

## On – Line Programme of Learning for Year 10

Autumn (1 <sup>st</sup> term)	Autumn (2 <sup>nd</sup> term)	Spring (1 <sup>st</sup> term)	Spring (2 <sup>nd</sup> term)	Summer (1 <sup>st</sup> term)	Summer (2 <sup>nd</sup> term)
From: September 2023 To: October 2023	From: October 2023 To: December 2023	From: January 2024 To: February 2024	From: February 2024 To: March 2024	From: April 2024 To: May 2024	From: June 2024 To: July 2024
<p><b>Topic:</b> <b><u>Christian Beliefs and Jewish Beliefs</u></b></p> <p><b>Learning Outcomes:</b> <b>AO1:</b> Students should be able to demonstrate knowledge and understanding of the nature and importance of the last days of Jesus’ life and the concept of Pikuach Nefesh.</p> <p><b>AO2:</b> Students should be able to begin to comparatively analyse and evaluate the importance of these beliefs for Christians and Jews in understanding</p>	<p><b>Topic:</b> <b><u>Christian Beliefs and Jewish Beliefs</u></b></p> <p><b>Learning Outcomes:</b> <b>AO1:</b> Students should be able to demonstrate knowledge and understanding of the nature of salvation and the role of Christ within salvation, the history and importance of the events at Sinai and the importance of the mitzvot for Jewish life today, the role of Abraham and the covenant with God, the reasons why the problem of evil might cause believers to question their faith and the various responses suggested by Christians and whether they solve the ‘Problem of Evil’.</p> <p><b>AO2:</b> Students should be able to begin to comparatively analyse and evaluate the influence of these beliefs for Christians and Jews in how they live their everyday lives in</p>	<p><b>Topic:</b> <b><u>Christian Beliefs and Jewish Beliefs</u></b></p> <p><b>Learning Outcomes:</b> <b>AO1:</b> Students should be able to demonstrate knowledge and understanding of the nature of salvation and the role of Christ within salvation, the history and importance of the events at Sinai and the importance of the mitzvot for Jewish life today, the role of Abraham and the covenant with God, the reasons why the problem of evil might cause believers to question their faith and the various responses suggested by Christians and whether they solve the ‘Problem of Evil’.</p> <p><b>AO2:</b> Students should be able to begin to comparatively analyse and evaluate the influence of these beliefs for Christians and Jews in how they</p>	<p><b>Topic :</b> <b><u>Christian Beliefs and Jewish Beliefs</u></b></p> <p><b>Learning Outcomes:</b> <b>AO1:</b> Students should be able to demonstrate knowledge and understanding of the nature of salvation and the role of Christ within salvation, the history and importance of the events at Sinai and the importance of the mitzvot for Jewish life today, the role of Abraham and the covenant with God, the reasons why the problem of evil might cause believers to question their faith and the various responses suggested by Christians and whether they solve the ‘Problem of Evil’.</p> <p><b>AO2:</b> Students should be able to begin to comparatively analyse and evaluate the influence of these beliefs for Christians and Jews in how they</p>	<p><b>Topic:</b> <b><u>Marriage and the Family</u></b></p> <p><b>Learning Outcomes:</b> <b>AO1:</b> Students should be to demonstrate knowledge and understanding of the significance and purpose of marriage for Christians and what the Christian teachings about the significance of marriage in Christian life is, the importance of sexual relationships and understand divergent Christian teachings about sexual relationships outside marriage and homosexuality, the nature and purpose of the family, how and why the community supports the family, knowledge and understanding of the divergent Christian attitudes and teachings toward contraception and family planning, Christian teachings about divorce and remarriage, and gender prejudice and discrimination.</p> <p><b>AO2:</b> Students should be able to further develop comparative analysis and evaluation of non-religious</p>	<p><b>Topic:</b> <b><u>Marriage and the Family</u></b></p> <p><b>Learning Outcomes:</b> <b>AO1:</b> Students should be to demonstrate knowledge and understanding of the significance and purpose of marriage for Christians and what the Christian teachings about the significance of marriage in Christian life is, the importance of sexual relationships and understand divergent Christian teachings about sexual relationships outside marriage and homosexuality, the nature and purpose of the family, how and why the community supports the family, knowledge and understanding of the divergent Christian attitudes and teachings toward contraception and family planning, Christian teachings about divorce and remarriage, and gender prejudice and discrimination.</p> <p><b>AO2:</b> Students should be able to further develop comparative analysis and evaluation of non-religious</p>

<p>why human life is holy and how human life is shown as special as well as the challenges in applying these beliefs and teachings in the modern world.</p>	<p>developing a relationship between themselves and the Almighty.</p>	<p>practice their faith and live their everyday lives in developing a relationship between themselves and the Almighty.</p>	<p>practice their faith and live their everyday lives in developing a relationship between themselves and the Almighty.</p>	<p>attitudes to sexual relationships, including the acceptance of sex outside marriage, homosexual relationships and Christian responses to them, the advantages and disadvantages of each from Christian and non-Christian perspectives, the importance of the community support for Christian family life, non-religious views about the use of contraception and family planning and Christian responses to them to, non-religious and ethical teachings about divorce and remarriage applying situation ethics and Christian responses to them, divergent Christian attitudes to the roles of men and women in the family and gender differences.</p>	<p>attitudes to sexual relationships, including the acceptance of sex outside marriage, homosexual relationships and Christian responses to them, the advantages and disadvantages of each from Christian and non-Christian perspectives, the importance of the community support for Christian family life, non-religious views about the use of contraception and family planning and Christian responses to them to, non-religious and ethical teachings about divorce and remarriage applying situation ethics and Christian responses to them, divergent Christian attitudes to the roles of men and women in the family and gender differences.</p>
<p><b>Skills (students should be able to do):</b></p> <ul style="list-style-type: none"> <li>Students will further develop the use of</li> </ul>	<p><b>Skills (students should be able to do):</b></p> <ul style="list-style-type: none"> <li>Students will further develop the use of</li> </ul>	<p><b>Skills (students should be able to do):</b></p> <ul style="list-style-type: none"> <li>Students will further develop the use of</li> </ul>	<p><b>Skills (students should be able to do):</b></p> <ul style="list-style-type: none"> <li>Students will further develop the use of</li> </ul>	<p><b>Skills (students should be able to do):</b></p> <ul style="list-style-type: none"> <li>Students will further develop the use of</li> </ul>	<p><b>Skills (students should be able to do):</b></p> <ul style="list-style-type: none"> <li>Students will further develop the use of</li> </ul>

<p>specialist terminology – keywords</p> <ul style="list-style-type: none"> <li>Students will further develop their ability to construct well-argued, well-informed, balanced and structured written arguments</li> <li>Students will further begin to develop analytical and critical thinking skills.</li> <li>Students will further be able to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt</li> <li>Students will be able to further demonstrate and apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</li> <li>Students will be able to further understand and apply significant common and divergent views between and/or within religions and beliefs</li> </ul>	<p>specialist terminology – keywords</p> <ul style="list-style-type: none"> <li>Students will further develop their ability to construct well-argued, well-informed, balanced and structured written arguments</li> <li>Students will further begin to develop analytical and critical thinking skills.</li> <li>Students will further be able to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt</li> <li>Students will be able to further demonstrate and apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</li> <li>Students will be able to understand and apply significant common and divergent views between and/or within religions and beliefs</li> </ul>	<p>specialist terminology – keywords</p> <ul style="list-style-type: none"> <li>Students will further develop their ability to construct well-argued, well-informed, balanced and structured written arguments</li> <li>Students will further begin to develop analytical and critical thinking skills.</li> <li>Students will further be able to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt</li> <li>Students will be able to further demonstrate and apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</li> <li>Students will be able to understand and apply significant common and divergent views between and/or within religions and beliefs</li> </ul>	<p>specialist terminology – keywords</p> <ul style="list-style-type: none"> <li>Students will further develop their ability to construct well-argued, well-informed, balanced and structured written arguments</li> <li>Students will further begin to develop analytical and critical thinking skills.</li> <li>Students will further be able to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt</li> <li>Students will be able to further demonstrate and apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</li> <li>Students will be able to understand and apply significant common and divergent views between and/or within religions and beliefs</li> </ul>	<p>specialist terminology – keywords</p> <ul style="list-style-type: none"> <li>Students will further develop their ability to construct well-argued, well-informed, balanced and structured written arguments</li> <li>Students will further begin to develop analytical and critical thinking skills.</li> <li>Students will further be able to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt</li> <li>Students will be able to further demonstrate and apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</li> <li>Students will be able to understand and apply significant common and divergent views between and/or within religions and beliefs</li> </ul>	<p>specialist terminology – keywords</p> <ul style="list-style-type: none"> <li>Students will further develop their ability to construct well-argued, well-informed, balanced and structured written arguments</li> <li>Students will further begin to develop analytical and critical thinking skills.</li> <li>Students will further be able to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt</li> <li>Students will be able to further demonstrate and apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</li> <li>Students will be able to understand and apply significant common and divergent views between and/or within religions and beliefs</li> </ul>
<p><b>End of term 1 assessment to cover:</b></p>		<p><b>End of term 2 assessment to cover: Christian and Jewish Beliefs</b></p> <ul style="list-style-type: none"> <li>3 mark Outline question</li> <li>4 mark Explain question</li> </ul>		<p><b>End of year assessment to cover:</b></p> <ul style="list-style-type: none"> <li>End of year Exams covering all sections studied.</li> </ul>	

		<ul style="list-style-type: none"> <li>• 5 mark Explain question with application of a relevant source of wisdom and authority</li> <li>• 15 mark Evaluate question</li> </ul>		
<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b></p> <p>The learning sequences for year ten follows an interleaving model. The purpose of this is to allow students to further develop a more specialist and comparative understanding of the Abrahamic faiths studied at KS3.</p> <p>Students will begin to develop their specialist understanding of a monotheistic religion other than Christianity, being Judaism within the context of a wider British society. Lessons will prepare students to discuss, to begin to further develop to analyse, evaluate and the significance and importance of Jewish beliefs and practices in comparison to Christian beliefs as well their own faiths.</p> <p>Lessons are designed to include reference to and build on skills of application and Source of Wisdom and Authority analysis to further develop understanding of how scripture informs Jewish and Christian understandings of the topics studied with opportunities given to</p>	<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b></p> <p>The learning sequences for year ten follows an interleaving model. The purpose of this is to allow students to further develop a more specialist and comparative understanding of the Abrahamic faiths studied at KS3.</p> <p>Students will begin to develop their specialist understanding of a monotheistic religion other than Christianity, being Judaism within the context of a wider British society. Lessons will prepare students to discuss, to begin to further develop to analyse, evaluate and the significance and importance of Jewish beliefs and practices in comparison to Christian beliefs as well their own faiths.</p> <p>Lessons are designed to include reference to and build on skills of application and Source of Wisdom and Authority analysis to further develop understanding of how scripture informs Jewish and Christian understandings of the topics studied with opportunities given to</p>	<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b></p> <p>In this half term, the learning sequence for year ten follows an interleaving model. The purpose of this is to allow students to further develop a more specialist and comparative understanding of the Christian and Jewish beliefs studied earlier in year 10. Students will further develop their specialist understanding of two monotheistic religions within the context of a wider British society. Lessons will prepare students to discuss, to begin to further develop to analyse, evaluate and the significance and importance of Jewish beliefs and practices in comparison to Christian beliefs as well their own faiths.</p> <p>Lessons are designed to include reference to and build on skills of application and source of wisdom and authority analysis to further develop understanding of how scripture informs Christian and Jewish understandings of the practices lived and performed in relation to the</p>	<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b></p> <p>In this half term, the learning sequence for year ten follows an interleaving model. The purpose of this is to allow students to further develop a more specialist and comparative understanding of the Christian and Jewish beliefs studied earlier in year 10. Students will further develop their specialist understanding of two monotheistic religions within the context of a wider British society. Lessons will prepare students to discuss, to begin to further develop to analyse, evaluate and the significance and importance of Jewish beliefs and practices in comparison to Christian beliefs as well their own faiths.</p> <p>Lessons are designed to include reference to and build on skills of application and source of wisdom and authority analysis to further develop understanding of how scripture informs Christian and Jewish understandings of the practices lived and performed in relation to the</p>	<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b></p> <p>In this half term, the learning sequence for year ten follows an interleaving model. The purpose of this is to allow students to further develop a more specialist and comparative understanding of the Christian and Jewish beliefs studied earlier in year 10. Students will further develop their specialist understanding of two monotheistic religions within the context of a wider British society. Lessons will prepare students to discuss, to begin to further develop to analyse, evaluate and the significance and importance of Jewish beliefs and practices in comparison to Christian beliefs as well their own faiths.</p> <p>Lessons are designed to include reference to and build on skills of application and source of wisdom and authority analysis to further develop understanding of how scripture informs Christian and Jewish understandings of the practices lived and performed in relation to the</p>

<p>students to also reflect on their own scriptural teachings in relation to the Abrahamic faiths.</p> <p>The lesson sequencing will also allow students to understand that within Judaism as with Christianity there are common divergent views illustrating that there is more than one perspective in the way beliefs and teachings are understood and expressed. Furthermore, the lesson sequencing aims to develop student's retention and recall skills through memory challenges and practice-timed questions. The aim of this is to further consolidate learning and knowledge and build on students understanding of the skills of analysis, evaluation and academic literacy from KS3.</p>	<p>students to also reflect on their own scriptural teachings in relation to the Abrahamic faiths.</p> <p>The lesson sequencing will also allow students to understand that within Judaism as with Christianity there are common divergent views illustrating that there is more than one perspective in the way beliefs and teachings are understood and expressed. Furthermore, the lesson sequencing aims to develop student's retention and recall skills through memory challenges and practice-timed questions. The aim of this is to further consolidate learning and knowledge and build on students understanding of the skills of analysis, evaluation and academic literacy from KS3.</p>	<p>topics studied. Opportunities are given to students to also reflect on their own scriptural teachings in relation to the two Abrahamic faiths.</p> <p>The lesson sequencing will also allow students to understand that within Christianity and Judaism there are common divergent views illustrating that there is more than one perspective in the way beliefs and teachings are understood and expressed.</p> <p>Furthermore, the lesson sequencing aims to develop student's retention and recall skills through memory challenges and practice-timed questions. The aim of this is to consolidate their learning and further build on their understanding of the skills of analysis, evaluation and academic literacy from KS3 by practising timed exam style questions thus meeting the assessment objectives of AO1 and AO2.</p>	<p>topics studied. Opportunities are given to students to also reflect on their own scriptural teachings in relation to the two Abrahamic faiths.</p> <p>The lesson sequencing will also allow students to understand that within Christianity and Judaism there are common divergent views illustrating that there is more than one perspective in the way beliefs and teachings are understood and expressed.</p> <p>Furthermore, the lesson sequencing aims to develop student's retention and recall skills through memory challenges and practice-timed questions. The aim of this is to consolidate their learning and further build on their understanding of the skills of analysis, evaluation and academic literacy from Year 9 by practising timed exam style questions thus meeting the assessment objectives of AO1 and AO2.</p>	<p>topics studied. Opportunities are given to students to also reflect on their own scriptural teachings in relation to the two Abrahamic faiths.</p> <p>The lesson sequencing will also allow students to understand that within Christianity and Judaism there are common divergent views illustrating that there is more than one perspective in the way beliefs and teachings are understood and expressed.</p> <p>Furthermore, the lesson sequencing aims to develop student's retention and recall skills through memory challenges and practice-timed questions. The aim of this is to consolidate their learning and further build on their understanding of the skills of analysis, evaluation and academic literacy from Year 9 by practising timed exam style questions thus meeting the assessment objectives of AO1 and AO2.</p>	<p>topics studied. Opportunities are given to students to also reflect on their own scriptural teachings in relation to the two Abrahamic faiths.</p> <p>The lesson sequencing will also allow students to understand that within Christianity and Judaism there are common divergent views illustrating that there is more than one perspective in the way beliefs and teachings are understood and expressed.</p> <p>Furthermore, the lesson sequencing aims to develop student's retention and recall skills through memory challenges and practice-timed questions. The aim of this is to consolidate their learning and further build on their understanding of the skills of analysis, evaluation and academic literacy from Year 9 by practising timed exam style questions thus meeting the assessment objectives of AO1 and AO2.</p>
<p><b>Calendared Centrally Planned Extended Home – Learning Tasks:</b> Home- Learning tasks will focus on further developing the consolidation of skills required for effective revision (how to) and retention. AO2 skills will further be developed</p>	<p><b>Calendared Centrally Planned Extended Home – Learning Tasks:</b> <u><b>Centrally Planned Task</b></u> Home- Learning tasks will focus on further developing the consolidation of skills required for effective revision (how to) and retention. AO2 skills will</p>	<p><b>Calendared Centrally Planned Extended Home – Learning Tasks:</b> Home- Learning tasks will focus on further developing the consolidation of skills required for effective revision (how to) and retention. AO2 skills will further be developed</p>	<p><b>Calendared Centrally Planned Extended Home – Learning Tasks:</b> Home- Learning tasks will focus on further developing the consolidation of skills required for effective revision (how to) and retention. AO2 skills will further be developed</p>	<p><b>Calendared Centrally Planned Extended Home – Learning Tasks:</b> Home- Learning tasks will focus on further developing the consolidation of skills required for effective revision (how to) and retention. AO2 skills will further be developed</p>	<p><b>Calendared Centrally Planned Extended Home – Learning Tasks:</b> <u><b>Centrally Planned Task</b></u> Home- Learning tasks will focus on further developing the consolidation of skills required for effective revision (how to) and retention. AO2 skills will</p>

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**Reading / literacy / Oracy:**

These skills will be developed through the Calendared Centrally Planned Extended Home-Learning that includes a compulsory reading/literacy task, through completing questions that require a variety of skills i.e., explanation, by developing the skill of writing using logical chains of reasoning as well as using CUBE, PERC model and a variety of writing frames to support students' academic literacy.

**Numeracy:**

The skill of numeracy will be developed through using logical chains of reasoning, beginning to appraise the value of the evidence provided by weighing up which argument is more logical, rational, or convincing and through the referencing of sources of wisdom and authority.

**Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):**

The RE department has recently formed close links with experienced Rabbis from two different denominational branches of Judaism. The Rabbi's scheduled annual visit consists of customised assemblies and workshops focusing on various topics allowing our students to learn about the Jewish beliefs, values, and traditions. These workshops are brought to life with religious artefacts. In addition to this the RE department aims to engage in a virtual workshop with the Jewish Museum, as well as this the department aims to have speakers from the Humanist Society UK discuss their beliefs and practices allowing students to further develop their understanding of beliefs in contemporary Britain. The RE department has also formed close links with the local churches in Southall namely St Johns and St Anselm's church. The customised assemblies led by the church's outreach workers allows for students to develop their understanding of the various tenets of the Christian faith.