



**Intent:** Pupils study the practices of Christianity & Islam (this goes alongside the beliefs & teachings delivered in SC lessons). Pupils then apply these beliefs, teachings and practices to topics within the units of; Crime and Punishment and Religion and Life. Pupils need to be able to apply religious views to these issues, comparing them to non-religious view points and explaining and evaluating key ideas using sacred writings to support their reasoning and demonstrate their understanding.

RE Year 10 Full Course	Unit 1: Crime & Punishment	Unit 2: Religion & Life	Unit 3: Islamic Practices	Unit 4: Christian Practices
<b>Knowledge</b> (facts, information, concepts and key terminology)	Where law and order originate, different crimes that are committed and the causes of these. How criminals should be punished as a result e.g. retribution, deterrence, reformation. Considering effective punishments including; prison (protection), corporal (retribution) and community service (reformation).	How the world was created, the origins of human life, environmental issues and responses, abortion, euthanasia, the use of animals for experimentation and food, life after death.	The 5 pillars of Islam (Shahadah, Salah, Sawm, Zakat and Hajj). The features of each, their importance and their context in the practices of Islam.  The Mosque: it's features and uses.	Different forms of worship and prayer and the benefits of this, the sacraments with particular focus on baptism and eucharist. Religious and secular practices during the festivals of Christmas and Easter. Places of pilgrimage; Lourdes and Iona.
<b>Understanding</b> (ability to connect and synthesise knowledge within a context)	Law & order is a necessity for every society – why?  Addiction, hatred, upbringing, poverty & mental health are all causes of crime. How do religious/non-religious groups feel these should be dealt with?  What are the aims of punishment and how do Christians/Muslims view these?  Evaluating how effective punishments are including; prison, community service & corporal punishment. Religious & non-religious views.	The difference between scientific and religious beliefs in relation to the topics above. Students will understand the range of beliefs within Christianity and Islam, e.g. fundamental and liberal interpretations of Genesis.	The Shahadah: The statement of faith – why it is of significance to the religion of Islam.  Salah: prayer 5 times a day – why do Muslims do this? What does this look like? Rakah's and their significance.  Sawm: fasting during Ramadan - Why do Muslims fast and how is it practically possible?  Zakat: Giving to charity – How does the process of giving work and why it is important for Muslims?  Hajj: Pilgrimage – different stages and importance of the journey.	Students should be able to consider why and how different Christian denominations support particular practices. Students should use their knowledge from Short Course REP in relation to the incarnation, Jesus' crucifixion and resurrection to understand the importance of eucharist, Christmas and Easter for Christians.
<b>Skills</b> (successful application of knowledge and understanding to a specific task)	<p style="text-align: center;">Identification &amp; accurate use of key terminology. Accurate use of sources of authority. Ability to explain key concepts relating to crime, its origins and how criminals should be dealt with from religious/non-religious perspectives. Ability to evaluate key religious ideas.</p>			
<b>Formal Assessments</b> (those done by all/vast majority of the cohort)	<p style="text-align: center;">Assessment 1 in December/January. Mock exams 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>				