

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 students are to be well prepared for life in our increasingly diverse society. The study of Religious Education enables students to take their place within a diverse multi-religious and multi- secular society. Religious Education provokes challenging questions about the ultimate meaning and purpos 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 nands 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 students 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. Students 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 students 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.

YEAR 7

Unit 1- My Community and Me

ERM

2

TERM

3

ERM

Themes: Welcome to CtK. All about me. All about the community including the school, church and parish including looking at St Joseph and English Martyrs, Rationale: - Students will understand what it means to be a creation of God, looking at their specific talents and what makes them unique. Students will also understand what it means to be part of a Catholic school- what makes our wider community unique. Learning about the martyrs of Lancashire allows students to understand the world around them and what people did for their faith

Unit 2- The Early of Jesus/Discipleship Themes- Outlining what life was like at the time of Jesus- looking at the place, the groups of people and what it may have been like to grow up during this time. Students will also outline the demands of being

Rationale- Students will start exploring scripture, embedding biblical skills whilst recognizing and understanding the thoughts, feelings and perspectives of others and being able to give their own point view. developing their explanation skills.

Unit 3- Advent and Christmas Themes- To discover the true meaning of Christmas from the annunciation to the epiphany- students will develop their own puppet show/ nativity play with reference to scripture.

Rationale- students will understand the "reason for the season"- the true meaning of Christmas. Students develop their listening, comprehension, expressive language, vocabulary, sequencing, organisation, critical thinking and inferencing skills

Unit 4- Different Religious Figures
Themes-Opportunities for looking at other world religions and understanding the importance of those

key figures for people today.

Rationale:- Providing students with an opportunity to learn about a range of different world religions, exposes students to a variety of views on morality and ways of living and can develop them as respectful and conscious young people.

Unit 5- Lent and Easter

Themes- Exploring the biblical events which occurred in the lead up to Faster, from Lent to the Resurrection

Rationale-Students are required to develop and improve biblical and analytic skills, retelling biblical stories and explain the importance of the scripture for Christians today

Unit 6- The Early Church

Themes- Pentecost begins this unit, looking at the impact the Pentecost has on the Church today. Students will look at Church leaders starting with St Peter and the meaning of apostolic succession Students will look at the conversion of Saul and the meaning for Christians today, Exploring how Christianity came to Britain by exploring the

development of monasteries.

Rationale- Builds on unit 1 and the uniqueness of Catholic schools and allows students to see how far catholic education has developed from the time of St Peter and St Aiden. Students develop on their comparison skills and evaluation skills.

HRSE Unit 7- My behaviour and Me

Themes: Identifying and exploring different hehaviours which are accentable/ unaccentable discussing emotions, understanding that all emotions are valid and important

Rationale- developing check in skills- understanding that Religious Education teaches the holistic person.

Progression and Golden Thread:

The Year 7 RE curriculum employs a progressive approach, strengthening skills learnt in Primary school as well as introducing, critical analysis, and expressing own points of view using evidence. This gradual development forms a golden thread, preparing students for advanced evaluation and analysis which will be needed throughout their Religious Education Journey. The curriculum ensures a cohesive learning journey, guiding students from descriptive writing to critically analysing "BIG" questions, scripture, religious and non-religious text, This foundational progression sets the stage for future academic success and a deeper appreciation of Catholicism

YEAR 8

Unit 1- The Trinity
Themes: - explore what the Trinity is, and its presence in the Gospel with particular reference to Jesus' Baptism. Discussing the importance of the belief of the Trinity for Catholics today through studying of important religious texts Rationale: Students start to investigate more complex

mysteries of the church, understanding the revelation of God through the person of Jesus Christ and through the Holy Spirit- this will be taught again in year 10 as part of GCSE therefore skills in supporting answers with sources of wisdom are beginning to be developed along with coming up with own conclusions when a clear answer is not given Unit 2- Parable and Miracles.

Themes:- Investigating Parables as stories with a hidden

meaning and understanding the importance of these parables not only at the time of Jesus but in today's society. Students are also asked to investigate the miracles of Jesus, comparing and contrasting whether or not it is more important to listen to the word of God or see miracles being

Rationale- Students will build upon biblical and scripture skills, knowing how to locate stories in the Bible and read them literally and metaphorically. Students also build on comparative and contrasting skills which are increasingly mportant for their RE journey.

Unit3- Advent
Themes- Last year students looked at the meaning of Christmas and the "reason for the season." In year 8, students delve into exploring the symbols of Advent, including the advent wreath. Students are also given a research-based task on how Christmas is celebrated across

Rationale- Student led research allows students to understand how cultures and different religious groups celebrate such an important event- setting students up for

The Epiphany - A reflection on the importance of the

Unit 4- Holy Books and Places of Worship/ Ceremonies and Rituals.

Themes- Students are asked to investigate the six world religions, they will look at each religion as a whole, looking at the holy book, the place of worship and any important ceremonies or rituals which may take place within the

Rationale- Looking at the 6 world religions ignites an interest for the exploration other religious practices, allowing students to appreciate different cultures and whilst, identifying similarities and differences between each.

Unit 5- Lent and Easter
Themes- Exploring how Lent is celebrated in the Catholic
Church today, looking at each event of holy week including the stations of the cross. Students will raise money for CAFOD the schools chosen charity during this time. Rationale: - Students learn through a lived experience in this unit, and are independently asked to raise money for CAFOD and their Lenten appeal, This unit evokes students to think about how other people live and how we can help.

Unit 6-Stewardship
Themes Students use the creation story in Genesis to understand the meaning of looking after the world as a gift, this will be viewed from different religious perspectives and non-religious views.

Rationale- Using religious and non-religious texts students

build knowledge and develop skills in analysis and evaluation by thinking about who is responsible for looking after the world using evidence to support viewpoints. Students will illustrate their findings for a national

Unit 7- Healthy Relationshins.

Themes: - Exploring different types of relationships, what types of behaviours are acceptable in different relationships Students will look at what makes a healthy relationship and what is deemed as an unhealthy relationship.

Rationale:- Human Relationships Sex Education enables

students to enter into relationships with other people in our lives. Our relationship with our own bodies is not casual but infused with the Holy Spirit. Allows students to develop a self-respect and love of self and helps students to develop a strong awareness of their own safety and nature of con-

Progression and Golden Thread:

The golden thread in Year 8 RE is a seamless progression of critical thinking and analytical skills, building on Year 7's foundations. It advances through real life experiences e.g. nlaces of worship and charity work The thread intertwines critical analysis, and creativity,

preparing students for academic success and an enduring appreciation for the real world

YEAR 9

Unit 1- 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 are given the opportunity to explore what it means to be a product of creation, looking specifically at life and strengthening skills in critical analysis particularly on the question "when does life begin?" or on other ethical questions. Students will also build upon their comparative skills linking Church teaching to modern da ife e.g. marriage/abortion.

Unit 2- 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.

Unit 3- Galilee to Jerusalem

Themes :- Mark's Gospel with direct focus on Discipleshipexploring 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 8, it was on the proclamation of the Kingdom. Links will also be made to look at the call to discipleship and

Unit 4- 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 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

<u>Unit 5- To the ends of the earth</u>
<u>Themes-</u>Students begin study the Church- the unit begins looking at the letters St Paul wrote to the people of Corinthstudents 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 Nationale (We began Year's 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.

Unit6- Dialogue and Encounter
Themes:- Interfaith Dialogue, how different religions can work together to achieve the same goal- to achieve the

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

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 Farth. 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 nonreligious beliefs

1.10rigins 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

1.2 Good and Evil

Themes:- What is good and evil? Religious views on what evil is and where it comes from- St Augustine/ 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

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 7infromation 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 GCSF syllabus

YEAR 11

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 nonreligious heliefs

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 nunishment 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 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 examexpectations. Analysis evolves in complexity, from describing to supporting viewpoints using 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 GCSF 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	
YEAR 7	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.	
YEAR 8	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.	
YEAR 9	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.	
YEAR 10	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.	
YEAR 11	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.	
LITERACY & NUMERACY	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.	CATHOLIC ETHOS	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.