Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class **10- Navigator Curriculum** - *RS/4 Lessons weekly*

Year	2026 – 2027 Autumn 1 Unit 1	2026 – 2027 Autumn 2 Unit 2	2026 – 2027 Spring 1 Unit 3	2026 – 2027 Spring 2 Unit 4	2026 – 2027 Summer 1 Unit 5	2026 – 2027 Summer 2 Unit 6
Year 10 **GCSE**	Topic **Islam** AQA GCSE **2 Practices** **Key questions:** **Key skills and knowledge:** 2.1 The Five Pillars, the Ten Obligatory Acts and the Shahadah. Know the Five Pillars and the Ten Obligatory Acts. Understand the importance of the Shahadah. 2.2 Salah: the daily prayers (1). Know when Muslims pray and how they prepare for prayer. Understand the importance of facing	Topic: **Christianity and Islam** AQA GCSE **Thematic A Relationship and families** **Participating and willing to lead.** **Key Questions:** **Key skills and knowledge:** 3.1 Christian/Islam teaching about human sexuality. Understand Christian/Islam teachings about human sexuality and the meaning of heterosexual and homosexual relationships. Consider contemporary British attitudes towards these relationships. 3.2 Sexual relationships before and outside marriage.	Topic: **Christianity and Islam** AQA GCSE **Thematic A Relationship and families** **Participating and willing to lead.** **Key questions:** **Key skills and knowledge:** 3.5 Divorce and re-marriage. Explore different reasons for divorce in Britain today. Understand Christian/Islam teachings about divorce and remarriage. Consider ethical arguments relating to divorce, including those based on the sanctity of marriage vows and compassion.	Topic: **Christianity and Islam** AQA GCSE **Thematic B Religion and life** **Being regardful of suffering. Being silent developing a sense for the sacred.** **Key Questions:** **Key skills and knowledge:** 4.1 The origins of the universe. Explore Christian/Islam beliefs about the origin of the universe. Understand the Big Bang theory. 4.2 The value of the world. Understand Christian/Islam beliefs about the value of the world and the duty of human beings to protect it.	Topic: **Christianity and Islam** AQA GCSE **Thematic B Thematic B Religion and life** **Being regardful of suffering. Being silent developing a sense for the sacred.** **Key questions:** **Key skills and knowledge:** 4.6 The origins of human life. Understand religious beliefs about the origins of human life. Explore the relationship between evolution and creation. 4.7 Abortion. Understand Christian/Islam beliefs about abortion. Understand the legal position in Britain today regarding abortion.	Topic: **Christianity and Islam** AQA GCSE **Thematic D Religion, peace and conflict** **Key questions:** **Key skills and knowledge:** 6.1 Introduction to religion, peace and conflict. Understand war as a way of resolving differences. Explain the key concepts of peace, justice, forgiveness and reconciliation. 6.2 Violent protest and terrorism. Understand UK law regarding protesting. Understand terrorism as a means of conflict.

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	Makkah when praying. Know how prayer happens inside a mosque. 2.3 Salah: the daily prayers (2). Have an overview of the movements and recitations used in prayer. Know what makes the Jummah prayer different. Understand the importance pf prayer for Muslims. 2.4 Sawm: fasting during Ramadan. Know the origins, duties, benefits and exceptions to fasting during Ramadan. Understand why the Night of Power is important. 2.5 Zakah: almsgiving. Know the origins of Zakah. Understand how and why Zakah is given, and who benefits from it. Understand the Shi'a practice of Khums. 2.6 Hajj: pilgrimage (1).	Understand Christian/Islam beliefs and teachings about sexual relationships before marriage and outside marriage. Consider contemporary British attitudes towards sexual relationships before and outside of marriage. 3.3 Contraception and family planning. Examine different types of contraception. Understand Christian/Islam attitudes to family planning and the use of contraception. Consider contemporary British attitudes towards family planning and the use of contraception. 3.4 Religious teachings about marriage. Consider Christian/Islam understandings of the nature and purpose of marriage. Explore Christian/Islam and non-religious responses to same	3.6 Religious teachings about the nature of families. Explore the nature of families in the 21st century. Understand Christian/Islam beliefs and teaching about the nature of families and the role of parents, including the issues of polygamy and same sex parents. 3.7 Religious teachings about the purpose of families. Explore the purpose of families in the 21st century. Understand Christian/Islam beliefs and teachings about the purpose of families, including procreation, stability, the protection of children and educating children in a faith. 3.8 Christian/Islam beliefs about gender equality. Understand religious beliefs about the roles of men and women, gender equality, gender prejudice and discrimination.	4.3 The use and abuse of the environment. Understand Christian/Islam beliefs about the use and abuse of the environment. Know about different types of energy and resources, including renewable energy and natural resources. 4.4 Pollution. Explore the problems caused by different types of pollution. Understand religious responses to the issue of pollution. 4.5 The use and abuse of animals. Understand Christian/Islam beliefs about the use and abuse of animals. Explain Christian/Islam attitudes towards animal experimentation and the use of animals for food.	Explore arguments for and against abortion. 4.8 Euthanasia. Understand the different types of euthanasia. Understand Christian/Islam beliefs about euthanasia. 4.9 Death and afterlife. Understand Christain beliefs about death and an afterlife.	Understand Christian/Islam beliefs about violent protest and terrorism. 6.3 Reason war. Understand why wars are fought. Understand Christian/Islam attitudes towards the reasons for war. 6.4 Nuclear war and weapons of mass destruction. Know about different weapons of mass destruction, including nuclear weapons. Understand the possible implications of using nuclear or other weapons of mass destruction, and consider whether the use of such weapons is justified.

	Understand the importance of Hajj. Understand the origins of Hajj and know how the pilgrimage begins. 2.7 Hajj: pilgrimage (2). Know how the pilgrimage continues and ends. Understand the significance of Hajj for Muslims. 2.8 Jihad. Understand the origins, influence and significance of Jihad. Understand both lesser and greater Jihad, and the differences between them. 2.9 The festivals of Eid-ul-Fitr and Eid-ul-Adha. Understand the origins and meaning of the Eids. Know how the Eid-ul-Fitr and Eid-ul-Adha are celebrated. 2.10 The festival of Ashura. Understand the origins and meaning of Ashura. Know how Ahura is commemorated by	sex marriage and cohabition.	Consider examples of gender prejudice and discrimination in contemporary British society.			

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	both Sunni and Shi'a Muslims. **Assessment outcome:** Sample student answer. Practice questions. Past paper.	**Assessment outcome:** Sample student answer. Practice questions. Past paper.	**Assessment outcome:** Sample student answer. Practice questions. Past paper.	**Assessment outcome:** Sample student answer. Practice questions. Past paper.	**Assessment outcome:** Sample student answer. Practice questions. Past paper.	**Assessment outcome:** Sample student answer. Practice questions. Past paper.
Links to Gatsby Benchmark.	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.	Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.	Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research	Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.	Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research