Year 10 Religious Studies (RS)

Students explore topics from Christian, religious and secular perspectives and be encouraged to reflect on their own viewpoints on the various issues. There are three units over the year: Sexual Relationships, Conservation and Stewardship and the Media. The first unit explores Christian views on the ethics of sex and sexuality, including religious views towards contraceptives. The second unit explores the issues of conservation and care for our planet. The third unit is about religion in the media.

Overview of Learning:

Sexual Relationships (lesson 1 – lesson 8)

Students debate when sexual relationships are and are not acceptable, including sex within marriage, promiscuity and open marriages.

Students explore Christian views on sexual relationship both heterosexual and homosexual.

Stereotyping and gender issues are raised though the Church of England’s introduction of women as bishops and why the Anglican community worldwide does not all agree with the decision.

Students research several religious views on contraception and debate the benefits and drawbacks of contraception.

Students look into getting married in a Church of England and the law and various views on same sex marriage.

SMSC

View of marriage in Christianity as a spiritual expression of the mystical relationship Christ has with the Church.

The rights and wrongs of sexual relationships; sexual discrimination; contraceptives, marriage including new laws.

Sexual relationships and the impact on the community. Equality and tackling discrimination. Social change.

Varying views of different cultures and religions on sexual relationships and marriage, including different laws on marriage worldwide.

Assessment

The test in lesson 5 is a choice between sexual relationships or women bishops, including student’s personal views, religious views and secular viewpoints. The style of the question is based on GCSE RS question (e), Assessment Objective 2, which tests the knowledge and understanding the student has of a topic through their skill of evaluation. Students are required to give different views on a statement and their own insight into the debate, with examples, reasons and evidence and weigh up the debate and come to a final conclusion.

Conservation and Stewardship (lesson 9 – lesson 12)

Students discuss the environmental issues affecting our world including fracking and global warming.

Students learn Christian views towards stewardship of the natural world and how believers may
Students support secular charities and conservation groups due to their religious beliefs. Students are encouraged to note how several Christian conservation organisation are informed by science as well as sacred texts and traditional Christian teachings.

Students investigate the work of some areas of the Church e.g. Truro Cathedral and its ‘Carbon Fast 40 Days’ that encourages churches to reduce its carbon emissions during Lent.

As a result of this research students use a Design Technology Apps to design their own eco-friendly Church.

Students look at vegetarianism as one response to environmental issues and investigate Christian and secular viewpoints.

Students research and compare several religious views on conservation.

**SMSC**

Debating spiritual verses practical. Religious reasons for caring for the natural world.

Our duty and responsibility to care for the world for today and for future generations.

How actions impact on communities.

Different religious and cultural views on conservation globally.

**Assessment**

The test in lesson 11 is about Christian views on conservation verses worship, including the student’s personal views, religious views and science and secular viewpoints. The style of the question is based on GCSE RS question (e), Assessment Objective 2, which tests the knowledge and understanding the student has of a topic through their skill of evaluation. Students are required to give different views on a statement and their own insight into the debate, with examples, reasons and evidence and weigh up the debate and come to a final conclusion.

**Media and how it portrays religion (lesson 13 – lesson 18)**

Students work out and reflect on how much time they spend using the media including social media.

Students undertake a research task on the extent of Christianity on television and radio and draw conclusions from the results.

The issue of whether Christianity is a legitimate target for comedy is addressed, by watching short clips from sit coms and cartoons that incorporate Christianity e.g. The Vicar of Dibley, Rev, The Simpsons and Family Guy.

Students investigate the events surrounding the Paris attacks on Charlie Hebdo in January 2015 and debate different Muslim and secular response to the event.

Key Christian figures and how they are portrayed in the media are investigated e.g. Libby Lane, Justin Welby, Desmond Tutu, the Queen, Bishop Tim Thornton.
The whole area of censorship and media control is investigated and debated including Sony’s initial refusal to show the film The Interview.

SMSC


Is Christianity a legitimate source of fun? The powerful influence of the media on the young and all ages. Who controls the media and should they?

The impact of social media.

Key global figures and their portrayal in the media.

Assessment

The test in lesson 16 is about the media and if it is the best way to help people understand religious and moral issues, giving different perspectives on it, including the student’s personal views, religious views and secular viewpoints. The style of the question is based on GCSE RS question (e), Assessment Objective 2, which tests the knowledge and understanding the student has of a topic through their skill of evaluation. Students are required to give different views on a statement and their own insight into the debate, with examples, reasons and evidence and weigh up the debate and come to a final conclusion.