

Department : Ethics Year Group: 10							
Term	Topic/ subject	Assessment Objectives	Knowledge building (intent)	Skills including	Literacy, numeracy and SMSC opportunities Values, careers, healthy living, citizenship, equality, diversity	Assessment All assessment is graded in line with the National Levels for RE	SEND and PP identify where access and learning is supported
Autumn	Christianity- beliefs and practices, and Social Justice: An overview of the Christian faith exploring beliefs and practices and examining sources of wisdom and authority. A study of social justice from a secular and religious perspective. SACRE Key Questions: Should religious buildings be sold to feed the starving?	AF1: Thinking about religion and belief AF2: Enquiring, investigating and, interpreting AF3: Reflecting, evaluating and communicating	Christian beliefs and practices: • Incarnation • Teachings of Jesus • Last Days of Jesus' Life • Salvation • Problems of evil and suffering • How Christians make moral decisions Social Justice • Human Rights • Equality • Prejudice and discrimination • Wealth and poverty • Social justice • Christian actions	Reading for meaning Identifying key facts and information Using quotations and textual reference to support ideas Analysis and interpretation of texts Developing personal responses Organisation ideas into a formal written essay – writing to argue Evaluating information Comparing and contrasting a range of information Developing religious and philosophical language Recognising, appreciating, and challenging opposing viewpoints Asking and suggesting answers to ultimate questions Describes what inspires and influences their, and others', beliefs. Comparing and contrasting different viewpoints	Literacy: Discussion, promoting a view point, challenging views of others, providing evidence, reasoning and rational thinking, searching questions, precis, reading for meaning, writing to argue, SMSC: Tolerance, understanding, empathy, recognising and appraising differing beliefs, fairness and justice, moral dilemmas, ethics, compassion, kindness. Reading opportunities Texts used: TBC	• On-going formative and summative assessment throughout lessons using assessment criteria and diagnostic grids. • Formal written assessment opportunity for summative purposes – writing to argue • Discussion and contributions to discussions • Questions and answers • Analysis of sources of wisdom and authority • Peer/ self/ teacher assessment against the RE levels for England	Key words Writing frames Sentence starters Images and clips to support understanding A variety of written and creative opportunities to express understanding Guided reading Sort and match cards Cloze activities This will be more specific on short term plan dependent on the group/ cohort etc

Spring	Politics and Governance An overview of the UK and American political system – most focus on UK system A study of political theory and belief systems and the impact on how society is run.	AF1: Thinking about religion and belief AF2: Enquiring, investigating and, interpreting AF3: Reflecting, evaluating and communicating	Political theory Modern Politics Electoral reform and voting systems Political parties Political leaders Democracy Laws and governance Campaigning Manifestos US politics	Reading for meaning Identifying key facts and information Using quotations and textual reference to support ideas Analysis and interpretation of texts Developing personal responses Organisation ideas into a formal written essay Evaluating information Comparing and contrasting a range of information Asking and suggesting answers to ultimate questions Describes what inspires and influences their, and others', beliefs.	Literacy: Discussion, promoting a view point, challenging views of others, providing evidence, reasoning and rational thinking, searching questions, precis, reading for meaning, writing to argue, predicting, analysis of language, character and structure, interpreting symbolism, inferred meanings, textual comparison, developing religious and philosophical language SMSC: Tolerance, understanding, empathy, ethical living, differing beliefs, ethical frameworks, fairness and justice, society and community, ethical dilemmas Reading opportunities Texts used: TBC	- On-going formative and summative assessment throughout lessons using assessment criteria and diagnostic grids. - Formal written assessment opportunity for summative purposes – writing to argue - Discussion and contributions to discussions - Questions and answers - Analysis of sources of wisdom and authority - Peer/ self/ teacher assessment against the RE levels for England	Key words Writing frames Sentence starters Images and clips to support understanding A variety of written and creative opportunities to express understanding Guided reading Sort and match cards Cloze activities This will be more specific on short term plan dependent on the group/ cohort etc
Summer	Peace, Conflict, Christianity and Buddhism An overview of peace and conflict – systems, organisations and extent of peace and conflict in the modern world A study of the role that religion plays in peace and conflict today SACRE Key Question: Is religion a cause for peace or conflict in the world today?	AF1: Thinking about religion and belief AF2: Enquiring, investigating and, interpreting AF3: Reflecting, evaluating and communicating	United Nations Peace making Conflict Pacifism Just War Theory Holy war Weapons of mass destruction Issues surrounding conflict Christian attitudes to war Buddhist attitudes to war	Reading for meaning Identifying key facts and information Using quotations and textual reference to support ideas Analysis and interpretation of texts Developing personal responses Organisation ideas into a formal written essay Evaluating information Comparing and contrasting a range of information Asking and suggesting answers to ultimate questions Describes what inspires and influences their, and others', beliefs.	Literacy: Discussion, promoting a view point, challenging views of others, providing evidence, reasoning and rational thinking, searching questions, precis, reading for meaning, writing to argue, predicting, analysis of language, character and structure, interpreting symbolism, inferred meanings, textual comparison, developing religious and philosophical language SMSC: Tolerance, understanding, empathy, ethical living, differing beliefs, ethical frameworks, fairness and justice, historical context, ultimate questions, the human condition, human motivation Reading opportunities Texts used: TBC	- On-going formative and summative assessment throughout lessons using assessment criteria and diagnostic grids. - Formal written assessment opportunity for summative purposes – writing to argue - Discussion and contributions to discussions - Questions and answers - Analysis of sources of wisdom and authority - Peer/ self/ teacher assessment against the RE levels for England	Key words Writing frames Sentence starters Images and clips to support understanding A variety of written and creative opportunities to express understanding Guided reading Sort and match cards Cloze activities This will be more specific on short term plan dependent on the group/ cohort etc

