



Intent: Pupils that study the Short Course qualification have not opted to take RE at GCSE but complete SC as part of the core curriculum. Pupils should acquire knowledge surrounding the beliefs and teachings of two faiths (Christianity is studied in Year 10) and be able to apply their understanding to issues surrounding family life and peace & conflict (relationships & families is taught in year 10). They should become more proficient in using appropriate exam skills throughout year 10, including in depth explanation and evaluation of key religious, ethical and philosophical concepts.

| RE Year 10 Short Course | Unit 1: Relationships & Families | Unit 2: Christian Beliefs & Teachings |
|--|--|---|
| <p>Knowledge (facts, information, concepts and key terminology)</p> | <p>Different types of family group: Nuclear, cohabiting, single parent, same sex etc. What are the main purposes of families and religious views to these.</p> <p>The differences between heterosexual and homosexual relationships and rights to marry.</p> <p>Marriage, divorce, remarriage and polygamous marriages: the law and religious attitudes.</p> <p>Gender equality: religious and non-religious attitudes.</p> | <p>The nature of God, including the Trinity and some of His key qualities including omnipotence, omnibenevolence, omniscience and justice.</p> <p>The problem of evil and how God’s nature creates this issue.</p> <p>The creation of the world as told in the book of Genesis.</p> <p>Jesus, including his incarnation, crucifixion, resurrection and ascension.</p> <p>Christian views to life after death including heaven, hell and purgatory.</p> <p>Ideas of sin and salvation, including the origins of sin and different types of salvation including works, God’s Grace & Jesus.</p> |
| <p>Understanding (ability to connect and synthesise knowledge within a context)</p> | <p>Differing family groups, how these have evolved over recent years and why for those with faith think nuclear families are vital.</p> <p>Different religious/non-religious views to the use of contraception and changing attitudes to sexuality and relationships. Views towards marriage, divorce and remarriage – what is seen to be acceptable?</p> <p>Are and should men/women be equal in all things in society today?</p> | <p>How likely is it that God exists? If He does, what qualities should He possess? This creates the problem of evil – what is this argument and does it prove that God cannot exist?</p> <p>Did God create the world?</p> <p>Who was Jesus, what happened to him when he was alive and after his death. Does this prove that there is life after death?</p> <p>Why do we all sin and how can we be saved?</p> |
| <p>Skills (successful application of knowledge and understanding to a specific task)</p> | <p>Identification & accurate use of key terminology.</p> <p>Accurate use of sources of authority.</p> <p>Ability to explain key concepts relating to relationships & families and how attitudes have changed over time, including religious/non-religious perspectives.</p> <p>Ability to evaluate key religious ideas.</p> | |
| <p>Formal Assessments (those done by all/vast majority of the cohort)</p> | <p>Assessment 1 Dec/Jan. Mock exam at the end of Year 10</p> | |
| <p>By the end of the year students on course for at least a grade 5 will be able to explain and evaluate key religious, ethical and philosophical ideas with reasonable accuracy. Some use of key terminology and references to sacred writing should be evident within written responses which should be coherent and focussed on the question.</p> | | |