SUBJECT: ENGLISH GCSE

CURRICULUM THIS HALF TERM:

During this half term, learners begin to develop the advanced reading and writing skills required for GCSE English Language. Reading lessons focus on analysing unseen fiction and non-fiction texts by selecting relevant evidence, explaining language and structural methods and exploring implicit meanings. Young people are encouraged to justify interpretations using precise subject terminology while comparing ideas and perspectives across texts.

Writing lessons introduce and revisit the main GCSE writing forms including speeches, articles, letters, narrative writing and descriptive writing. Learners develop the ability to write clearly for a specific audience and purpose while maintaining an appropriate tone throughout extended responses. Teachers model planning, drafting and editing strategies to help young people improve both content and technical accuracy.

Grammar, spelling and punctuation are explicitly revisited through regular retrieval activities. Young people develop sentence variety, accurate punctuation and ambitious vocabulary while becoming increasingly confident at proofreading and refining their own work. Reading for pleasure continues alongside explicit vocabulary instruction to broaden knowledge and strengthen analytical thinking.

VOCABULARY:

analyse	Explore ideas in detail.
evaluate	Judge how effective something is.
perspective	A particular point of view.
implicit	Suggested rather than directly stated.
explicit	Clearly stated.
language	The words chosen by the writer.
structure	How a text is organised.
evidence	Quotations or details from the text.
audience	Who the writing is intended for.
purpose	Why a text has been written.

RECOMMENDED TALKING POINTS:

What text have you analysed this week?
Which language technique had the biggest effect on you?
How did you support your ideas with evidence?
What writing task have you completed recently?
How did you adapt your writing for your audience and purpose?
Which GCSE English skill do you feel most confident with now?
Which vocabulary word have you learnt this week?
What are you doing to prepare for assessments?

SUBJECT: ENGLISH FUNCTIONAL SKILLS

CURRICULUM THIS HALF TERM:

The Pearson Edexcel Functional Skills Qualification in English at Level 1 and Level 2 is designed to help learners develop their understanding and skills in English. These qualifications give learners the opportunity to gain a qualification for work, study and life, as well as to demonstrate their ability at the appropriate level to read, write, speak, listen and communicate in English. They also enable learners to apply these skills effectively for a range of purposes in the workplace and in other real-life situations.

The qualification gives learners the opportunity to listen, understand and make relevant contributions to discussions with others in a range of contexts. It also helps learners to apply their understanding of language so that they can adapt their delivery and content to suit the audience and purpose.

In addition, learners are supported to read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing. They are also expected to write texts of varying complexity with accuracy, effectiveness, and correct spelling, punctuation and grammar.

Finally, learners are encouraged to understand the situations in which planning, drafting and refining writing are appropriate, as well as the different audiences for whom they are writing.

VOCABULARY:

- Qualification
- Learner
- Audience
- Purpose
- Context
- Fluently
- Accuracy
- Grammar

RECOMMENDED TALKING POINTS:

Reading every day helps build confidence - encourage your child to read a variety of texts at home, such as books, articles, instructions, and messages. This helps them become more confident and fluent readers. Talking and listening skills matter too - give your child chances to talk about their ideas, explain their opinions, and listen carefully to others. These skills are important for school, work, and everyday life. Writing needs practice and accuracy - support your child to write for different purposes at home, such as lists, emails, notes, or short explanations. Encourage them to check spelling, punctuation, and grammar so their writing is clear and effective.

SUBJECT: MATHEMATICS GCSE

CURRICULUM THIS HALF TERM:

This half term, pupils will develop their understanding of probability and learn how to describe and calculate the likelihood of events. They will find the probability of a single event and use the fact that probabilities for all possible outcomes sum to 1. Pupils will list outcomes and explore sample spaces for one or more events, organising information using two-way tables and frequency trees. They will also investigate relative frequency, comparing experimental results with expected probabilities. As their understanding develops, pupils will learn about independent and dependent events and use tree diagrams to represent possible outcomes and calculate probabilities.

Pupils will then focus on rounding and estimation. They will practise rounding numbers to a specified number of decimal places and significant figures, and use estimation to check whether calculations produce sensible answers. They will consider how and when to use a calculator effectively, while maintaining an understanding of the calculations being carried out. Pupils will also explore error intervals, including truncation, to understand how rounded or truncated values represent a range of possible original values.

Throughout the half term, pupils will strengthen their accuracy, reasoning and ability to interpret mathematical information. They will learn to choose appropriate representations and methods, check the reasonableness of their answers and communicate their thinking clearly when solving problems.

VOCABULARY:

- **Probability** – A measure of how likely an event is to happen, usually written as a number from 0 to 1.
- **Outcome** – A possible result of an experiment or event.
- **Sample space** – A list or diagram showing all possible outcomes.
- **Relative frequency** – The proportion of times an outcome occurs in repeated trials.
- **Two-way table** – A table used to organise information according to two different categories.
- **Frequency tree** – A diagram that organises frequencies into groups and subgroups.
- **Independent events** – Events where the outcome of one does not affect the probability of the other.
- **Dependent events** – Events where the outcome of one affects the probability of the other.
- **Tree diagram** – A branching diagram used to show possible outcomes of events and their probabilities.
- **Decimal places** – The number of digits written after the decimal point.
- **Significant figures** – The digits that show the precision of a number, starting with its first non-zero digit.
- **Estimate** – A sensible approximate answer, often used to check a calculation.
- **Error interval** – A range of values that could have rounded or truncated to a stated value.
- **Truncation** – Cutting off digits after a chosen place value without rounding.

RECOMMENDED TALKING POINTS:

Why do the probabilities of all possible outcomes add up to 1?
What is the difference between independent and dependent events?
How can a tree diagram help us organise the possible outcomes of an event?
Why is estimation useful even when we can use a calculator?

SUBJECT: MATHEMATICS GCSE TRANSITION

CURRICULUM THIS HALF TERM:

Equations
During this unit, students will build their understanding of algebra by learning how to solve a range of equations. They will develop confidence in solving one-step and two-step equations using inverse operations and will learn how to work with equations that include brackets or have the unknown value on both sides. Students will also apply their algebraic skills to real-life word problems, forming and solving equations independently. Throughout the unit, they will be encouraged to check the accuracy of their solutions by substituting their answers back into the original equations.

Percentages
In this unit, students will develop a strong understanding of percentages and their practical applications. They will learn how percentages relate to fractions and decimals and will practise converting between these different forms. Students will calculate percentages of amounts, use calculators efficiently, and explore percentage increases, decreases and overall percentage change. As their confidence grows, they will apply these skills to a variety of real-world contexts, including financial situations such as discounts, profit and loss, helping them understand how mathematics is used in everyday life.

VOCABULARY:

Equations:

Equation • unknown • variable • solution • inverse • solve • simplify • substitute • expand • bracket • coefficient • constant • expression

Percentages:

Percentage • percent • fraction • decimal • equivalent • increase • decrease • percentage change • original amount • discount • profit • loss • interest • multiplier

RECOMMENDED TALKING POINTS:

Can you explain why we need to do the same thing to both sides when solving an equation?
How can you check that your answer to an equation is correct?
What does 25% actually mean, and how could you represent it in different ways?
If an item is reduced by 20%, does that mean you subtract 20? Why or why not?
Can you think of a real-life situation where you might need to use percentages?
Which do you find easier: equations or percentages? What makes it easier or harder for you?

SUBJECT: SCIENCE GCSE



CURRICULUM THIS HALF TERM:

During this half term children will explore the GCSE Biology Topic Organisation.

This topic aims teaches students how living organisms, particularly humans and plants, are structured and how their internal systems work together. It introduces the idea that life is organised in levels, starting with cells, which are the basic building blocks of the body. Students will learn about key organ systems including the digestive system and the circulatory systems, including the structure and function of the organs involved. As part of this topic, students also explore how lifestyle choices affect health and non-communicable diseases, such as heart disease, which are linked to factors like diet, smoking, and exercise. Students also study how plants are organised, looking at structures such as roots, stems, and leaves. They learn how water and minerals are transported through xylem tissues and how food made by the plant travels through the phloem. They are introduced to the process of transpiration, which is the movement of water through a plant and its evaporation from the leaves. Students will work scientifically to identify variables, evaluate risk, draw conclusions and interpret data during the practical investigation of the effect of pH on the action of one of the enzymes of digestion and the food groups present in different foods.

VOCABULARY:

- Cell: The basic structural and functional building block of all living organisms.
- Tissue: A group of similar cells with a similar structure working together to perform a specific function.
- Organ: A collection of different tissues working together to perform a distinct, specific function.
- Organ System: A group of organs working together to perform a complex bodily function (e.g., the digestive system).
- Organism: A whole, multicellular living individual formed by organ systems working co-operatively.
- Enzyme: A biological catalyst that speeds up chemical reactions without being used up.
- Active Site & Substrate: The active site is where the specific reactant molecule (substrate) binds.
- Denatured: A change in the active site's shape due to extreme conditions, preventing substrate binding.
- Key Enzymes: Includes amylase (breaks down starch), protease (breaks down proteins), and lipase (breaks down lipids).
- Bile: Alkaline fluid made in the liver that neutralises stomach acid and emulsifies fats.
- Double Circulatory System: Blood passes through the heart twice on one circuit.
- Blood Vessels: Arteries carry high-pressure blood away; veins return low-pressure blood; capillaries allow rapid substance exchange.
- Health & Disease: Distinguishes general well-being, communicable (infectious), and non-communicable diseases.
- Coronary Heart Disease (CHD): Restricted oxygen flow due to fatty plaque buildup.
- Tumours: Benign (contained) versus malignant (invasive, spreading) tumours (HT Only).
- Leaf Tissues: Epidermal tissue, palisade mesophyll (high chloroplast density), and spongy mesophyll (air spaces).
- Xylem transports water and mineral ions.
- Phloem transports dissolved sugars via translocation.
- Transpiration: Water loss through stomata.

RECOMMENDED TALKING POINTS:

"We are eating protein in this chicken and starch in these potatoes, but how does our body actually chop them down into tiny pieces we can use?" (Prompts them to explain that enzymes like protease and amylase break down large food molecules)
"What would happen to those digestive enzymes if they were boiled at a super high temperature?" (Helps them recall that enzymes become denatured, meaning they permanently change shape and stop working)
"If we took a sample of this sweet sauce into your school lab, which chemical would you add to test for sugar, and what colour would you look for?" (Reinforces that Benedict's solution turns from blue to brick-red when heated with sugar)
"If I drop a bit of iodine onto this raw potato, what colour change should we see, and what food group does that prove is inside?" (Locks in the fact that iodine turns blue-black in the presence of starch)
"If you look at the veins on the back of your hand, why do they need valves inside them, but arteries don't?" (Reinforces that veins carry low-pressure blood and need valves to stop it from flowing backwards)
"How do water and minerals get all the way from the soil up to the very top leaves of that tall tree?" (Encourages them to name xylem tubes, which act like one-way straws pulling water upwards)



SUBJECT: SCIENCE FUNCTIONAL SKILLS

CURRICULUM THIS HALF TERM:

Biology – Communicable Diseases, Defence Against Disease, Medicinal Drugs, The Nervous System, Hormones and Fertility

During this unit, students will continue to develop their understanding of how communicable diseases are spread and the ways in which the body protects itself from infection. They will explore the role of the immune system, including the importance of vaccinations in preventing disease, and learn about medicinal drugs such as antibiotics and antiseptics and how they are used to treat illness. Students will also investigate the nervous system, examining how the body detects and responds to stimuli and the factors that can influence reaction times. In addition, they will study hormones and their functions within the body, including their role in regulating the menstrual cycle and fertility. Through a combination of theoretical learning and practical application, students will gain a deeper understanding of how different body systems work together to maintain health and wellbeing.

VOCABULARY:

Pathogen • bacteria • virus • infection • vaccine • antibody • antibiotic • antiseptic • nervous system • stimulus • receptor • reaction time • hormone • fertility • ovulation

RECOMMENDED TALKING POINTS:

How does the body protect itself from disease?
Why don't antibiotics work against viruses?
What factors can affect reaction time?
What role do hormones play in the human body?
Where might you use this science knowledge in everyday life?

SUBJECT: HISTORY GCSE

CURRICULUM THIS HALF TERM:

GCSE Unit: Weimar to Nazi Germany, 1918-1939

This half term, students will study the GCSE unit **Weimar to Nazi Germany 1918-1939**. The sequence of learning will focus on how Adolf Hitler was appointed Chancellor and on the reasons why support for the Nazi Party increased during this period. Lessons will build pupils' understanding of the political, social and economic conditions in Germany after the First World War, and how these conditions were used by the Nazi Party to gain influence.

Lesson Focus

- **How did Hitler become chancellor**
  - Students will investigate the weaknesses of the Weimar Republic.
  - They will consider the role of political instability, backstairs negotiations, and the decisions made by key figures in January 1933.
- **How did support for the Nazi's increase**
  - Students will explore the impact of propaganda, fear of communism, the Great Depression, and Nazi promises of stability and national renewal.
  - They will assess why different groups in German society were drawn to the Nazi Party.

Assessment

Students will then revise for and sit a **mock exam on the first 2 units covered; Medicine in Britain and Early Elizabethan England**. Revision will focus on recalling key knowledge, developing written explanations, and practising exam skills, including source analysis and extended responses where appropriate.

VOCABULARY:

- Chancellor
- Propaganda
- Weimar Republic
- Dictatorship
- Coalition

RECOMMENDED TALKING POINTS:

Why was Hitler able to become Chancellor in 1933?
Which factors helped Nazi support to grow the fastest?
How can revision for the Medicine in Britain and Early Elizabethan England units support success in the mock exam?

SUBJECT: GEOGRAPHY GCSE

CURRICULUM THIS HALF TERM:

This half term, learning will focus on recap and revision of the topics covered in Year 9 and the start of Year 10. The emphasis will be on securing prior knowledge, identifying gaps in understanding, and building confidence in applying content to a range of questions. Lessons will support pupils to revisit key concepts, strengthen subject-specific understanding, and make connections between earlier learning and new Year 10 material.

A key focus will be on developing revision skills. Pupils will be taught how to organise their notes effectively, prioritise important content, and use retrieval practice to improve long-term recall. Time will be spent creating revision material, such as summary sheets, flashcards, mind maps and key fact cards, so that pupils can begin to develop independent study habits. Students will also be encouraged to reflect on which revision strategies are most effective for them and how they can use these strategies at home.

Another important element of the half term will be unpacking example exam questions. Pupils will learn how to identify command words, understand what a question is asking, and plan responses carefully before writing. Through guided practice, they will explore model answers, mark schemes and common mistakes, with a view to improving exam technique and written precision. This will help pupils to approach assessment tasks with greater confidence and clarity.

VOCABULARY:

- Retrieval practice
- Revision
- Retrieval
- Command word
- Accuracy

RECOMMENDED TALKING POINTS:

Which revision strategy has helped you remember information most effectively so far?
What is the difference between revising content and answering an exam question?
How can you organise your revision time to make sure you cover everything you need?



SUBJECT: IMEDIA

CURRICULUM THIS HALF TERM:

R097 – Interactive Multimedia: Coursework Project
Pupils will begin their first Cambridge Nationals Creative iMedia coursework project, developing an interactive multimedia product for a given client brief.
They will learn how to interpret a brief and plan an interactive multimedia product for a specific **purpose and audience**. Pupils will explore how different media assets can be combined to create an engaging interactive product.
The coursework will involve pupils:

- Understanding the client brief and identifying requirements
- Identifying the **purpose and target audience**
- Researching existing interactive multimedia products
- Planning the structure and navigation of their product
- Designing screens/pages and navigation
- Creating and sourcing appropriate **text, images, graphics, audio and video**
- Creating interactive features such as buttons and hyperlinks
- Building their interactive multimedia product
- Testing the product to identify problems
- Making improvements based on testing and feedback
- Providing evidence of their planning, development and finished product

The emphasis should be on **producing evidence for the coursework assessment criteria**, while developing pupils' ability to make appropriate design decisions independently.

VOCABULARY:

interactive multimedia, client, brief, audience, purpose, requirement, research, asset, text, image, graphic, audio, video, navigation, hyperlink, button, interface, layout, storyboard, wireframe, prototype, design, develop, test, feedback, evaluate, improve

ANY OTHER KEY INFORMATION:

This is pupils' first major piece of coursework, so the emphasis should initially be on understanding **what the brief is asking them to produce** before beginning development.
Particular emphasis should be placed on:

- Identifying the intended audience
- Linking design decisions to the brief
- Using appropriate and accessible layouts
- Creating consistent navigation
- Organising digital assets
- Saving work systematically
- Keeping evidence of development
- Testing the product rather than assuming it works
- Making improvements in response to testing

RECOMMENDED TALKING POINTS:

If you were designing an interactive product for someone else, how would you make sure they know what to do and can easily find what they need?"



SUBJECT: BTEC PERFORMANCE

CURRICULUM THIS HALF TERM:

Performing Arts – Unit 2: composing

The Vocational Award in Performing Arts is designed to build students' knowledge and understanding of the performing arts sector while also developing their practical skills. The course is divided into three units: performing, creating, and performance arts in practice.

In the first two units, students focus on developing and applying their creative and performance abilities. The third unit is more project-based and gives students the opportunity to work in a realistic context. They are set a brief to organise an event that celebrates a given topic. To complete this successfully, students must generate and develop an idea that meets the brief, then plan how it will be delivered.

This involves considering important practical elements such as budgeting, staffing, and time scales. Students must bring their ideas together in a clear and organised way before pitching their proposal. This helps them to demonstrate not only creativity, but also planning, communication and problem-solving skills that are valuable within the performing arts industry.

VOCABULARY:

The key words and principles in this unit use the acronym – R E S E A R C H

- Research - What are the demands of the piece you have chosen? What was the original performance intention?
- Examine - How will your research influence your own creative decisions?
- Health - What do you need to do to be safe as a performer?
- Explore - What rehearsal techniques will you use to develop your skills?
- Apply - How will you apply your skills to your chosen repertoire?
- Refine - What do you need to do to polish your performance?
- Share - Who can you share work in progress with?
- Evaluate - How will you act on feedback? What do you need to do next?

RECOMMENDED TALKING POINTS:

What makes a good performance?
Which performers do you like? Why?



SUBJECT: BTEC CONSTRUCTION

CURRICULUM THIS HALF TERM:

In this unit, pupils will develop their practical construction skills, technical knowledge and understanding of the built environment. They will be introduced to the construction industry and begin to explore the core trades involved in building and maintaining homes, workplaces and public spaces.

A strong emphasis is placed on health and safety. Pupils will develop an understanding of the importance of personal protective equipment (PPE), hazard awareness and risk assessment, as well as how to work safely in a workshop or practical setting. They will also learn about the correct use of tools and equipment and the expectations for safe working practice.

Throughout the unit, Pupils will be encouraged to understand the role of the construction industry, explore a range of construction trades, identify hazards and manage risk, use PPE appropriately, work safely with tools and equipment, follow workshop routines and safe practice and begin developing the skills needed for further study or employment.

This unit supports the development of important learning skills, including practical application, independence, attention to detail, safe working, problem solving, industry awareness and employability skills.

By the end of the unit, pupils will have a stronger understanding of the construction sector, the importance of safety, and the basic knowledge needed to continue developing their skills for future study or industry pathways.

VOCABULARY:

Tier 1: Build, work, safe, tools, trade, job, site, house, wall, roof, floor, wear, check, risk, help.

Tier 2: Construction, industry, equipment, hazard, awareness, practice, process, role, develop, pathway, workplace, maintain, identify, manage, employability.

Tier 3: Personal protective equipment (PPE), risk assessment, built environment, workshop, safe working practice, construction trades, carpenter, bricklayer, plumber, electrician, site safety, hard hat, hi-vis, safety boots, hazard.

RECOMMENDED TALKING POINTS:

Why is health and safety so important in construction?
What does PPE mean, and why do construction workers need it?
What kinds of jobs and trades are involved in the construction industry?
How does safe workshop practice help people work effectively and responsibly?



SUBJECT: PE

CURRICULUM THIS HALF TERM:

Young people will continue to focus on developing their game skills by using a range of tactics and strategies to overcome opponents. They will also engage in self-reflection, evaluating their performances compared to previous ones to demonstrate improvement and strive to achieve their personal best. This aims to enhance their physical abilities while fostering a spirit of competition and personal growth.

VOCABULARY:

- Attack
- Possession
- Space
- Support
- Decision-making
- Marking
- Control
- Accuracy
- Agility
- Intercept

RECOMMENDED TALKING POINTS:

What game did you play today? What are the rules?
How did you ensure you worked as part of a team? Were there any times you had to work alone?
How did you ensure communication was successful and positive during the game?
Tell me a time you used risk and reward during the game
How does decision-making impact a game?
How did you evaluate your performance and what did you do to improve?

ANY OTHER KEY INFORMATION:

Suitable footwear
Suitable clothing
Refillable water bottle

SUBJECT: BTEC HOME COOKING

CURRICULUM THIS HALF TERM:

The BTEC Level 1 Home Cooking Skills qualification is designed to help learners develop essential cooking skills that they can use at home and in everyday life. It aims to build confidence in the kitchen while promoting healthy eating, meal planning and an understanding of cooking as an important life skill.

Throughout the course, pupils will explore the basics of preparing meals, following recipes and using simple cooking techniques to make a range of dishes. They will also learn how to plan meals carefully, taking into account both budget and nutritional value, so that they can make informed and practical choices about food.

A key part of the course is learning about food safety and hygiene. Pupils will develop an understanding of how to handle, prepare and store food safely, as well as how to maintain good hygiene in the kitchen.

The qualification also includes learning about nutrition, helping pupils understand how food supports a healthy lifestyle and how to make better choices when planning and preparing meals.

Throughout the course, Pupils will be encouraged to develop basic cooking skills and techniques, follow recipes to prepare simple dishes, plan meals that are both nutritious and cost-effective, understand the importance of food safety and hygiene, apply their skills to a variety of dishes and build confidence and independence in the kitchen.

This course supports the development of important life skills including independence, confidence, problem solving, organisation, healthy decision making and practical cooking skills.

By the end of the qualification, Pupils will be able to cook a range of simple dishes, plan meals more effectively and apply their learning to everyday home cooking.

VOCABULARY:

Tier 1: Cook, food, meal, eat, wash, safe, clean, recipe, budget, healthy, hot, cold, boil, bake, mix.

Tier 2: Nutrition, plan, prepare, skills, method, choice, value, cost-effective, independence, confidence, hygiene, safety, variety, outcome, transfer.

Tier 3: Food safety, food hygiene, meal planning, budgeting, ingredients, portion, nutrition, balanced meal, recipe, preparation, cross-contamination, cookery, utensils, storage, shelf life.

RECOMMENDED TALKING POINTS:

Why is cooking an important life skill?
How can meal planning help us save money and eat well?
What are the most important food safety and hygiene rules in the kitchen?
How can learning to cook at home help with confidence and independence?

SUBJECT: CAREERS

CURRICULUM THIS HALF TERM:

During this half term, pupils will research the learning requirements for jobs and careers they are interested in. They will identify relevant qualifications, skills, experience and personal attributes, and consider the different routes into employment, further education and training. Pupils will also recognise the effect gender stereotyping has on individuals in the workplace and how to challenge these. Discussions will focus on equality, respectful professional behaviour, representation across different sectors, and the importance of making informed choices based on interests and abilities rather than stereotypes.

VOCABULARY:

- Career – the range of jobs and professional experiences a person may have throughout their working life.
- Occupation – a type of job or employment.
- Qualification – an award or certificate gained through education, training or assessment.
- Apprenticeship – a paid job combining employment with study and training.
- Employability skills – transferable skills that support success at work, such as communication, teamwork, organisation and problem-solving.
- Entry requirements – the qualifications, skills or experience needed to apply for a course, job or training programme.
- Work experience – a period of learning about a workplace or occupation through practical involvement.
- Gender stereotyping – assumptions about the jobs, skills or behaviours considered suitable for people based on their gender.
- Discrimination – unfair treatment of an individual or group because of a protected characteristic.
- Labour market – information about the availability of jobs and the skills employers require.

RECOMMENDED TALKING POINTS:

Which jobs or careers are you interested in, and what attracts you to them?
What qualifications, skills, and experience are required for these careers?
How might gender stereotyping affect someone's choices or experiences in the workplace?
What could you say or do to challenge an unfair stereotype respectfully?
Which post-16 route, visit, careers event or travel-training opportunity would help you make your next decision?

ADDITIONAL KEY INFORMATION:

- Parent, carer and student post 16 meeting
- Doncaster Careers Fair
- Independent Travel Training
- Post 16 school and Colleges visits, including Harrison College
- Visits to the local and wider Community

These opportunities will support pupils to explore realistic progression routes, develop independence, ask informed questions, and understand the expectations of different educational and employment settings.

SUBJECT: RE

CURRICULUM THIS HALF TERM:

This term in Religious Education, Year 10 and 11 students will explore religious law through the study of theology, considering how religious beliefs and teachings influence the rules and guidance followed by believers. They will investigate examples of religious law and moral guidance from different traditions, including the Ten Commandments in Judaism and Christianity and the role of Sharia in Islam. Students will consider how sacred texts, religious leaders and communities interpret these teachings and how they may shape everyday choices, worship, relationships and ideas about justice. Through discussion, real-life scenarios and reflection, pupils will compare religious and non-religious approaches to rules, explore why interpretations can differ, and develop respect for a range of beliefs and practices.

VOCABULARY:

- Theology – The study of God, religious beliefs and teachings.
- Religious law – Rules or guidance connected to a religion.
- Sacred text – Writing considered holy or especially important within a religion.
- Commandment – A rule or instruction, often understood as coming from God.
- Ten Commandments – Biblical teachings that guide Jewish and Christian moral life.
- Torah – The first five books of the Hebrew Bible, central to Jewish teaching.
- Sharia – In Islam, a broad path of religious and ethical guidance informed by the Qur'an and Sunnah.
- Qur'an – The holy book of Islam.
- Sunnah – The example and teachings of the Prophet Muhammad in Islam.
- Ethics – Ideas about what is right and wrong.
- Morality – Principles used to decide how people should behave.
- Justice – Treating people fairly and upholding what is right.
- Interpretation – The way a person understands or explains a teaching.
- Authority – The recognised right or responsibility to guide or make decisions.
- Conscience – A person's inner sense of right and wrong.

RECOMMENDED TALKING POINTS:

What is religious law, and why might it matter to believers?
Can you name a religious teaching that guides how people behave?
Why might people interpret the same religious rule differently?
How do religious and non-religious people decide what is right or wrong?