

Year Group 10

Term	1	2	3	4	5	6
Topic Title	Where does right & wrong come from?	Human Rights	Crime & Punishment		The Problem of Evil	Alternative Religions
Rationale Why are you delivering this topic now? How does it fit with the learning journey?	This re-introduces ethical theories but taking a more philosophical focus but examining the ideas of right and wrong. It explores the concept of goodness and how we can make judgement on this.	Forms key component of several GCSE RE courses. Allows students to use knowledge from KS3 to apply to modern situations	Forms key component of several GCSE RE courses. Allows students to use knowledge from KS3 to apply to modern situations		Develops work on ethics/morality which leads nicely from questions about capital punishment & human rights etc. Address questions that people struggle with about life.	This is to demonstrate the diff/sim between main 6 and other alternate religions)
Prior knowledge What have pupils already covered that will support?	Builds on work from Y8 Goodness unit & Y9 ethics, religion & science	PSHCE/RE work on prejudice & discrimination. Knowledge of worldwide issues/news	Knowledge from PSHCE (rule of law), study of sanctity of life in Y9 as well as the different religious and non-religious views studied in KS3.		Builds on work from Y8 Goodness unit, Y9 life journey & ethics unit in Y10	Study of RE at KS3
Key knowledge/skills development	Students will look at the different ideas about where right and wrong come from, focusing on different ethical theories and philosophers	What are human rights? How are they broken? People who support human rights & religious perspective inc. charity	Looks at the use of punishment, beliefs about forgiveness (Christianity), redemption & justice (Islam). Includes a mini unit on the diff. opinions (religious/non-religious) on the matter of capital punishment - this will be studied & debated.		Moves students towards ethics & morality, examining the matters of where right/wrong comes from and suffering in the world. Includes work on philosophers & different forms of ethics	What is a religion? Judaism, Paganism, Polynesian religion, Native America, Rastafarianism
National Curriculum/specification links	Lincolnshire Syllabus - fulfils one hour per week covering relevant topics to our community and fulfilling our curriculum intent for RE	Lincolnshire Syllabus - fulfils one hour per week covering relevant topics to our community and fulfilling our curriculum intent for RE	Lincolnshire Syllabus - fulfils one hour per week covering relevant topics to our community and fulfilling our curriculum intent for RE		Lincolnshire Syllabus - fulfils one hour per week covering relevant topics to our community and fulfilling our curriculum intent for RE	Lincolnshire Syllabus - fulfils one hour per week covering relevant topics to our community and fulfilling our curriculum intent for RE
Literacy		Pupils will be provided with pieces of extended reading about breaches in human rights, eg. Islamophobia.	Within this unit there will be a range of quotes from religious scripture pupils will need to draw on when stating their opinions.		Pupils will be provided with pieces of extended reading about the origin of evil.	Pupils will develop a poster/presentation on how similar/different the major 6 religions and the alternative religions are.
Numeracy		the use of statistics of human rights disasters for example the Holocaust.	The use of statistics and maps to explore the level of crime and punishment around the world. The use of statistics to explore the opinion of capital punishment around the world.			The use of statistics to explore the popularity of alternative religions compared to the main 6.
STEM	The use of rationalising, analysing and critical thinking skills in order to develop their opinion. Pupils will take part in a debate at the end of the unit where they will present their argument based on the learning.	The use of rationalisation, critical thinking and analysing skills in order to consider the impact of human rights breaches within the world, in which pupils will create a display poster.	The use of communication, analytical, problem solving and critical thinking skills in order to develop their opinion and make a judgement on capital punishment. Pupils will use these opinions within the class debate at the end of the unit where they will be expected to deliver a short presentation on their view.		The use of analytical and critical thinking skills in order to develop their own opinion on the origin of evil. This will then be presented in the form of a debate at the end of the unit.	The use of analytical, critical thinking and creative skills in order to develop a creative task based on how accurate Moana is compared to their knowledge of the Polynesian religion.
Cross curricular links What other curriculum areas/skills does the topic link with? When are these taught?	English/History (text analysis), English/MFL (speaking, debate, writing)	Holocaust (History) United Nations, (Geography) Case studies - (Geography and PSHCE)	Discussion and debate skills. essay writing (Literacy/English) Case studies - (History) PSHCE		English/History (text analysis), English/MFL (speaking, debate, writing)	PSHCE (Identity, culture, P&D)
Key vocabulary	right/wrong, Kant, utilitarianism, relative & absolute, morality & ethics	human rights, discrimination, UN, censorship, freedom, extremism, prejudice, poverty, equality, Islamophobia	punishment, justice, forgiveness, crime, prison, authority, law, redemption		original sin, free will, soul making, atheist, theist, defence,	ritual, narrative, mythic, experiential/emotional, social/institutional, ethical/legal, doctrinal/philosophical, material/artefacts

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Topic Title	Can war ever be justified?	Why does extremism exist?	Debates in Religion		Debates in Religion	
Rationale Why are you delivering this topic now? How does it fit with the learning journey?	This unit is designed to reflect current issues within the world, examining them from both a religious and non-religious group.	Unit brings religious viewpoints into modern day. Helps students to formulate balanced opinions & understanding	This unit is designed to be flexible to take into account mock exams etc. Over the period, students will study and debate at least 2 of the questions. This will build on knowledge from their study of RE over KS3-4 as well as developing debate/argument skills.		This unit is designed to be flexible to take into account mock exams etc. Over the period, students will study and debate at least 2 of the questions. This will build on knowledge from their study of RE over KS3-4 as well as developing debate/argument skills.	
Prior knowledge What have pupils already covered that will support?	Different religious and non-religious views that they will be able to apply to the situation.	Different religious and non-religious views that they will be able to apply to the situation.	Knowledge from KS3 provides a foundation to answer these questions/approach debate		Knowledge from KS3 provides a foundation to answer these questions/approach debate	
Key knowledge/skills development	What is conflict, how does it start? Religious viewpoints & how do people decide to go to war?	What is extremism, holy war, hate speech, terrorism case studies (IS, cults), Prevent strategy	Debate topics include: 'All life is sacred', 'environmental ethics', 'Religion has no place in the modern day'.		Debate topics include: 'All life is sacred', 'environmental ethics', 'Religion has no place in the modern day'.	
National Curriculum/specification links	Lincolnshire Syllabus - fulfils one hour per week covering relevant topics to our community and fulfilling our curriculum intent for RE	Lincolnshire Syllabus - fulfils one hour per week covering relevant topics to our community and fulfilling our curriculum intent for RE	Lincolnshire Syllabus - fulfils one hour per week covering relevant topics to our community and fulfilling our curriculum intent for RE		Lincolnshire Syllabus - fulfils one hour per week covering relevant topics to our community and fulfilling our curriculum intent for RE	
Literacy	Pupils will be given extended pieces of readings and religious scripture to explore religious and non-religious attitudes to war/conflict.	Pupils will be given extended pieces of readings and religious scripture to explore religious and non-religious attitudes.	Pupils will be introduced to key words/ key scripture that they will carry throughout the debates. Using these to inform their answers and responses to the different topics studied.		Pupils will be introduced to key words/ key scripture that they will carry throughout the debates. Using these to inform their answers and responses to the different topics studied.	
Numeracy	The use of statistics and maps to consider the impact of war.	The use of statistics to consider the relevance and impact of extremism.	Pupils will make a comparative analysis of statistics surrounding abortion and Euthanasia in the UK/ wider world.		Pupils will make a comparative analysis of statistics surrounding abortion and Euthanasia in the UK/ wider world.	
STEM	This unit allows pupils to develop key STEM skills such as rationalising, analysing and critical thinking in order to engage with the unit and express opinions/ reflect on those within the class.	This unit allows pupils to develop key STEM skills such as rationalising, analysing and critical thinking in order to engage with the unit and express opinions/ reflect on those within the class.	This unit will allow pupils to focus on the key stem skills such as: problem solving, analysing, rationalising, and critical thinking as we cover a few topics where pupils will be provided the opportunity to debate and form opinions on big questions in RE.		This unit will allow pupils to focus on the key stem skills such as: problem solving, analysing, rationalising, and critical thinking as we cover a few topics where pupils will be provided the opportunity to debate and form opinions on big questions in RE.	
Cross curricular links What other curriculum areas/skills does the topic link with? When are these taught?	Tolerance, respect, retribution and debate. (History, PSHCE, English, Drama)		Speaking (MFL, English, Drama)		Speaking (MFL, English, Drama)	
Key vocabulary	conflict, just war, pacifism, jihad,	extremism, hate speech, cults, terrorism, greater/lesser Jihad, prevent	miracles, society, beliefs, environment, stewardship, responsibility, practices, way of life, God		miracles, society, beliefs, environment, stewardship, responsibility, practices, way of life, God	