Year 10 Big Picture – R.E.

Autumn 1 *Weeks 1 – 8 (8 weeks)*	*Autumn 2* *Weeks 9 – 15 (7 weeks)*	*Spring 1* *Weeks 16 – 21 (6 weeks)*
Autumn 1 – Religion in Britain Today **Content** • What is Religion and Worldviews? • Is Britain still a Christian country? • What are the beliefs in our local area? • Why does Manchester have so many different religions? • Why do people still believe in God? • How has religion shaped Britain? • What do Christians, Muslims and Humanists have in common? • Reflection and Review **Summary** Students begin their study of Religion and Worldviews by exploring the changing religious landscape of Britain and Manchester. They investigate how religion continues to influence modern society despite increasing religious diversity and secularisation. Students develop an understanding of Christianity, Islam and Humanism within contemporary Britain, considering how beliefs shape identity, community and everyday life. Throughout the unit, students are encouraged to reflect on their own worldview whilst developing respect for the beliefs of others. **Cultural Capital** Students develop an understanding of the religious diversity of Manchester and Britain, exploring how different beliefs influence communities, culture and identity. They consider local places of worship, census data and the contribution faith communities make to society. Students begin to	**Autumn 2 – Living Your Beliefs** **Content** • Why do humans need rituals? • Is it difficult to be Muslim in Britain? • Why do religious festivals still matter? • How do religious beliefs influence everyday life? • Can life have meaning without God? • What can religions learn from each other? • Reflection and Review **Summary** Students explore how beliefs are expressed through worship, rituals, festivals and daily life. They investigate how religion shapes identity and community, considering both religious and non-religious worldviews. Students examine contemporary life for Muslims in Britain, the importance of religious rituals across different faiths and how Humanists find meaning without belief in God. Throughout the unit, students consider how beliefs influence the choices people make and the values they live by. **Cultural Capital** Students develop an understanding of how religion continues to shape the lives of individuals and communities in Britain today. They explore contemporary examples of Muslim life in Britain, religious festivals celebrated within Manchester and the growing influence of Humanism as a non-religious worldview. Students gain a deeper appreciation of religious diversity and the role beliefs play in shaping identity, belonging and community.	**Spring 1 – Meaning, Purpose and Belonging** **Content** • Why do people believe different things about God? • What makes life meaningful? • Why do people pray? • Why do people go on pilgrimage? • Can suffering have a purpose? • Reflection and Review **Summary** Students explore some of life's biggest questions by considering how religious and non-religious worldviews understand meaning, purpose and belonging. They investigate why people believe in God, the role of prayer and pilgrimage, and how different traditions respond to suffering. Throughout the unit, students reflect on how beliefs influence the choices people make and consider their own developing worldview through respectful discussion and reflection. **Cultural Capital** Students develop an understanding of how beliefs shape people's responses to life's biggest questions. They explore why prayer and pilgrimage remain important to millions of people across the world and consider how different communities respond to suffering, hope and purpose. Students gain an appreciation of the diversity of religious experience within Britain and beyond.

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appreciate the importance of religious literacy within an increasingly diverse and multicultural city.		
Assessment Objectives **Reflection 1 – Week 4** Students explain how religion has changed in Britain and describe the main beliefs found within their local community. **Reflection 2 – Week 8** Students evaluate whether religion still plays an important role in modern Britain, using evidence from the unit to justify their opinions.	**Assessment Objectives** **Reflection 1 – Week 11** Students explain how beliefs influence the daily lives of religious and non-religious people. **Reflection 2 – Week 15** Students evaluate whether beliefs are necessary for people to live meaningful lives, supporting their opinions with examples studied throughout the unit.	**Assessment Objectives** **Reflection 1 – Week 18** Students explain how beliefs about God, prayer or pilgrimage can influence a person's life. **Reflection 2 – Week 21** Students evaluate where people can find meaning and purpose in life, using examples from religious and non-religious worldviews to support their views.
Mini Test 1 – Yr. 7 = Week 6	**No Assessment**	**Big Test 1 – Yr. 7 = Week 17**
Spring 2 ***Weeks 22 – 27 (6 weeks)***	***Summer 1*** ***Weeks 28 – 32 (5 weeks)***	***Summer 2*** ***Weeks 33 – 39 (7 weeks)***
Spring 2 – Religion in Action **Content** • Why do religious people help others? • Does charity change the world? • Why do places of worship still matter? • What makes a good religious leader? • How do religions bring communities together? • Reflection and Review **Summary** Students explore how religious beliefs are put into practice through acts of service, charity and community involvement. They investigate the role of places of worship, religious leadership and faith-based organisations in supporting individuals and communities. Throughout the unit, students consider how religion continues to influence society through	**Summer 1 – Religion in the Modern World** **Content** • Should religion influence politics? • Is freedom of religion always a good thing? • How should people respond to prejudice and discrimination? • Can religion help solve global problems? • Reflection and Review **Summary** Students explore the role of religion in contemporary society by considering how beliefs influence politics, human rights and responses to global issues. They investigate freedom of religion, prejudice and discrimination, and the ways in which religious organisations respond to challenges such as poverty, conflict and climate change. Throughout the unit, students consider the relevance of religion in the twenty-first century	**Summer 2 – Big Questions for the Future** **Content** • Is religion becoming less important? • Can science and religion work together? • Does religion divide or unite society? • What can we learn from different worldviews? • How has my own worldview developed? • Reflection and Review • End of Year Reflection **Summary** Students conclude Year 10 by considering the future of religion and worldviews in Britain and beyond. They explore the relationship between religion and science, examine whether religion is a force for unity or division, and reflect on the value of learning from different beliefs and worldviews. Throughout the unit, students draw upon the knowledge

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social action and reflect on the importance of compassion, responsibility and community. **Cultural Capital** Students explore the contribution of faith communities to society, including food banks, homeless projects, youth work and international charities. They consider examples from Manchester, learning how local churches, mosques, synagogues and temples support their communities. Students develop an appreciation of the positive role religion can play in promoting social responsibility and community cohesion.	and reflect on the responsibilities people have towards others. **Cultural Capital** Students explore how religion continues to influence modern Britain and the wider world through politics, social action and responses to injustice. They consider examples of individuals and organisations working to promote equality, peace and human rights, developing an appreciation of the role religion plays in addressing contemporary global challenges.	gained over the year to evaluate a range of perspectives and consider how their own worldview has developed. **Cultural Capital** Students develop an understanding of the ongoing role of religion and worldviews in an increasingly diverse society. They explore contemporary debates surrounding science, identity and community, while reflecting on the importance of mutual respect, dialogue and understanding in modern Britain. Students leave Year 10 with a broader appreciation of the beliefs, values and experiences that shape individuals and communities both locally and globally.
Assessment Objectives **Reflection 1 – Week 24** Students explain how one religious belief can inspire a person to help others. **Reflection 2 – Week 27** Students evaluate whether religious organisations still play an important role in modern society, using examples studied throughout the unit.	**Assessment Objectives** **Reflection 1 – Week 30** Students explain one way religion can influence society today. **Reflection 2 – Week 32** Students evaluate whether religion is still relevant in modern Britain, using examples from throughout the unit to support their views.	**Assessment Objectives** **Reflection 1 – Week 35** Students explain how different religious and non-religious worldviews can contribute positively to society. **Reflection 2 – Week 39** Students evaluate how their understanding of religion and worldviews has developed throughout Year 10, using examples from across the course to support their reflections.
Mini Test 2 – Yr. 7 = Week 26	**Mini Test 3 – Yr. 7 = Week 31**	**Big Test 2 – Yr. 7 = Week 35**