the ceremony

Orthodox and Reform views regarding Bat Mitzvah and Bat Chayil and features of the ceremonies

Marriage: features of the ceremony

Mourning rituals: onan, kaddish, sheva, yartzheit. Role of chevra kaddisha

Significance of use of the Tenakh and the Talmud in daily life. Dietary laws: kosher/treyfah, parev, the prohibition of milk with meat, requirements of a kosher kitchen. Keeping kosher in Britain: benefits and challenges

The origin, meaning and celebration of the following festivals among different Jewish communities in Britain: Rosh Hashanah, Yom Kippur, Pesach, Sukkot; Diversity of practice between different Jewish traditions