Religious Studies

Year 10 Subject Overview Map

Year 10	Specification content	Substantive Knowledge	Disciplinary Knowledge	Assessment	Link to AQA specification
AUTUMN TERM					
Half-term 1	**Jewish beliefs and teachings** ❖ The nature of God ❖ The divine presence (Shekhinah) ❖ Beliefs about life after death, including judgement and resurrection ❖ The nature and role of the Messiah, including different views on the role and importance of the Messiah ❖ The Covenant with Abraham and the promised land ❖ The Covenant at Sinai, Moses and the Ten Commandments ❖ Key moral principles: justice, healing the world, charity and kindness to others ❖ Sanctity of life and Pikuach Nefesh ❖ Free will and the 613 mitzvot	• **Key concepts:** monotheism, Shekhinah, Messiah, covenant, mitzvot, Pikuach Nefesh, tzedakah, free will • **Beliefs and teachings:** Jews believe God is one: the Creator, Law-Giver, and Judge, loving and merciful; the divine presence (Shekhinah); different beliefs about life after death, judgement, resurrection, and the Messiah; the Covenant with Abraham (Genesis 12:1–3) and at Sinai (Exodus 20:1–17); and the 613 mitzvot and free will. • **Practice and lived experience:** how justice, healing the world, charity, kindness, and Pikuach Nefesh influence Jewish life today, including Orthodox, Reform, and Liberal views	• Explain how Jewish beliefs and teachings influence Jews today • Use sources of Jewish belief and teaching, such as Genesis 12:1–3 and Exodus 20:1–17, to support explanations • Explain different Jewish views, for example on the Messiah and life after death • Evaluate statements about Jewish beliefs, reaching a justified conclusion	Past-paper and exam-style questions assessing AO1 (knowledge and understanding) and AO2 (analysis and evaluation), alongside Satchel One keyword quizzes and an end-of-unit assessment adapted to each cohort.	Paper 1: 3.1.6.1 Judaism: Beliefs and teachings

Year 10	Specification content	Substantive Knowledge	Disciplinary Knowledge	Assessment	Link to AQA specification
	❖ Mitzvot between man and God and between man and man				
Half-term 2	**Jewish Practices** ❖ The synagogue: design and features, Orthodox and Reform ❖ Acts of worship in Orthodox and Reform synagogues ❖ Prayer, including the Amidah ❖ Shabbat in the home and synagogue ❖ Worship in the home and private prayer ❖ Tenakh and Talmud ❖ Rituals: Brit Milah, Bar and Bat Mitzvah, marriage and mourning ❖ Dietary laws: kosher and trefah, separation of milk and meat ❖ Festivals: Rosh Hashanah, Yom Kippur and Pesach	• **Key concepts:** synagogue, bimah, aron hakodesh, ner tamid, Amidah, Shabbat, Tenakh, Talmud, kosher, trefah • **Beliefs and teachings:** the importance of the synagogue, prayer, and Shabbat; the Tenakh (written law) and Talmud (oral law) in daily life; and different Jewish views about dietary laws. • **Practice and lived experience:** synagogue design and services in Orthodox and Reform Judaism; Shabbat and worship in the home; Brit Milah, Bar and Bat Mitzvah, marriage, and mourning rituals; kosher laws; and Rosh Hashanah, Yom Kippur, and Pesach in Great Britain today	• Explain how Jewish practices express Jewish beliefs • Explain different practices in Orthodox and Reform Judaism • Use sources of Jewish belief and teaching to explain the importance of practices • Evaluate the importance of practices, such as Shabbat and festivals, with a justified conclusion	Past-paper and exam-style questions assessing AO1 (knowledge and understanding) and AO2 (analysis and evaluation), alongside Satchel One keyword quizzes and an end-of-unit assessment adapted to each cohort.	Paper 1: 3.1.6.2 Judaism: Practices
SPRING TERM					

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Half-term 3	**Theme B: Religion and life** ❖ The origins and value of the universe ❖ Science and religion: the Big Bang and evolution ❖ The use and abuse of the environment ❖ The use and abuse of animals ❖ Animal experimentation and the use of animals for food ❖ The origins and value of human life ❖ Sanctity of life and quality of life ❖ Abortion ❖ Ethical arguments about abortion ❖ Euthanasia ❖ Beliefs about death and an afterlife	• **Key concepts:** stewardship, dominion, awe and wonder, Big Bang, evolution, sanctity of life, quality of life, abortion, euthanasia • **Beliefs and teachings:** Christian teachings on the origins and value of the universe and of human life, and different interpretations of them; religious and scientific views, such as the Big Bang and evolution; Christian teachings on abortion, euthanasia, and animal experimentation; arguments based on sanctity and quality of life; and non-religious views, such as humanism. • **Practice and lived experience:** the use and abuse of the environment, including natural resources and pollution; animals used for food and experimentation; and how beliefs about death and an afterlife affect views on the value of human life	• Explain different religious and non-religious beliefs about the origins and value of life • Apply Christian teachings to issues such as abortion, euthanasia, and the environment • Analyse ethical arguments based on sanctity of life and quality of life • Evaluate statements about religion and life, considering religious and non-religious views	Past-paper and exam-style questions assessing AO1 (knowledge and understanding) and AO2 (analysis and evaluation), alongside Satchel One keyword quizzes and an end-of-unit assessment adapted to each cohort.	Paper 2A: 3.2.1.2 Theme B: Religion and life
Half-term 4 and 5	**Revision and exam preparation** ❖ Paper 1: Christianity beliefs and practices ❖ Paper 1: Judaism beliefs and practices	• **Key concepts:** key terms from Christianity, Judaism, and the four themes • **Beliefs and teachings:** retrieval of core beliefs, teachings, and sources of authority across Paper 1 and Paper 2A.	• Recall key terms and sources of authority accurately • Explain beliefs and influences in developed 4 and 6-mark answers	Past-paper and exam-style questions assessing AO1 (knowledge and understanding) and AO2 (analysis and	Paper 1 and Paper 2A: all content

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	❖ Paper 2A: Themes A, B, E and F ❖ Exam technique: 1, 4, 6 and 12-mark questions	• **Practice and lived experience:** applying knowledge to exam-style questions in the 2026 structure (1, 1, 4, 6, and 12 marks)	• Use sources of authority precisely to support explanations • Evaluate statements in 12-mark answers, weighing different views and reaching a justified conclusion	evaluation), alongside Satchel One keyword quizzes and an end-of-unit assessment adapted to each cohort.	

Students have four lessons each week.
Students sit a series of mock examinations in the sports hall to practise working under exam conditions.
Switch to the PSHE curriculum once GCSE examinations have been sat and completed.

Key

Substantive Knowledge: what pupils learn: key concepts, beliefs and teachings, and how beliefs are lived out.
Disciplinary Knowledge: how pupils learn: what they do with their knowledge, building on Key Stage 3 towards GCSE explanation (AO1) and evaluation (AO2).
AQA: section number in the AQA GCSE Religious Studies A (8062) specification, September 2025 version. Paper 1 covers the study of religions; Paper 2A covers the four thematic studies.

Core RE: Religion and Worldviews

Year 11 Subject Overview Map

Year 11	Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge	Assessment	Builds on prior learning
AUTUMN TERM					
Half-term 1	**Beliefs about God** ❖ Does God exist? ❖ Can people really experience God? ❖ Does suffering prove that God does not exist? ❖ Can God heal illnesses? ❖ Is it possible to believe that God is revealed by healing miracles? ❖ Is there life after death? ❖ Do we always need proof to believe something?	• **Key concepts:** theism, atheism, agnosticism, religious experience, revelation, miracle, problem of evil, faith, evidence • **Beliefs and teachings:** arguments for and against the existence of God; Christian beliefs about religious experience, healing miracles, suffering, and life after death; and responses from other religions and non-religious worldviews, such as humanism. • **Practice and lived experience:** how belief or unbelief shapes people's lives, and why people hold beliefs without proof	• Analyse arguments for and against the existence of God • Evaluate claims about religious experience and miracles, weighing evidence and interpretation • Compare Christian, other religious, and non-religious responses to suffering and death • Reflect on how their own worldview answers the question "Do we always need proof?"	End-of-unit reflection review: students revisit key knowledge, consider different religious and non-religious perspectives, and reflect on how their own worldview has developed.	The problem of evil and suffering Life after death Christian beliefs about the nature of God
Half-term 2	**Matters of life and death** ❖ Is it ever right to experiment on animals? ❖ Is it okay to have a child to save another? ❖ Should organ donation be everyone's duty? ❖ Should abortion be banned?	• **Key concepts:** sanctity of life, quality of life, dignity, utility, justice, compassion, stewardship • **Beliefs and teachings:** Christian teachings on the sanctity of life, compassion, and justice, alongside other religious and non-religious ethical views, applied to animal experimentation, saviour siblings,	• Apply religious and non-religious ethical principles to contemporary issues • Analyse arguments on different sides of each debate	End-of-unit reflection review: students revisit key knowledge, consider different religious and non-religious perspectives, and reflect on how their own worldview has developed.	Stewardship Abortion, euthanasia, and animal experimentation The death penalty Wealth and poverty

Core RE: Religion and Worldviews

Year 11 Subject Overview Map

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	❖ Should assisted suicide be legalised? ❖ Should the death penalty be legalised in the UK? ❖ Why do we let people die of hunger?	organ donation, abortion, assisted suicide, the death penalty, and global hunger. • **Practice and lived experience:** how UK law, medicine, and charities respond to these issues, and how religious and non-religious groups campaign on them	• Evaluate whether UK law reflects religious and non-religious views • Reflect on and justify their own position on at least one issue		
SPRING TERM					
Half-term 3	**Relationships and Human Nature** ❖ Are humans naturally good or bad? ❖ What makes a marriage worthwhile? ❖ Should churches be free to decide who they marry? ❖ Do gender roles do more harm than good? ❖ Should people be free to wear religious dress? ❖ Is online life changing how we relate? ❖ Where is the line between strong belief and extremism?	• **Key concepts:** human nature, image of God, the Fall, free will, marriage, gender roles, religious freedom, extremism • **Beliefs and teachings:** Christian beliefs about human nature, including being made in the image of God and the Fall; religious and non-religious views on marriage, gender roles, and religious freedom; and the difference between strongly held belief and extremism. • **Practice and lived experience:** how churches decide who they marry, religious dress and identity, how online life shapes relationships, and the legal protection of religious freedom in the UK	• Explain different religious and non-religious views of human nature • Analyse how beliefs shape relationships and identity in modern Britain • Evaluate where the limits of religious freedom should lie • Reflect on how their own worldview shapes the way they relate to others	End-of-unit reflection review: students revisit key knowledge, consider different religious and non-religious perspectives, and reflect on how their own worldview has developed.	Prejudice and discrimination Relationships and families Freedom of religious expression

Core RE: Religion and Worldviews

Year 11 Subject Overview Map

Year 11	Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge	Assessment	Builds on prior learning
Half-term 4	**Peace and Conflict** ❖ Does religion cause more conflict than it prevents? ❖ What does war do to people? ❖ Can a war ever be just? ❖ Is it ever right to refuse to fight? ❖ Should any country have nuclear weapons? ❖ Is forgiveness always possible after conflict? ❖ What does it take to be a peacemaker?	• **Key concepts:** peace, justice, just war, pacifism, conscientious objection, nuclear deterrence, forgiveness, reconciliation • **Beliefs and teachings:** Christian teachings on peace, justice, forgiveness, and reconciliation; just war theory and pacifism; and other religious and non-religious views on war and nuclear weapons. • **Practice and lived experience:** the human cost of war, conscientious objectors, peacemakers inspired by faith, and how communities rebuild after conflict	• Analyse whether religion causes or prevents conflict, using evidence • Apply just war theory and pacifism to real conflicts • Evaluate whether forgiveness is always possible after conflict • Reflect on what being a peacemaker might mean in their own life	End-of-unit reflection review: students revisit key knowledge, consider different religious and non-religious perspectives, and reflect on how their own worldview has developed.	Forgiveness Reconciliation and persecution
SUMMER TERM					
Half-term 5	**Religion and Wellbeing** ❖ Why do people pray, and can it help us feel better? ❖ Can the world around us lift our mood? Can creativity be spiritual? Can meditation improve mental health? ❖ Why do so many religions make time for rest?	• **Key concepts:** prayer, meditation, mindfulness, awe and wonder, creativity, Sabbath rest, community, service • **Beliefs and teachings:** Christian beliefs about prayer, rest, community, and service; meditation in Buddhist and other traditions; and non-religious approaches to wellbeing. • **Practice and lived experience:** how people use prayer, meditation, nature,	• Explain why different religious and non-religious people value these practices • Analyse claims that spiritual practices improve wellbeing, using evidence • Evaluate whether wellbeing needs a religious or spiritual dimension	End-of-unit reflection review: students revisit key knowledge, consider different religious and non-religious perspectives, and reflect on how their own worldview has developed.	Prayer Sewa (selfless service) Shabbat rest

Core RE: Religion and Worldviews

Year 11 Subject Overview Map

Year 11	Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge	Assessment	Builds on prior learning
	❖ Does belonging to a community make people happier? ❖ Can helping others improve our own wellbeing?	creativity, rest, belonging, and helping others to support wellbeing, and what research suggests about these practices	• Reflect on which practices might support their own wellbeing as they approach exams		

Students have one session each week.

Key

Substantive Knowledge: what pupils learn: key concepts, beliefs and teachings, and how beliefs are lived out.
Disciplinary Knowledge: how pupils learn: what they do with their knowledge, building on GCSE towards independent analysis, evaluation, and reflection on their own worldview.
Core RE: the Year 11 RE entitlement for all students, taught in clearly identifiable time and separate from collective worship.