YEAR 10 Autumn Term

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Relationships & Families

Curriculum Intent	
Skills/Assessment objective links	**Why do we teach this to students?** Students study this as part of their GCSE Religious Studies. This is the second of 4 themes studied and it allows students to complete their GCSE Paper 2 – Thematic Studies. Students should be aware of different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such as atheism and humanism. Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world. Students should consider different beliefs and attitudes to religious and non-religious issues in contemporary British society **Why do we teach this now?** Students have completed a study of Christian Beliefs and are now studying their second theme. This theme is taught in the Autumn term as many of the key teachings such as sanctity of life and creation have just been taught in the Religion and Life unit. Students already have the basis of the key Christian ideas upon which many of the issues in this unit are grounded in. This unit is also taught now to mirror the short course GCSE. The curriculums mirror each other in the autumn term of Year 10 to allow student movement between course should it be needed. Students need to study 4 of 6 themes for the second RS GCSE paper. This is the second of the 4 themes, Theme A: Relationships and family. **Specification aims:** • develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism • develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authortiy, including through their reading of key religious texts, other texts and scriptures of the religions they are studying • develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject • reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life • reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community. **Assessment Objectives:** ***AO1:*** Demonstrate a 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 The assessment objectives are weighted 50:50 in the exam.
Spiritual, moral, social, and cultural development	**SMSC: Spiritual:** The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them. **Moral:** acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. **Cultural:** understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. **PSHE:** Tackling religious discrimination **British Values:** Individual liberty, mutual respect and tolerance of those of different faiths and beliefs. **Skills Builder:** Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork
Numeracy	There is opportunity for students to explore number, fractions and percentages when looking at the number of marriages, divorce or types of families.
Literacy	**Vocabulary Tier 2:** explain, similar, contrasting, contemporary, age of consent, contraception, divorce, family, heterosexual, homosexual, marriage, remarriage, same-sex marriage, same sex parents, step family, **Vocabulary Tier 3:** adultery, annulment, bigamy, civil partnership, conception, extended family, cohabitation, gender discrimination, nuclear family, polygamy, sanctity of life, sex before marriage, sex outside of marriage, **Reading:** Students have the opportunity to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand. **Writing:** RS GCSE is a literacy based subject. Students are supported in developing their answers to explain the beliefs and impacts of those beliefs. Students are also working on developing contrasting arguments to evaluate the ideas raised. This written work takes the form of 4,5 and 12 mark answers. **Oracy:** Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.
Becoming future ready	RS students develop: - the ability to build and interrogate arguments and how to question and evaluate narratives - critical thinking skills and the ability to interpret information, formulate questions and solve problems - organisational and time management skills - teamworking and communication skills - writing skills, including accurate referencing and the ability to construct a reasoned argument - empathy and the ability to understand people and their motivations - the ability to appreciate different perspectives and take on board others' views - the ability to work methodically and accurately - independence of mind and the ability to think for yourself.
Adaptation	Throughout this topic, quality first teaching will provide differentiation: **By product:** differential outcomes using must, could, should.

QFT/SEND Provision	**By resource:** PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge. **By Intervention:** by providing different levels of supervision and support, revision drop ins, catch up sessions. **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue. **By Grouping:** according to prior attainment, gender and behaviour **By Task:** Many tasks are scaffolded to support students, where there is a choice of task students are supported in choosing the task which will best support them to achieve their ability. **By Offering Optional Activities:** In class or as homework, to extend learning.

Learning Outcomes (Knowledge)

#	Lesson Title, Lesson Objectives, Scripture: Suggested retrieval	Lesson builds upon:	This will be developed in:
1	***Marriage and Family and Contemporary Britain*** To understand why the topic of marriage and family is relevant in contemporary Britain.	N.A – introductory lesson to a new topic	L6 – Same sex relationships when the teachings on homosexuality can be developed further.
2	***Sexuality*** To explain religious views on sexuality. Christian views on the origins of human life (imago dei) • To know what heterosexuality and homosexuality are. • To know reasons why some religions support homosexuality and some do not. • Genesis 1:28 Genesis 2:24, Leviticus 18:22 EXT: Quaker view – to reject people on grounds of sexual orientation is to reject Gods creation. Galatians 3:28 Love one another as I have loved you.	N/A – Lesson 1 in this Theme.	L6 – when arguments on homosexuality are furthered and L8 to justify the types of family supported by Christianity.
3	***Contraception*** To explain religious attitudes to different methods of contraception. ***Specification requires Jewish attitudes*** Sanctity of life – when does life begin • To know what contraception is. • To know that contraception takes the form of natural and artificial. • Be fruitful and multiply, God has a plan. EXT: Cathechism – every sexual act should have the **possibility** of marriage, Er and Onan. Concepts of quality and sanctity of life	Sanctity of life and Religion and family – abortion, when does life begin.	Students will explore why these attitudes exist when looking at the nature and purpose of marriage.
4	***Nature and purpose of marriage*** To explain the Christian views on the nature and purpose of marriage. Duty/responsibilities – stewardship • To know that the nature of marriage is what marriage is like – heterosexual, eternal, monogamous and loving. • To know that the purpose of marriage is children, to become one flesh and to be a companion. • Genesis 2:8 (not good for man to be alone), Genesis 2:24 (become one flesh) Be fruitful and multiply. EXT: Genesis 2:18:22 (be a companion)	This develops students understanding on attitudes to sexuality and contraception	Students will explore these ideas further when looking at attitudes to divorce and remarriage and the nature of families
5	***Relationships outside of marriage*** To explain the religious views on cohabitation and sex outside of marriage. ***Specification requires Jewish attitudes on sex before marriage*** Incarnation • To know that sex outside of marriage is adultery. • To know that sex before marriage is sex before getting married. • To know that polygamy is having more than one wife. • Woman caught in adultery – he who has not sinned (not to judge) • 10 commandments – do not commit adultery. • Matthew 5:27-28 – intention is as bad as the act of adultery. • Conrinthians – let everyman has his **own** wife EXT: Marriage vows. Archbishop of York – taste the milk before you buy the cow – support of Will and Kate cohabiting.	This builds upon the attitudes to nature and purpose of family – students having understood this will be able to apply those attitudes to relationships outside of marriage.	This will be further explored in attitudes to same sex couples and the nature and purpose of families.
6	***Same sex couples*** To explain the religious views on same sex marriage. ***Specification requires Jewish attitudes*** Nature of God • To know religious and non-religious reasons in support of same sex marriage. • To know the law on same sex marriage. • To know that some Christians churches do not allow same sex marriage. • Leviticus 18:22 – do not lie with a man as with a woman, 1 Corinthians 6 9-10 – will not inherit the kingdom of God.	Students will apply the learning in L4 and 5 to the topic of same sex couples	This is explored further when looking at the nature and purpose of families.
7	***Divorce and Remarriage*** To explain the religious views on divorce and re-	This develops students' knowledge	Students will further understand the issues when

	marriage. Salvation • To know what a divorce is. • To know what an annulment is. • To know reasons for divorce. • To know why some religious people would not support divorce. • Malachi 2 16 – I hate divorce, What God has joined together let no man divide. Matthew – anyone who divorces except for unfaithfulness commits adultery. EXT: to look at the Talmund interpretations of 'indecency' as a reason for divorce.	on attitudes to marriage.	they explore the nature and purpose of families.
8	***Nature of families*** To explain different types of family and religious views on the family, including the role of parents and children Abortion • To know the different types of families that exist, nuclear, extended, step, single parent and same sex parent. • To know religious attitudes towards the types of family. • To know the role of parents – role model, raise them in the faith, to initiate into the faith, to have children, to have sex. • To know the role of children – to honour your mother and father, to learn the faith, care for elderly family • 1 Timothy 5:18 Anyone who doesn't care for their family is worse than a non-believer	Students build upon cohabitation and same sex marriage and look at all types of families	Students will develop their understanding of attitudes to nature of families when understanding the purpose of families.
9	***Purpose of families*** To explain the purpose of families Ascension and commission • To know that the purpose of families is to procreate, create stability, protect children and to educate in the faith. • Deuteronomy 'impress them on your children.' – pass down the faith. • 'Who ever spares the rod hates the child…he who loves his disciplines him.' Proverbs 13:24	This builds upon the nature of families and same sex couples.	N/A
10	***Gender Equality*** To explain the religious views on gender roles and teachings on equality. Quality of life • To know that gender discrimination is treating people differently because of their sex. • To reasons why people discriminate against the opposite gender. • To know that religions teach that males and females have equal value but that they have different roles and responsibilities in religion and society. • To know that women cannot be ordained in all Christians churches. • Galatians: 'There is no male nor female.' • Ephisians 5:22 'wives submit to your husbands.' • Imago dei – we are all created in the image of God. EXT: Jesus example of how he treated women.	This builds upon views on imago dei (origins of human life) and the person of Jesus.	This unit will be revisited through retrieval starters throughout the course.

Current learning to be developed in the future within:	See the table above which explains the sequencing of lessons, detailing where the learning will be developed. This will be revisited when students are revising the course ready for the exam. The future topic of Jewish practices draws upon the purpose of family. This topic will be revisited through retrieval starters and revision lessons.
Assessment	Students will be formatively assessed formatively with a 12 mark GCSE question. This content will be summatively assessed in the 2 test challenge in Spring 1.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.