

Citizenship Curriculum Map Year 10

Term	Units of Study	Curriculum Guidelines	NC –Aims / Focus Points
<p>Autumn 1 RE / PHILOSOPHY</p>	<p>Good and Evil.</p> <ul style="list-style-type: none"> • Good and Evil. • Skilful and unskilful actions • Concepts of natural and moral evil. • Responses to a problem. • Coping with suffering. 	<ul style="list-style-type: none"> • Understanding and analysing beliefs, values and attitudes in relation to the human quest for meaning (RE) • Explaining and evaluating the impact of religions and beliefs on how people live their lives (RE) 	<ul style="list-style-type: none"> • Challenge questions about the ultimate meaning and purpose of life, beliefs about God (RE) • Enhance candidates' spiritual and moral development, and contribute to their health and wellbeing (OCR)
<p>Autumn 2 RE / PHILOSOPHY</p>	<p>Religion and Science.</p> <ul style="list-style-type: none"> • Origins of the world and humanity • Teaching of origins and humanity. • Relationship between scientific evidence and religious belief. • Religious teaching relating to environmental issues. 	<ul style="list-style-type: none"> • Understanding and analysing beliefs, values and attitudes in relation to the human quest for meaning (RE) 	<ul style="list-style-type: none"> • Evidence, debate and make reasoned arguments (Citizenship) • Equipped with the skills to think critically and debate (Citizenship) • Encourage candidates to reflect on and develop their own values, opinions and attitudes in light of their learning (OCR)
<p>Spring 1 RE / PHILOSOPHY</p>	<p>Religion, Reason and revelation.</p> <ul style="list-style-type: none"> • Form and natural of revelation. 	<ul style="list-style-type: none"> • Synthesising evidence and arguments about moral values and how they can relate to beliefs and 	<ul style="list-style-type: none"> • Challenge questions about the ultimate meaning and purpose of life, beliefs about God (RE)

	<ul style="list-style-type: none"> • Concepts of revelation. • Religious experiences. • Significance and importance of religious text. • Religious teachings. 	<p>experience (RE)</p> <ul style="list-style-type: none"> • Present coherent, detailed arguments about beliefs, ethics, values and issues (RE) 	<ul style="list-style-type: none"> • To explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally (OCR)
<p>Spring 2 RE / ETHICS</p>	<p>Religion peace and justice.</p> <ul style="list-style-type: none"> • Attitudes to war. • Violence and pacifism. • Crime and punishment. • Rehabilitation and re-education. • Human rights and the law. 	<ul style="list-style-type: none"> • Analysing and synthesising insights on ultimate questions that confront humanity (RE) • Present coherent, detailed arguments about beliefs, ethics, values and issues (RE) 	<ul style="list-style-type: none"> • Evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens (Citizenship) • Equipped with the skills to think critically and debate (Citizenship) • Enhance candidates' spiritual and moral development, and contribute to their health and well being (OCR)
<p>Summer 1 RE / ETHICS</p>	<p>Religion and equality.</p>	<ul style="list-style-type: none"> • Understanding and analysing beliefs, values and attitudes in relation to 	<ul style="list-style-type: none"> • Evidence, debate and make reasoned

	<ul style="list-style-type: none"> • Principles of equality. • Attitudes towards racism. • Attitude towards gender • Attitudes to religion. • Forgiveness and reconciliation 	<p>the human quest for meaning (RE)</p>	<p>arguments. It should also prepare pupils to take their place in society as responsible citizens (Citizenship)</p> <ul style="list-style-type: none"> • Equipped with the skills to think critically and debate (Citizenship) • To enable students to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own (RE) • Enhance candidates' spiritual and moral development, and contribute to their health and wellbeing (OCR) <p>Encourage candidates to adopt an enquiring, critical and reflective approach to the study of religion (OCR)</p>
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<p>Summer 2 RE / ETHICS</p>	<p>Religion and the media.</p> <ul style="list-style-type: none"> • Different forms of Media. • Influence of the media. • Freedom of speech. • Portrayal of violence and sex in the media. • Response to films that focus on religious/ philosophical messages. 	<ul style="list-style-type: none"> • Present coherent, detailed arguments about beliefs, ethics, values and issues (RE) 	<ul style="list-style-type: none"> • Equipped with the skills to think critically and debate (Citizenship) • To enable students to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own (RE) • Help candidates develop their interest in and enthusiasm for the study of religion, and relate it to the wider world (OCR)