

Year 10 Core Religious Studies Curriculum Map						
Year 9						
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	What are Matters of Life and Death?	Students investigate the theme of Matters of Life and Death by exploring beliefs about the origins of the universe, the value of human life and what happens after death. They examine Christian and Islamic teachings alongside non-religious viewpoints on issues such as creation, evolution, abortion, euthanasia and environmental responsibility. Students consider how beliefs about life and death influence moral decision-making and evaluate a range of arguments relating to contemporary ethical issues.	Students develop the ability to explain religious and non-religious beliefs using accurate subject-specific vocabulary and evidence. They learn to analyse the influence of beliefs on ethical decisions, compare different viewpoints and evaluate arguments relating to contemporary issues. Students strengthen their critical thinking, reasoning and extended writing skills through the construction of balanced arguments and justified conclusions. They also develop empathy and the ability to engage respectfully with sensitive and complex moral questions.	Students revisit key concepts including belief, authority, morality, responsibility, stewardship, human rights and ethical decision-making. They build upon previous learning about religious teachings, sacred texts and the relationship between beliefs and actions. Themes such as justice, compassion, free will and the value of human life are revisited and applied to contemporary ethical issues. Retrieval practice and discussion activities support knowledge retention and help students make connections across different units of study.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment
Autumn 2	Is religion connected to war?	Students investigate the question, "Is religion connected to war?" by examining religious teachings about peace, violence and justice. They explore Christian and Islamic views on warfare, including Just War Theory and lesser jihad, and consider whether religious beliefs can justify the use of violence. Students also examine the role religion has played in both causing and resolving conflicts throughout history and in the modern world. The unit encourages learners to evaluate whether religion is primarily a source of division or a force for peace.	Students develop the ability to explain religious beliefs and teachings using accurate subject-specific vocabulary and evidence. They learn to analyse different religious responses to conflict, compare contrasting viewpoints and evaluate arguments about the causes of war and the role of religion in society. Students strengthen their critical thinking, reasoning and extended writing skills through debate, discussion and GCSE-style evaluation tasks. They also develop the ability to consider sensitive issues from multiple perspectives and justify their own conclusions using evidence.	Students revisit key concepts including justice, forgiveness, compassion, morality, authority, responsibility and human rights. They build upon previous learning about ethical decision-making, religious teachings and the influence of beliefs on actions. Themes such as peace, suffering, good and evil and moral responsibility are revisited and applied to contemporary issues relating to conflict and warfare. Through retrieval practice and discussion, students strengthen prior knowledge and make connections across different areas of the curriculum.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment
Spring 1	Can Artificial Intelligence be ethical?	Students investigate the question, "Can Artificial Intelligence be ethical?" by exploring the capabilities and limitations of AI and considering whether machines can act morally. They examine ethical issues surrounding AI, including privacy, bias, employment, surveillance and decision-making. Students explore how religious teachings and moral principles can be applied to modern technological developments and evaluate whether humans should always remain responsible for decisions made by AI systems. The unit provides opportunities to consider how technology may shape the future of society.	Students develop the ability to explain ethical and religious perspectives using accurate subject-specific vocabulary and evidence. They learn to analyse the benefits and risks associated with AI, compare contrasting viewpoints and evaluate complex ethical arguments. Students strengthen their critical thinking, reasoning, debate and extended writing skills through the consideration of contemporary case studies and philosophical questions. They also develop their ability to apply ethical principles to real-world situations and justify their conclusions using evidence and reasoned arguments.	Students revisit key concepts including morality, ethics, responsibility, justice, human rights, authority and the value of human life. They build on previous learning about ethical decision-making and consider how religious teachings can be applied to modern issues. Themes such as free will, accountability, equality and human dignity are revisited and explored within a technological context. Retrieval activities and discussion tasks help students strengthen prior knowledge while making connections between traditional ethical principles and contemporary challenges.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment
Spring 2	Who are the Nones?	Students investigate the question, "Who are the Nones?" by exploring the beliefs, values and identities of people who do not identify with a religion. They examine the diversity that exists within this group, including atheists, agnostics, humanists and those who describe themselves as spiritual but not religious. Students consider why increasing numbers of people identify as having no religion and explore how non-religious people find purpose, make moral decisions and form communities. The unit encourages learners to evaluate whether religion is necessary for meaning, morality and belonging.	Students develop the ability to explain non-religious beliefs and worldviews using accurate subject-specific vocabulary and evidence. They learn to compare religious and non-religious perspectives, analyse how worldviews influence individuals and communities, and evaluate arguments about belief, morality and meaning. Students strengthen their critical thinking, discussion and extended writing skills by considering diverse viewpoints and constructing balanced arguments supported by evidence. They also develop empathy and respect for differing beliefs and identities.	Students revisit key concepts including belief, morality, justice, compassion, responsibility, free will and community. They build upon previous learning about religious teachings, ethical decision-making and the influence of beliefs on actions. Links are made to earlier units exploring moral issues, religious authority and the role of faith in supporting individuals during difficult circumstances. Through retrieval practice and discussion activities, students consolidate their understanding while making connections across different religions and worldviews.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment
Summer 1	What are alternative religions?	Students investigate the question, "What is the role of religion in social justice?" by exploring how religious teachings motivate action on issues such as poverty, inequality, discrimination and human rights. They examine examples of religious individuals, charities and movements that have campaigned for justice and social change. Students consider how beliefs about compassion, equality and responsibility influence responses to social issues and evaluate the extent to which religion remains an important force for justice in contemporary society.	Students develop the ability to explain religious and spiritual beliefs using accurate subject-specific vocabulary and evidence. They learn to compare worldviews, analyse the influence of beliefs on individuals and communities, and evaluate differing perspectives on religious diversity. Students strengthen their critical thinking, research, discussion and extended writing skills by exploring unfamiliar belief systems and considering a range of viewpoints. They also develop empathy, cultural awareness and the ability to challenge stereotypes through informed enquiry.	Students revisit key concepts including belief, identity, community, authority, spirituality, diversity and worldview. They build on prior learning about major world religions and non-religious worldviews by comparing similarities and differences between traditional and alternative belief systems. Themes such as belonging, commitment, meaning, purpose and freedom of religion are revisited and applied in new contexts. Retrieval activities and discussion tasks help students strengthen previous knowledge and make meaningful connections across the curriculum.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment
Summer 2	What is the role of religion in Social Justice?	This unit introduces students to Sikhism as a major world religion and worldview. Students will explore the origins of Sikhism, the life and teachings of Guru Nanak, beliefs about God, the role of the Ten Gurus, Sikh worship and the importance of the Guru Granth Sahib. They will examine how Sikh beliefs influence daily life through practices such as seva (selfless service), equality, the Five Ks and worship in the Gurdwara. Students will develop religious literacy by understanding Sikh beliefs, values and traditions and considering their significance for Sikh communities today.	Students develop the ability to explain religious and non-religious perspectives on social justice using accurate subject-specific vocabulary and evidence. They learn to analyse how beliefs influence attitudes and actions, compare different responses to social issues and evaluate the effectiveness of religious contributions to social change. Students strengthen their critical thinking, discussion, reasoning and extended writing skills by exploring complex issues and constructing balanced arguments supported by evidence. They also develop empathy and an awareness of the challenges faced by individuals and communities experiencing injustice.	Students revisit key concepts including justice, equality, compassion, responsibility, morality, community and human rights. They build upon previous learning about ethical decision-making, the influence of beliefs on actions and the relationship between religion and society. Themes such as service, stewardship, dignity and respect for others are revisited and applied to contemporary social issues. Through retrieval practice and discussion activities, students strengthen prior knowledge and make connections across different religions and worldviews.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment