



KS4 Religious Studies – Year 10 Long Term Mapping

The GCSE Religious Studies course seeks to enable the pupils to demonstrate knowledge and understanding of two religions and to demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and sacred texts.

Pupils will develop an understanding of the influence of religion and belief on individuals, communities and societies and the significant common and divergent views between and within religions and beliefs. They will then be able to apply this knowledge and understanding by analysing questions related to religious beliefs and values, constructing well-informed and balanced arguments. Pupils will develop their literacy skills with key concepts/terms and their definitions, and they will learn a variety of different exam skills.

The Religious Studies course also provides pupils with the opportunity to Investigate ultimate questions such as " why does evil exist?" and " what is the purpose of life?", it provides opportunities for pupils to study topics that explain the diversity of life and religion in the modern world, to Improve their philosophical thinking skills and their ability to think outside of the box. The course also enables pupils to develop communication skills, learning how to clearly express their views and thus increasing their self-confidence

<u>ADVENT: Origins and Meaning</u>	<u>Lent: Good and Evil</u>	<u>PENTECOST: Life and Death</u>
<p style="text-align: center;"><u>Big Questions</u></p> <p style="text-align: center;">Are humans the pinnacle of creation?</p> <p style="text-align: center;">What is our responsibility to the world and to each other?</p>	<p style="text-align: center;"><u>Big Questions</u></p> <p style="text-align: center;">Why do we suffer?</p> <p style="text-align: center;">Is our conscience the best source of moral authority?</p>	<p style="text-align: center;"><u>Big Questions</u></p> <p style="text-align: center;">Is death the end?</p> <p style="text-align: center;">Do we have the right to choose when to die?</p>



<u>(Key Content/ Knowledge)</u>	<u>(Key Content/ Knowledge)</u>	<u>(Key Content/ Knowledge)</u>
<ol style="list-style-type: none"> 1. An introduction to GCSE RE and the key concepts 2. What are Catholic beliefs about the origins of the universe? 3. What did St Augustine teach about Creation Ex -Nihilo in his confessions? 4. What do Fundamentalist Christians and Jews believe about creation? 5. What do Humanist believe about creation and the Big Bang? 6. What are the Scientific theories of evolution from Darwin and Dawkins? 7. Are religion and science compatible? <p>D) Skill “There is no need for God in the creation of the world”</p> <ol style="list-style-type: none"> 8. What did Catherine of Siena teach about imago Dei and the sanctity of life? 9. What are Catholic views on abortion? 10. What are Jewish and Liberal Christian views on abortion? 11. Why do Humanists accept Abortion? 	<ol style="list-style-type: none"> 1. What is the problem of evil and suffering? 2. What are the main challenges to God’s goodness posed by evil? 3. What does St Augustine teach about privation? 4. How do Catholics respond to suffering? 5. How do Mackie and Hulme challenge the Catholic response to suffering? 6. What did Pope John Paul II write in Salvifici Doloris? <p>D) Skill “Suffering is not always evil”</p> <ol style="list-style-type: none"> 7. What is meant by the Trinity? 8. How do the Bible and the Nicene Creed reflect Catholic beliefs in the Trinity? 9. How did St Augustine use the metaphor of love to describe the Trinity? 10. Why do Jews reject the Trinity? 	<ol style="list-style-type: none"> 1. What do Catholics believe about death and dying well? 2. What is Euthanasia and assisted suicide? 3. Why do Catholics believe euthanasia goes against the sanctity of life? 4. What is palliative care? 5. What are the different Christian and non-religious approaches to Euthanasia and assisted suicide? <p>D) Skill “Assisted suicide should not be allowed”</p> <ol style="list-style-type: none"> 6. What do Catholics believe about the resurrection of the body? With reference to St Paul 7. What do Catholics believe about judgement? With reference to the Judgement parables 8. What are Catholic beliefs and Biblical teachings on Heaven and hell? 9. What do Catholics believe about purgatory? With reference to St Paul 10. What are other Christian denominations, Jewish, Hindu and non-religious beliefs





D) Skill "Abortion should not be allowed"

12. Assessment point 1

13. What do the two Genesis accounts tell us about God and humans?
14. How do Catholics, other Christians and Jews interpret the Genesis accounts?
15. How is the Bible a form of revelation?
16. How does **The Creation of Adam and The Tree of Life Apse** express Catholic beliefs about creation?
17. What do Catholics believe about humans and their relationship with creation?
18. Why do we have a duty to protect and preserve the planet?

D) Skill "The best way to show love of neighbor is to take care of the environment"

19. What is Catholic Social teaching?
20. What is the role of the Catholic Church in interfaith Dialogue?
21. How does the work of Catholic Charities-

11. How was Jesus God Incarnate? With reference to **John's Gospel and the kenosis hymn**

12. Assessment point 1

13. How is Jesus a source of moral authority?
14. How and why should Christians follow the example and teachings of Jesus?
15. What is Natural law? (**Thomas Aquinas**)
16. How is our Conscience developed?

D) Skill "We should always follow our conscience"

17. Why are Sculptures and statues important for Catholics and why do Jews reject the use?
18. How does **Pieta** reflect suffering?

D) Skill "Statues go against the 2nd commandment"

19. Why do Roman Catholics go on pilgrimage?
20. How does Lourdes help Catholics overcome suffering?

about life after death?

D) Skill "The resurrection of Jesus proves there is life after death"

11. Assessment point 1

12. What is the significance of the Magisterium and the second Vatican Council?
13. How do the **sarcophagi and the Paschal candle** reflect Catholic beliefs about the afterlife?
14. How does the Catholic funeral rite reflect Catholic beliefs about the afterlife?
15. How does Faure's Requiem give comfort at a funeral?

D) Skill "Funerals should not be sad occasions"

16. What is the importance of prayer and praying for the dead? **The Lord's prayer**

Assessment point 2

Reflection:

Is death the end?

Do we have the right to choose when to die?

Revision and preparation for Mock Examinations





<p>CAFOD and SVP reflect the dignity of the human being?</p> <p>Assessment point 2</p> <p>Reflection: Are humans the pinnacle of creation? What is our responsibility to the world and to each other?</p>	<p>21. Why do Roman Catholics use Rosary Beads to pray and why do the sorrowful mysteries? Give them comfort in times of suffering?</p> <p>22. How does prayer help overcome suffering</p> <p>Assessment point 2</p> <p>Reflection: Why do we suffer? Is our conscience the best source of moral authority?</p>	
<p>HO Knowledge:</p> <p>To be able to evaluate and make sound judgements, giving reasoned arguments to support this judgement and making references to key sources of authority and/or sacred texts. To have a sound understanding of and be able to explain how and why belief can impact a person's actions/attitudes towards ethical and moral issues</p>		
<p>HO Composites:</p> <ul style="list-style-type: none"> Is God the only explanation for the creation of the universe? Is the world ours to do what we like with? Is the Bible the literal word of God? Is Evolution an attack on God? Is all life sacred? Is Loving God more important than loving your neighbour? 	<p>HO Composites:</p> <ul style="list-style-type: none"> Does Evil and suffering prove that God does not exist? Can Suffering bring people closer to God? Can God be three in one? Was Jesus only human? Is the only authority we should follow our conscience? Does a pilgrimage to Lourdes helps to overcome suffering? 	<p>HO Composites:</p> <ul style="list-style-type: none"> Is there life after death? Do we have the right to decide when we want to die? What happens when we die? Does prayer help us? Should funerals be sad?



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| <ul style="list-style-type: none"> • Are humans the pinnacle of creation? • Can abortion ever be acceptable? | <ul style="list-style-type: none"> • Is Jesus is the best example of moral authority? | |
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Composite Skills:

Literacy skills with **key concepts** and their definitions.

Describe skills and the importance of giving key facts and the impact of those facts.

Explain skills –How to expand their descriptions by giving evidence and examples – explanation skills will focus on strengthening the answering of WHAT, WHY and HOW questions with the support of wisdom and authority and specialist language.

Discussion skills Developing fully rounded and explained opinions with relevant evidence, Development of reflective skills by analysing various viewpoints from both religious and non- religious perspectives.



Final composition/ Deliberate Practice:

AO1

Define

Definition of a key term ('What is meant by...')

Describe

Demonstrate knowledge and understanding by describing a belief, teaching, practice, event etc.

Pupils should be able to show excellent knowledge and understanding by describing different ideas/beliefs

They should be able to link belief to practice

They should be able to accurately use a good range of key terms and teachings and explain why they are relevant

Explain

Demonstrate knowledge and understanding of a topic by giving a full explanation

To be able to Explain how... Explain why... Explain the main features of... Explain the importance/ significance of...

Pupils Should be able to link belief to practice consistently and assess the impact it has on a believer

They should accurately use a good range of key terms and teachings and be able to explain why they are relevant

They must explain diversity from within a religion or across religions



AO2

Discuss

Discuss a statement showing that they have considered more than one point of view (they must be able to refer to religion and belief).

Evaluation of a view from more than one perspective.

Pupils are required to analyse and evaluate.

They must use their knowledge of religion, religious teachings and moral reasoning (and, if appropriate, non-religious beliefs) to offer alternative OR different perspectives and viewpoints.

Pupils must be able to formulate judgements about those viewpoints.

They must be able to use religious language and sources of wisdom and authority.

They should be able to thoroughly explore different and/or opposing views using religion, teachings and morality

They should be able to make explicit judgements about different views

They should be able to show an understanding of how belief affects behavior.

They must be able to use religious terms and teachings accurately and in a relevant way

Reference to non-religious beliefs to be included.





Assessment/s (Formative and Summative):

Formative and regular assessments for each unit of work include:

- Key Concept tasks
- RRR tasks at the start of each lesson
- Discussion tasks/Think Pair Share
- Tiered questioning
- Synoptic quizzes to be completed regularly

Summative assessment

- **Pupils will be assessed twice per unit. Each assessment will test pupils' knowledge of the key content of each topic and of the key skills as set out below.**
- **Definition** of a key term (linked to one of the eight key terms) from that topic.
- Demonstrate knowledge and understanding by **describing** a belief, teaching, practice, event.
- Demonstrate knowledge and understanding of a topic by **explaining** the statements made with reasoning and/or evidence.
- Show analysis and evaluation of a topic by discussing various arguments with reasoning, key terms and evidence. Students must arrive at a **judgement**.

Are humans the pinnacle of creation?

What is our responsibility to the world and to each other?

Why do we suffer?

Is our conscience the best source of moral authority?

Is death the end?

Do we have the right to choose when to die?



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<p><u>Advent</u></p> <p><u>Key concepts:</u></p> <p>Creation ex nihilo</p> <p>Evolution</p> <p>Imago Dei</p> <p>Inspiration</p> <p>Omnipotent</p> <p>Revelation</p> <p>Stewardship</p> <p>Transcendence</p>	<p><u>Lent</u></p> <p><u>Key Concepts</u></p> <p>Conscience</p> <p>Evil</p> <p>Free will</p> <p>Goodness</p> <p>Incarnation</p> <p>Natural law</p> <p>Privation</p> <p>Suffering.</p>	<p><u>Pentecost</u></p> <p><u>Key Concepts</u></p> <p>Death</p> <p>Eternal Life</p> <p>Heaven</p> <p>Hell</p> <p>Judgement</p> <p>Magisterium</p> <p>Resurrection</p> <p>Soul</p>
<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>Analysis of Sources of authority/Sacred texts</p> <p>Science- scientific theories of creation</p> <p>Geography- Sustainability/stewardship</p> <p>Art- Symbolism in the creation of Adam</p>	<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>Analysis of Sources of authority/Sacred texts</p> <p>Geography- Natural disasters</p> <p>History- the Holocaust</p> <p>Art- Symbolism in the Pieta and the use of statues in worship</p>	<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>Analysis of Sources of authority/Sacred texts</p> <p>Art- Symbolism in the Paschal Candle and Sarcophagus</p> <p>Music- The importance of music in worship and a study of Faure's Requiem</p>



<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>
<p>SMSC</p> <ul style="list-style-type: none"> To consider their own spiritual beliefs on the origins of creation and God. To consider the moral implications of imago dei and the sanctity of life To consider our duty towards the planet and towards each other To address any misconceptions on the relationship between science and religion. 	<p>SMSC</p> <ul style="list-style-type: none"> To consider their own spiritual beliefs on the problem of suffering and the existence of God. To study morality and natural law and how our conscience is formed To consider whether some actions are always right or always wrong To reflect on the significance of Jesus' teachings in the modern world To understand the significance of Lourdes as a place of personal growth 	<p>SMSC</p> <ul style="list-style-type: none"> To consider their own spiritual the meaning of death To consider the importance of dying well. To consider the moral implications of euthanasia and assisted suicide.
<p>RSH</p> <ul style="list-style-type: none"> To consider when life begins and the moral implications of abortion To consider pro- life and pro -choice views on the issue of abortion To consider whether a woman's body is hers to do as she pleases 	<p>RSHE</p> <ul style="list-style-type: none"> To consider the view that physical suffering helps us to become stronger To reflect on our own actions and morality and the impact it has on our relations with others 	<p>RSHE</p> <ul style="list-style-type: none"> To reflect on the claim that our bodies are ours to do as we please and the moral implications of this
<p>BV-</p> <ul style="list-style-type: none"> Promotes tolerance of each other's beliefs and values 	<p>BV-</p> <ul style="list-style-type: none"> Promotes tolerance of each other's beliefs and values To understand the teachings behind the main 	<p>BV-</p> <ul style="list-style-type: none"> Promotes tolerance of each other's beliefs and values To consider the UK law around euthanasia and the issue involved in changing it



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<ul style="list-style-type: none"> To reflect on the significance of inter faith dialogue for a just and fair society To consider the UK law on abortion 	<p>religion in British culture</p>	
<p><u>Adaptive curriculum</u></p> <p>Objectives:</p> <ul style="list-style-type: none"> Understand creation beliefs Compare scientific views with religious views Explore stewardship Understand the sanctity of life <p>Suggested activities:</p> <ul style="list-style-type: none"> Focus on key terms: Use visuals and storytelling to illustrate these concepts. Present basic differences between religious and scientific views on the origin of the universe. 	<p><u>Adaptive curriculum</u></p> <p>Objectives:</p> <ul style="list-style-type: none"> Understand the concept of Good and evil and the problem of evil and suffering To consider the beauty of suffering To consider different sources of moral authority <p>Suggested activities:</p> <ul style="list-style-type: none"> Simplify key religious teachings Use visuals and stories to illustrate acts of good and evil. Introduce the concept of why evil and suffering exist in the world. 	<p><u>Adaptive curriculum</u></p> <p>Objectives:</p> <ul style="list-style-type: none"> Explore beliefs about life after death Discuss the sanctity of life Discuss euthanasia and assisted suicide issues Understand the role of palliative care Explore funeral rites and practices <p>Suggested activities:</p> <ul style="list-style-type: none"> Simplify Definitions: Explain basic terms Use everyday situations to discuss why life is precious and should be respected.



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| <ul style="list-style-type: none">• Explain the idea of stewardship (caring for the world) and dominion (humans' role over the world) in a straightforward manner.• Use practical examples (e.g., recycling, caring for pets) to illustrate stewardship.• Clarify the term "sanctity of life" and its importance in religious contexts.• Use real-life scenarios to discuss the value of life. | <ul style="list-style-type: none">• Use simple stories and visuals to explain different religious and non-religious perspectives.• Use everyday scenarios to help pupils understand moral choices (e.g., helping a friend vs. hurting someone).• Use activities like role-playing to help students identify situations where they listen to their conscience | <ul style="list-style-type: none">• Use straightforward scenarios to discuss the ethical issues surrounding euthanasia and end-of-life care.• Use videos, pictures, and simple descriptions |
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Adaptive Strategies:

- **Differentiated Texts:** Provide simplified or annotated versions of key texts for varying reading levels.
- **Visual Aids:** Use videos and infographics to illustrate key learning.
- **Group Work:** Create mixed-ability groups to encourage peer support.
- **Scaffolded Discussions:** Provide sentence starters and key points for debates.
- **Differentiated work booklets:** Provide work booklets to be used to support learning in lesson and for revision at home

Inclusive Practices

- Ensure materials are accessible (e.g., large print, audio versions).
- Use inclusive language and diverse examples.
- Provide additional support for students with special educational needs.



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