

Summer: Islam, Crime and Punishment

Identify

- I can identify the meaning of justice
- I can identify the causes of crime
- I can identify different attitudes to good, evil and suffering
- I can identify the types of punishment
- I can identify the aims of punishment
- I can identify the meaning of forgiveness
- I can identify different ideas about the treatment of criminals
- I can identify the nature of capital punishment
- I can identify and define key terms relating to crime and punishment from my key terms booklet

Explain

- I can explain the importance of justice
- I can explain Muslim attitudes to crime
- I can explain Muslim responses to good, evil and suffering
- I can explain why punishment is needed in society today
- I can explain the merits of different aims of punishment
- I can explain the strengths and weaknesses of restorative justice
- I can explain the links between human rights, Muslim beliefs and the treatment of criminals
- I can explain different attitudes towards capital punishment

Evaluation

- I can evaluate the importance of justice
- I can evaluate different beliefs about the causes of crime
- I can evaluate different beliefs about the importance of punishment
- I can evaluate the different aims of punishment
- I can evaluate whether punishment is morally right
- I can evaluate arguments for and against capital punishment
- I can reach a justified conclusion

Minimum Expected Standards GCSE Religious Education Year 10

Inside this booklet you will find a summary of all the knowledge and skills that the academy expects you to master in this subject by the end of the year.

These are the **minimum standards** that we set for all students. If you achieve this you should be on track to achieve at least a **grade 5/6 in your GCSE** in year 11.

During each half-term you will have regular '**learning checks**' to assess how well you are progressing against the expected standards. If you do not reach the expected standard in any of these checks you should be seeking help from your teacher, asking for study supports and using the materials on TGISpace to help you improve.

If you wish to push yourself further your teacher will also be sharing with you examples of how to go **beyond the expected standards**

**Tudor Grange Academy
Solihull**

Autumn: Christianity, Marriage and the Family

Identify

- I can identify the meaning of the term marriage
- I can identify the issues surrounding sexual relationships
- I can identify different family types and the purpose of family
- I can identify the ways the local parish can support the family
- I can identify different types of contraception available
- I can identify the trends relating to divorce and remarriage
- I can identify the issues of equality of men and women in the family
- I can identify the issues surrounding gender prejudice and discrimination
- I can identify and define key terms relating to marriage and the family from my key terms booklet

Explain

- I can explain the role and purpose of marriage for Christians
- I can explain the different religious and non-religious responses to sexual relationships
- I can explain the nature and purpose of families
- I can explain the role of the local parish in families
- I can explain different Christian responses to contraception
- I can explain the issues of divorce and remarriage for Christians
- I can explain how the roles of men and women in the family have changed
- I can explain different Christian and non-religious attitudes towards gender prejudice

Evaluation

- I can evaluate arguments for and against marriage
- I can evaluate arguments for and against different sexual relationships
- I can evaluate arguments for and against family types
- I can evaluate arguments for and against the local parish supporting the family
- I can evaluate arguments for and against contraception
- I can evaluate arguments for and against divorce and remarriage
- I can evaluate arguments for and against equality of men and women
- I can evaluate arguments for and against gender prejudice and discrimination
- I can reach a justified conclusion

Spring: Living the Muslim Life

Identify

- I can identify the Ten Obligatory Acts
- I can identify the Five Pillars
- I can identify the Shahadah
- I can identify the beliefs about Salah in Islam
- I can identify the key principles of Sawm (fasting) in Islam
- I can identify the principles of Zakah and Khums
- I can identify the key events of Hajj
- I can identify the difference between lesser and greater Jihad
- I can identify celebrations and commemorations in Islam
- I can identify and define key terms relating to Living the Muslim Life from my key terms booklet

Explain

- I can explain the importance of the Ten Obligatory Acts for Shi'a Muslims
- I can explain the importance of the Five Pillars for Sunni Muslims
- I can explain the importance of the Shahadah for Muslims
- I can explain the importance of prayer for Muslims
- I can explain the importance of Sawm for Muslims
- I can explain the similarities and differences between Zakah and Khums
- I can explain the benefits and drawbacks of Hajj
- I can explain different interpretations of Jihad and how it is misunderstood
- I can explain different beliefs about celebrations and commemorations for Sunni and Shi'a Muslims

Evaluation

- I can evaluate different beliefs about the Shahadah
- I can evaluate different beliefs about the nature and importance of Salah
- I can evaluate arguments for and against Sawm
- I can evaluate arguments for and against Zakah and Khums
- I can evaluate arguments for and against Hajj
- I can evaluate arguments for and against Jihad
- I can evaluate arguments for and against different celebrations and commemorations
- I can reach a justified conclusion