

# Christ the King Catholic High School: RE Department- Curriculum Map 2025 - 2026



## KEY STAGE 2

Students will come from schools who will either follow the Lancashire Agreed syllabus or the Religious Education Directory which has been designed for Catholic schools.

Studying religious and non-religious worldviews is essential if pupils are to be well prepared for life in our increasingly diverse society. The study of Religious Education enables pupils to take their place within a diverse multi-religious and multi-secular society. Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human.

Throughout their religious journey (from either paths) students will skills to know and understand a range of religions and worldviews with the ability to describe, explain and analyse these beliefs. Having these skills will prepare all students with the demands of Year 7. By Year 6 student following the SACRE should be able to express their own ideas and insights into religious views and worldviews, explaining (reasonably) their point of view. Students will have the ability to analyse beliefs and teachings and values, understanding how to the two are linked.

For students from Catholic Schools following the RED, they will be equipped with key vocabulary which will be used throughout their time in secondary school-familiar with biblical skills and key religious texts as well as key religious people. Students will also be able to compare the teachings of the church to their own life or other real life experiences. Students will come to know and understand God's revelation through the person of Jesus Christ.

It is the aim that the curriculum will be succinct and knowledge will be developed on. By the end of Year 6 students should Show understanding of the literary forms found in the text's studied, including the use of metaphor, symbolic language, and poetry, and identify authorial intention. Recognise that the scripture's meaning goes beyond the literal. To use theological vocabulary to describe and explain Catholic beliefs. By the age of 11 pupils will be able to talk and think critically and creatively about what they have studied, by articulating reasons for and against a given point of view, and discussing why people might give different answers. They will explore how they and others respond to musical or artistic depictions of faith. Pupils will have opportunities to play with possibilities about how people's choices in life result from their religious beliefs or worldviews and consider how this challenges their personal worldviews. By the age of 11 pupils have experienced opportunities to respond to their learning through, considering the dignity of all people, reflecting on personal experience to appreciate those who are important or significant, particularly the role of women. They will have opportunities to think about the choices they make, what sin means and if they feel called to make changes in their lives, for example, through spending time in prayer.

TERM 1

TERM 2

TERM 3

## YEAR 7

### Creation and Covenant

**Themes:** Understanding how we know about God and how to read the Bible. Creation stories in Genesis 1 & 2. Different scientific views on creation and Catholic responses. Human responsibility towards creation and others. The role of prayer in understanding creation.

**Rationale:** This unit introduces pupils to fundamental questions about God's existence and creation. It encourages respectful engagement between faith and science and highlights human responsibility and prayer as ways to deepen their relationship with God and the world.

### Promise and Prophecy

**Themes:** Navigating the Bible: structure, translation, and its diverse books. The Old Testament's significance in Catholic faith. Understanding Scripture as inspired and the relationship between Scripture, Tradition, and the Magisterium. The role of Scripture in Mass and prayer (Rosary).

**Rationale:** Pupils develop biblical literacy, learning how Scripture guides Catholic faith and worship. This encourages appreciation for the Bible's authority and its living role in Church life.

### Mid Year Exams

### Galilee to Jerusalem

**Themes:** The Incarnation and Jesus' identity as Son of God, Son of Man, Messiah, and Lord. Addressing heretical views (Arianism). The doctrine of the Trinity and its significance in worship. Exploring Jesus as the perfect human.

**Rationale:** This unit focuses on deepening understanding of Jesus' nature and central Christian beliefs, fostering both theological knowledge and personal faith reflection.

### Desert to Garden

**Themes:** The Paschal Mystery and its importance. The seven sacraments, with focus on the Last Supper and Eucharist. Names, presence, and significance of the Eucharist. Mass as sacrifice and worship structure. Different Christian beliefs about the Eucharist. Living the faith beyond the Mass.

**Rationale:** Pupils explore the heart of Catholic worship and sacramental life, emphasizing the Eucharist's central role and how Catholics live out their faith daily.

### To the Ends of the Earth

**Themes:** St Luke and the Holy Spirit in Jesus' life. Pentecost and its significance for the Church. Catholic teachings on the Holy Spirit. Understanding the Church and Confirmation. The importance of Confirmation for young Catholics.

**Rationale:** This unit reveals the Spirit's empowering role in the Church's mission and individual faith journeys, helping pupils understand how faith is shared and celebrated in community.

### Dialogue and Encounter

**Themes:** Church Councils and the Council of Jerusalem. Christian denominations and ecumenism. Introduction to world religions, focusing on Hinduism. Hindu beliefs: gods, dharma, karma, reincarnation, worship, and festivals.

**Rationale:** This lens encourages respect for Christian diversity and other faiths, fostering dialogue and understanding. It promotes awareness of global religious traditions and the Church's call to unity and encounter.

### End of Year Exams

**Progression and Golden Thread:** The golden thread of the Year 7 Religious Education curriculum, following the RED, is the unfolding relationship between God and humanity, beginning with creation and culminating in the Church's mission and dialogue with the world. Pupils journey from understanding God as Creator and humanity's responsibility (Creation and Covenant), to exploring God's revelation through Scripture (Prophecy and Promise), and encountering Jesus as the fullness of God's promise (Galilee to Jerusalem). This deepens through reflection on salvation, worship, and sacrament (Desert to Garden), and the empowerment of the Holy Spirit in the life of the Church (To the Ends of the Earth). The year concludes with a focus on unity and respectful engagement with diversity (Dialogue and Encounter), promoting a coherent and progressive understanding of Catholic belief, identity, and mission.

## YEAR 8

### Creation and Covenant

**Themes:** The Fall, Original Sin, Conscience, God's law, Baptism, sin and salvation. **Rationale:** Students explore what it means to be human in light of creation and The Fall. They consider moral decision-making, the impact of sin, and how Baptism begins the journey of redemption and relationship with God.

### Promise and Prophecy

**Themes:** This unit introduces prophetic texts, focusing on how **Jeremiah reflects the prophetic pattern** of calling, challenge, and hope. Students explore key themes such as **repentance, justice, and promise**, and examine the role of **John the Baptist**, especially during **Advent**. The unit also encourages reflection on how **lay people today can act as witnesses of Christ** in the world.

**Rationale:** This lens focuses on God's call to humanity through the prophets. Students explore the characteristics of prophetic literature and the role of prophets as mediators of God's justice and mercy. They learn to interpret prophecy as both a challenge and a promise of hope, with John the Baptist as the bridge between Old and New Covenants. This lens nurtures a deeper awareness of social justice, the need for repentance, and the importance of active witness in the world today, particularly as preparation for the coming of Christ during Advent.

### Mid Year exams

### Galilee to Jerusalem

**Themes:** This unit helps students understand how to read and interpret Scripture, focusing on Jesus' teachings about the Kingdom of God. It explores his encounters with the marginalised, women, and Gentiles, revealing God's inclusive love. Students examine parables, miracles, and eschatological themes, and reflect on how the Sacrament of the Anointing of the Sick continues Jesus' healing ministry today.

**Rationale:** This lens enables students to encounter Jesus through the Gospels and to explore how his words and actions reveal the nature of God's Kingdom. Through Scripture, they examine how Jesus prioritised those on the margins and taught profound truths through parables and miracles. Students are encouraged to consider how the Church continues Jesus' mission of healing and inclusion, particularly through the sacrament of the Anointing of the Sick. This unit encourages a lived response to faith and compassion in action.

### Desert to Garden

**Themes:** This unit explores the meaning of suffering through the lens of faith, focusing on Jesus as the Suffering Servant. It reflects on the significance of Lent and Holy Week and highlights the Sacrament of Reconciliation as a source of healing, forgiveness, and renewal.

**Rationale:** This lens addresses the profound question of human suffering and its place within Christian theology. Students explore Jesus' suffering and death as both tragic and redemptive and are encouraged to reflect on their own experiences of suffering in light of the Paschal Mystery. The season of Lent and the Easter Triduum offer opportunities for personal reflection, spiritual growth, and renewed commitment. The Sacrament of Reconciliation reinforces themes of forgiveness, healing, and God's mercy. This unit nurtures hope and resilience rooted in Christ.

### To the Ends of the Earth

**Themes:** This unit explores the **Resurrection and the Empty Tomb**, along with the **disciples' reactions**. It examines Catholic beliefs about the **soul and life after death**, and considers how **Baptism and Funeral Rites** express hope in eternal life.

**Rationale:** This lens focuses on the Christian understanding of eternal life and the centrality of the Resurrection to the faith. Students examine post-Resurrection encounters, the transformation of the disciples, and the theological truths underpinning belief in the soul and life beyond death. Baptism and funeral rites are taught as markers of the Christian journey, from entry into the Church to final commendation. This lens fosters hope, the mystery of the afterlife, and a sense of purpose in the here and now.

### Dialogue and Encounter

**Themes:** This unit examines **The Second Vatican Council and Ecclesiam Suam**, highlighting the Church's call to dialogue. It explores **Catholic diversity**, such as the **Ukrainian Greek Catholic Church**, and provides an **introduction to Islam**, including its core beliefs, practices, and sacred texts. The unit encourages **interfaith dialogue and mutual respect** in a diverse world.

**Rationale:** This lens helps students understand the Church's role in the modern world, focusing on **dialogue, diversity, and interfaith understanding**. Through **Vatican II, Ecclesiam Suam**, and an introduction to **Islam**, students are encouraged to live out **Gospel values** in a diverse and global society.

### End of Year exams

**Progression and Golden Thread:** Students explore how God continues to call humanity through prophecy, the life of Jesus, and the experience of suffering. The golden thread running through the year is one of **calling, challenge, and hope**. They study key prophetic texts, the mission of John the Baptist, and Jesus' ministry of healing and inclusion, learning how Scripture reveals God's justice and love. Through Lent and Holy Week, they reflect on the redemptive meaning of suffering and the importance of forgiveness. Across the year, students develop their understanding of discipleship and deepen their ability to interpret Scripture, apply moral teaching, and recognise their own role as witnesses of faith in the world.

## YEAR 9

### Creation and Covenant

**Themes:** The Dignity of the human person, looking at Catholic Social Teaching, reflecting on the creation story (Genesis) with a focus on Imago Dei.

**Rationale:** Students explore what it means to be created in the image of God, focusing on the value of life and the dignity of the human person. They develop critical thinking skills by examining ethical questions such as *"When does life begin?"* and strengthen their ability to compare Church teaching with contemporary issues, including topics like marriage and abortion.

### Promise and Prophecy

**Themes:** Reflecting on the equality of men and women, introducing key women figures in the Bible and discussing their roles in the salvation of all people. There is a particular focus on the person of Mary.

**Rationale:** Following from the last unit's exploration of the radical equality of men and women, students will then look to the role women have played throughout salvation history and identify the ways in which Mary is the fulfilment of these Old Testament promises. It is likely that this study of Mary will coincide with the feast of Advent.

### Mid-Year Exams

### Galilee to Jerusalem

**Themes:** Mark's Gospel with direct focus on Discipleship-exploring the challenges of the disciples whilst looking at Mary as the model disciple. Vocation, the call to priesthood, looking at the sacrament of Holy Orders.

**Rationale:** Throughout branch 3 in KS3, students have slowly built up an understanding of key themes in the Gospel of Mark. In year 7, the focus was on the titles of Jesus. In Year Eight, it was on the proclamation of the Kingdom. Links will also be made to look at the call to discipleship and to priesthood.

### Desert to Garden

**Themes:** understand the historical layout of the Temple in Jerusalem and its role in sacrificial atonement for the Jewish people at the time of Jesus. As a result, they will gain a better understanding of what it means to speak of Christ as the High Priest and the language of sacrifice, covenant blood and Jesus as the Lamb of God in the Eucharistic Liturgy.

**Rationale:** Building on the previous unit by considering the connection between the ordained priesthood and Christ as the High Priest of our salvation. Students will build on the learning at the end of Year Eight about salvation and life after death by considering the ways in which scripture and the Church have explained how Christ's death can have a salvific power.

### To the ends of the earth

**Themes:** Students begin study the Church- the unit begins looking at the letters St Paul wrote to the people of Corinth- students will explore the Church's teaching on the three states of the church: Church on Earth, the Church in heaven the Church being purified (Purgatory).

**Rationale:** We began year 9 by looking at the nature of human beings who were made in the image of God, relational beings who are created for communion. We conclude by looking at the nature of that communion that comes into existence through Christ's salvific work which we studied in the last unit.

### Dialogue and Encounter

**Themes:** Interfaith Dialogue, how different religions can work together to achieve the same goal- to achieve the "common good".

**Rationale:** Students will be using their knowledge over the last year to consider "who is their neighbour" developing skills in articulation to link teachings to modern day life.

### End of year exams

### Progression and Golden Thread

The Year 9 RE golden thread is a journey of deepening analysis and effective articulation. Starting with where does humanity come from, students' progress to think about Jesus and his salvation and the roles of other people in this salvific power, refining their explanation skills and evaluating biblical and non-religious scripture. Culminating in a Key Stage 4 bridge, it emphasises self-assessment, peer feedback, and alignment with GCSE components. This cohesive progression prepares students for advanced skills when answering "discuss" style questions which require, evaluation and analysis on important topics.

## YEAR 10

### 3.1: Judaism beliefs and teachings.

**Themes:** The nature of God, the Messiah, Covenants between God, Abraham and Moses. Life on Earth, The afterlife.

**Rationale:** Students are given the opportunity to explore what it means to be Jewish- this links to the previous unit studied in year 9 where they build skills in interfaith communications and drawing links between different religions and their beliefs.

### 3.2: Judaism- Practices.

**Themes:** Worship in Britain, The Synagogue and daily life, Rituals, Festivals

**Rationale:** Students are given the opportunity to explore the daily life of Jewish people today as part of a diverse religion in the UK today- they will be given the knowledge to build on analytic and evaluative skills to compare and contrast with Christian and non-religious beliefs.

### 1.1Origins and meanings.

**Themes:** Creation of the world and humans according to Religion an Science, The Bible, The Creation of Adam, The tree of life. Practices with focus on the world and how we look after it- CST, Stewardship and Charity work.

**Rationale:** Students will develop their analytic skills, answering "Big" questions on where the world came from, comparing, discussing and articulating different and varied viewpoints, giving own viewpoints and supporting with scripture and other relevant sources of wisdom. Where relevant this theme should be studied from the perspective of humanists and Judaism,

### 1.2 Good and Evil

**Themes:** What is good and evil? Religious views on what evil is and where it comes from- St Augustine's Inconsistent Triad. The Trinity. Beliefs on the Incarnation and links to suffering in the world. Jesus as a source of moral authority, exploring other sources of authority including conscience and natural law. Michelangelo's Pieta, how does art portray God's goodness. Popular Piety, why do people pray the rosary or seek pilgrimage.

**Rationale:** Through studying this theme, learners consider philosophical questions concerning the origins and nature of good and evil and different religious answers to the problem of evil and suffering. Students develop their skills in articulation and supporting their viewpoints with relevant references to scripture and other sources of authority.

### End of Year Exams

### Work Experience.

### Progression and Golden Thread:

The golden thread in the RE curriculum unfolds through progressive exploration of philosophical debates, elevating complexity and critical analysis each term. Starting with Judaism allows students to have Trifinorration to compare and contrast different religious traditions throughout Paper 1 as requested by the exam board. Students continuously refine their analytical skills, ensuring that they are evaluating philosophical questions using key vocabulary. The integration of a variety of religious and non-religious beliefs' thinkers, allows students to strengthen their analytical, evaluation, and writing skills which is central. Significantly, the Year 10 curriculum meticulously lays the foundation, strategically preparing students for the rigorous demands of GCSE in alignment with the Eduqas GCSE syllabus.

## YEAR 11

### 1.2 Good and Evil

**Themes:** What is good and evil? Religious views on what evil is and where it comes from- St Augustine's Inconsistent Triad. The Trinity. Beliefs on the Incarnation and links to suffering in the world. Jesus as a source of moral authority, exploring other sources of authority including conscience and natural law. Michelangelo's Pieta, how does art portray God's goodness. Popular Piety, why do people pray the rosary or seek pilgrimage.

**Rationale:** Through studying this theme, learners consider philosophical questions concerning the origins and nature of good and evil and different religious answers to the problem of evil and suffering. Students develop their skills in articulation and supporting their viewpoints with relevant references to scripture and other sources of authority.

### 2.1- Life and Death.

**Themes:** exploring catholic and other people believe about what happens when we die, engaging in a debate on the right to die argument, what is the belief about heaven, hell and purgatory. Students will investigate different biblical scripture about forgiveness. Exploring the importance of the Magisterium and the changes Vatican II has on the life of people today, investigating artefacts including the Sarcophagi and its links to the idea of resurrection. Important stages of the Catholic funeral including music and how it is connected to the belief of eternal life. Importance of prayer and praying for the dead.

**Rationale:** Students will be expected to demonstrate an understanding of the influence of religion on individuals and communities like in previous units, this will strengthen skills which have been developed over the last 5 years e.g. explanation and evaluation. This theme requires learners to consider religious beliefs about the nature of life and death. Learners are expected to make relevant references to scripture and other sources of authority

### 2.2- Sin and Forgiveness.

**Themes:** what is the difference between crime and sin? What is the aim of punishment? What do Christians and other groups say about forgiveness and Capital punishment? Exploring encyclicals written by the Pope on topics of punishment. Investigating redemption, what Jesus' death means for people being saved. Reflecting on the role of Mary and the Church including the importance of the sacraments received within the Christian community. Should we evangelise?

**Rationale:** This theme requires learners to consider philosophical questions concerning the nature of criminality and the rationale for punishment. Through a study of teachings and beliefs, questions relating to the justifiability of capital punishment will be explored. Students are expected to make relevant references to scripture and other sources of authority. Another theme of big philosophical questions which need to be analysed and evaluated using the skills which have been developed throughout the RE classroom

### Revision Block

**Key Focus:** Comprehensive revision and consolidation of skills and recap of key knowledge including sources of wisdom which are vital to revise before the exam.

**Rationale:** The culmination of the GCSE curriculum, integrating and reinforcing all knowledge and skills for successful examination performance.

### Progression and Golden Thread:

Every term consolidates reading, analysis and writing skills, steadily honing them to meet GCSE exam expectations. Analysis evolves in complexity, from describing to supporting viewpoints through sources or wisdom to analysing complex philosophical questions. The Year 11 curriculum closely mirrors the Eduqas GCSE syllabus, meticulously preparing students for their upcoming exams. The last term equips students to solidify knowledge and skills needed to perform well in GCSE examinations.

**Cultural capital:** The RE curriculum at Christ the King Catholic High School is designed to equip students with knowledge and cultural capital so succeed in life. It provides students with essential knowledge about world religions and different communities so that they are well informed citizens ready for the real-world. Our RE curriculum also provides students with plenty of opportunities to develop their critical and reflective thinking which will support them in discovering their own journey of purpose and meaning in the future.

**Extra-curricular:** The RE Department offers a wide array of enriching extra-curricular opportunities, including Faith in Action group which works towards the faith in action award; the RE department works very closely with organisers of Extended Learning Days and runs sessions on each of these days including sessions for GCSE and sanctity of life, exam pressures and also Catholic Social Teaching. The RE department also take part in NATRE spirited arts competitions.

## Christ the King Catholic High School: **RE DEPARTMENT** - Curriculum Map 2023 - 2024



ENRICHMENT & PERSONAL DEVELOPMENT		CAREERS EDUCATION	
<b>YEAR 7</b>	In Year 7, we create an environment where students feel part of a community. Students are taught holistically, learning about what it means to be part of a Catholic Community, this is initiated further through getting students involved in their welcome mass. Students also take part in an extended learning day where they learn about what it means to be Catholic using Catholic Social Teaching, understanding what it means to be working towards the "common good." Students are also invited to a talk by Craig Lavender, speaker of Good News Bibles, and each student is given their own copy of the Good News Gospel.	Through the curriculum students are introduced to a variety of careers connected to the Catholic Church e.g. charity work, youth work, vocational careers and what it means to be part of the clergy.	
<b>YEAR 8</b>	We endeavour to take students to Castlerigg Manor to take part in a religious retreat away from the classroom environment to learn about what it means to be Catholic.	Through the curriculum students are introduced to a variety of careers connected to the Catholic Church e.g. charity work, youth work, vocational careers and what it means to be part of the clergy.	
<b>YEAR 9</b>	Students again participate in carefully planned workshops as part of their Extended Learning Drop Down Days, learning about the wider world and the importance of looking after what we have been given- collaboratively working alongside Preston City Council students go on a litter pick to understand the importance of stewardship.	Students are called to look at inalienable dignity, at this point students look at human rights, evoking an interest in careers which help humans in need including human rights; Lawyer, campaigner, communication officer.  Students explore the meaning of vocation and what it means to be called to do something in their life, in this respect it is the priesthood but students may understand that they are called to nursing/teaching.	
<b>YEAR 10</b>	Faith in Action group tries to give an opportunity to fulfil the mission of sharing faith in a practical way and using Gaudium Et Spes as a base. We get students to actively put faith in to action through planning, taking part and leading assemblies. We also look at how we can improve the day-to-day life of the school. Activities we have previously done have been to send Christmas cards and welcome cards to new members of staff, this alongside raising money for CAFOD and St Catherine's Hospice.	In Year 10 students look at the work of charities and the importance of this work- students will look at local charities which enable interfaith communication, helping people in need whilst also looking at overseas charities which provide long term and short-term aids. This may encourage students to think about volunteering with charities or setting up their own.	
<b>YEAR 11</b>	For Year 11 students, we offer valuable workshops delivered by LIFE charity in the first term of Year 11 as part of the ELD day- students are equipped with additional knowledge which will benefit them in the GCSE particularly on the sanctity of life section.  Our comprehensive Religious Education curriculum and focus on independent learning create students who are fully prepared for the wider world.	Students are encouraged to critically analyse sacraments within the Catholic church, one of those seven being Sacrament of the sick, evoking an interest in nursing/ palliative care/ mental health job roles.  Students are also encouraged to think critically about the nature of punishment, looking at retribution and deterrence, evoking an interest in Prison guards, police officer and jobs in the law.	
<b>LITERACY &amp; NUMERACY</b>	In order to create an informative and detailed Religious Curriculum, nurturing essential literacy skills are a must, these include reading, writing as well as engaging in some debates. These skills begin in Primary school but are carefully picked up in Year 7 where students are faced with BIG philosophical questions which require much discussion. Reading is key in the RE classroom as students need to read biblical scripture but are also given key vocabulary which needs to be learnt and recited.  Numeracy is also integrated into Religious Education lessons, particularly if looking at Census information about religious information.	<b>CATHOLIC ETHOS</b>	At Christ the King, our RE Curriculum is thoughtfully designed to cater to the diverse needs of our students, embracing the Catholic ethos. Through the study of Religious Education we aim to teach the whole child holistically, allowing them to understand themselves, producing critical thinkers, creating understanding humans who strive to be well informed.  Our inclusive approach ensures flexibility and high expectations for all, recognising the unique value of Religious Education in exploring diverse perspectives while staying true to our Catholic Identity.