

Subject:	GCSE Religious Studies	Year	10	Ability	Mixed
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Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4
Topic	Christian Beliefs	Religion & Life	Islamic Beliefs	Crime & Punishment
Students will learn...	Students will develop an understanding of the fundamental beliefs and teachings of Christianity and examine how these beliefs influence the lives of Christians today. They will explore key theological concepts including the nature of God, creation, the incarnation, salvation and life after death, whilst recognising diversity within Christian belief and practice. Throughout the unit, students will consider the authority of biblical teachings and evaluate the significance of Christian beliefs in contemporary society.	Students will explore contemporary ethical issues surrounding the origins and value of life, considering both religious beliefs alongside non-religious viewpoints. They will investigate how religious beliefs influence decision-making about the environment, the treatment of animals, abortion and euthanasia. Throughout the unit, students will develop the ability to evaluate differing religious and secular responses to ethical issues using evidence from sources of wisdom and authority, whilst recognising diversity within and between religious traditions.	Students will develop an understanding of the fundamental beliefs and teachings of Islam and explore how these beliefs shape the identity, values and daily lives of Muslims around the world. They will study key Islamic doctrines including the nature of Allah, prophethood, holy books, angels, divine decree and life after death. Throughout the unit, students will examine similarities and differences between Sunni and Shi'a Islam, recognising diversity within the Muslim community whilst appreciating the central beliefs shared by all Muslims. Students will use sources of wisdom and authority from the Qur'an and Hadith to explain and evaluate Islamic beliefs and their significance in contemporary society.	Students will investigate religious and non-religious responses to crime, justice and punishment, exploring how Christian and Muslim beliefs influence attitudes towards morality, forgiveness and the treatment of offenders. Building upon the theological knowledge developed throughout Year 10, students will apply beliefs about the nature of God, human responsibility, justice and the sanctity of life to contemporary ethical issues. They will examine the causes of crime, the aims of punishment, the role of forgiveness and reconciliation, human rights and the use of capital punishment. Throughout the unit, students will evaluate a range of viewpoints using religious teachings, secular perspectives and contemporary examples, developing balanced and reasoned arguments.
Components (Golden Knowledge)	Students will understand the nature and characteristics of God, including the beliefs that God is omnipotent, loving, just and holy. They will explore the doctrine of the Trinity and understand its importance as a central belief within Christianity. Students will investigate Christian beliefs about creation, including the Genesis accounts, the role of the Word and the Holy Spirit in creation, and differing Christian responses to literal and symbolic interpretations of Genesis. Students will understand how beliefs about creation influence Christian attitudes towards stewardship and environmental responsibility. Students will study the Incarnation, understanding why Christians believe Jesus is God incarnate and how biblical teachings support this belief. Students will examine the significance of the Incarnation for Christian faith and salvation. Students will investigate the events of Jesus' crucifixion, resurrection and ascension,	Students will understand religious beliefs about the origins of the universe, including creation through divine action and scientific explanations such as the Big Bang Theory and evolution. Students will evaluate whether scientific and religious explanations are necessarily in conflict. Students will explore religious teachings about the value of the natural world, understanding the concepts of stewardship, dominion and khalifah (trusteeship). Students will investigate how these beliefs influence religious responses to environmental issues including pollution, climate change, conservation and sustainable development. Students will understand religious teachings regarding the use and abuse of natural resources. They will examine the responsibility humans have towards future generations and evaluate practical ways individuals and communities can care for the environment. Students will investigate religious beliefs about the treatment of animals, including animal	Students will understand the concept of Tawhid (the Oneness of Allah) as the central belief of Islam. They will explore the nature of Allah, including the beliefs that Allah is compassionate, merciful, transcendent, immanent and omnipotent, and understand how Tawhid influences Muslim worship and daily life. Students will investigate the Six Articles of Faith in Sunni Islam and the Five Roots of Usul ad-Din in Shi'a Islam. They will understand the similarities and differences between these beliefs and appreciate the diversity that exists within Islam. Students will study the role and importance of angels (Malaikah), including the responsibilities of Jibril, Mika'il and the recording angels. Students will understand how belief in angels influences the behaviour and beliefs of Muslims today. Students will explore the role of the Prophets (Risalah), with particular focus on Adam,	Students will understand the concepts of crime, law, justice and punishment, recognising the role of both legal systems and moral responsibility within society. They will explore why laws exist and consider the relationship between religious teachings and the law of the United Kingdom. Students will investigate the causes of crime, including poverty, upbringing, addiction, mental health, peer influence and opportunity. Students will evaluate whether individuals should always be held fully responsible for criminal behaviour. Students will understand the different aims of punishment, including retribution, deterrence, reformation, protection and reparation. Students will evaluate the effectiveness of each approach and compare religious and non-religious responses. Students will explore Christian teachings about justice, forgiveness and reconciliation, examining the life and teachings of Jesus,

	understanding how these events form the foundation of Christian beliefs about salvation and eternal life. Students will evaluate why these events remain central to Christian belief today. Students will explore Christian beliefs about sin, salvation and atonement, examining the role of grace, forgiveness and reconciliation in restoring humanity's relationship with God. Students will study Christian beliefs about life after death, including resurrection, judgement, heaven and hell. Students will understand how beliefs about the afterlife influence Christian moral decision-making and daily living. Students will investigate the problem of evil and suffering, considering both moral and natural evil. They will explore a range of Christian responses, including beliefs about free will, soul-making and the role of suffering within God's plan. Throughout the unit, students will evaluate the significance of Christian beliefs using biblical teachings and denominational perspectives, whilst developing the ability to construct balanced and well-supported arguments.	rights, animal experimentation, intensive farming, blood sports and the use of animals for food. Students will compare these beliefs with secular ethical viewpoints. Students will explore religious teachings about the sanctity of life and understand how these influence attitudes towards abortion. Students will examine differing religious views regarding the circumstances in which abortion may be considered acceptable and compare these with non-religious perspectives and UK law. Students will investigate religious beliefs about euthanasia, including voluntary and non-voluntary euthanasia, assisted suicide and palliative care. Students will evaluate arguments both for and against euthanasia using religious teachings, ethical principles and secular viewpoints. Throughout the unit students will apply religious teachings, scriptural references and ethical reasoning to construct balanced and well-supported arguments about contemporary moral issues.	Ibrahim and Muhammad as the final prophet. Students will understand the importance of prophethood in communicating Allah's guidance to humanity. Students will investigate the significance of the Holy Books, including the Qur'an as the final and perfect revelation of Allah. Students will understand the authority of the Qur'an, the importance of previous revelations and the role of the Hadith in guiding Muslim life. Students will examine the concepts of Al-Qadr (divine decree) and human freedom, considering different Muslim interpretations of free will and predestination. Students will evaluate how these beliefs influence personal responsibility and moral decision-making. Students will explore Islamic beliefs about Akhirah (life after death), including resurrection, judgement, heaven (Jannah) and hell (Jahannam). They will understand how belief in the afterlife encourages Muslims to live according to Allah's guidance. Throughout the unit, students will use Qur'anic teachings and Islamic scholarship to explain beliefs, evaluate differing viewpoints and construct balanced, evidence-based arguments.	including "love your enemies" and the importance of repentance and restoration. Students will understand how these beliefs influence Christian attitudes towards punishment. Students will investigate religious teachings about justice, whilst also promoting compassion and reconciliation. Students will understand how Islamic teachings influence responses to crime and punishment today. Students will examine human rights, including the treatment of prisoners, torture and the responsibilities of governments and individuals. Students will evaluate the balance between protecting society and respecting human dignity. Students will investigate arguments for and against the death penalty, considering religious beliefs alongside secular viewpoints, contemporary legal systems and international perspectives. Students will evaluate whether capital punishment can ever be morally justified. Throughout the unit, students will apply religious teachings, sources of wisdom and authority and ethical reasoning to construct balanced evaluative arguments demonstrating both knowledge and critical analysis.
What Students should already know (prior learning components)	Students have studied Christianity throughout Key Stage 3 and have developed an understanding of the life and teachings of Jesus, key Christian festivals, worship and beliefs about God. Students should already have experience of interpreting biblical stories and recognising that Christians may hold different views depending upon denomination and tradition. Students have also explored ethical issues including the sanctity of life, morality and religious authority, providing a foundation for the study of Christian beliefs at GCSE.	Students have developed an understanding of Christian and Muslim beliefs during Unit 1 and through Key Stage 3 Religious Education. They have previously explored topics including the sanctity of life, creation, environmental responsibility and moral decision-making. Students should already understand that religious beliefs influence ethical decisions and appreciate that different religious denominations and individuals may hold differing viewpoints.	Students have studied Islam throughout Key Stage 3 and have developed a basic understanding of Islamic beliefs, practices and the life of Prophet Muhammad. They have previously explored religious authority, places of worship and Islamic festivals. Students have also completed the study of Christian Beliefs during Year 10, enabling them to compare similarities and differences between Christianity and Islam, particularly regarding beliefs about God, revelation, salvation and life after death.	Students have developed an understanding of Christian beliefs about God, salvation, judgement, forgiveness and life after death through the study of Christian Beliefs. Students have explored the sanctity of life, moral responsibility and ethical decision-making during Religion and Life, providing a foundation for evaluating contemporary moral issues. Students have studied Islamic beliefs about Allah, justice, free will, accountability and Akhirah during Islam Beliefs, enabling them to compare Christian and Muslim responses to crime and punishment. Students should already understand that religious beliefs influence ethical decisions and that diversity exists within both Christianity and Islam.
Transferrable knowledge (skills)	The ability to select and interpret appropriate sources of wisdom and authority, including Biblical teachings, to support knowledge and understanding.	The ability to interpret and apply sources of wisdom and authority when explaining religious responses to ethical issues.	The ability to interpret and apply Qur'anic teachings and Hadith as sources of wisdom and authority. The ability to explain Islamic beliefs using accurate theological vocabulary.	The ability to apply religious beliefs and teachings to contemporary ethical issues. The ability to analyse and evaluate differing religious and secular viewpoints using evidence.

	The ability to explain Christian beliefs using accurate theological vocabulary. The ability to construct well-informed, balanced and reasoned arguments demonstrating both AO1 knowledge and AO2 evaluation. The ability to identify similarities and differences within Christianity, recognising diversity between denominations. The ability to evaluate the influence of religious beliefs on individuals, communities and wider society. The ability to consider different viewpoints respectfully and reach justified conclusions supported by evidence. The ability to reflect upon personal beliefs whilst appreciating the beliefs and experiences of others.	The ability to compare religious and non-religious perspectives fairly and respectfully. The ability to construct balanced evaluative arguments supported with evidence and justified conclusions. The ability to analyse how beliefs influence moral decision-making in everyday life. The ability to identify similarities and differences within and between Christianity and Islam. The ability to evaluate contemporary ethical issues from multiple viewpoints using AO1 knowledge and AO2 evaluation skills. The ability to communicate personal responses whilst respecting the beliefs and opinions of others.	The ability to compare and contrast Sunni and Shi'a beliefs with confidence and sensitivity. The ability to evaluate differing religious and non-religious viewpoints using evidence and reasoned judgement. The ability to analyse the influence of religious belief on individuals, communities and wider society. The ability to construct balanced AO1 and AO2 responses using appropriate religious evidence. The ability to discuss religious beliefs respectfully whilst recognising diversity within faith communities.	The ability to interpret sources of wisdom and authority when constructing explanations and arguments. The ability to compare similarities and differences between religious responses to ethical issues. The ability to construct balanced AO2 evaluations supported by reasoned judgement. The ability to communicate respectfully about controversial issues whilst appreciating diversity of belief and opinion. The ability to reflect critically upon personal values and justify conclusions using evidence.
Key vocabulary pupil will know and recall	Trinity, Omnipotent, Omnibenevolent Just Holy Creation Stewardship Incarnation Son of God Crucifixion Resurrection Ascension Salvation Grace Atonement Sin Redemption Judgement Heaven Hell Resurrection of the body Eternal life Free Will Moral Evil Natural evil Soul-making Theodicy	Stewardship Dominion Khalifah Creation Big Bang Theory Evolution Sanctity of Life Quality of Life Environment Conservation Sustainability Pollution Climate Change Biodiversity Animal Rights Animal Experimentation Intensive Farming Abortion Embryo Foetus Viability Euthanasia Assisted Suicide Hospice Palliative Care	Tawhid Allah Immanence Transcendence Omnipotence Beneficence Mercy Sunni Shi'a Six Articles of Faith Five Roots of Usul ad-Din Risalah Prophet Muhammad Ibrahim Adam Malaikah Jibril Mika'il Qur'an Hadith Revelation Al-Qadr Akhirah Jannah Jahannam Resurrection Judgement	Crime Justice Law Punishment Retribution Deterrence Reformation Reparation Protection Forgiveness Reconciliation Mercy Responsibility Free Will Human Rights Equality Prison Community Service Capital Punishment Death Penalty Torture Rehabilitation Repentance Restorative Justice
Assessment activities	Retrieval quizzes to assess prior knowledge and long-term retention. Regular knowledge recall using GCSE key terminology. Exam-style practice of AQA question types (1-, 2-, 4-, 5-and 12-mark questions). Source of Wisdom activities using Biblical passages. Extended evaluative writing focusing on AO2 judgement and justification. End of unit assessment completed under timed examination conditions.	Retrieval quizzes linking Christian Beliefs to ethical themes. Regular recall of key theological and ethical vocabulary. Application of Biblical and Qur'anic teachings to contemporary issues. Exam-style AQA questions (1, 2, 4, 5 and 12 marks). Structured debates exploring religious and secular viewpoints. Extended evaluative essays requiring justified conclusions. End of unit assessment completed under timed examination conditions.	Retrieval quizzes revisiting Christian Beliefs and Religion and Life. Regular recall of key Islamic terminology and Qur'anic teachings. Analysis of Qur'anic passages as sources of wisdom and authority. Comparative activities examining Sunni and Shi'a beliefs. Exam-style AQA questions (1, 2, 4, 5 and 12 marks). Extended evaluative writing using evidence to support justified conclusions. End of unit assessment completed under timed examination conditions.	Retrieval quizzes linking all previous Year 10 units. Regular recall of key ethical and theological vocabulary. Application of Biblical and Qur'anic teachings to contemporary case studies. Structured debates examining religious and secular perspectives. Practice of all AQA GCSE question types (1, 2, 4, 5 and 12 marks). Extended evaluative essays requiring supported and justified conclusions. End of unit assessment completed under timed examination conditions.
Notes Why this topic is important Why this topic is important...	This unit develops students' understanding of the core beliefs that underpin Christianity and provides the theological foundation for the remainder of the GCSE course. By studying key Christian doctrines, students gain an understanding of how beliefs influence worship, ethical decision-making and everyday life for Christians today. The unit also prepares students for the Year 11 study of Christian Practices, where they will apply their knowledge of Christian beliefs to worship, prayer, sacraments, pilgrimage and the	This unit enables students to apply Christian and Muslim beliefs to contemporary ethical issues that affect individuals, communities and society. Students develop an understanding of how religious teachings continue to shape responses to questions surrounding the beginning and end of life, environmental responsibility and humanity's relationship with the natural world. The unit builds directly upon students' knowledge of Christian beliefs developed in Unit 1 and introduces ethical reasoning that will underpin future thematic studies. Students	This unit develops students' understanding of the fundamental beliefs that underpin Islam and provides the theological foundation for the study of Islamic practices in Year 11. Students gain an appreciation of how beliefs about Allah, revelation, prophethood and the afterlife influence the daily lives, values and worship of Muslims across the world. The unit promotes an accurate and balanced understanding of Islam by addressing diversity within the religion, including similarities and differences between Sunni and Shi'a Muslims.	This unit provides students with the opportunity to apply the theological understanding developed throughout Year 10 to contemporary issues surrounding justice, responsibility and the treatment of offenders. Students examine how beliefs about God, forgiveness, accountability, free will and life after death influence religious responses to crime and punishment within modern society. The study of Crime and Punishment enables students to engage thoughtfully with issues that remain highly relevant within the United

	mission of the Church. Establishing this theological foundation enables students to appreciate why Christians practise their faith in different ways whilst recognising diversity across Christian denominations. Students will develop their ability to interpret sources of wisdom and authority, analyse differing religious perspectives and construct balanced arguments using evidence. They will also reflect upon questions of meaning, purpose and existence, encouraging thoughtful engagement with both religious and non-religious worldviews. Through the study of Christian beliefs, students develop respect for diversity, critical thinking skills and a deeper understanding of the influence religion continues to have within modern British society and the wider world.	learn to analyse complex moral issues from a range of religious and non-religious perspectives, recognising that there are diverse viewpoints both within and between religious traditions. The study of Religion and Life develops students' ability to evaluate evidence, interpret sources of wisdom and authority and construct balanced arguments supported by reasoned judgement. These skills are essential throughout GCSE Religious Studies and contribute to wider critical thinking, decision-making and respectful discussion. This unit also prepares students for the Year 11 thematic studies, particularly Marriage and the Family, where they will continue to examine how religious beliefs influence responses to contemporary ethical and social issues. Students are encouraged to reflect on their own values whilst developing respect and understanding for the beliefs and experiences of others within a diverse and pluralistic society.	Students develop an appreciation of the authority of the Qur'an and Hadith and understand how Islamic beliefs continue to shape moral decision-making and religious identity today. Students strengthen their ability to interpret religious sources, compare differing perspectives and construct balanced evaluative arguments using evidence. They also continue to develop respect for religious diversity and challenge misconceptions surrounding Islam, contributing to their understanding of modern British society and the wider global community. This unit prepares students for Islam Practices in Year 11, where they will apply their understanding of Islamic beliefs to the Five Pillars, worship, festivals and religious life. It also supports the thematic study of War, Peace and Conflict, where students will examine how Islamic teachings influence responses to justice, peace and conflict.	Kingdom and across the world, including the causes of crime, human rights, the effectiveness of punishment and the ethical debates surrounding capital punishment. Students learn to evaluate complex moral issues by considering a range of religious and non-religious viewpoints whilst developing empathy, respect and critical thinking. The unit encourages students to analyse evidence, interpret religious teachings and construct balanced arguments supported by reasoned judgement. These skills prepare students for success across the GCSE course and contribute to informed participation in modern democratic society. This unit also provides a strong foundation for War, Peace and Conflict in Year 11. Students build upon their understanding of justice, forgiveness, reconciliation and the sanctity of life before extending these concepts to international conflict, peace-making, terrorism and weapons of mass destruction. This deliberate progression ensures students develop an increasingly sophisticated understanding of applied ethics across the GCSE course.
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