

## Year 10 Theology and Philosophy

In Theology and Philosophy at Key Stage 4, learning is further extended from Key Stage 3 to deepen knowledge and understanding of the relationship between religious people and their common and divergent views within their respective traditions by way of how beliefs and teachings are understood and expressed in everyday life and situations. Students follow the AQA route, a GCSE Religious Studies Course (2016), which is an optional course. Students are given opportunities to explore the fact that the major religious tradition of Great Britain is Christianity, but that religious belief in the UK is also diverse and includes other religious - most notably, Islam - as well as non-religious worldviews, such as atheism and humanism. Students also are exposed to philosophico-ethical themes in contemporary society, applying beliefs to current, real life/world issues. There is much scope to develop their previous Key Stage ability to construct well-argued, well-informed, balanced and structured written/oral arguments, demonstrating their depth and breadth of understanding in the subject. There is a core course for all Year 10 students that follows some content from both exam papers, but no exam is required.

By the end of Key Stage 4, and owing to the foundations laid at Key Stage 3, students will demonstrate a deeper understanding of Christian and Islamic beliefs, teachings and practices and how these can differ depending upon specific denominations within each religion. Students will identify places of religious significance around the world and the importance of those historically as places of pilgrimage, in addition to confidently articulating justified opinions on ethical issues, giving personal, religious and non-religious views. Students will be able to explain in detail how religious teachings in both Christianity and Islam can be applied to contemporary moral and philosophical issues such as euthanasia, abortion, abuse of the world, and the use of capital punishment. They will know how religious organisations support the global problems of injustice and poverty and link theological teachings to these issues. As well as studying Judaeo-Christianity in Year 7, students are required to study Christian practices and the Metaphysics of God in Year 8, as well as moral philosophy and social justice in Year 9 in preparation for both GCSE Papers. Students select their options at the end of Year 9 and embark on GCSE Studies in Year 10. Each learning theme is planned and differentiated to tailor to individual students and in line with exam criteria. It is hoped students will develop confidence in becoming “Courageous Advocates”, challenging injustice and suffering in the world and fostering empathy and tolerance within a diverse world, respecting each person and the world in which they live thus reinforcing the qualities of kindness, tolerance, and supporting the need for equality for all.

The AQA Assessment Objectives are made up of 50% knowledge and understanding and 50% analysis and evaluation; therefore, a veritable knowledge base is required prior to GCSE-study:

AO1: Demonstrate knowledge and understanding of religion and beliefs including: beliefs, practices and sources of authority; influence on individuals, communities and societies; similarities and differences within and/or between religions and beliefs.

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

### Methods of deepening and securing knowledge:

Retrieval practice	Retrieval practice is evident through starter and plenary tasks to link prior learning and current learning, as well as in Retrieval Knowledge Organisers by way of examination preparation and timed “Brain Dumps” to measure incremental levels of retrieval. 12-mark essay Knowledge Organisers. SENECA online assignments for both Papers 1 and 2.
Elaboration	Table Team challenges allow for incremental levels of knowledge to be secured and encourage enthusiastic, collaborative learners.

Concrete examples	Concrete examples in the form of contemporary moral dilemmas and issues to apply theological positions to real-life philosophical problems.
Language for Learning	Subject-specific vocabulary is monitored through 'Word Decoding' etymology/morphology exercises, embedding literacy and reading into every learning theme, building opportunities for extended writing and enabling students to fully explore complex theological and philosophical systems and ideas that evolve from them. Reading, independent learning with associated tasks.
"Becoming the Examiner"	Post-examination exercises enable students to review their examination papers alongside sample answers and mark schemes in order to improve their examination script in green ink; and students are aware that, even if top marks have been awarded, there is always room for a furthering of knowledge.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<p><b>Nature of God in Christianity (Paper 1) with Religion and Life (Paper 2)</b></p> <p>Paper 1 - Introduction to GCSE - The Christian Church: How it came to be - The nature of God and the problem of evil - The Holy Trinity and the oneness of God</p> <p>Paper 2 - Origins of the Universe and Value of the World</p>	<p><b>Jesus Christ and Salvation (Paper 1) with Religion and Life (Paper 2)</b></p> <p>Paper 1 - Different interpretations of creation - The incarnation and Jesus the Son of God - The crucifixion, resurrection, and ascension of Jesus</p> <p>Paper 2 - Use and abuse of animals - Origins of human life and abortion</p>	<p><b>Jesus Christ and Salvation (Paper 1) with Religion and Life (Paper 2)</b></p> <p>Paper 1 - Eschatology: The 4 "Last Things" - Resurrection and the concept of Purgatory - Sin, salvation, and the means of salvation in Jesus Christ</p> <p>Paper 2 - Sanctity of life and euthanasia with case studies - Death and the afterlife</p>	<p><b>Islam Beliefs and Teachings (Paper 1) with Relationships and Family (Paper 2)</b></p> <p>Paper 1 - The Oneness of God and the supremacy of God's will - Sunni and Shi'a Muslims - Nature of God in Islam</p> <p>Paper 2 - Human sexuality - sexual relationship before and outside of marriage</p>	<p><b>Islam Beliefs and Teachings (Paper 1) with Relationships and Family (Paper2)</b></p> <p>Paper 1 - Belief in Angels (Jibril and Mika'il, and others) - Al-Qadr: - Predestination - Akhirah: the afterlife in Islam</p> <p>Paper 2 - Marriage - divorce and remarriage - The nature of families</p>	<p><b>Islam Beliefs and Teachings (Paper 1) with Relationships and Family (Paper2)</b></p> <p>Paper 1 - Risalah: Prophethood (Adam and Ibrahim) - Prophet Muhammad and the Imamate - Holy books in Islam</p> <p>Paper 2 - The purpose of families - Religious - attitudes to gender equality</p>

	- Use and abuse of the environment	- Pro-life and pro-choice guest speakers		- Contraception and family planning		
Assessment	12 Mark essay (Problem of Evil)	4 and 5 Mark exam questions	12 Mark essay (Abortion)	4 and 5 Mark exam questions	4 and 5 Mark exam questions	12 Mark essay (Muhammad)
CEIAG ( <i>Careers that are linked to that topic</i> )	Teaching professions, medical and caring professions, law and the Police service, community liaison, welfare and social work, Civil Service and Ministry of Defence, journalism, recruitment, counselling.					

**Independent Learning:**

Independent learning is integral to learning and it is planned to be challenging and relevant to each programme of study, with tasks used for a variety of purposes including consolidating learning, preparation for a following class, deepening the knowledge gained in learning themes, and preparation for examinations (using specific retrieval Knowledge Organisers). Exam preparation tasks are shared and discussed in Table Teams in the deadline lesson, and relevant links are made to prior and future learning, alongside peer assessment using yellow feedback sheets that are then used for student improvement. Independent learning receives generous time in verbal/written feedback from both Table Teams and teaching staff along with strategies for improvement. Other tasks include researching sources of authority and wisdom and providing a written critique of these sources. SENECA online assignments for both Papers 1 and 2.