New Line Learning Academy
Believe and Achieve

Religious Education Short Course

GCSE – Year 10

The Year 10 Religious Studies curriculum develops students' understanding of the beliefs, teachings and practices of two of the world's major religions: Christianity and Islam. Students explore how religious beliefs influence the lives of individuals and communities, whilst developing an appreciation of the diversity that exists within and between religious traditions. Throughout the year, students strengthen their ability to interpret sources of wisdom and authority, compare different religious perspectives and construct well-reasoned arguments supported by evidence from sacred texts.

Throughout the year, students investigate:

- What do Christians believe about God, Jesus and salvation? (Christianity)
- What do Muslims believe about Allah, authority and life after death? (Islam)

Each enquiry builds upon the last, allowing students to deepen their understanding of religious belief, identity and practice. Along the way, they explore topics including the nature of God, creation, the Trinity, Jesus' life and resurrection, salvation, prophethood, Tawhid, angels, life after death, revelation, sacred texts and religious authority, whilst recognising similarities and differences between Christian and Islamic traditions.

Throughout the year, students strengthen their religious literacy by interpreting scripture, analysing religious teachings, comparing beliefs, evaluating differing viewpoints and constructing balanced arguments using evidence from the Bible, the Qur'an and other sources of wisdom and authority. By the end of Year 10, students understand that religion is not simply about beliefs, but about how those beliefs influence the decisions, values and actions of individuals and communities throughout the world.

Terms 1-3
Theme 1

What do Christians believe about God, Jesus and salvation?

Big Picture
What are the main ideas and big questions in this topic?

This enquiry introduces students to the core beliefs at the heart of Christianity, exploring how these beliefs influence the lives of over two billion Christians around the world. Students investigate Christian understandings of God, creation, Jesus Christ and salvation, considering how scripture and religious teachings shape beliefs, worship and everyday life. Throughout the enquiry, students explore the diversity that exists within Christianity whilst recognising the beliefs shared by Catholic, Orthodox and Protestant traditions.

Students consider how Christian beliefs continue to influence individuals, communities and wider society, recognising Christianity as the principal religious tradition within Britain whilst appreciating the diversity of beliefs found within modern British society.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

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The enquiry begins by exploring Christian beliefs about the nature of God, considering the concepts of omnipotence, omnibenevolence and justice, alongside the challenge posed by the problem of evil and suffering. Students investigate the doctrine of the Trinity and examine different Christian understandings of creation, drawing upon sources of wisdom and authority including Genesis 1 and John's Gospel. This fulfils the National Curriculum expectation that students investigate religious beliefs, teachings and sources of authority while developing religious literacy.

Attention then turns to the life and significance of Jesus Christ. Students investigate the Incarnation, crucifixion, resurrection and ascension, considering why Christians believe Jesus is the Son of God and how these events lie at the heart of Christian faith. They explore Christian teachings about sin, original sin, salvation, grace and atonement, examining how these beliefs influence Christian identity and ethical decision making.

The enquiry then explores the Christian understanding of life after death, including resurrection, judgement, heaven and hell. Students compare differing Christian interpretations whilst recognising diversity within Christianity and considering how beliefs about the afterlife influence the lives and values of believers today.

Throughout the enquiry, students strengthen their disciplinary understanding by interpreting Biblical sources of wisdom and authority, comparing Christian perspectives, evaluating theological ideas and constructing balanced arguments supported by religious evidence. Students explore key questions including:

- What is God like?
- Why is Jesus so important to Christians?
- Why do Christians believe people need salvation?
- What happens after death?
- How do Christian beliefs influence life today?

Key vocabulary including Trinity, omnipotent, omnibenevolent, incarnation, crucifixion, resurrection, ascension, salvation, grace, atonement, original sin, judgement, heaven and hell is explicitly taught and revisited throughout the enquiry.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students build upon their Key Stage 3 understanding of Christianity, including beliefs about God, Jesus, worship, festivals and Christian values. They also draw upon previous learning about sources of wisdom and authority, ethical decision making and the diversity of religious belief within Britain. Students continue to develop disciplinary skills including analysing scripture, comparing beliefs and evaluating differing religious interpretations.	Students are challenged to investigate theological concepts that have been debated for centuries, recognising that Christians do not always interpret beliefs in the same way. They compare Catholic, Orthodox and Protestant perspectives where appropriate, evaluate philosophical questions such as the problem of evil and use Biblical evidence to justify increasingly sophisticated conclusions. Students apply their knowledge through extended evaluative questions requiring them to explain, analyse and evaluate Christian beliefs using evidence from scripture and religious teachings.

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Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry provides the theological foundation for the remainder of the GCSE course. Students develop a secure understanding of Christian beliefs that will later be applied to ethical themes including relationships, families, peace and conflict.

The enquiry also strengthens analytical and evaluative skills required throughout GCSE Religious Studies, particularly the interpretation of religious teachings and the construction of balanced arguments using sources of wisdom and authority.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students investigate the historical development of Christianity from the life of Jesus to the modern Church, exploring how Christian beliefs have influenced art, architecture, literature, music, law and charitable work throughout history. They consider Christianity's continuing role within British society and the diversity of Christian traditions across the world.

Students also explore how theological ideas continue to influence contemporary debates surrounding suffering, morality, justice and the purpose of human life.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop spiritual understanding by exploring questions about the nature of God, the purpose of life, suffering and life after death. Moral understanding is developed through investigating Christian teachings on justice, forgiveness and compassion, whilst social and cultural understanding is strengthened by exploring Christianity's influence on British society and its diverse traditions around the world.

The enquiry has explicit links to the British Values of mutual respect, tolerance of different faiths and beliefs and individual liberty, encouraging students to appreciate different religious perspectives whilst reflecting upon their own beliefs and values.

There are strong cross-curricular links with History, through the development of Christianity; English, through analysing Biblical sources and constructing balanced arguments; Citizenship, through discussions surrounding justice, equality and community; and Philosophy, through exploring questions about the existence and nature of God.

Students also develop their understanding of RSHE by considering identity, values, empathy and respectful relationships, recognising how beliefs can influence behaviour and decision making within individuals and communities.

The enquiry supports the Skills Builder Universal Framework, particularly Listening, through interpreting different Christian perspectives; Creativity, by exploring abstract theological ideas and different interpretations of scripture; and Planning, by constructing well-organised, evidence-based GCSE responses. Students also explore careers including teaching, law, social work, counselling, charity leadership and community engagement, where empathy, communication and ethical understanding are highly valued.

Resources
What books, websites, videos and materials will support our learning?

Assessment
How will we show what we know, remember and can apply?

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• AQA GCSE Religious Studies Specification • The Holy Bible (NIV and Good News Translation) • Bible Gateway • BBC Bitesize Religious Studies • TrueTube • RE:ONLINE • Oak National Academy • The Bible Project videos • Church of England resources • CAFOD educational resources • Christian Aid educational resources • Images of Christian artwork, churches and artefacts	Students demonstrate their understanding through a range of knowledge retrieval tasks, short and extended responses, interpretation of Biblical sources and GCSE-style examination questions. Students analyse Christian beliefs, explain differing theological perspectives and evaluate religious teachings using evidence from scripture and sources of wisdom and authority. Substantive Knowledge (60%) assesses students' understanding of Christian beliefs including the nature of God, creation, the Trinity, Jesus Christ, salvation, life after death and the diversity of Christian teachings. Disciplinary Knowledge (40%) assesses students' ability to interpret religious sources, compare differing Christian perspectives, explain theological concepts, evaluate religious arguments and construct balanced conclusions using accurate religious terminology and evidence from scripture.

Terms 4-6
Theme 2

What do Muslims believe about Allah, authority and life after death?

Big Picture
What are the main ideas and big questions in this topic?

This enquiry introduces students to the core beliefs and teachings of Islam, exploring how faith influences the lives of over one billion Muslims around the world. Students investigate Islamic beliefs about Allah, prophethood, revelation, authority and the afterlife, considering how these beliefs shape identity, worship and daily life. Throughout the enquiry, students explore the diversity within Islam whilst recognising the beliefs shared by Sunni and Shi'a Muslims.

Students consider how Islamic beliefs continue to influence individuals, communities and wider society, developing an understanding of Islam as one of the major religious traditions in Britain and across the world whilst appreciating the diversity of modern British society.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by exploring the central beliefs of Islam, including Tawhid (the Oneness of Allah), the nature of Allah and the importance of the Six Articles of Faith in Sunni Islam and the Five Roots of Usul ad-Din in Shi'a Islam. Students investigate the roles of angels, predestination, human freedom and accountability, alongside Islamic beliefs about life after death. This fulfils the National Curriculum expectation that students investigate religious beliefs, teachings and sources of wisdom and authority whilst developing religious literacy.

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Attention then turns to the importance of authority within Islam. Students investigate the role of the Prophets, particularly Adam, Ibrahim and Muhammad, exploring why Muhammad is regarded as the final Prophet. They examine the significance of the Qur'an as the final revelation of Allah alongside the authority of earlier holy books and consider the role of the Imamate within Shi'a Islam.

The enquiry concludes by exploring how Islamic beliefs influence the lives of Muslims today. Students consider how belief in Allah, revelation, judgement and accountability shapes worship, behaviour and moral decision making. Throughout the enquiry, students strengthen their disciplinary understanding by interpreting Qur'anic teachings, comparing Sunni and Shi'a perspectives, evaluating religious ideas and constructing balanced arguments supported by sources of wisdom and authority.

Students explore key questions including:

- What do Muslims believe about Allah?
- Why are the Prophets important?
- Why is the Qur'an the ultimate source of authority?
- What happens after death in Islam?
- How do Islamic beliefs influence everyday life?

Key vocabulary including Tawhid, Allah, Risalah, Prophethood, Qur'an, revelation, angels, Akhirah, predestination, accountability, Jibril, Mika'il, Imamate, Sunni and Shi'a is explicitly taught and revisited throughout the enquiry.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon their Key Stage 3 understanding of Islam, including beliefs about Allah, the Prophet Muhammad, the Qur'an, worship and the Five Pillars. They also draw upon previous learning about sources of wisdom and authority, religious diversity and ethical decision making.

Students continue to develop disciplinary skills including interpreting sacred texts, comparing religious beliefs and evaluating differing religious perspectives.

Pitch Up
How will we challenge ourselves?

Students are challenged to investigate complex theological concepts whilst recognising the diversity that exists within Islam. They compare Sunni and Shi'a beliefs where appropriate, evaluate different interpretations of Islamic teachings and use evidence from the Qur'an and other sources of wisdom and authority to justify increasingly sophisticated conclusions.

Students apply their knowledge through GCSE-style extended responses requiring them to explain, analyse and evaluate Islamic beliefs using accurate religious terminology and evidence from scripture.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry provides the theological foundation for the remainder of the GCSE course. Students develop a secure understanding of Islamic beliefs that will later be applied when exploring ethical themes including relationships, families, peace and conflict.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students investigate the historical development and global spread of Islam, exploring how Islamic civilisation has contributed to science, mathematics, medicine, architecture, literature and culture throughout history. They also examine the diversity of Muslim communities across the world and within Britain,

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The enquiry also strengthens analytical and evaluative skills required throughout GCSE Religious Studies, particularly the interpretation of religious teachings, comparison of different perspectives and construction of balanced arguments using sources of wisdom and authority.	recognising the importance of challenging stereotypes and developing an informed understanding of one of the world's largest religions. Students consider how Islamic beliefs continue to influence contemporary debates surrounding identity, morality, justice and community life.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop spiritual understanding by exploring beliefs about Allah, revelation, purpose and life after death. Moral understanding is strengthened through investigating Islamic teachings on justice, compassion, accountability and responsibility, whilst social and cultural understanding is developed by exploring the diversity of Muslim communities and the contribution of Islam to British and global society.

The enquiry makes explicit links to the British Values of mutual respect, tolerance of different faiths and beliefs and individual liberty, encouraging students to challenge stereotypes and appreciate the diversity of religious belief within modern Britain.

There are strong cross-curricular links with History, through the development and spread of Islam; English, through analysing sacred texts and constructing balanced arguments; Citizenship, through discussions surrounding equality, diversity and community cohesion; and Geography, through exploring the global distribution and cultural influence of Islam.

Students also develop their understanding of RSHE by considering identity, belonging, respect, empathy and the importance of challenging prejudice and discrimination within society.

The enquiry supports the Skills Builder Universal Framework, particularly Listening, by understanding diverse Muslim perspectives; Adapting, by recognising different cultural and religious viewpoints; and Speaking, through presenting balanced arguments and respectful discussion. Students also explore careers including teaching, law, international relations, journalism, social work, community leadership and the civil service, where cultural understanding and religious literacy are increasingly important.

Resources

What books, websites, videos and materials will support our learning?

- AQA GCSE Religious Studies Specification
- The Qur'an (English translation)
- BBC Bitesize Religious Studies
- TrueTube
- RE:ONLINE
- Oak National Academy

Assessment

How will we show what we know, remember and can apply?

Students demonstrate their understanding through a range of knowledge retrieval tasks, short and extended responses, interpretation of Qur'anic teachings and GCSE-style examination questions. Students analyse Islamic beliefs, explain differing Sunni and Shi'a perspectives and evaluate religious teachings using evidence from the Qur'an and other sources of wisdom and authority.

• BBC Religion • Islamic Relief educational resources • Understanding Islam resources • Images of mosques, Islamic calligraphy and artefacts • Documentary clips exploring Muslim life in Britain	Substantive Knowledge (60%) assesses students' understanding of Islamic beliefs including Tawhid, the nature of Allah, the Six Articles of Faith, the Five Roots of Usul ad-Din, prophethood, revelation, holy books, the Imamate, life after death and the diversity of Islamic traditions. Disciplinary Knowledge (40%) assesses students' ability to interpret religious sources, compare Sunni and Shi'a perspectives, explain theological concepts, evaluate religious arguments and construct balanced conclusions using accurate religious terminology and evidence from sources of wisdom and authority.