

Core RE Curriculum Overview



Year 10 Core RE Overview

In the Autumn term, Year 10 begins with an understanding of the law through the Crime and Punishment module. This includes the treatment of young offenders and the moral and ethical issues around capital punishment. Leading on from Crime and Punishment, students will start by an exploration of different types of prejudice and discrimination, referencing groups with protested characteristics as in the Equality Act. This topic is linked by the final lesson on Crime and Punishment, which is hate Crime

In the Spring term, students consider the importance and value of their own bodies look at the impact drugs can have on the body. This is explored through assessing religious and moral responses to the use of legal and illegal drugs Following that, students will cover their Relationship and Sex Education, which allows young people to understand how they can form healthy relationships. Students will be given appropriate information that will allow them to make informed decisions, keeping themselves and others safe.

In the Summer term students will begin by looking at Human Rights and religious issues, including when human rights are violated on the grounds of religious intolerance and the problems that arise when religious beliefs clash with the principles of rights as laid out in the UDHR. Finally, they will explore what it means to live in the UK in relation to our political rights and freedoms. Students will also consider what it means to be British and the influence of other cultures over time that have helped mould British life.

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Week Number	Themes/ Topics	Key Knowledge & Skills
<p style="text-align: center;">HT1 (Autumn 1)</p>	<p>Topic 1: Crime and Punishment</p> <ol style="list-style-type: none"> 1. Causes of Crime 2. The courts and Aims of punishment 3. Young offenders 4. Prison Systems 5. Prison Reform 6. Hate Crimes 	<p>Students explore the reasons people commit crime, including social and physiological reasons. Links will be made to decision making process in that can lead to poor choices. They will understand that the causes of crime can be complicated. They will look at the job roles within the UK legal court system, including voluntary roles of magistrates. The aims punishments and why we punish offenders will support understanding of the need for punishment. Students will look at their rights under the law in relation to the youth justice system. Students will explore the treatment of criminals in the UK and around the world. Students will also investigate hate crime as defined under the law and within the Equality Act.</p> <p>Skills in RE</p> <p><i>Investigation</i> –asking relevant questions <i>Reflection</i> –to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions <i>Empathy</i> – the ability to see the world through the eyes of others, and to see issues from their point of view. <i>Evaluation</i> - the ability to debate issues with reference to evidence, argument, opinion <i>Application</i> - making links between religion and individual, community, national and international life Expression - the ability to articulate ideas, beliefs and values</p> <p>Links to AQA GCSE Religious Studies Spec A <u>Theme E: Religion, crime and punishment</u></p> <ul style="list-style-type: none"> • Reasons for crime, including: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • retribution • deterrence • reformation. • The treatment of criminals, including: <ul style="list-style-type: none"> • prison

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		<p>Link to RSE statutory framework</p> <ul style="list-style-type: none"> the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal The law around broader safeguarding issues including... hate crime <p>Links to Citizenship Statutory Guidance (students should be taught about):</p> <ul style="list-style-type: none"> the legal system in the UK, different sources of law and how the law helps society deal with complex problems <p>Links to SMSC</p> <p>Moral</p> <ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions <p>Social</p> <ul style="list-style-type: none"> acceptance and engagement with the fundamental British values of the rule of law and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
<p>HT2 (Autumn 2)</p>	<p>Topic 2: Equality and Diversity</p> <ol style="list-style-type: none"> Gender Equality Homophobia Racism Islamophobia Sophie Lancaster Knowledge quiz 	<p>Students will explore examples of Racism, Homophobia, Gender Discrimination and Islamophobia. We will explore the effects of prejudice and discrimination on society and learn how the UK Government is tackling these issues and promoting equality for all. In addition to this we will explore how the Equality Act of 2010 protects our rights but also comes with responsibility on how to treat others. Students will recognise that prejudice and discrimination lead to disharmony and inequality in society. We will also explore how we are all respected and valued despite any differences.</p> <p>Skills in RE</p> <p><i>Investigation</i> –asking relevant questions <i>Empathy</i> - the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others <i>Analysis</i> - recognising bias, caricature, prejudice and stereotyping <i>Self understanding</i> - the ability to draw meaning from significant experiences in their own and others' lives</p>

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Links to AQA GCSE Religious Studies Spec A

Theme A: Relationships and families

- Contemporary family issues including:
 - same-sex parents
- The roles of men and women.
- Gender equality.
- Gender prejudice and discrimination, including examples.

Links to RSE statutory framework

- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Links to Citizenship Statutory Guidance (students should be taught about):

- human rights and international law

Links to SMSC

Moral

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England

Social

- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

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<p style="text-align: center;">HT3 (Spring 1)</p>	<p>Topic 3: Drugs Education</p> <ol style="list-style-type: none">1. What are the different types of drugs?2. Religion and Drugs3. Smoking and vaping*4. Alcohol and Binge drinking5. Cannabis and legalisation6. Managing drug risk	<p>In this topic students will explore a range of legal and illegal substances including alcohol, nicotine, cannabis and heroin. They will understand why some people choose to take drugs, become addicted to some drugs and the effect this has on society. Students will explore why we should help those who become addicted and signpost the help available to tackle substance abuse.</p> <p>Skills in RE <i>Reflection</i> - the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions <i>Empathy</i> - the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others <i>Application</i> - identifying key religious values and their links with secular values <i>Expression</i> - the ability to articulate ideas, beliefs and values</p> <p>Links to RSE statutory guidance</p> <ul style="list-style-type: none">• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions• the law relating to the supply and possession of illegal substances• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood• the physical and psychological consequences of addiction, including alcohol dependency• awareness of the dangers of drugs which are prescribed but still present serious health risks• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so <p>Links to Citizenship Statutory Guidance (students should be taught about):</p> <ul style="list-style-type: none">• the legal system in the UK, different sources of law and how the law helps society deal with complex problems <p>Links to SMSC</p> <p>Spiritual</p> <ul style="list-style-type: none">• knowledge of, and respect for, different people's faiths, feelings and values <p>Morals</p> <ul style="list-style-type: none">• understanding of the consequences of their behaviour and actions
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HT4
(Spring 2)

Topic 4: RSE

1. Parenthood
2. Pregnancy & Choices
3. Contraception
4. Sexual Health
5. Pornography and it's dangers
6. Sexual bullying
7. Virginity Testing and Hymanplasty

NHS Sexual Health presentation

Students will explore a wide range of issues that fall into the RSE statutory framework; particularly intimate and sexual relationships, including sexual health. Links will also be made to online safety and the sharing of images. This will also students to make personal choices and moral decisions based on factual information, using statistics and case studies to illustrate the consequences of different choices.

Skills in RE

Reflection - the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions

Empathy - the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others

Application - identifying key religious values and their links with secular values

Expression - the ability to articulate ideas, beliefs and values

Links to AQA GCSE Religious Studies Spec A

Theme A: Relationships and families

- Sexual relationships before and outside of marriage.
- Contraception and family planning.

Theme B: Religion and life

- Abortion, including situations when the mother's life is at risk.

Link to RSE statutory framework

- Families
- Respectful relationships, including friendships
- Being safe
- Intimate and sexual relationships, including sexual health

Links to Citizenship Statutory Guidance (students should be taught about):

- the legal system in the UK, different sources of law and how the law helps society deal with complex problems

Links to SMSC

Spiritual

- knowledge of, and respect for, different people's faiths, feelings and values

Morals

- understanding of the consequences of their behaviour and actions

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<p style="text-align: center;">HT5 (Summer 1)</p>	<p>Topic 5: Human Rights</p> <ol style="list-style-type: none"> 1. Human Rights 2. Religion and Human Rights 3. When Human Rights clash 4. Case study Ugyhur Muslims 	<p>Students will investigate the relationships between religion and human rights: when Human rights are violated and when they clash due to religion, and assess whether the international response is sufficient in addressing these issues.</p> <p>Skills in RE <i>Investigation</i> – knowing how to use a variety of sources in order to gather information <i>Empathy</i> - the ability to see the world through the eyes of others, and to see issues from their point of view <i>Evaluation</i> - weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience <i>Analysis</i> –distinguishing between opinion, belief and fact</p> <p>Links to Citizenship Statutory Guidance (students should be taught about):</p> <ul style="list-style-type: none"> • local, regional and international governance and the United Kingdom’s relations with the rest of Europe, the Commonwealth, the <u>United Nations and the wider world</u> • <u>human rights and international law.</u> <p>Links to SMSC</p> <p>Moral</p> <ul style="list-style-type: none"> • interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. <p>Cultural</p> <ul style="list-style-type: none"> • respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
<p style="text-align: center;">HT6 (Summer 2)</p>	<p>Topic 6: Britishness and British Identity</p> <ol style="list-style-type: none"> 1. What makes you British? 2. British Citizenship Test 3. Make Bradford British (video doc) 4. Make Bradford British (video doc) 	<p>The primary aim of this topic is to present to students a broad understanding of the governance of life in the UK and citizens roles within it, as well as institutions like parliament and the monarchy. As such this topic widely support the statutory guidance for Citizenship.</p> <p>Skills in RE <i>Investigation</i> –asking relevant questions <i>Empathy</i> - the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others <i>Evaluation</i> - the ability to debate issues with reference to evidence, argument, opinion <i>Application</i> - identifying key religious values and their links with secular values <i>Expression</i> - the ability to articulate ideas, beliefs and values</p>

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Links to Citizenship Statutory Guidance (students should be taught about):

- Diverse national regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

Links to SMSC

Social

- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Cultural

- respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities