

Subject Curriculum Map: Key Stage 4 RE: Beliefs and Decisions Year 10: 2024 – 2025

Curriculum Intent:

- to build upon the knowledge and skills developed in year 9 RE
- for students to explore people's morals and values and the reasons why people have the morals and values that they do
- to help students to understand how people's morals and values influence the decisions they make in life
- to enable students to explore and challenge their own, and others' views on various contentious topics such as abortion, genetic engineering and animal rights
- for students to learn about 4 world religions that they have not yet learnt in depth in their religious education lessons (Judaism, Sikhism, Hinduism, Buddhism) and an appreciation of how different belief systems are sometimes similar across different religions and how sometimes their teachings are diverse
- For students to begin to understand how the belief systems in those 4 world religions may influence people's morals and values and the decisions they make in life
- To support the learning in the Connect/PSHE curriculum by allowing students a more in-depth study of their own emotional wellbeing, health and safety and to provide them with strategies to support them in making informed decisions in line with the beliefs and values that they are developing
- to embed students' understanding of Fundamental British Values in relation to the topics covered in the curriculum i.e. democracy, rule of law, individual liberty, respect and tolerance

By the end of this course, students will be able to:

- articulate their own morals and values and understand how they have come to develop them
- understand and respect why others may have different moral and values
- describe the main teachings in Judaism, Sikhism, Hinduism and Buddhism and be able to recognise where they are similar to and where they are different from each other, as well as Christianity and Islam
- access services available to support their decision making and signpost others, if and when appropriate
- understand why democracy, rule of law, individual liberty, respect and tolerance are important values in the UK and how they underpin systems and government decisions
- complete written assignments and verbal debates to discuss the topics we have studied

at a level suitable to become active participants in a multi-cultural, multi-faith world.

Curriculum Implementation:

Students have two hours of Beliefs and Decisions per fortnight during year 10. This course meets the statutory guidance for core RE at Key Stage 4. The Beliefs and Decisions Curriculum complements the Religious Studies GCSE options that some students will study alongside. Some students may complete the evidence for the AQA Unit Award Scheme at a level appropriate to their ability. Students are in groups set by the English department, set 1 – 4, across two-year halves. They have one or two teachers and therefore may be studying one or two topics at a time. All lessons allow for stretch and challenge but are designed with the flexibility to meet the needs of students of different abilities within those sets.

Sequencing:

The sequencing of this course is based on students understanding, firstly, how individuals and groups within society develop a moral compass and how this influences the decisions they make. Secondly, a more in-depth study of how religious beliefs can steer individual and group morality. During the first two terms, students will reflect on their own morality and the influences on them. Finally, students will focus on themselves and the decisions they will have to make in life to manage challenges they may face around their mental and physical health.

We start the course by considering the words 'beliefs', 'decisions' and 'virtue'. Students develop an understanding of how beliefs can influence decisions and what virtue means. This understanding is important so that they can consider how beliefs influence individuals and groups in the decisions that they make about the topics that we study over the rest of the year.

During term one, a number of different moral issues are considered, such as, whether it is acceptable to break the law to fight for social justice (Martin Luther King).

In term two, the focus is on the four world religions that have not been studied in depth during Key Stage 3. Whilst studying these four religions, the moral issues studied in term one will be revisited within the context of each religion. This will help the students to understand where religious beliefs are similar and where they are different and how religious teaching influence decisions.

In term 3, students will focus on their own life and how the decisions they make can impact on their emotional wellbeing. They will study healthy lifestyles (introduced in PSHE through Connect lessons) and learn about illegal and legal drugs and how drug use can affect physical and mental health. In the second half of term 3, there will be a focus on workplace practices. This aligns with work experience week and the focus in Connect which is around workplace behaviour. The final topic, personal safety, is a synopsis of the term's work, assessing students' understanding of how to keep themselves safe, at home, in their social lives and in the workplace. It will also support and assess the work in PSHE where students are signposted to sources of support for themselves and those close to them.

Curriculum Impact:

Following this programme will enable learners to:

- understand how people's beliefs can mould their moral compass
- be aware of how teaching in the 6 main world religions can influence a person's moral beliefs and, ultimately, the decisions they make in life
- know the main religious teaching on a number of moral issues, such as IVF and abortion
- increase their self-awareness
- understanding how decisions around drugs and other lifestyle choices can impact on mental and physical health
- know where to access support and guidance in maintaining good physical and mental health
- have a deeper understanding of how to keep themselves safe at home, work and socially

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes, Concepts & Ideas	Religion, Science and Ethics		Exploring Diverse Faiths		Navigating Life	
	<ul style="list-style-type: none"> • Beliefs, morals, decisions and virtue • Comparing 3 religions • Martin Luther King • Religion and animal rights 	<ul style="list-style-type: none"> • Abortion • Genetic engineering • Religion and IVF • Religion and surrogacy • Euthanasia 	<ul style="list-style-type: none"> • Judaism • Sikhism 	<ul style="list-style-type: none"> • Hinduism • Buddhism 	<ul style="list-style-type: none"> • Emotional wellbeing • Healthy lifestyles • Drugs education 	<ul style="list-style-type: none"> • Behaviour and practices in the workplace • Personal safety
Knowledge and understanding and subject specific skills	Knowledge and understanding of religious beliefs and sources of authority. Knowledge and understanding of similarities and differences within and or between religions Ability to analyse and evaluate the significance and influence of religious beliefs.	Knowledge and understanding of religious beliefs and sources of authority. Knowledge and understanding of similarities and differences within and or between religions Ability to analyse and evaluate the significance and influence of religious beliefs	Knowledge and understanding of religious beliefs and sources of authority. Knowledge and understanding of similarities and differences within and or between religions Ability to analyse and evaluate the significance and influence of religious beliefs	Knowledge and understanding of religious beliefs and sources of authority. Knowledge and understanding of similarities and differences within and or between religions Ability to analyse and evaluate the significance and influence of religious beliefs	Knowledge and understanding of mental health and ill-health and physical health and ill-health. Knowledge and understanding of how lifestyle choices impact on physical and mental health,	Knowledge and understanding of UK employment practices, both legal and cultural. Knowledge and understanding of sources of support and guidance to enable people to live healthier and safer lives.

SMSC	<p>Social - Working with others in a paired and group work</p> <p>Moral - Considering types of truth including morality and ethics</p> <p>Spiritual - Considering religious truths and their meaning</p> <p>Cultural - The impact of beliefs across society</p>	<p>Social - Working with others in a paired and group work</p> <p>Moral - Considering types of truth including morality and ethics</p> <p>Spiritual - Considering religious truths and their meaning</p> <p>Cultural - The impact of beliefs across society</p>	<p>Social - Working with others in a paired and group work</p> <p>Moral - Considering types of truth including morality and ethics</p> <p>Spiritual - Considering religious truths and their meaning</p> <p>Cultural - The impact of beliefs across society</p>	<p>Social - Working with others in a paired and group work</p> <p>Moral - Considering types of truth including morality and ethics</p> <p>Spiritual - Considering religious truths and their meaning</p> <p>Cultural - The impact of beliefs across society</p>	<p>Social - Working with others in a paired and group work</p> <p>Moral - Considering types of truth including morality and ethics</p> <p>Spiritual - Considering religious truths and their meaning</p> <p>Cultural - The impact of beliefs across society</p>	<p>Social - Working with others in a paired and group work</p> <p>Moral - Considering types of truth including morality and ethics</p> <p>Spiritual - Considering religious truths and their meaning</p> <p>Cultural - The impact of beliefs across society</p>
PSHE	Living in the Wider World	Relationships and Sex Education, Health and Mental Wellbeing,	Living in the Wider World	Living in the Wider World	Health and Mental Wellbeing	Living in the Wider World, Health and Mental Wellbeing
Skills For life	Literacy – key terms of topic, communication empathy, teamwork, independence, creativity and resilience	Literacy – key terms of topic, communication, empathy, teamwork, independence, creativity and resilience	Literacy – key terms of topic, Communication, empathy, teamwork, independence, creativity and resilience	Literacy – key terms of topic, Communication, empathy, teamwork, independence, creativity and resilience	Literacy – key terms of topic, Communication, empathy, teamwork, independence, creativity and resilience	Literacy, communication, empathy, teamwork, independence, creativity and resilience
FBV	Individual liberty, respect and tolerance.	Individual liberty, respect and tolerance, rule of law.	Individual liberty, respect and tolerance.	Individual liberty, respect and tolerance.	Rule of law.	The rule of law, respect and tolerance.
Stretch & challenge	Differentiated tasks within the lessons Students will choose the level of challenge that they work at. They will be encouraged to challenge themselves.	Differentiated tasks within the lessons Students will choose the level of challenge that they work at. They will be encouraged to challenge themselves.	Differentiated tasks within the lessons Students will choose the level of challenge that they work at. They will be encouraged to challenge themselves.	Differentiated tasks within the lessons Students will choose the level of challenge that they work at. They will be encouraged to challenge themselves.	Differentiated tasks within the lessons Students will choose the level of challenge that they work at. They will be encouraged to challenge themselves.	Differentiated tasks within the lessons Students will choose the level of challenge that they work at. They will be encouraged to challenge themselves.
Key assessment focus, suggested assessments	Students will complete a summative assessment for each topic (approximately every half term). These assessments	Students will complete a summative assessment for each topic (approximately every half term). These assessments	Students will complete a summative assessment for each topic (approximately every half term). These assessments will inform	Students will complete a summative assessment for each topic (approximately every half term).	Students will complete a summative assessment for each topic (approximately every half term). These assessments	Summer internal exams.

