



Curriculum Map for Philosophy & Ethics Year 10

YEAR 10	Autumn 1 & 2	Autumn 1 & 2
Topics	Christianity - Beliefs and Teaching	Christianity – Practices
Substantive Knowledge – Knowledge Taught About Various Religious & Non-Religious Traditions	<ul style="list-style-type: none"> The concepts of 'religion' and 'non-religion' and debates around these ideas. The nature of God, the different beliefs about creation, the incarnation, Jesus, the crucifixion, resurrection and ascension as well as analysis of heaven and hell, sin and salvation and Christ's role. 	<ul style="list-style-type: none"> Knowledge about artefacts and texts associated with different religious and non-religious traditions The nature of worship and prayer, baptism, holy communion, pilgrimages and festivals. The role of the church in the local community – food banks, street pastors and the place of mission and evangelism. The growth of the Church and its importance worldwide. Christian persecution through time and their response to world poverty.
Personal Knowledge: Themes Covered So Students Are Able To Develop Their Own Thoughts & Understanding Building On Prior Awareness	<ul style="list-style-type: none"> Using evidence. Learning about religions. Learning from religions. Explain how the fact that Christians believe Jesus is God incarnate helps them to understand the Trinity. Understanding of the Trinity. How Christianity works and how it fits into modern life. 	<ul style="list-style-type: none"> How Christianity works and how it fits into modern life. How do services emphasis equality and community? Similarities and differences. How a pilgrimage strengthens someone's faith. Explaining how Christians celebrate Christmas and Easter.
Skills	<ul style="list-style-type: none"> Explanation and Analysis Debate Empathy Extended Writing Reasoning and Critical Thinking Drawing Conclusions and Making Judgements Consider, Analyse, Interpret and Evaluate - issues of truth, beliefs, faith and ethnics and to communicate their responses Develop a Sense of Identity and Belonging 	<ul style="list-style-type: none"> Explanation and Analysis Debate Empathy Extended Writing Reasoning and Critical Thinking Drawing Conclusions and Making Judgements Consider, Analyse, Interpret and Evaluate - issues of truth, beliefs, faith and ethnics and to communicate their responses Develop a Sense of Identity and Belonging Expressing Spirituality
Links To Prior Learning	<ul style="list-style-type: none"> KS3 knowledge and own personal experiences Year 8 - Autumn 1 and 2 Church history and life of Jesus and New Testament 	<ul style="list-style-type: none"> Year 8 – Autumn 1 and 2 Church history and life of Jesus and New Testament

Literacy/ Numeracy	<ul style="list-style-type: none"> • Literacy – extended writing, justification and evaluation • Numeracy – Chronological understanding 	<ul style="list-style-type: none"> • Literacy – extended writing, justification and evaluation • Numeracy - Chronological understanding
Cross Curricular	<ul style="list-style-type: none"> • Diversity and combats intolerance and prejudice 	<ul style="list-style-type: none"> • Diversity of faith • Religious diversity • Cultural differences • Combats intolerance and prejudice
Assessment	<ul style="list-style-type: none"> • GCSE Paper 	<ul style="list-style-type: none"> • GCSE Paper

YEAR 10	Spring 1 & 2	Spring 1 & 2
Topics	Islam - Beliefs and Teaching	Islam - Practices
Substantive Knowledge – Knowledge Taught About Various Religious & Non-Religious Traditions	<ul style="list-style-type: none"> • The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi’a Islam, including key similarities and differences. • Tawhid (the Oneness of God). • The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi’a Islam, including different ideas about God’s relationship with the world: immanence and transcendence. 	<ul style="list-style-type: none"> • Knowledge about artefacts and texts associated with different religious and non-religious traditions. • Islamic life. • How Muslims apply teaching in their daily lives.
Personal Knowledge: Themes Covered So Students Are Able To Develop Their Own Thoughts & Understanding Building On Prior Awareness	<ul style="list-style-type: none"> • Angels, their nature and role, including Jibril and Mika’il. • Predestination and human freedom and its relationship to the Day of Judgement. • Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. • The concepts of ‘religion’ and ‘non-religion’ and debates around these ideas. 	<ul style="list-style-type: none"> • Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi’a Islam (students should study the Five Pillars and jihad in both Sunni and Shi’a Islam and the additional duties of Shi’a Islam). • Shahadah: declaration of faith and its place in Muslim practice. • Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak’ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi’a Islam, and different Muslim views about the importance of prayer.
Skills	<ul style="list-style-type: none"> • Debate • Extended Writing • Empathy 	<ul style="list-style-type: none"> • Debate • Extended Writing
Links To Prior Learning	<ul style="list-style-type: none"> • Islam is studied in Year 8. • Beliefs and teachings of various world religions is studied prior to Year 10 which will help students understanding. 	<ul style="list-style-type: none"> • Islam is studied in Year 8.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Literacy – extended writing, justification and evaluation. • Numeracy – Chronological understanding. 	<ul style="list-style-type: none"> • Literacy – extended writing, justification and evaluation. • Numeracy – Chronological understanding.

Cross Curricular	<ul style="list-style-type: none"> • Diversity of Faith • Religious Diversity 	<ul style="list-style-type: none"> • Diversity of Faith • Religious Diversity • Cultural Differences
Assessment	<ul style="list-style-type: none"> • GCSE Paper 	<ul style="list-style-type: none"> • GCSE Paper

YEAR 10	Summer 1 & 2	
Topics	Relationships and Family From a Christian Perspective	
Substantive Knowledge – Knowledge Taught About Various Religious & Non-Religious Traditions	<ul style="list-style-type: none"> • Different religious perspectives on the issues studied within and/or between religious and non-religious beliefs. • Christian views on:- <ul style="list-style-type: none"> ○ Contraception ○ Sexual Relationships Before Marriage ○ Homosexual Relationships 	
Personal Knowledge: Themes Covered So Students Are Able To Develop Their Own Thoughts & Understanding Building On Prior Awareness	<ul style="list-style-type: none"> • Families and Gender Equality • The Nature of Families, including:- <ul style="list-style-type: none"> ○ The Role of Parents/Carers and Children ○ Extended Families and the Nuclear Family 	
Skills	<ul style="list-style-type: none"> • Debate • Extended Writing • Empathy 	
Links To Prior Learning	<ul style="list-style-type: none"> • Key stage 3 work on the views of Christianity towards family life. 	
Literacy/ Numeracy	<ul style="list-style-type: none"> • Literacy – extended writing, justification and evaluation • Numeracy – Chronological understanding 	
Cross Curricular	<ul style="list-style-type: none"> • Diversity of Faith • Religious Diversity 	
Assessment	<ul style="list-style-type: none"> • GCSE Paper 	