



**Curriculum Plan – RE**

*Called as God’s family,  
we strive to achieve our personal best,  
by living and learning in Christ.*

**Department Mission Statement** - : (What do you want pupils to gain from studying your subject? How will it prepare them for later life and/or the next stage if their education? What skills and knowledge are developed? How are these sequenced together across the year groups and key stages? How is the local context of the school reflected in the curriculum of your subject?).

The aims of religious education are set out by the Bishop’s Council and shared by the staff and Academy committee of Hagley Catholic High School:

- To present engagingly a comprehensive content which is the basis of knowledge 1 and understanding of the Catholic faith;
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- To bring clarity to the relationship between faith and life, and between faith and culture.

**Key Stage 2**

Knowledge Gained	Skills Developed
(National Curriculum Guidance and SNOMAC Collaboration Used)  Pupils Should Have:  how Jesus spoke of God his Father and the Holy Spirit; • responses to creation (e.g. in prayer, art, music etc.); • care for and misuse of God’s creation; • God’s call to people in the Old Testament; • how Jesus	(National Curriculum Guidance and SNOMAC Collaboration Used)  Pupils Should Have:  Recognise religious symbols, people Retell religious stories Make links and connections between religious sources



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called people to follow him; • ways in which people of today can hear and respond to God’s call; • key imagery that speaks of God in the Old Testament and the Gospels; • the Bible; • the Gospel accounts of key events in the life of Jesus: nativity, • presentation, finding in the Temple, baptism, temptations, passion, death, • resurrection and ascension; • the Gospel accounts of Jesus’ public ministry and teaching; • the Gospel accounts of how the lives of men and women were changed by their encounters with Jesus; • the Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples.

key images of the Church used in Scripture and Tradition; the implications of this imagery for community life; • implications of this imagery for community life; • God’s call to individuals and their different responses; • the role of Mary as Mother of Jesus, as the first disciple and Mother of the Church; • the gifts of the Holy Spirit which are given to individuals and groups for the service of the whole community; • the cost of discipleship; • ways of taking part in the life and worship of the domestic and local church (e.g. celebrating Eucharist, prayer for others, parish activities); • to being Church’ in the parish, diocese and universal Church; • the life of the Church in other parts of the world (e.g. customs and traditions, universal saints); • the ways Jesus proclaimed Good News to everyone he met and the variety of responses made; • the life and growth of the first Christian communities (e.g. Paul, Stephen); • the teaching role of the apostles (e.g. through New Testament letters); • how the local church is ‘good news’ for people and how everyone can have a part in this; • how the school community has opportunities to be ‘good news’ for others; • respect for the writings and holy people of the Jewish faith and other religions.

celebrations which mark significant events in people’s lives; • the Church’s celebrations of significant events in the life of Jesus; • Sunday as a significant day in the life of the local Church; • elements of sacramental celebrations (e.g. blessing, exchanging greetings, praise); •

- Understand a range of religious practices and beliefs
- Explanation of causes and reasons
- Construct arguments
- Make reasoned judgements after appraising evidence
- Recognise diversity
- Analyse a variety of sources and arguments
- Interpret sources of authority
- Evaluate different views and arrive at judgements



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community prayer; • signs and symbols and their significance in liturgy; • words and images Jesus used to express communion (e.g. I am the vine and you are the branches); • some ways people enter into the communion of the Church ; • the rites of Baptism and Confirmation and the response they invite; • the structure of the Eucharist; • the significance of the Church's names for this Sacrament the Mass, Eucharist, the Lord's Supper, the Breaking of Bread; • Jesus' attitudes to sinners and his teaching about sorrow and forgiveness; • their freedom to choose and responsibility to choose the good; • the practice of examination of conscience and its significance for Christian living; • the rite of Reconciliation and its significance; • the Sacrament of the Sick; • ways in which love and commitment are important in human life; • and be able to name the Sacraments of Holy Orders and Matrimony and to explain their significance in their own words; • prayer in the life of Jesus; • the prayer Jesus taught his friends (Our Father) and its significance; • a variety of prayers and prayer forms, formal and informal used for personal and community prayer; • respect for celebrations of the Jewish faith and other religions and appreciation that prayer has a place for their followers.

the joy and challenge of and the giving and receiving in relationships; • human gifts and qualities and the physical world as gifts and signs of God's love; • how such gifts may be used, neglected or abused; • the Gospel message that Jesus brings fullness of life for all people: the Beatitudes; • the joys and challenges that freedom and responsibility bring; • conscience as a gift to be developed through the practice of examination of conscience; • accounts in Scripture of God's invitations and a variety of responses; • the motives and emotions which influence choices; • Gospel accounts which show the love and complete self-giving of Jesus; • the suffering, death and resurrection of Jesus as a sign of love, sacrifice and the source of new life; • sin as a failure of love and the love and mercy of God which calls people to sorrow and forgiveness; • the diversity and richness of creation; • the value and



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<p>challenge of differences between individuals and peoples; • the values of sharing, showing respect and care for others; • respect for community values and life of other cultures and other religious communities; • how love of God is shown in obedience to God’s commandments; • Sunday as the Lord’s day; • ways love of neighbour can be shown at home, at church, locally and globally; • the Christian values which inform love of neighbour and oneself; • ways in which care for others is important for the Jewish faith and other religions</p>	
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**Key Stage 3 Knowledge and Skills Requirement** (What knowledge and skills do pupils need to gain by the end of year 9?)

Knowledge To Be Built	Skills To Be Developed
<p>During key stage 3 pupils will develop knowledge of:</p> <ol style="list-style-type: none"> <li>1. What it means to belong to a community including the world-wide church</li> <li>2. The significance of the role of the Messiah and Jesus’ fulfilment of prophecy</li> <li>3. Forms of Christian worship and the value of prayer in the life of Christians</li> <li>4. The seven sacraments of the Church and their impact on the lives of Christians.</li> <li>5. The Islamic faith including the five pillars of faith.</li> <li>6. The value of Christian pilgrimage.</li> <li>7. The creation narratives of Genesis and Catholic understanding of their meaning and influence of Christians.</li> <li>8. The covenant relationship between God and the Israelites and the foundations of the Jewish faith.</li> <li>9. The developments of the Church in Britain including the division between Catholic and Protestant.</li> </ol>	<p>Pupils will develop the ability to:</p> <p>Explain the meaning and purpose of scripture passages</p> <p>Demonstrate a knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>- doctrine, belief and theological concepts</li> <li>- the nature, structure and authority of communities of belief, both locally and universally</li> <li>- questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments</li> <li>- the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments</li> </ul> <p>Demonstrate a knowledge and understanding of common and divergent views and practices within and between religions</p> <p>Make relevant connections between different areas of study (doctrine, sources, structures, worship and life), showing how one area influences others</p> <p>Recognise, and demonstrate some understanding, that some beliefs, practices and interpretations of sources have developed over time</p>



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<ul style="list-style-type: none"><li>10. The Paschal sacrifice of Jesus and the celebration of the Easter Triduum.</li><li>11. The Sikh faith including the formation of the Khalsa and the five articles of faith.</li><li>12. Christians vocations and the call to discipleship.</li><li>13. The formation, meaning and influence of the four gospels</li><li>14. The development of Christian morality and the role of conscience in decision making.</li></ul>	<p>Use a range of contextually accurate and appropriate religious and specialist vocabulary</p> <p>Compare their own and others' responses to questions of meaning and purpose, leading to reasonable explanations of their own and others' views, in the light of religious teaching</p> <p>Compare their own and others' responses to questions of belief and values, leading to reasonable explanations of their own and others' views, in the light of religious teaching</p> <p>Use sources of wisdom and authority appropriately to explain aspects of each area of study and as evidence for particular points of view</p> <p>Present an argument for a particular point of view, showing an awareness of different views</p> <p>Arrive at judgements that are supported by evidence</p> <p>Demonstrate an understanding of the significance and influence of common and divergent views and practices within and between religions</p> <p>Accurately outline the nature of different debates within Theology, Philosophy and Ethics</p>
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**Key Stage 4 Knowledge and Skills Requirement** (What knowledge and skills do pupils need to gain by the end of year 11?)

Knowledge To Be Built	Skills To Be Developed
<p>Knowledge and understanding of Catholic Christianity in order of revelation including:</p> <ul style="list-style-type: none"><li>○ Creation</li><li>○ Incarnation</li><li>○ The triune God</li><li>○ Redemption</li><li>○ The church and the kingdom of God</li><li>○ Eschatology</li></ul> <p>The main beliefs and practices of Judaism including:</p> <ul style="list-style-type: none"><li>○ The nature of God</li><li>○ Life after death</li><li>○ Covenant relationship with God</li><li>○ The importance of the Mitzvot</li><li>○ Features of a synagogue</li><li>○ The celebration of Shabbat</li><li>○ Rituals including Bar Mitzvah, Brit Milah</li><li>○ Dietary laws: Kosher</li><li>○ Festivals including Rosh Hashanah, Pesach and Yom Kippur</li></ul> <p>Religious, philosophical and ethical views on:</p> <ul style="list-style-type: none"><li>○ Relationships and families including views on sexual relationships, marriage and divorce, homosexuality and the role of the family</li></ul>	<p>Skills to:</p> <p>Demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices.</p> <p>Make well integrated reference to sources of wisdom and authority e.g. the Bible or Church doctrine</p> <p>Identify and explain common and divergent beliefs and practices within and between religions or beliefs.</p> <p>Construct a sustained and convincing argument</p> <p>Critically analyse and evaluate different views and perspectives on matters of religion and faith</p> <p>Use accurate specialist terminology when answering questions</p>



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<ul style="list-style-type: none"><li>○ Human rights and social justice including the declaration of human rights, attitudes towards wealth and poverty and views on prejudice and discrimination in society.</li></ul>	
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Key Stage 5 Knowledge and Skills Requirement (What knowledge and skills do pupils need to gain by the end of year 13?)

Knowledge To Be Built	Skills To Be Developed
<p>The Philosophy of Religion including:</p> <ul style="list-style-type: none"><li>• Ancient philosophical influences</li><li>• The nature of the soul, mind and body</li><li>• Arguments about the existence of non-existence of God</li><li>• The nature and impact of religious experience</li><li>• The challenge for religious belief of the problem of evil</li><li>• Ideas about the nature of God</li><li>• Issues in religious language</li></ul> <p>Religion and Ethics including:</p> <ul style="list-style-type: none"><li>• Normative ethical theories</li><li>• The application of ethical theory to two contemporary issues of importance</li><li>• Ethical language and thought</li><li>• Debates surrounding the significant idea of conscience</li><li>• Sexual ethics and the influence on ethical thought of developments in religious beliefs</li></ul> <p>Developments in religious thought including:</p> <ul style="list-style-type: none"><li>• Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world.</li><li>• Sources of religious wisdom and authority</li></ul>	<p>Demonstrate knowledge and understanding of religion and belief, including:</p> <p>Religious, philosophical and/or ethical thought and teaching Influence of beliefs, teachings and practices on individuals, communities and societies Cause and significance of similarities and differences in belief, teaching and practice. Approaches to the study of religion and belief</p> <p>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p> <p>Make effective use of scholarly debate</p> <p>Include a range of specialist terminology in writing</p>



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<ul style="list-style-type: none"> <li>• Practices which shape and express religious identity, and how these vary within a tradition</li> <li>• Significant social and historical developments in theology and religious thought</li> <li>• Key themes related to the relationship between religion and society</li> </ul>	
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Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed ((Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
<b>7</b>	<b>Belonging and identity</b>	Identify the common features of communities (e.g. friendship, trust, loyalty, love...)  Recite the School Prayer and justify its wording.  Explain how the Mission Statement is at the heart of the school’s daily life & reinforces Catholic beliefs about the dignity of the human person.	Use of the Bible and referencing skills	Explanation style examination question  Low stakes testing  Bible quiz



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		<p>Recognise that our school is an overtly Christian community</p> <p>Provide an overview of the life of St Nicholas Owen</p> <p>Understand the importance of Jesus in the Church</p> <p>Define what ‘church’ means.</p> <p>Explain how the Church developed</p> <p>Identify the roles within a community of believers and those who lead and serve (lay, priest, bishop.)</p> <p>Know &amp; understand that the local church consists of parish &amp; diocese.</p> <p>Identify what structures operate within parish &amp; diocese</p> <p>Know &amp; appreciate the distinctiveness of catholic communities world-wide.</p> <p>Know &amp; understand that each community is united by their one faith, led by the Pope</p> <p>Recognise the features of healthy friendships</p>		
<p><b>7</b></p>	<p><b>Jesus the messiah</b></p>	<p>Recognise the qualities needed to be effective leader</p> <p>Explain the OT concept of Messiah</p> <p>Identify what was prophesised about the Messiah in the OT.</p> <p>Recall that ‘Messiah’ means ‘Anointed One’ and that the title had connotations of a military leader &amp; a king.</p>	<p>Biblical referencing skills</p> <p>Use of key terms</p> <p>Use of religious quotes in writing</p>	<p>Written assessment following GCSE structure</p>



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		<p>Demonstrate knowledge and understanding on the type of Messiah that Jesus was and how this did not fit in with the Jewish expectations.</p> <p>Investigate how OT prophecies about the Messiah are fulfilled in Jesus Christ.</p> <p>Relate peoples’ belief in Jesus as Messiah to the way they live their lives</p> <p>Summarise what Advent celebrates about Jesus: past, present &amp; future</p> <p>Outline the role of John the Baptist in the ministry of Jesus.</p> <p>Show understanding of how belief in Mary shapes life.</p> <p>Know the Nativity Story</p> <p>Describe how Christmas is celebrated throughout the world.</p> <p>Evaluate the relevance of these celebrations in light of their own experience</p>		
<b>7</b>	<b>Sacraments</b>	<p>Identify the Sacraments as important milestones in the life of a Catholic</p> <p>Apply the definition of ‘Sacrament’ to each of the seven Sacraments</p> <p>Express that Sacraments are a source of grace for the individual and the whole Church</p> <p>Give an overview of the rite of Baptism and explain its symbolism</p> <p>Offer and support an opinion relating to infant Baptism</p> <p>Give an overview of the rite of Reconciliation and explain its symbolism</p> <p>Give an overview of the rite of Confirmation and explain its symbolism</p> <p>Articulate the relevance of Confirmation for modern day Catholics</p> <p>Know that Jesus had great compassion and love for all who are sick</p>	<p>Use of key terms</p> <p>Use of biblical teachings</p> <p>Forming an argument</p> <p>Evaluate different views</p>	Evaluation Q5



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		Give an overview of the rite of the Anointing of the Sick and explain its symbolism		
<b>7</b>	<b>Worship</b>	<p>Define prayer and outline different ways of praying</p> <p>Recall the different types of prayer used by Christians to worship God.</p> <p>Know the difference between a sign and a symbol</p> <p>Investigate how symbolism is used to help enhance worship</p> <p>Explore the implications of Jesus’ teaching on prayer in the Sermon on the Mount</p> <p>Blend the Church’s teaching on prayer with their own experience of ‘unanswered’ prayers</p> <p>Identify the reasons why people go to Mass</p> <p>Explain some of the main features of the Mass</p> <p>Identify how Catholics prepare themselves to receive the Blessed Sacrament</p>	<p>Explain religious beliefs and practices</p> <p>Form an argument and consider alternative viewpoints</p>	GCSE style questions
<b>7</b>	<b>Islam</b>	<p>Outline the Five Pillars of Islam.</p> <p>Evaluate similarities and differences in relation to Christianity.</p> <p>Explore the implications of Salat</p> <p>Convey how Sawm is practiced during Ramadan</p> <p>Investigate the principle of Zakat</p> <p>Outline Hajj.</p> <p>Identify the key features inside a mosque</p> <p>Know how a prayer mat helps Muslims to pray</p> <p>Explore the benefits of living in a multi-faith society</p>	Understanding of common and divergent views within religion	Explanation style GCSE style question.
	<b>Pilgrim Church</b>	Know that some places are special to people for specific reasons.	Forming an argument and considering and evaluating alternative views.	Evaluation style question



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		<p>Explore the meaning of pilgrimage and what it means to be a pilgrim</p> <p>Investigate what happens at one site of Christian pilgrimage.</p> <p>Evaluate reasons for going on pilgrimage</p> <p>Reflect on their life as a journey</p> <p>Utilise Scripture &amp; Tradition to explain how life is a journey</p> <p>Dissect how they and people generally deal with the changes and developments that time brings</p> <p>Identify the main changes and challenges time has brought for the Catholic Church in England and Wales since the sixteenth century</p> <p>Summarise what is meant by ‘emancipation’ and how it is relevant to the Catholic Church in England &amp; Wales</p> <p>Know what the Second Vatican Council teaches on the Church’s relationship with other Christians and faith communities</p>		
<p><b>8</b></p>	<p><b>Creation</b></p>	<p>Compare the two Creation accounts in Genesis, identifying their similarities</p> <p>Distinguish between theological and scientific truths.</p> <p>Identify the theological truths in Genesis</p> <p>Convey what it means to say that humans are created in the image and likeness of God</p> <p>Explain the process of human reproduction.</p> <p>Explain Catholic beliefs about the sanctity of life, in regard to conception</p>	<p>Understanding of common and divergent views.</p> <p>Evaluation of different views</p>	<p>GCSE style assessment.</p>

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		<p>Scrutinise Genesis 3 to identify the consequences of the Fall</p> <p>Investigate instances which show that Mary was born without Original Sin</p> <p>Explore the meaning and importance of humankind's call to stewardship</p> <p>Convey how some Christians have been deeply influenced by God's Creation.</p> <p>Compare creation accounts from other cultures with those in Genesis</p>		
8	<b>Covenant</b>	<p>Define what is meant by 'covenant.'</p> <p>Summarise what is meant by 'salvation history'</p> <p>Interpret the meaning of God's covenant with Noah for modern Christians</p> <p>Investigate the meaning of God's covenant with Abraham</p> <p>Recall the events leading up to Moses' call and the Passover.</p> <p>Speculate as to why God chose Moses to be a leader</p> <p>Outline how Jews celebrate the Passover today.</p> <p>Reflect on the importance of this meal for Jewish families.</p> <p>Determine the meaning of the Exodus for us today</p> <p>Evaluate the relevance of the Ten Commandments for modern life</p> <p>Express how Jesus has made a new and everlasting covenant with us</p>	<p>Use of religious teachings to support writing.</p> <p>Inclusion of key terms</p>	GCSE style assessment
8	<b>Church in Britain</b>	<p>Outline the circumstances in which the Gospel arrived in Britain.</p> <p>Present the story of the first English martyr</p> <p>Investigate the life of one of the first missionaries to Britain</p> <p>Analyse the struggle between the Church and the State</p> <p>Explain why the divisions amongst Christians arose in Britain</p>	<p>Understanding of common divergent views</p> <p>Evaluation of differing ideas and appraisal of evidence.</p>	GCSE style questions



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		<p>Examine the impact of the Reformation on worship</p> <p>Research the motivation behind and situation around one of the Forty Martyrs</p> <p>Appraise the impact of the Emancipation Act</p>		
8	<b>Paschal Mystery</b>	<p>Investigate the events of Palm Sunday, demonstrating how they fulfilled prophecy</p> <p>Deepen our understanding of the events of Holy Thursday</p> <p>Analyse what happens in church on Maundy Thursday</p> <p>Determine what the trials of Jesus reveal about his identity</p> <p>Reflect on the importance of the death of Jesus</p> <p>Dissect the period of watching &amp; waiting on Holy Saturday</p> <p>Appraise the meaning of the Resurrection</p> <p>Examine how the Resurrection influences our lives</p>	<p>Explanation of religious beliefs and practices.</p> <p>Use of religious teachings</p>	GCSE style questions
8	<b>Sikhism</b>	<p>Recall the meaning and significance of symbols in Sikhism.</p> <p>Know how symbols help Sikhs in their faith</p> <p>Explore what Sikhs mean by the term 'Waheguru.</p> <p>Examine the content and use of the Guru Granth Sahib</p> <p>Articulate why Sikhs pray and meditate</p> <p>Scrutinise two Sikh festivals</p> <p>Investigate the ways in which Sikhs serve God</p>	<p>Explanation of religious beliefs and practices</p> <p>Use of key religious vocab</p> <p>Evaluation of religious ideas and concepts.</p>	
9	<b>God's Call</b>	<p>Reflect upon the notion that God calls each of us to service</p> <p>Convey that people are called to a specific mission</p> <p>Summarise the vocation of Marriage.</p> <p>Identify reasons why people get married</p> <p>Explain the Sacrament of Marriage.</p> <p>Reflect on why Marriage is important.</p> <p>Explore the vocation of priesthood</p> <p>Identify the blessings and challenges of a priestly vocation</p>	<p>Explanation of religious practices</p> <p>Use of religious teachings</p> <p>Evaluation of religious perspectives</p>	GCSE style assessment

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		<p>Outline the Sacrament of the Holy Orders</p> <p>Describe the different types of religious vocation</p> <p>Evaluate the different ways lay Christians fulfil their vocations</p>		
9	<b>Gospels</b>	<p>Reason as to why four Gospels, telling the same story, differ in their detail</p> <p>Explore some of the unique events recorded in Matthew's Gospel</p> <p>Convey how Mark portrays Jesus to be the Son of God</p> <p>Investigate who Jesus shows concern to in Luke's Gospel</p> <p>Reflect on the message this has for Christians today</p> <p>Examine the characteristic emphases of John's Gospel.</p> <p>Appreciate that, in the Gospels, everyone is invited into the Kingdom of God</p> <p>Interpret the teachings of Jesus as found in the parables</p> <p>Analyse the portray of a Gospel story in the media</p>	<p>Use of religious teachings to support writing.</p> <p>Evaluation of different religious perspectives.</p>	GCSE style assessment
9	<b>Conscience and Morality</b>	<p>Examine the meaning of morality</p> <p>Identify the different types of sin</p> <p>Investigate the meaning of conscience and how it is formed</p> <p>Investigate how some Christians have followed their conscience</p> <p>Consider moral situations we face today</p>	<p>Evaluation of religious and ethical views.</p>	GCSE style questions

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		Dissect Catholic teaching on moral dilemmas Reflect on the call to holiness		
10	<b>Unit 1: Creation</b>	<p>Learners will be able to analyse what Michelangelo’s Creation of Adam shows about humanity being created in the image of God, and be able to contrast it with another work of art that depicts creation.</p> <p>Learners will investigate what Genesis 1 and 2 show about God as creator, transcendent and omnipotent, and understand the importance of these beliefs. Learners will examine the different interpretations of the Genesis creation stories.</p> <p>Learners will be able to understand the significance of human beings made in the image of God, and what this shows about free will, stewardship, human dignity and the sanctity of life.</p> <p>Learners will discover how the Bible was written, and describe the types of writings that it contains and consider the significance of inspiration and of the Bible as the revealed word of God.</p> <p>Learners will consider how the idea of natural law is based on belief in the goodness of creation, and how natural law</p>	<p>Learners will demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices by explaining in 150 words how and why the Bible was written.</p> <p>Learners will construct a sustained and convincing argument by writing an argument in favour of the view that the Bible is the Word of God.</p> <p>learners will develop well-integrated reference to sources of wisdom and authority by Explaining what Genesis teaches about God by using quotations to support your writing.</p> <p>Learners will have a critical analysis and evaluation of different perspectives by providing a range of reasons for and against the statement ‘The most important teaching from Genesis is that humans were given freewill’. Learners will have to evaluate each statement.</p>	GCSE style questions 1-5



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		<p>influences Catholic understanding of the sanctity of life.</p> <p>Learners will be able to understand how Catholics believe science and religion can work together.</p> <p>Learner will be able to understand how caring for the environment is a way of 'loving the neighbour.'</p> <p>Learners will investigate how Catholics show the idea of stewardship at work at different levels.</p> <p>Learners will examine how CAFOD's work on sustainability shows Catholic beliefs about the goodness of creation.</p> <p>This unit will build on the knowledge gained during the creation topic learners will have studied in Year 8.</p>	<p>Learners will develop an understanding of common and divergent views and practices within and between religions or beliefs</p> <p>Explain two contrasting Christian interpretations of Genesis 1 and 2. This will be modelled under the visualiser before letting students answer independently.</p> <p>Learners will develop an understanding of common and divergent views and practices within and between religions or beliefs. Learners will complete a venn diagram on the issue of creation between Christianity and science.</p> <p>Learners will construct a sustained and convincing argument by writing an opinion on the statement 'Michelangelo's Creation of painting shows Catholic beliefs the best.'</p> <p>Learners will demonstrate a relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices</p>	
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	<p><b>Unit 2: Incarnation</b></p>	<p>Learners will investigate what the Bible teaches about Jesus as the incarnate Son</p>	<p>using accurate specialist terminology by explaining what is meant by 'natural law'. Then suggest two examples of how natural law might work in modern life.</p> <p>Learners will develop a critical analysis and evaluation of different perspectives by constructing a sustained and convincing argument. With the provision of a model answer to the statement 'the best way for Catholics to show love for their neighbour is to protect the environment'. Students identify the aspects of a good Q5 by identifying the strengths with annotations.</p> <p>Learners will demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices by explaining two ways in which beliefs about sustainability influence the work of CAFOD.</p> <p>Learners will develop well-integrated reference to sources of</p>	<p>GCSE style questions 1-5</p>
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		<p>and divine Word, fully God and fully man, Son of God and Son of God.</p> <p>Learners will consider why Christians use the symbols Ichthus, Alpha and Omega, and Chi-Rho.</p> <p>Learners will examine how the belief that God became man has influenced Catholic attitudes to religious art.</p> <p>Learners will investigate what one sculpture or statue of Jesus teaches about Jesus, and explain different Christian attitudes to religious sculptures, statues and images of Jesus.</p> <p>Learners will consider how Jesus fulfils the law, and how he shows people how to live through his actions, attitudes and teachings.</p> <p>Learners will be able to understand what St. Irenaeus meant when he wrote the glory of God is a human being, fully alive' and how the incarnation is discussed in <i>Dei Verbum</i> and <i>Verbum Domini 12</i>.</p>	<p>wisdom and or do live with visualiser how to write effectively using a religious teaching. Independently learners will write a paragraph to answer the lesson question using religious teachings and annotated notes.</p> <p>Learners will develop well-integrated reference to sources of wisdom and authority as they will be provided with a list of beliefs. They must select appropriate religious teaching from key sources.</p> <p>Learners will demonstrate an understanding of common and divergent views and practices within and between religions or beliefs. By completing Venn Diagram of titles.</p> <p>Learners will demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices and well-integrated reference to sources of wisdom and authority. This will be achieved by explaining two ways that Jesus is the fulfilment of the law and referring to religious teaching.</p>	
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# Curriculum Plan – RE

	<p>Learners will examine what the belief that Jesus is God incarnate teaches about grace and the sacramental nature of reality.</p> <p>Learners will discover how the seven sacraments help make life holy for Catholics. This will build on prior knowledge learners will have gained during the sacraments unit in Year 7 when they examined the importance of the sacraments for Catholics and their effect.</p> <p>Learners will consider how the idea of humans being <i>imago dei</i> influences Catholic beliefs about the protection of the unborn.</p>	<p>Learners will construct a sustained and convincing argument by writing a defence of the view that the Alpha and Omega is the best symbol for showing beliefs about Jesus.</p> <p>Learners will be develop a critical analysis and evaluation of different perspectives. Learners will be given a list of arguments and pupils have to evaluate the relative merits of each one.</p> <p>Leaners will demonstrate an understanding of common and divergent views and practices within and between religions or beliefs By creating a table for and against the use of statues in Christianity.</p> <p>Learners will construct a sustained and convincing argument using accurate specialist terminology by writing an argument to defend the relative merits of one sacrament over another.</p> <p>KW: Grace, sacrament, incarnation, sanctify</p>	
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# Curriculum Plan – RE

	<p><b>Unit 3: Triune God</b></p>	<p>Learners will discover how different styles of music are used in Catholic worship. Learners will consider why acclamations are</p>	<p>Learners will demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices. Learners will conduct an extended writing exercise using success criteria to embed and consolidate knowledge.</p> <p>Learners will demonstrate an understanding of common and divergent views and practices within and between religions or beliefs by completing a Venn diagram of Christian attitudes.</p> <p>Learners will demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-</p>	<p>GCSE style questions 1-5</p>
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# Curriculum Plan – RE

		<p>used in the Mass like the Gloria, Alleluia, Sanctus and Mystery of Faith and their importance to Catholics.</p> <p>Learners will examine how the idea of the Triune God is shown in the Bible, and explain why the Nicene Creed is important for an understanding of the Trinity. Learners will establish how the Trinity is at work in Genesis 1:1-3.</p> <p>Learners will understand how mission and evangelism are examples of the Spirit at work in the Catholic Church today.</p> <p>Learners will examine what St Augustine and Catherine LaCugna say about God’s love.</p> <p>Learners will understand the importance of the councils of Nicea and Constantinople, especially for teachings about the Trinity.</p> <p>Learners will understand the importance of baptism as a sign of joining and sharing in the life of the Trinity.</p> <p>Learners will examine how prayer, both traditional and spontaneous, helps Catholics to raise their hearts and minds to</p>	<p>integrated reference to sources of wisdom and authority by writing a paragraph using the lesson question. Students to use at least two references in explaining God as Triune. This task will be repeated but now students must use references from the Bible and Church and show how beliefs about the trinity developed by repeating the question again by using references from all three sources of wisdom.</p> <p>Learners will demonstrate an understanding of common and divergent views and practices within and between religions or beliefs by completing a Venn diagram showing differences/similarities between Catholicism and other denominations on the significance of baptism.</p> <p>Learners will construct a sustained and convincing argument: ‘Mission is a better way of sharing God’s love than evangelism’ Students write an argument for or against.</p>	
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# Curriculum Plan – RE

		<p>God and how prayer and posture works together.</p> <p>During this unit learners will be able to make links to the Year 7 unit on prayer and worship when learners explore the meaning of prayer and its impact to the believer.</p>	<p>Learners will develop a critical analysis and evaluation of different perspectives. Students will be presented with a list of arguments in response to the statement ‘traditional prayers are the best way to pray’. Students to evaluate each argument identifying weaknesses and/or counters.</p> <p>Learners will demonstrate an understanding of common and divergent views and practices within and between religions or beliefs by explaining the importance of two contrasting prayer postures used in Catholicism.</p> <p>Learners will construct a sustained and convincing argument by answering the following statement: ‘There is no need for church services to include music’ [12]. Students will be provided with a model response which they have to annotate focusing on effective skills. This will develop their critical analysis and evaluation of different perspectives.</p>	
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**Curriculum Plan – RE**

	<p><b>Unit 4: Redemption</b></p>	<p>Learners will study the various features in a Catholic church and how they facilitate worship. Learners will understand the importance of the lectern, altar, crucifix and tabernacle in a Catholic church.</p> <p>Learners will consider different types of architecture and objects within a Catholic church reflect different attitudes and beliefs.</p>	<p>Using accurate specialist terminology. learners will answer lesson question highlighting the following terms in work: Gloria, Alleluia, Sanctus, Mystery of faith, Trinity, Mass settings, worship, acclamation, music.</p> <p>Learners will demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs with well-integrated reference to sources of wisdom and authority by answering the lesson question using key teachings.</p> <p>Learners will explain two Catholic beliefs about how Jesus achieves redemption with well-integrated</p>	<p>GCSE style questions 1-5</p>
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# Curriculum Plan – RE

	<p>Learners will consider the importance of the death, resurrection and ascension of Jesus, especially in relation to redemption.</p> <p>Learners will consider how Christians see salvation as a past, present and future event, and explain what the gift of grace means to Christians.</p> <p>Learners will discover how the liturgy has been influenced by the events of the Last Supper, and the death and resurrection of Jesus.</p> <p>Learners will be able to understand the events described in the New Testament show the redeeming work of Jesus.</p> <p>Learners will understand how St Irenaeus and St Anselm used metaphors to write about salvation.</p> <p>Learners will examine the importance of the conscience for Christians as the voice of God, and how this affects the way that Christians live.</p> <p>Learners will consider the importance of the Mass for Catholics, and explain different</p>	<p>reference to sources of wisdom and authority.</p> <p>Learners will construct a sustained and convincing argument with well-integrated reference to sources of wisdom and authority by writing an argument for which event of redemption they think is most important.</p> <p>Learners will develop a critical analysis and evaluation of different perspectives “The best way to understand salvation is as a past event.” Learners will a number of arguments which they have to counter.</p> <p>Learners will demonstrate an understanding of common and divergent views and practices within and between religions or beliefs by explaining two contrasting Christian beliefs about the importance of conscience. Learners will complete a Venn diagram showing the differences between Church layouts pre and post-1965.</p>	
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# Curriculum Plan – RE

		<p>Christian understandings of what the Eucharist means.</p> <p>Learners will examine the importance of the words of institution, the Agnus Dei, the Real Presence, and the Eucharistic adoration for Catholics.</p>	<p>Learners will construct a sustained and convincing argument as to why a crucifix is the best artefact for showing redemption.</p> <p>Learners will construct a sustained and convincing argument on matters of religion or belief on critical analysis and evaluation of different perspectives, and using accurate specialist terminology.</p> <p>Learners will be provided with three model answers to the following statement: 'The Eucharist is important to all Christians because it is the source and summit of Christian life' Learners will mark highlighting strengths and weaknesses.</p> <p>Using accurate specialist terminology learners will answer the lesson question using key terms: words of institution, Agnus dei, Real presence and sacrifice of the mass, Eucharistic adoration, Benediction.</p>	
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# Curriculum Plan – RE

	<p><b>Unit 5: Church and the Kingdom of God</b></p>	<p>Learners will investigate how dramatized prayer, including the Stations of the Cross, reflects the idea of the pilgrim Church.</p> <p>Learners will consider the importance of pilgrimage for Catholics, including the importance of going on pilgrimage to Jerusalem, Rome, Walsingham and Lourdes.</p> <p>Learners will explore how mission and evangelism are expressed in drama.</p> <p>Learners will the meaning of the Kingdom of God and how it is expressed in the Lord’s Prayer.</p> <p>Learners will examine Catholic teachings about justice, peace and reconciliation, as a reflection of beliefs in the Kingdom of God.</p> <p>Learners will discover how the Catholic Church operates and how it consults in councils; conciliar and pontifical.</p>	<p>Learners will develop an application of religious teaching in writing by explaining two beliefs about the Kingdom of God expressed in the Lords’ prayer.</p> <p>Learners will develop their knowledge and understanding of religious belief by explaining two contrasting signs of the Kingdom of God</p> <p>Learners will develop common and divergent views. Creating an argument and analysing different perspectives</p> <p>Learners will show an application of religious teaching in writing when answering this evaluation statement: ‘The Magnificat encourages political revolt’.</p> <p>Learners will demonstrate knowledge and understanding of religious belief by explaining two contrasting ways the structure of the</p>	<p>GCSE style questions 1-5</p>
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## Curriculum Plan – RE



		<p>Learners will be able to understand the importance of the Second Vatican Council and the documents it produced.</p> <p>Learners will examine the importance of Mary as a disciple, and explain how the Magnificat is a controversial prayer.</p> <p>Learners will be able to understand the importance of the four marks of the Catholic Church (one, holy, catholic and apostolic), and explain why apostolic succession is important to Catholics.</p> <p>Learners will discover what the Magisterium is, and its role in Catholic teaching.</p> <p>Learners will investigate two Catholic agencies and how they follow the command to 'love your neighbour' in their work.</p> <p>Learners will investigate how Kingdom values are lived out in the priesthood, family and religious life.</p> <p>Learners will explore how Pope Francis works for justice, peace and reconciliation.</p>	<p>Church helps in building up the Kingdom of God.</p> <p>Learners will show an application of religious teaching in writing by explaining two Catholic beliefs about building up the Kingdom of God.</p> <p>Learners will develop common and divergent views by explaining how two contrasting Catholic Charities demonstrate Kingdom Values.</p> <p>Creating an argument and analysing different perspectives with the application of religious teaching in writing by evaluating the following statement: 'Priesthood is the best vocation for demonstrating Kingdom Values'.</p> <p>Knowledge and understanding of religious belief by give two ways Pope Francis shows Justice, peace and reconciliation.</p> <p>Learners will develop an application of religious teaching in writing by explaining two Catholic beliefs about</p>	
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**Curriculum Plan – RE**

			<p>the importance of the Stations of the Cross.</p> <p>Learners will create an argument with the application of religious teaching in writing by defending the view that the use of drama is an effective form of evangelisation.</p>	
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**Curriculum Plan – RE**

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## Curriculum Plan – RE



11	<b>Unit 6: Eschatology</b>	<p>Learners will examine the main features and meaning of the Paschal candle.</p> <p>Learners will examine the meaning and religious ideas expressed Michelangelo's <i>The Last Judgement</i>.</p>	<p>Learners will demonstrate knowledge and understanding of religious belief by explaining the importance of the end of time for Christians.</p> <p>Learners will be provided a paragraph that answers the lesson</p>	GCSE style questions 1-5



**Curriculum Plan – RE**

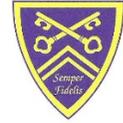
		<p>Learners will explore how memorials show Christian beliefs about life after death.</p> <p>Learners will examine Catholic beliefs about eschatology and life after death, including the importance of Jesus’ resurrection.</p> <p>Learners will consider the importance of the four last things (death, judgment, heaven and hell), and Catholic beliefs about purgatory and judgement.</p> <p>Learners will investigate what the Parable of the Rich Man and Lazarus teaches about life after death.</p> <p>Learners will be able to understand what Julian of <i>Norwich’s Revelations of Divine Love</i> 32 teaches about the idea of cosmic reconciliation.</p> <p>Learners will discover how the Second Vatican Council influenced Catholic teachings about eschatology.</p> <p>Learners will explore how the last rites are seen as signs of reconciliation, healing and hope.</p> <p>Learners will be able to understand how the prayers and actions of the funeral rite</p>	<p>question that is littered with knowledge errors. Students to correct by applying their learning. This task will develop their knowledge and understanding of religious belief.</p> <p>Application of religious teaching in writing by explaining two beliefs about life after death found in the parable of the rich man and Lazarus. Learners will create an argument supporting the view that the Church’s teachings on life after death are more clear than the Bible.</p> <p>Learners will examine common and divergent views within Christianity by completing a Venn diagram.</p> <p>Learners will demonstrate knowledge and understanding of religious belief By annotating a copy of the painting of the Last Judgement and paschal candle to show beliefs using success criteria of given beliefs.</p> <p>Learners will create a storyboard of the last rites/sacrament and explain the importance of each</p>	
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# Curriculum Plan – RE

		<p>reflect Catholic beliefs about life after death.</p> <p>Learners will examine how the idea of the sanctity of life affects Catholic views about the care of the dying and euthanasia.</p>	<p>action/gesture developing their knowledge and understanding of religious belief.</p> <p>Creating an argument with a traffic light card debate. 'It is not important whether a person receives the Last rites or not'.</p> <p>Learners will explore common and divergent views by explaining two contrasting Christian views on euthanasia.</p> <p>'A Catholic should never resort to Euthanasia.' Learners will create an argument by writing a paragraph to answer this question</p> <p>Learners will demonstrate well-integrated reference to sources of wisdom and authority by explaining why funerals are a time of hope by including key quotes.</p> <p>Creating an argument and analysing different perspectives when evaluating the following statement: 'Remembrance gardens are of little value to Catholics'. Learners will be</p>	
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# Curriculum Plan – RE



	<p><b>Unit 7: Judaism: beliefs and teachings</b></p>	<p>Learners will explore Jewish beliefs about the nature of God in particular the belief that God is One, the creator, the lawgiver and judge, loving and merciful. Learners will be able to understand the concept of the divine presence (Shekhinah). Learners will explore Jewish beliefs about life after death and what Jews believe about the nature of the Messiah, including different views on the role and importance of the Messiah.</p> <p>Learners will study the covenants that God made with humanity including Abraham and his journey to the Promised Land and the covenant at Sinai and its importance to Jews, including the role of Moses and the Ten Commandments. During this unit learners will further develop the knowledge they would have gained during the covenants topic in Year 8.</p> <p>Learners will examine key moral principles in Judaism including Judaism, healing the world, charity and kindness to others.</p>	<p>given arguments that students must respond to.</p> <p>Learners will show an understanding of common and divergent views and practices within and between religions or beliefs by answering the question: what is the difference between reform and orthodox Judaism?</p> <p>Learners will construct a sustained and convincing argument by writing a personal view on the statement 'God as creator is more important than God as one'.</p> <p>Learners will demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices by explaining the importance of God's Covenant with Moses in a paragraph.</p>	<p>GCSE style questions 1-5</p>
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# Curriculum Plan – RE

		<p>Learners will consider the importance of the sanctity of human life, including the concept of 'saving life' (Pikuach Nefesh). Learners will come to terms with the relationship between free will and the 613 mitzvot and its importance for how Jews live their lives.</p>	<p>Learners will develop a critical analysis and evaluation of different perspectives. Learners will be provided with a range of arguments in favour of God as lawgiver, judge, one, creator and students have to counter each point.</p> <p>Learners will construct a sustained and convincing argument. 'Rules promote freedom'. Students will write a response to the above statement.</p> <p>Learners will demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices. Learners will complete a triple venn diagram to show the relationship between the three moral principles and Pikuach Nefesh as a whole.</p> <p>Using accurate specialist terminology Learners will write a paragraph to answer the lesson question highlighting in work key terms.</p>	
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## Curriculum Plan – RE



	<p><b>Unit 8: Judaism: practices</b></p>	<p>Learners will explore the importance of the synagogue for Jews and how it is used. Learners will examine the design and religious features of synagogues. Learners will be able to establish the difference between Orthodox and Reform synagogues, including variations in how worship is fulfilled. Learners will consider the significance of prayer in public acts of worship, including the Amidah which is referred to as the standing prayer.</p> <p>Learners will discover how Shabbat is celebrated in the home and in the</p>	<p>Learners will develop an understanding of common and divergent views and practices within and between religions or beliefs by completing a triple Venn Diagram showing Jewish and Christian beliefs on the Messiah.</p> <p>Learners will demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices by completing an empty diagram to show the makeup of the Torah. Depth will be adjusted according to ability.</p>	<p>GCSE style questions 1-5</p>
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# Curriculum Plan – RE

		<p>synagogue and recognise its importance for Jews today.</p> <p>Learners will understand what is meant by the written law (Tenakh) and the oral law (Talmud), and why they are important to Jews.</p> <p>Learners will explore the meaning and importance of family life including Brit Milah, Bar and Mitzvah, the marriage ceremony and mourning rituals.</p> <p>Learners will examine Jewish dietary laws including different Jewish views about the importance of Kosher and Trefah and the separation of milk and meat.</p> <p>Learners will explore the origins and importance of Jewish festivals including, Rosh Hashanah, Yom Kippur and Pesach and how they are celebrated in Britain today. Learners will build on knowledge developed in the Year 8 unit on covenants when learners would have studied Pesach and its significance for Jewish families.</p>	<p>Using accurate specialist terminology, learners will answer the lesson questions drawing on the use of key vocabulary.</p> <p>Learners will demonstrate a critical analysis and evaluation of different perspectives. Learners will be presented with controversial aspects of Kosher e.g. slaughter of animals, conflict with UK law, labelling of meat and debate as class different responses to these issues.</p> <p>Learners will be provided students with a blank synagogue to label with key terms and explanations. This will develop learners ability in using specialist terminology.</p> <p>Learners will show an understanding of common and divergent views and practices within and between religions or beliefs. Students will complete a venn diagram on differences or use different coloured pen to show differences on diagram between Orthodox and reform.</p>	
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Curriculum Plan – RE

			<p>Learners will demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices. Learners will be provided with a worksheet with pictures of the various actions/items and students label and explain what they show/how they are used.</p> <p>Learners will construct a sustained and convincing argument. Learners will be provided with a completed 9/12 mark answer on the statement 'Celebration of Shabbat in the home is more important than in the synagogue'. Learners to mark and annotate the good features and suggest developments. This will develop their critical analysis and evaluation of different perspectives.</p> <p>Learners will demonstrate well-integrated reference to sources of wisdom and authority by explaining the importance of Brit Milah.</p> <p>Learners will develop an understanding of common and divergent views and practices within</p>	
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Curriculum Plan – RE

			<p>and between religions or belief by explaining the similarities and differences between bar and bat Mitzvahs.</p> <p>Learners will construct a sustained and convincing argument that the most important part of a Jewish wedding is the marriage contract writing a paragraph defending this view.</p> <p>Learners will demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority. Learners will be provided will explain the importance of Rosh Hashanah for Jews and Explain the importance of Yom Kippur for Jews. Students to compare the two answer for strengths and weaknesses.</p> <p>Using accurate specialist terminology learners will correctly identify which keywords should go where in a paragraph.</p>	
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# Curriculum Plan – RE



	<p><b>Unit 9: religion, relationships and families</b></p>	<p>Learners will be able to understand how the Bible shows that people are made sexual, male and female and that sexual love should be marital, unitive and procreative.</p> <p>Learners will be able to understand the main ideas of John Paul II’s ‘Theology of the Body.’</p> <p>Learners will explore the different view held in Britain, both Christian and non-religious about sex before marriage, adultery and homosexuality.</p> <p>Learners will study the importance of marriage and what the conditions for a valid marriage are according to the Catholic Church. Learners will investigate the marriage promises and what they mean for Catholics. This will link back to the vocations unit which students would have studied in Y9 whereby they examined the importance of marriage in the Catholic Church.</p> <p>Learners will investigate what the Catholic Church teaches about annulment, divorce</p>	<p>Learners will demonstrate well-integrated reference to sources of wisdom and authority by explaining an answer using key religious teachings about the purpose of sexual love</p> <p>Learners will demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices by answering the lesson question outlining at least three key teachings.</p> <p>Learners will develop an understanding of common and divergent views and practices within and between religions or beliefs. Learners will complete a Venn Diagram showing Catholic, other</p>	<p>GCSE style questions 1-5</p>
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# Curriculum Plan – RE

		<p>and remarrying. Learners will explore different views held in Britain, both Christian and non-religious, on cohabitation and same-sex marriage.</p> <p>Learners will study what the Catholic Church teaches about family planning.</p> <p>Learners will explore what the Catholic Church teaches about the family, including procreation and education of children and the roles of men and women. In addition, to what the Church teaches about work within the home.</p> <p>Learners will investigate different views held in Britain both Christian and non-religious, on the use of artificial contraception, and the rights of same-sex parents and single people to have children.</p> <p>Learners will study what the Bible and the Catholic Church teaches about the equality of women and men and consider ways in which the Catholic Church opposes gender prejudice and discrimination. Learners will consider different views held in Britain, both Christian and non-religious, on the</p>	<p>Christian and secular beliefs on homosexuality.</p> <p>Learners will demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices by explaining two beliefs about the importance of marriage in the Catholic Church.</p> <p>Learners will construct a sustained and convincing argument showing critical analysis of different perspectives on the following statement: 'The marriage vows should never be broken with divorce'.</p> <p>Learners will develop an understanding of common and divergent views and practices within and between religions or beliefs by explaining the views of Catholics, other Christians and secular views on whether contraception is right to use.</p> <p>Using accurate specialist terminology learners will answer: what is the role of the family in the</p>	
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# Curriculum Plan – RE

	<p><b>Unit 10: religion, human rights and social justice</b></p>	<p>view that treating men and women equally means treating the same.</p> <p>Learners will investigate what the Bible teaches about human dignity and the importance of ‘loving your neighbour.’</p> <p>Learners will study what the Catholic Church teaches about human rights and their importance for human dignity. Learners will consider different views held in Britain, both Christian and non-religious, on how rights and responsibilities are linked, and how human rights should be achieved.</p> <p>Learners will consider Catholic attitudes to freedom of religion and belief.</p> <p>Learners will study what the Catholic Church teaches about wealth creation,</p>	<p>21st Century? using the following terms.</p> <p>Learners will demonstrate well-integrated reference to sources of wisdom and authority by explaining two Catholic beliefs about equality.</p> <p>Learners will demonstrate critical analysis and evaluation of different perspectives. Learners will be provided a list of arguments that they will have to counter.</p> <p>Learners will demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices by explaining what the Bible teaches about human dignity.</p> <p>Learners will demonstrate critical analysis and evaluation of different</p>	<p>GCSE style questions 1-5</p>
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# Curriculum Plan – RE

	<p>exploitation of the poor and human trafficking and understand the importance of catholic attitudes to wealth, including the wealth of the Church.</p> <p>Learners will consider different views held in Britain, both Christian and non-religious, on greed and materialism, and the vow of poverty.</p> <p>Learners will investigate what the Catholic Church teaches about the Christian duty to fight poverty, and understand the idea of the preferential option for the poor.</p> <p>Learners will consider the different views about the best ways to fight poverty, including giving money to the poor and examine the work done by CAFOD or Christian Aid to combat poverty.</p> <p>Learners will consider different views held in Britain, both Christian and non-religious, on who should be responsible for helping the poor, and the responsibilities of the poor.</p>	<p>perspectives. ‘A Catholic has a duty to fight for human rights’ A class debate will be held their arguments will be noted down. Focus will be on what learners are debating rather than asserting views.</p> <p>Using accurate specialist terminology learners will answer the lesson question using as many of the lesson keywords as possible.</p> <p>Learners will demonstrate an understanding of common and divergent views and practices within and between religions or beliefs by explaining two contrasting ways of overcoming poverty.</p> <p>Learners will demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices. Learners will design a fact file outlining the work of CAFOD and Christian AID.</p> <p>Learners will construct a sustained and convincing argument on the following statement: ‘No Christian</p>	
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# Curriculum Plan – RE

		<p>Learners will understand what the Catholic Church teaches about racial prejudice, discrimination, equality and justice.</p> <p>Learners will examine different views on whether there is prejudice and discrimination within religion, in relation to equality of gender and sexuality.</p> <p>Learners will consider different views held in Britain both Christian and non-religious, on how religion actively promotes tolerance and racial equality, and supports victims of racial prejudice.</p>	<p>should be wealthy.’ Learners will write a personal view on this statement.</p> <p>Learners will demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices. Learners will be provided with a list of the dangers of wealth and they have to explain the meaning of each one.</p> <p>Learners will demonstrate well-integrated reference to sources of wisdom and authority by explaining two Christian beliefs about equality in the world.</p> <p>Learners will develop an understanding of common and divergent views and practices within and between religions or beliefs by outlining how Christians and non-Christians respond to the issue of racial discrimination in the world.</p> <p>Learners will develop a critical analysis and evaluation of different perspectives by answering the following statement: ‘There is no</p>	
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## Curriculum Plan – RE



			<p>equality in the Catholic Church’s position on female ordination’ Learners will be provided with an example answer to this question which they will dissect for knowledge and skills.</p>	
12	Ancient philosophical influences	<p>Philosophical views of Plato in his understanding of reality, the allegory of the cave and his theory of forms. Philosophical views of Aristotle in understanding reality, the four causes and the concept of the prime mover. Comparison of Plato and Aristotle – reason vs sense, the form of the good vs the Prime Mover.</p>	<p>Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views</p>	<p>40 mark essay question Using writing frame</p>
12	The nature of soul, mind and body	<p>Soul, mind and body in the thinking of Plato and Aristotle. Substance dualism Materialism Issues related to ideas about soul, mind and body including the views of Descartes, Dawkins and Ryle’s category error.</p>	<p>Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views</p>	<p>40 mark essay question Using reduced writing frame</p>
12	Arguments about the existence or non-existence of God	<p>Teleological argument including the views of Aquinas and William Paley. The cosmological argument including Aquinas’ three ways, the Kalam argument and principle of sufficient reason.</p>	<p>Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument</p>	<p>40 mark essay question Using further reduced writing frame</p>



**Curriculum Plan – RE**

		<p>Challenges to arguments from observation focusing on David Hume.            The ontological argument focusing on the view of Anselm, Descartes and critiques from Kant and Gaunilo. Exploration of modern versions such as Plantinga’s modal version.            Issues related</p>	<p>Critical analysis and evaluation of different philosophical, ethical and theological views</p>	
12	The nature and impact of religious experience	<p>Exploration of the nature and influence of religious experience – mystical and conversion experiences including William James four criteria.            Rudolph Otto’s account of the numinous.            Different interpretations of religious experiences including the views of Swinburne, Dawkins and Persinger.            Issues related to religious experience – is validity supported, are corporate experiences more valid, are experiences a basis for belief in God.</p>	<p>Writing with scholarly referencing            Using key terms effectively in writing            Forming an effective and insightful argument            Critical analysis and evaluation of different philosophical, ethical and theological views</p>	40 mark essay question
12	The challenge for religious belief of the problem of evil	<p>Presentations of the problem of evil exploring types of evil and the nature of the problem such as the logical problem and evidential problem.            Responses to the problem of evil exploring different theodicies including Augustine, Irenaeus, John Hick and process theodicy.</p>	<p>Writing with scholarly referencing            Using key terms effectively in writing            Forming an effective and insightful argument            Critical analysis and evaluation of different philosophical, ethical and theological views</p>	40 mark essay question
12	Normative ethical theories: religious approaches	<p>Exploration of Aquinas’ natural law, including: Telos, the four tiers of law, the precepts.            Links to made with the study of Aristotle in philosophy.            Areas to be explored will include eternal law, divine law and natural law and Aquinas’ primary and secondary precepts.</p>	<p>Writing with scholarly referencing            Using key terms effectively in writing            Forming an effective and insightful argument            Critical analysis and evaluation of different philosophical, ethical and theological views</p>	40 mark essay question

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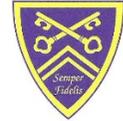
		A study of situation ethics including Joseph's Fletcher's views on agape, the six propositions, the four working principles and the role of conscience.		
12	Normative Ethical theories	Kantian ethics, including Duty, the hypothetical imperative, the categorical imperative and its three formulations, the three postulates. Utilitarianism including utility, the hedonic calculus, act utilitarianism and rule utilitarianism.	Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views	40 mark essay question
12	Applied Ethics	Exploration of issues surrounding euthanasia including: Sanctity of life, quality of life, voluntary euthanasia and non-voluntary euthanasia. Links to how natural law and situation ethics can be applied to this issue.	Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views	40 mark essay question
12	Business Ethics	Key ideas, including: Corporate social responsibility, whistle blowing, good ethics is good business and globalisation. Links to prior study include the application of Kantian ethics and utilitarianism.	Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views	40 mark essay question
12	Augustine's teaching on human nature	Exploration of human relationships pre and post fall, Original Sin and its effects on the will and human societies and God's grace.	Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views	40 mark essay question



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<p><b>12</b></p>	<p><b>Death and the afterlife</b></p>	<p>Christian teaching on heaven, hell and purgatory. Views on election exploring limited, unlimited and universalist beliefs.</p>	<p>Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views</p>	<p><b>40 mark essay question</b></p>
<p><b>12</b></p>	<p><b>Knowledge of God's existence</b></p>	<p>Exploration of natural knowledge of God's existence as an innate human sense of the divine and as seen in the order of creation. Comparison to revealed knowledge of God's existence through faith and God's grace and revealed knowledge of God in Jesus Christ.</p>	<p>Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views</p>	<p><b>40 mark essay question</b></p>
<p><b>12</b></p>	<p><b>The person of Jesus Christ</b></p>	<p>Jesus Christ's authority as the Son of God, a teacher of wisdom and as a liberator. Exploration of Jesus' divinity as expressed in his knowledge of God, miracles and resurrection. Jesus' moral teachings on repentance and forgiveness and inner purity and moral motivation. Jesus' role as liberator of the marginalised and the poor as expressed in his challenge to the political authority and religious authority.</p>	<p>Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views</p>	<p><b>40 mark essay question</b></p>
<p><b>12</b></p>	<p><b>Christian moral principles</b></p>	<p>Exploration of the diversity of Christian moral reasoning and practices and sources of ethics including: The Bible as the only authority for Christian ethical practices Bible, Church and reason as the sources of Christian ethical practices.</p>	<p>Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views</p>	<p><b>40 mark essay question</b></p>

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		Love (agape) as the only Christian ethical principle which governs Christian practices. Links to ethical theories from the ethics work.		
12	Christian moral action	The teaching and example of Dietrich Bonhoeffer on: duty to God and duty to the state, Church as community and sources of spiritual discipline and the cost of discipleship.	Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views	40 mark essay question
13	The nature or attributes of God	Exploration of development in the understanding of: Omnipotence Omniscience Omni benevolence Eternity freewill Key scholars include Anselm, Boethius and Swinburne	Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views	40 mark essay question
13	Religious Language: negative, analogical or symbolic.	The apophatic way – the via negativa The cataphatic way – the via positiva Symbolism in language Key scholars include Aquinas and Tillich	Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views	40 mark essay question



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<p><b>13</b></p>	<p><b>Religious language twentieth-century perspectives and philosophical comparisons.</b></p>	<p><b>Exploration of logical positivism including Ayer’s verification principle. Wittgenstein’s language game theory Exploration of falsification and the views of Flew, Hare and Mitchell</b></p>	<p><b>Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views</b></p>	<p><b>40 mark essay question</b></p>
<p><b>13</b></p>	<p><b>Meta-Ethical theories</b></p>	<p><b>Exploration of naturalism, intuitionism and emotivism</b></p>	<p><b>Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views</b></p>	<p><b>40 mark essay question</b></p>
<p><b>13</b></p>	<p><b>Conscience</b></p>	<p><b>Aquinas’ theological approach to understanding conscience including ratio, synderesis and conscientia.  Freud’s psychological approach including the id, ego and super ego.</b></p>	<p><b>Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views</b></p>	<p><b>40 mark essay question</b></p>
<p><b>13</b></p>	<p><b>Sexual ethics</b></p>	<p><b>Exploration of sexual ethics in terms of premarital and extramarital sex and homosexuality. The influence of developments in religious belief and practices on the debates about morality, legality and tolerability of these areas of sexual ethics Application of natural law, situation ethics, Kantian ethics and utilitarianism to sexual ethics.</b></p>	<p><b>Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views</b></p>	<p><b>40 mark essay question</b></p>



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13	Religious pluralism and theology	The teaching of contemporary Christian theology of religion on: Exclusivism Inclusivism and Pluralism	Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views	40 mark essay question
13	Religious pluralism and society	The development of contemporary multi-faith societies Christian responses including: Christian Responses to inter-faith dialogue The scriptural reasoning movement.	Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views	40 mark essay question
13	Gender and society	The effects of changing views of gender and gender roles on Christian thought and practice including: The roles of men and women in the family and society Christian responses	Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views	40 mark essay question
13	Gender and theology	The reinterpretation of God by feminists theologians including the teaching of Rosemary Radford Ruether and Mary Daly on gender and its implications of the Christian idea God.	Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views	40 mark essay question



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13	The challenge of secularism	Exploration of the rise of secularism and secularisation, and the views that: God is an illusion and the result of wish fulfilment Christianity should play no part in public life	Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views	40 mark essay question
13	Liberation theology and Marx	The relationship between liberation theology and Marx, including: Marx’s teaching on alienation and exploitation Liberation theology’s use of Marx to analyse social sin Liberation theology’s teaching on the ‘preferential option for the poor’	Writing with scholarly referencing Using key terms effectively in writing Forming an effective and insightful argument Critical analysis and evaluation of different philosophical, ethical and theological views	40 mark essay question