

Year 10 Curriculum Overview 2026-2027

Subject: RE

Term	Knowledge & Understanding			Literacy Skills Key Vocabulary	Employability Skills throughout all units	Assessment Opportunities
	Composites	Components [KEY concepts]	Formal Retrieval throughout all units			
HT1 & HT2: Component 3 - Judaism	What are Jewish beliefs and teachings?	Issues of God as: One, Creator, Law-Giver and Judge The nature and significance of shekhinah (the divine presence) 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 The meaning and significance of the Abrahamic Covenant, including the importance of the 'Promised Land' The meaning and significance of the Covenant with Moses at Sinai. Importance of the Ten Commandments. Beliefs and teachings about the nature and importance of Pikuach Nefesh (sanctity of life)	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). 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.	• synagogue • shekinah • Shabbat • kosher • Torah • mitzvot • Messiah • Covenant	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. Specialist communication – using precise theological and philosophical vocabulary confidently in extended writing and discussion. Ethical decision-making – applying	FA #5 – 8 mark question on the Shekhinah

	What are Jewish practices?	The relationship between free will and the 613 mitzvot (duties) between humans and with God 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 The nature and importance of Orthodox and Reform synagogue services; Shabbat service, the significance of prayer including the standing prayer (Amidah) Worship in the home; siddur, recitation of Shema and Modeh Ani, display of mezuzah. The importance of preparing for and celebrating Shabbat Items worn for worship; tallith, tefillin and kippah 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	Comparison recall questions – revisiting Judaism (Year 9) when studying Judaism in depth; linking Catholic Social Teaching and dignity (Year 7/8) to sanctity of life and stewardship. Concept mapping across years – retrieval grids linking Creation → Fall → Redemption → Resurrection → Salvation to reinforce the overarching narrative of Catholic belief.		principles such as Natural Law, imago Dei and stewardship to contemporary moral issues. Research and source analysis – interpreting scripture, Church teaching, philosophical arguments and Jewish texts (e.g. Torah, Talmud) critically. Cultural awareness and respectful dialogue – engaging thoughtfully with Judaism and diverse Christian perspectives in a mature and professional manner.	SA #5 – Half of paper 3 on knowledge gained in this unit. FA #6 – 5 mark describe question on items worn for worship.
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		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				
HT3 & HT4: Component 1, Section 1 – Origins and Meaning	What are religious and non-religious beliefs about the origins and value of the universe and human life?	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 The relationship between Catholic views and other Christian views on the origin of the universe and the extent to which these conflict The relationship between Catholic and non-religious views about the origins of the universe and of human beings		• creation ex nihilo • evolution • imago Dei • inspiration • omnipotence • revelation • stewardship • transcendence		SA #6 – Second half of paper 3 on knowledge gained in this unit.

	(Stephen Hawking's theory of the Big Bang) and the extent to which these conflict 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 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 (specifically The Dialogue of St Catherine of Siena, of Discretion) The relationship between Catholic views, other fundamentalist Christian views and non-religious views about the value of human life, including attitudes toward abortion Humanist critiques of Catholic beliefs about sanctity of life issues (for example, Peter Singer's views on 'speciesism') and Catholic responses to these challenges 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 The significance of the Creation narratives with regards to Catholic				Formative Assessment (FA) #1 – 8 mark question on the sanctity of life.
	What are Catholic beliefs about creation and stewardship?				

		beliefs about the nature of human beings and their relationship with creation A comparison of Catholic and Humanist beliefs on the importance of preserving the planet and the environment The Catholic understanding of the nature of revelation and inspiration, with reference to the structure and origins of scripture and its literary forms Different Christian views on the literary form of Genesis and the significance of this for the interpretation of the accounts The meaning of Michelangelo's Creation of Adam in the Sistine chapel The extent to which Michelangelo's Creation of Adam expresses Catholic beliefs about creation, God and human beings 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. The influence of the concept of imago Dei on Catholic Social Teaching about justice, peace and reconciliation, The importance of the role of the Catholic Church in inter-faith dialogue to promote understanding, respect,				Summative Assessment (SA) #1 – Questions on key concepts, sanctity of life, stewardship, origins of life and the universe. FA #2 – 5 mark describe question on Catholic attitudes towards reconciliation
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		tolerance and harmony between the different religious and non-religious traditions in Great Britain.					SA #2 – Half of paper 1 questioning knowledge from this unit.
HT5 & HT6: Component 1, Section 2 – Good and Evil	What are Catholic attitudes towards good and evil?	Catholic perspectives on the origin of evil: Original Sin and evil as a “privation”, with reference to St Augustine Alternative Christian and non-Christian views on the nature and origin of evil and the difference between moral and natural evil. Catholic beliefs about the relationship between God’s goodness and the goodness of the created world Philosophical and non-religious challenges posed by belief in God’s goodness, free will and the existence of evil and suffering The meaning of suffering and Catholic ambivalence towards it, with reference to the significance of Christ’s suffering and death and Isaiah 53			• conscience • evil • free-will • goodness • incarnation • Natural Law • privation • suffering		FA #3 – 8 mark explain question on the Trinity.
	What do Catholics believe about the trinity	The nature of the Trinity as expressed in the Nicene creed – One God in three persons: Father, Son and Spirit					

	and incarnation? The biblical support for the doctrine and its historical development, with reference to the metaphorical explanation of the doctrine as a trinity of love, lover and beloved in St Augustine How do Catholics make moral decisions? The meaning and significance of the belief in Jesus as Incarnate Son, divine Word, fully God and fully human; its scriptural origins and the kenosis hymn The example and teaching of Jesus as the authoritative source for moral teaching, with reference to Jesus as the fulfilment of the law 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 Why do Catholics use statues? 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 What are examples of popular piety? The meaning and significance of pilgrimage for Catholics as a response to human suffering, with particular reference to Lourdes Popular piety, such as the Rosary as a reflection on the meaning and significance of the Incarnation with				SA #3 – Questions on key concepts, evil, suffering, incarnation and sources of authority. FA #4 – 5 mark question on Lourdes. SA #4 – The second half of Paper 1 questioning key
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		particular reference to the Sorrowful Mysteries				knowledge from this unit
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