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| **Our Lady Queen of Peace**  Catholic Engineering College | Curriculum Overview |
| **Y9 RE** | |

|  | **Knowledge & Understanding** | | | | **Subject Specific Literacy Development** | | **Cultural Capital / Enrichment Opportunities** |
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|  | **Composites**  **(Bigger Picture)** | **Components**  **(Key Concepts)** | | **Recall & Retrieval Practice Focus** | **Reading for Meaning Focus** | **Key Vocabulary** |
| **Half Term 1** | Wealth and Poverty  Working for Justice  Sin & Forgiveness | Analyse and evaluate why Catholics are morally obliged to act in a socially responsible way.  Examine why society needs a connection between law and justice  Compare and contrast the Gospel message with people’s needs and wants in today’s society  Examine the nature and purpose of evil, sin and suffering | | Revision Homework  Revisit charity, prayer and fasting (Yr8 HT5) and S.V.P. (Yr8 HT6)  Regular recall tests based on short, medium and long term knowledge | Justice & Peace | Relativism  Goodness  Conscience  Absolutism  Evil  Freewill  Judgement  Suffering | Through Reading for Meaning  Link with the CAFOD ‘living simply’ campaign |
| **Half Term 2** | Sanctity of Life  Medical Ethics  Abortion & Euthanasia | A study of scripture which look at Catholic views on the sanctity of life  Compare and contrast issues where medical ethics could conflict with Catholic beliefs and teachings  Know and understand problems that arise between the law and religious views on abortion and euthanasia  To analyse and evaluate religious and secular attitudes toward applying conscience, freewill and/or situation ethics | | Revision Homework  Revisit modern martyrs (Yr8 HT3) discrimination (Yr8 HT3)  Regular recall tests based on short, medium and long term knowledge | Face Transplants | Relativism  Goodness  Conscience  Absolutism  Evil  Freewill  Judgement  Suffering | Through Reading for Meaning  Guest speakers from pro-life groups |
| **Half Term 3** | Judaism: Beliefs and Teaching | | To know and understand the nature of God in relation to One, Creator, Law-Giver and Judge  To compare and contrast diverse beliefs within Judaism relating to Messiah  To reflect on the meaning and significance of the covenants with Abraham and Moses  To examine beliefs and teaching about the nature and importance of Pikuach Nefesh  To explore the relationship between the Mitzvot and freewill | Revision Homework  Revisit covenant (Y8 HT3), Messiah (Y7 HT2)  Regular recall tests based on short, medium and long term knowledge | The TaNaKh | Synagogue  Covenant  Torah  Messiah  Shekinah  Shabbat  Kosher  Mitzvot | Through Reading for Meaning  Receive ashes on Ash Wednesday |
| **Half Term 4** | Judaism: Beliefs and Teaching & Practices | | To know and understand Orthodox and Reformed beliefs and teaching about life after death, judgement and resurrection.  To compare and contrast the nature and importance of synagogue worship and worshipping at home | Revision Homework  Regular recall tests based on short, medium and long term knowledge | The Torah | Synagogue  Covenant  Torah  Messiah  Shekinah  Shabbat  Kosher  Mitzvot | Through Reading for Meaning  Exploring diversity in the UK and elsewhere |
| **Half Term 5** | Judaism: Practices | | To identify and examine the main features of a synagogue  To reflect upon the significance of using the TaNaKh and Talmud in daily life  To analyse the dietary laws within Judaism and the implications these have  To examine the importance of key ceremonies including Brit Milah, weddings, funeral rites and Bar/Bat Mitzvah | Revision Homework  Revisit synagogue (Y8 HT3)  Regular recall tests based on short, medium and long term knowledge | The Talmud | Synagogue  Covenant  Torah  Messiah  Shekinah  Shabbat  Kosher  Mitzvot | Through Reading for Meaning  Exploring diversity in the UK and elsewhere |
| **Half Term 6** | Judaism: Practices  An Introduction to Origins & Meaning | | To analyse and evaluate the meaning and celebration of Jewish festivals including Rosh Hashanah, Yom Kippur, Pesach and Sukkot  To identify and learn the meaning of key terminology ahead of Y10  To begin to explore the relationship between religion and science with specific reference to creation | Revision Homework  Revisit festivals (Y7 HT2)  Regular recall tests based on short, medium and long term knowledge | Maimonides | Synagogue  Covenant  Torah  Messiah  Shekinah  Shabbat  Kosher  Mitzvot  Imago-Dei  Ex-nihilo  Revelation  Inspiration  Stewardship  Omnipotence  Transcendence  Evolution | Through Reading for Meaning  Exploring diversity in the UK and elsewhere |

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| **Year 9 Key Assessments** | | | |
| **When** | **What will be assessed?** | **Why is this being assessed?** | **How will results be stored & students receive feedback?** |
| October | A selection of the following;   1. Define what Catholics mean by 1 of the 8 key words 2. Describe Catholic beliefs and teaching in relation to – charity prayer and fasting 3. Explain Catholic beliefs and teachings about CAFOD and world poverty 4. Discuss the issues surrounding the injustices in the world | To establish how pupils have settled in to Y9  The material covers key skills and core content outlined in the Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales  To assess how well the curriculum has been learned. This in turn will inform the future planning and delivery of lessons along with any intervention programme required | Results will be stored on sims  Pupils will receive feedback in the first instance from their class teacher  Pupils and parents will receive progress reports via Parent Mail at various points throughout the academic year |
| December | A selection of the following;   1. Define what Catholics mean by 1 of the 8 key words 2. Describe Catholic beliefs and teaching in relation to – how one person can change the world 3. Explain Catholic beliefs and teachings about IVF 4. Discuss the issues surrounding the Sanctity of life | The material covers key skills and core content outlined in the Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales  To assess how well the curriculum has been learned. This in turn will inform the future planning and delivery of lessons along with any intervention programme required | Results will be stored on sims  Pupils will receive feedback in the first instance from their class teacher  Pupils and parents will receive progress reports via Parent Mail at various points throughout the academic year |
| March | A selection of the following;   1. Define what Jews mean by 1 of the 8 key words 2. Describe Jewish beliefs and teaching in relation to resurrection 3. Explain Jewish beliefs and teaching in relation to covenant 4. Discuss the following – the importance of Jewish festivals today | The material covers key skills and core content outlined in the Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales  To assess how well the curriculum has been learned. This in turn will inform the future planning and delivery of lessons along with any intervention programme required | Results will be stored on sims  Pupils will receive feedback in the first instance from their class teacher  Pupils and parents will receive progress reports via Parent Mail at various points throughout the academic year |
| June | A selection of the following;   1. Define what Jews mean by 2 of the 8 key words 2. Describe Jewish beliefs and teaching in relation to – dietary laws, worship at home and at the synagogue, different roles and gender, mourning rituals 3. Explain Jewish beliefs and teaching in relation to – covenant, Bar/Bat Mitzvah, the Amidah prayer and Pikuach Nefesh 4. Discuss the following – ten commandments, covenant, synagogue worship and the marriage ceremony | The material covers key skills and core content outlined in the Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales  To assess how well the curriculum has been learned. This in turn will inform the future planning and delivery of lessons along with any intervention programme required | Results will be stored on sims  Pupils will receive feedback in the first instance from their class teacher  Pupils and parents will receive progress reports via Parent Mail at various points throughout the academic year |