



Our Lady and St Bede Catholic Academy

Religious Education Department

Long Term Curriculum Plan

Last Reviewed: September 2025



Our Lady and St Bede Catholic Academy Religious Education Long Term Plan

“The purpose of RE is to serve the *missionary mandate* of the school. It is where faith seeks understanding, where pupils learn to love God with their minds, and where they encounter the systematic study of the mystery of God, the life and teachings of Jesus Christ, the teachings of the Church, and the relationship between faith and life. In this way, RE acts as the “engine room” of the school’s Catholic mission.”

Religious Education Directory



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Overview

At Our Lady and St Bede Catholic Academy, Religious Education lies at the very heart of our school community and curriculum. Pope St John Paul II described it as the “*core of the core curriculum*”, central to forming young people who can discern the meaning and purpose of their lives. The Religious Education Directory affirms that without Religious Education, pupils would be deprived of an essential element of formation which enables a vital harmony between faith and culture. Religion continues to shape our world – in politics, law, art, and international relations – and without religious literacy, society risks intolerance and division.

For this reason, the intended outcome of our curriculum is the formation of religiously literate and actively engaged young people, equipped with the knowledge, understanding, and skills to reflect spiritually, think ethically and theologically, and to live out the demands of faith in their daily lives.

Our Curriculum Intent

The **intent of the Religious Education (RE) curriculum in Catholic schools** is set out clearly in the new Religious Education Directory. Its vision can be summarised as follows:

- **At the heart of Catholic schools** is the person of Jesus Christ, whose presence shapes everything the school is and does. Religious Education flows from this, being both *fully religious* and *genuinely educational*. It seeks to hold together the Church’s mission with respect for freedom of conscience, integral human formation with preparation for civic life, and a rigorous subject discipline with a unifying Christian vision.
- **The purpose of RE** is to serve the *missionary mandate* of the school. It is where faith seeks understanding, where pupils learn to love God with their minds, and where they encounter the systematic study of the mystery of God, the life and teachings of Jesus Christ, the teachings of the Church, and the relationship between faith and life. In this way, RE acts as the “engine room” of the school’s Catholic mission.
- **The curriculum aims to form pupils holistically**: helping them to reflect spiritually, think ethically and theologically, and to recognise the demands of religious commitment in everyday life. The Directory states that the outcome of excellent RE is *religiously literate and consciously engaged young people* who can dialogue respectfully with those of other worldviews, integrate faith with life, and be prepared for participation in society.
- **RE is the ‘core of the core curriculum’** – it is not just one subject among others but the lens through which the whole curriculum is bound together and illuminated. It informs and is related to every other subject, ensuring a coherent Christian vision of reality across the school.
- **Pluralism and dialogue are integral**. Given the diversity of Catholic schools today, RE is called to include the study of other religions and worldviews, fostering interreligious and intercultural dialogue, while maintaining the Catholic worldview as its foundation.
- In short, the intent of RE in Catholic schools is to **place Christ at the centre, nurture a deep and critical understanding of the Catholic faith, engage respectfully with other worldviews, and form young people as thoughtful, virtuous, and faithful contributors to both the Church and society.**



Curriculum Map - Overview

	Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
Year 7	7.1 Creation and Covenant	7.2 Prophecy and Promise	7.3 Galilee to Jerusalem	7.4 Desert to Garden	7.5 To the ends of the earth	7.6 Dialogue and Encounter
Year 8	8.1 Creation and Covenant	8.2 Prophecy and Promise	8.3 Galilee to Jerusalem	8.4 Desert to Garden	8.5 To the ends of the earth	8.6 Dialogue and Encounter
Year 9	9.1 Creation and Covenant	9.2 Prophecy and Promise	9.3 Galilee to Jerusalem	9.4 Desert to Garden	9.5 To the ends of the earth	9.6 Dialogue and Encounter
Year 10	10.3.1 Study of a Major World Faith: Judaism - Beliefs and Teachings	10.3.2 Study of a Major World Faith: Judaism - Practices	10.2.1 Applied Catholic Theology: Life and Death	10.2.1 Applied Catholic Theology: Life and Death	10.2.2 Applied Catholic Theology: Sin and Forgiveness	10.2.2 Applied Catholic Theology: Sin and Forgiveness
Year 11	10.1.1 Foundational Catholic Theology: Origins and Meaning	10.1.1 Foundational Catholic Theology: Origins and Meaning	10.1.2 Foundational Catholic Theology: Good and Evil	10.1.1 Foundational Catholic Theology: Good and Evil	REVISION	



Year 7 Religious Education Curriculum

	Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
Programme of Study	7.1 Creation and Covenant	7.2 Prophecy and Promise	7.3 Galilee to Jerusalem	7.4 Desert to Garden	7.5 To the ends of the earth	7.6 Dialogue and Encounter
	<ul style="list-style-type: none"> How do we know God? How should we read the Bible? Genesis 1 and Creation Genesis 2 and Creation Science and Creation What do Catholics believe about the scientific theories of creation? Can art help Catholics understand creation? What makes humans 	<ul style="list-style-type: none"> Navigating the Bible Bible Translation How is the Bible a library of books? What connects the Hebrew Bible and the Old Testament? The importance of the Old Testament How is scripture inspired? Sacred scripture and sacred tradition Scripture, Tradition and the Magisterium Scripture in Mass 	<ul style="list-style-type: none"> What is the Incarnation? Who is Jesus, Son of God? Arius' teachings about Jesus Jesus, Son of Man Jesus, Christ and Son of David Jesus, the Lord The Trinity How does Catholic worship reflect belief in the Trinity? What can Catholics learn from Rublev's Trinity? 	<ul style="list-style-type: none"> What is the Paschal Mystery? The Sacraments The importance of the Last Supper The Eucharist Why are there many names for the Eucharist? How is Jesus present in the Eucharist? Why is Mass called a sacrifice? The structure of the Mass How do Catholics carry 	<ul style="list-style-type: none"> Who was St Luke? The Holy Spirit What role does the Holy Spirit play? Pentecost Why is Pentecost important? How is Pentecost shown through art? How is Pentecost celebrated in different countries? What is the Church? 	<ul style="list-style-type: none"> How have the councils been important in the Church? What happened at the Council of Jerusalem? Why are there so many Christian denominations? What is Ecumenism? Hinduism Buddhism



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	<p><i>different to the rest of creation?</i></p> <ul style="list-style-type: none"> • <i>What is our responsibility to others?</i> • <i>What is our responsibility to the world?</i> • <i>The life and work of Dorothy Stang</i> • <i>The role of Prayer</i> 	<ul style="list-style-type: none"> • <i>Scripture and the Rosary</i> • <i>How does the Book of Kells reflect the meaning of scripture?</i> • <i>What are Biblical Idioms?</i> 	<ul style="list-style-type: none"> • <i>How is Jesus the perfect human being?</i> • <i>Can businesses act selflessly?</i> • <i>Who was Father Mychal Judge?</i> 	<p><i>Jesus in the world?</i></p> <ul style="list-style-type: none"> • <i>What do Christians believe about the Eucharist?</i> • <i>What can art teach us about the Eucharist?</i> • <i>How can we respond to world hunger?</i> 	<ul style="list-style-type: none"> • <i>The Sacrament of Confirmation</i> 	
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Core Skills

- **Religious literacy** – interpreting scripture, symbols, and key concepts.
- **Critical thinking** – questioning, reasoning, and evaluating beliefs and ideas.
- **Ethical reflection** – applying moral principles to real-life situations.
- **Dialogue and communication** – listening, articulating views, and engaging in respectful discussion.
- **Cultural awareness** – recognising and valuing diversity of faiths, traditions, and worldviews.
- **Empathy** – understanding experiences, motivations, and perspectives of others.
- **Analytical skills** – making connections between history, faith, and society.
- **Personal reflection** – considering one's own values, beliefs, and responsibilities.
- **Problem-solving** – exploring how faith traditions respond to challenges and injustice.
- **Collaboration** – working with others in discussion, group tasks, and shared reflection.

Assessment

Four assessment points including two low stakes retrieval quizzes, a Proof of Progress (POP) task linked to the virtues and one end of unit assessment. Tier 3 vocabulary corrected throughout and full feedback given twice half termly.



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Links to Careers

In Year 7, pupils build cultural capital and career-linked skills through the study of the RED branches. They learn how Scripture, covenant, and prophecy have shaped law, politics, and art, building foundations for careers in **law, leadership, and the creative industries**. By studying the life, death, and resurrection of Jesus and the growth of the early Church, they develop historical and cultural understanding valuable for **education, heritage, and community work**. Finally, through interfaith dialogue and encounters with other world religions, pupils strengthen empathy, respect, and communication skills that prepare them for careers in **healthcare, diplomacy, and public service**.

Cultural Capital

In Year 7, pupils build cultural capital through the study of the key branches of the Religious Education Directory. In **Creation and Covenant**, they encounter Scripture as a foundational text shaping art, literature, and law, learning how God's covenant influences human dignity and moral responsibility. In **Prophecy and Promise**, they explore the role of prophets and how their call for justice continues to inspire cultural movements and creative expression. Through **Galilee to Jerusalem** and **Desert to Garden**, pupils study the life, death, and resurrection of Jesus, gaining insight into the central events that have shaped history, traditions, and festivals across the world. In **To the Ends of the Earth**, they trace the growth of the early Church, understanding its influence on philosophy, architecture, and global culture. Finally, in **Dialogue and Encounter**, pupils develop interfaith literacy by studying Judaism, Islam, and worldviews, equipping them with the knowledge and respect needed to participate in modern British society and appreciate cultural and religious diversity.

Opportunities for Literacy Development

Subject Specific Reading as noted below from Week 2 Autumn HT1:

- Year 7: The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe by C.S.Lewis

Pupils develop confidence in reading through popcorn and pupil-led reading, supported by literacy tasks designed by our department lead. Each unit includes ten Tier 3 key religious terms, helping pupils broaden vocabulary and become religiously literate theologians. They engage with a wide range of sources of wisdom and authority, applying them to their learning. Through our *Write Like a Theologian* approach, pupils are taught to write and speak fluently, concisely, and with precision in a theological style.



Year 8 Religious Education

	Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
Programme of Study	8.1 Creation and Covenant	8.2 Prophecy and Promise	8.3 Galilee to Jerusalem	8.4 Desert to Garden	8.5 To the ends of the earth	8.6 Dialogue and Encounter
	<ul style="list-style-type: none"> What is the story of the Fall? What is the meaning of the Fall? What is sin? Why are God's commands so important? How is Moses depicted in art? Why have rules in the first place? What is conscience? What does love thy 	<ul style="list-style-type: none"> What does the Church teach about superstition? What is a prophetic text? How does Jeremiah fulfil the prophetic pattern? How does Amos fulfil the prophetic pattern? How does Ezekiel fulfil the prophetic pattern? How do Isaiah and Micah fulfil the 	<ul style="list-style-type: none"> How should we read scripture? What is the Kingdom of God and how does Jesus' ministry call us to enter it? Who did Jesus encounter in his ministry? How did Jesus treat marginalised people? Why are Catholics called to 	<ul style="list-style-type: none"> Why do we suffer? Is there a meaning to suffering? Why is Jesus called the suffering servant? Why did God allow Jesus to suffer? How is the Crucifixion shown through art? How do Christians prepare during Lent? What is the Easter Triduum? 	<ul style="list-style-type: none"> What does the Bible say about resurrection? What is the significance of the Empty Tomb? How did the disciples react to the resurrection? What is the central truth of Christian faith? Do humans have a soul? What happens at the end of human life? 	<ul style="list-style-type: none"> Why was the Second Vatican Council important? Why is Ecclesiam Suam important? Is there more than one Catholic Church? What is the Ukrainian Greek Catholic Church? What is Islam?



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	<p><i>neighbour mean today?</i></p> <ul style="list-style-type: none"> • <i>What is the Sacrament of Baptism?</i> • <i>Who should be baptised?</i> 	<p><i>prophetic pattern?</i></p> <ul style="list-style-type: none"> • <i>How is Jesus a fulfilment of the Old Testament prophecies?</i> • <i>Why is John the Baptist important?</i> • <i>How are lay people called to be witness of Christ?</i> • <i>How do prophets exist today?</i> • <i>How is advent connected to prophecy?</i> • <i>What are different Advent traditions?</i> 	<p><i>help in the refugee crisis?</i></p> <ul style="list-style-type: none"> • <i>How did Jesus reach out to gentiles and women?</i> • <i>What are parables?</i> • <i>What did Jesus' parables teach about eschatology?</i> • <i>What were the miracles of Jesus?</i> • <i>What did Jesus' miracles over sickness reveal?</i> • <i>What is the Anointing of the Sick?</i> • <i>How is pilgrimage a response to sickness?</i> 	<ul style="list-style-type: none"> • <i>What is the Sacrament of Reconciliation?</i> • <i>Why is the Sacrament of Reconciliation important?</i> • <i>Who are Margaret and Barry Mizen?</i> 	<ul style="list-style-type: none"> • <i>Why is Baptism necessary?</i> • <i>What are other and non-religious beliefs about life after death?</i> • <i>What are the Catholic Funeral Rites?</i> • <i>How do Christian funeral traditions differ?</i> 	<ul style="list-style-type: none"> • <i>What are the Five Pillars of Islam?</i> • <i>How are the pillars of Islam similar to Catholic beliefs and practices? Part 1 Shahada</i> • <i>How are the pillars of Islam similar to Catholic beliefs and practices? Part 2 Salah</i> • <i>How are the pillars of Islam similar to Catholic beliefs and practices? Part 3: Zakah</i> • <i>How are the pillars of Islam similar to Catholic beliefs and</i>
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						<p><i>practices?</i> <i>Part 4 Sawm</i></p> <ul style="list-style-type: none"> • <i>How are the pillars of Islam similar to Catholic beliefs and practices?</i> <p><i>Part 5: Hajj</i></p>
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Core Skills

- **Religious literacy** – interpreting scripture, symbols, and key concepts.
- **Critical thinking** – questioning, reasoning, and evaluating beliefs and ideas.
- **Ethical reflection** – applying moral principles to real-life situations.
- **Dialogue and communication** – listening, articulating views, and engaging in respectful discussion.
- **Cultural awareness** – recognising and valuing diversity of faiths, traditions, and worldviews.
- **Empathy** – understanding experiences, motivations, and perspectives of others.
- **Analytical skills** – making connections between history, faith, and society.
- **Personal reflection** – considering one's own values, beliefs, and responsibilities.
- **Problem-solving** – exploring how faith traditions respond to challenges and injustice.
- **Collaboration** – working with others in discussion, group tasks, and shared reflection.

Assessment

Four assessment points including two low stakes retrieval quizzes, a Proof of Progress (POP) task linked to the virtues and one end of unit assessment. Tier 3 vocabulary corrected throughout and full feedback given twice half termly.

Links to Careers

In Year 8, pupils deepen their study of salvation history and the mission of the Church through the RED branches. Exploring figures such as **Moses, David, Peter, and Paul**, they develop leadership, decision-making, and moral reasoning skills linked to careers in **law, politics, and community leadership**. Their study of the **Creeds, sacraments, and Church structures** supports pathways in **education, heritage, and social sciences**, while encounters with **Judaism**,



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Islam, and Dharmic faiths strengthen cultural awareness for careers in **healthcare, diplomacy, and public service**. Throughout, pupils refine analysis, empathy, and ethical reflection, building transferable skills valued across many professions.

Cultural Capital

In Year 8, pupils build cultural capital by exploring **Moses, David, Peter, and Paul** as key figures whose leadership and choices continue to shape law, politics, art, and literature. The study of the **Creeds, sacraments, and Church structures** introduces them to traditions and practices that have influenced music, architecture, and community life for centuries. Through encounters with **Judaism, Islam, and Dharmic faiths**, pupils gain interfaith understanding, equipping them to value diversity in modern Britain. Across the year, they connect faith to history, culture, and society, developing the knowledge to navigate and contribute to the world around them.

Opportunities for Literacy Development

Subject Specific Reading as noted below from Week 2 Autumn HT1:

- Year 8: *The Boy at the Back of the Class* by Onjali Q. Rauf

In Year 8, literacy is developed through popcorn reading and guided exploration of Scripture, key theological writings, and our set text for the year, *The Boy at the Back of the Class*. This text supports pupils in making connections between faith, justice, and contemporary issues, while also strengthening inference, empathy, and vocabulary. Each unit embeds ten Tier 3 theological terms, ensuring pupils grow as religiously literate young people. Through our *Write Like a Theologian* approach, they learn to construct arguments, write with precision, and apply evidence effectively. Dialogue and debate tasks further enhance oracy, enabling pupils to articulate their ideas clearly and confidently in both theological and everyday contexts.



Year 9 Religious Education

	Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
Programme of Study	9.1 Creation and Covenant	9.2 Prophecy and Promise	9.3 Galilee to Jerusalem	9.4 Desert to Garden	9.5 To the ends of the earth	9.6 Dialogue and Encounter
	<ul style="list-style-type: none"> What do the Genesis creation stories teach about human life? Why is creation imago Dei important? What's the value of morality and freedom? What is the sanctity of life? What does St Paul teach about the dignity of the human body? What is the Sacrament of Matrimony? 	<ul style="list-style-type: none"> How can we read the Bible allegorically? Who was Hannah? Why is Hannah important? What is the Magnificat? How did holy women keep alive the hope of salvation? How is God's choice of Mary important? How do Marian dogmas show the importance of Mary? What does it mean to say 	<ul style="list-style-type: none"> What does the Gospel of Mark teach about discipleship? What does the story of the Rich Young Man teach? What are the costs and rewards of discipleship? How can disciples sometimes fail? How were women important in Jesus' ministry? How did Jesus' female followers 	<ul style="list-style-type: none"> What was the Temple in Jerusalem? What was Herod's Temple? Why is the Day of Atonement relevant for Christians? Why was Jesus' sacrifice necessary? What is redemption? What is the New Covenant? How is Jesus both High Priest and Temple? Ethical Option: Can all sins be forgiven? 	<ul style="list-style-type: none"> What does the Bible teach about the early Church? How is the Church the communion of saints? What do Catholics believe about the Church on earth? Is the Church on earth holy? Who leads the Church on earth? What do Catholics believe about 	<ul style="list-style-type: none"> What does Meeting God in Friend and Stranger teach? What does a commitment to the common good mean? How does CSAN support respect for the person? How does SVP support social wellbeing and development of society? How does CAFOD work for peace and security?



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	<ul style="list-style-type: none"> • <i>What happens in a Catholic wedding ceremony?</i> • <i>Ethical Option: What are the ethical implications of IVF?</i> • <i>Artistic Expression Option: How can art reflect human dignity?</i> • <i>Lived Religion Option: How does the hospice movement support human dignity?</i> 	<ul style="list-style-type: none"> • <i>Mary is Ever Virgin?</i> • <i>How do Marian titles fulfil Mary's prophecy?</i> • <i>Ethical Option: How does the Magnificat inspire those who are oppressed?</i> • <i>Artistic Expression Option: How do devotional images show Catholic beliefs about Mary?</i> • <i>Lived Religion Option: How is Josephine Bakhita a woman of the Magnificat?</i> 	<ul style="list-style-type: none"> • <i>demonstrate discipleship?</i> • <i>What is a vocation?</i> • <i>What is meant by religious life?</i> • <i>What is the Sacrament of Holy Orders?</i> • <i>Ethical Option: Why are only men ordained as Catholic priests?</i> • <i>Artistic Expression Option: How is the calling of the twelve depicted in art?</i> • <i>Lived Religion Option: What is the role of lay people in the Catholic Church?</i> 	<ul style="list-style-type: none"> • <i>Artistic Expression Option: How does art depict reconciliation?</i> • <i>Lived Religion Option: What is Pax Christi?</i> 	<ul style="list-style-type: none"> • <i>the Church in heaven?</i> • <i>What do Catholics believe about the Church being purified?</i> • <i>How do Catholics show devotion to saints and angels in the liturgy?</i> • <i>How do Catholics show devotion to saints and angels in prayer?</i> • <i>Ethical Option: Should Catholics use shrines and relics in worship?</i> • <i>Artistic Expression Option: How are saints represented in art?</i> 	
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					<ul style="list-style-type: none"><i>Lived Religion Option: How do Catholics around the world show devotion to Mary?</i>	
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Core Skills

- **Religious literacy** – interpreting scripture, symbols, and key concepts.
- **Critical thinking** – questioning, reasoning, and evaluating beliefs and ideas.
- **Ethical reflection** – applying moral principles to real-life situations.
- **Dialogue and communication** – listening, articulating views, and engaging in respectful discussion.
- **Cultural awareness** – recognising and valuing diversity of faiths, traditions, and worldviews.
- **Empathy** – understanding experiences, motivations, and perspectives of others.
- **Analytical skills** – making connections between history, faith, and society.
- **Personal reflection** – considering one's own values, beliefs, and responsibilities.
- **Problem-solving** – exploring how faith traditions respond to challenges and injustice.
- **Collaboration** – working with others in discussion, group tasks, and shared reflection.

Assessment

Four assessment points including two low stakes retrieval quizzes, a Proof of Progress (POP) task linked to the virtues and one end of unit assessment. Tier 3 vocabulary corrected throughout and full feedback given twice half termly.

Links to Careers

In Year 9, pupils make career connections through their study of **Moses, David, and the prophets**, building leadership and ethical reasoning skills relevant to **law, politics, and public service**. Exploring the **Incarnation, parables, and miracles of Jesus** develops empathy and communication, key for **healthcare, education, and social work**. The **Paschal Mystery and Holy Week** foster cultural and historical understanding useful in **heritage, arts, and theology**. Learning about **St Peter, St Paul, and the Church's mission** develops skills in organisation and leadership linked to **community work and global relations**.



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Finally, **interfaith encounters** equip pupils with cultural awareness and dialogue skills essential for careers in **diplomacy, international relations, and public service**.

Cultural Capital

In Year 9, pupils develop cultural capital by studying **Moses, David, and the prophets**, whose influence can still be seen in law, literature, and art. Exploring the **Incarnation, parables, and miracles of Jesus** connects them to traditions and values that continue to shape society, ethics, and community life. The **Paschal Mystery and Holy Week** deepen understanding of liturgy, symbolism, and artistic heritage. Through **St Peter, St Paul, and the mission of the Church**, pupils trace the roots of philosophy, leadership, and global Christianity. Finally, encounters with **Judaism, Islam, and Dharmic faiths** broaden interfaith literacy, preparing pupils to value diversity and engage with the beliefs and cultures that shape modern Britain and the wider world.

Opportunities for Literacy Development

Subject Specific Reading as noted below from Week 2 Autumn HT1:

- Year 9: *Animal Farm* by George Orwell

In Year 9, literacy is developed through popcorn and pupil-led reading, giving pupils regular opportunities to build fluency, comprehension, and confidence in front of peers and teachers. Our literacy lead has designed tasks that encourage deeper exploration of texts and explicitly target literacy skills. Each unit embeds ten Tier 3 religious terms, helping pupils extend vocabulary and become confident, religiously literate theologians. Pupils also engage with a wide range of sources of wisdom and authority, which they read, interpret, and apply to their learning. Through our *Write Like a Theologian* approach, they refine their ability to write and speak fluently, concisely, and with precision, while debate and discussion tasks strengthen oracy, enabling pupils to present and defend ideas clearly and respectfully.



Year 10 Religious Education

	Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
Programme of Study	<p>10.3.1 Study of a Major World Faith: Judaism – Beliefs and Teachings</p> <ul style="list-style-type: none"> <i>The Shema</i> <i>Jewish beliefs about Creation</i> <i>God as ‘Law Giver and Judge’</i> <i>Shekinah</i> <i>Different Jewish beliefs about the Messiah</i> <i>Abraham</i> <i>Moses</i> <i>Pikuach Nefesh</i> <i>Mitzvot</i> <i>Life after Death</i> 	<p>10.3.2 Study of a Major World Faith: Judaism – Practices</p> <ul style="list-style-type: none"> <i>Worship: Synagogue</i> <i>Tenakh and Talmud: Significance in Daily Life</i> <i>Worship: Home</i> <i>Shabbat</i> <i>How to keep Kosher in Britain</i> <i>Brit Milah</i> <i>Bar/Bat Mitzvah</i> <i>Marriage</i> <i>Mourning Rituals</i> <i>Rosh Hashanah and Yom Kippur</i> <i>Festivals: Sukkot and Pesach</i> 	<p>10.2.1 Applied Catholic Theology: Life and Death</p> <ul style="list-style-type: none"> <i>Dying Well and Palliative care.</i> <i>Catholic teaching on assisted suicide and Euthanasia.</i> <i>Contrasting views on Quality, Sanctity of Life and right to die.</i> <i>Catholic beliefs about Life after Death. (1 Cor. 15)</i> <i>Catholic teaching on Purgatory (Ref. 1 Cor 3:11).</i> 	<p>10.2.1 Applied Catholic Theology: Life and Death</p> <ul style="list-style-type: none"> <i>The Nature of the Second Vatican Council- History and 4 key documents.</i> <i>How beliefs in resurrection are expressed by the Paschal Candle as used at the Easter</i> <i>What is the Catholic Funeral rite?</i> <i>How music expresses Catholic Belief about eternal life (Faure’s requiem).</i> 	<p>10.2.2 Applied Catholic Theology: Sin and Forgiveness</p> <ul style="list-style-type: none"> <i>Difference between crime and sin</i> <i>Criminal Penalties</i> <i>Catholic teachings on Capital Punishment</i> <i>Other Christian views on Capital Punishment</i> <i>Catholic teachings on Forgiveness</i> <i>Hell versus God’s mercy</i> <i>Salvation</i> <i>How the objects of the church</i> 	<p>10.2.2 Applied Catholic Theology: Sin and Forgiveness</p> <ul style="list-style-type: none"> <i>The orientation of a church and salvation</i> <i>The Nature of the Church</i> <i>The Church as the Body of Christ</i> <i>The Seven Sacraments</i> <i>The Eucharist as ‘source and summit’</i> <i>Evangelii Gaudium</i> <i>Mission and Evangelisation</i>



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			<ul style="list-style-type: none"> • <i>Christian Beliefs about eternal life in iconography of Sarcophagus Scenes of Passion.</i> • <i>The Magisterium; Ordinary and extraordinary forms by Popes, Councils and Evangelium Vitae (61-62 and 65). Vigil and Catholic Baptism.</i> 	<ul style="list-style-type: none"> • <i>The significance of prayer – “The raising of the mind and heart to God”.</i> 	<i>represent salvation</i>	
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Unit Specific Concepts

3.1 & 3.2 - Synagogue; Shekinah; Shabbat; Kosher; Torah; Mitzvot; Messiah; Covenant

All students should be able to explain and apply these concepts in relation to the theme.

2.1 – Death; Eternal Life; Heaven; Hell; Judgement; Magisterium; Resurrection; Soul

2.2 – Absolutism; Eucharist; Evangelisation; Forgiveness; Punishment; Relativism; Salvation; Sin

All students should be able to explain and apply these concepts in relation to the theme.



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Core Skills

- **Knowledge and Understanding** – demonstrating accurate knowledge of Catholic Christianity, Judaism, and ethical themes.
- **Interpretation of Sources** – using and applying sources of wisdom and authority (e.g. Scripture, Catechism, encyclicals).
- **Explanation** – giving reasoned explanations of beliefs, teachings, and practices.
- **Analysis** – identifying similarities, differences, and connections within and between traditions.
- **Evaluation** – constructing balanced arguments, weighing different viewpoints, and reaching justified conclusions.
- **Application** – applying religious beliefs and ethical principles to contemporary moral issues.
- **Critical Thinking** – questioning assumptions and exploring alternative perspectives.
- **Religious Literacy** – using precise religious and theological vocabulary accurately.
- **Essay Writing** – structuring extended responses with clarity, evidence, and coherence.
- **Oracy and Debate** – discussing religious and ethical issues confidently and respectfully.
- **Reflection** – considering personal responses to questions of meaning, purpose, and values.

Assessment

Assessment is varied and continuous across the course. Each unit concludes with an **end-of-unit assessment**, alongside a **mock examination on Judaism in January** and a **summer examination on Judaism and Applied in June**. Pupils engage regularly in **peer and self-assessment** using green pen, supported by **presentations, retrieval homework booklets** (four across the year, fully marked with feedback), and **feedback in books** using WWW, EBI, and next steps. Learning is further deepened through **higher-order questioning in lessons** and regular **key word tests**. The **AP1–4 cycle of retrieval assessments** is embedded within each unit, comprising two low-stakes quizzes and a reflective **Proof of Progress (POP) task** to consolidate learning.

Links to Careers

The Judaism and Applied papers develop transferable skills directly relevant to future careers. Pupils analyse beliefs, practices, and ethical issues, building **critical thinking and problem-solving** skills valued in **law, politics, and public service**. The focus on moral debates such as **euthanasia, crime, and punishment** builds reasoning and empathy needed in **healthcare, social work, and counselling**. Engagement with sources of wisdom and authority strengthens **research and analytical skills**, preparing pupils for **education, theology, journalism, and heritage sectors**. Respectful debate and dialogue also cultivate communication skills vital for **diplomacy, business, and international relations**.

Cultural Capital

Through studying Judaism and Applied themes, pupils gain cultural capital by engaging with the history, rituals, and festivals of Judaism, deepening understanding of one of the world's oldest living faiths. This broadens appreciation of **religious diversity in modern Britain** and equips pupils to live respectfully in a plural society. Applied themes connect pupils with the **big ethical questions shaping contemporary culture**, such as human dignity, the



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value of life, and justice. Together, these papers expose pupils to traditions, ideas, and debates that have influenced law, art, literature, and social values for centuries, ensuring they can navigate and contribute thoughtfully to the world around them.

Opportunities for Literacy Development

Each unit embeds carefully selected **Tier 2 and Tier 3 religious vocabulary**, enabling pupils to broaden their language and grow as religiously literate theologians. Pupils also engage with a wide range of **sources of wisdom and authority**, which they read, interpret, and apply to their understanding. Through our *Write Like a Theologian* approach, pupils are explicitly taught to write fluently and concisely in a theological style, while also developing precision in oracy and writing skills central to the subject.



Year 11 Religious Education

	Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5
Programme of Study	11.1.1 Foundational Catholic Theology: Origins and Meaning	11.1.2 Foundational Catholic Theology: Good and Evil	• Pre-publics and Revision	• Revision	• Revision and Exams
	<ul style="list-style-type: none"> • <i>St Augustine and the Origins of the Universe</i> • <i>Genesis 1 and 2</i> • <i>Different Christian beliefs about the origins of the universe</i> • <i>Non-religious explanations for the origins of the universe and humanity</i> • <i>The Nature of Humanity</i> • <i>Catherine of Sienna</i> • <i>Abortion and the Sanctity of Human Life</i> 	<ul style="list-style-type: none"> • <i>Introduction to Good and Evil.</i> • <i>Original Sin</i> • <i>Origin of Evil and Suffering</i> • <i>God's Goodness</i> • <i>The Problem of Evil and Suffering</i> • <i>Responses to the Problem of Evil and Suffering</i> • <i>Free Will</i> • <i>The meaning of suffering</i> • <i>The Book of Job</i> 			



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	<p><i>including Humanist response</i></p> <ul style="list-style-type: none"> • <i>Stewardship</i> • <i>Creation of Adam</i> • <i>Tree of Life Apse</i> • <i>Revelation and Inspiration</i> • <i>Literary Forms of the Bible</i> • <i>Catholic Social Teaching</i> • <i>CAFOD and SVP</i> • <i>Interfaith Dialogue</i> 	<ul style="list-style-type: none"> • <i>The Nature of the Trinity and Augustine and De Trinitate</i> • <i>The Incarnation and The Kenosis Hymn</i> • <i>Salvifici Doloris</i> • <i>Jesus as a Source of Moral Authority</i> • <i>Natural Law</i> • <i>Conscience</i> • <i>Michelangelo's La Pieta</i> • <i>Pilgrimage</i> • <i>The Rosary</i> 			
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Unit Specific Concepts

1.1 - Creation Ex Nihilo; Evolution; Imago Dei; Inspiration; Omnipotence; Revelation; Stewardship; Transcendence

1.2 - Conscience; Evil; Freewill; Goodness; Incarnation; Natural Law; Privation; Suffering

Students should be able to explain and apply these concepts in relation to the theme from the perspective of Catholic Christianity and, where appropriate, Judaism.



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Core Skills

- **Knowledge and Understanding** – demonstrating accurate knowledge of Catholic Christianity, Judaism, and ethical themes.
- **Interpretation of Sources** – using and applying sources of wisdom and authority (e.g. Scripture, Catechism, encyclicals).
- **Explanation** – giving reasoned explanations of beliefs, teachings, and practices.
- **Analysis** – identifying similarities, differences, and connections within and between traditions.
- **Evaluation** – constructing balanced arguments, weighing different viewpoints, and reaching justified conclusions.
- **Application** – applying religious beliefs and ethical principles to contemporary moral issues.
- **Critical Thinking** – questioning assumptions and exploring alternative perspectives.
- **Religious Literacy** – using precise religious and theological vocabulary accurately.
- **Essay Writing** – structuring extended responses with clarity, evidence, and coherence.
- **Oracy and Debate** – discussing religious and ethical issues confidently and respectfully.
- **Reflection** – considering personal responses to questions of meaning, purpose, and values.

Assessment

Assessment is continuous and varied across the course. Each unit concludes with an **end-of-unit assessment**, supported by **mock examinations** on Judaism and Applied in November, **pre-public examinations** on all three papers in February, and a full **summer examination on all three papers in May/June**. Pupils regularly engage in **peer and self-assessment** using green pen, alongside **presentations, retrieval homework booklets** (four per year, fully marked with feedback), and detailed **book feedback** using WWW, EBI, and next steps. Learning is further strengthened through **higher-order questioning in lessons** and **key word tests**. The **AP1–4 retrieval cycle** runs through each unit, incorporating two low-stakes quizzes and a reflective **Proof of Progress (POP) task** to consolidate knowledge and track progress.

Links to Careers

The Foundations paper develops skills highly relevant to a wide range of careers. Pupils learn to analyse Catholic beliefs and practices, apply sources of wisdom and authority, and evaluate ethical and theological issues. These skills support pathways into **law, politics, and public service**, where critical reasoning and moral judgement are essential. The focus on human dignity, stewardship, and social justice fosters empathy and communication, preparing pupils for roles in **healthcare, social work, and community leadership**. Engagement with art, architecture, liturgy, and philosophy also develops creativity and analytical thinking valued in **heritage, education, journalism, and the arts**.

Cultural Capital



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Through Foundations, pupils gain cultural capital by studying the central beliefs, rituals, and traditions of Catholic Christianity that have shaped Western culture for centuries. They explore Scripture, the Trinity, the Incarnation, and the Paschal Mystery, building understanding of themes that underpin art, literature, and music. They also study the significance of the sacraments, liturgy, and the Church's moral teaching, connecting them to the values and traditions that continue to shape communities today. By engaging with Catholic Social Teaching and contemporary ethical debates, pupils are equipped to navigate questions of justice, peace, and human dignity in modern society, enriching their ability to contribute thoughtfully to both Church and world.

Opportunities for Literacy Development

Each unit embeds carefully selected **Tier 2 and Tier 3 religious vocabulary**, enabling pupils to broaden their language and grow as religiously literate theologians. Pupils also engage with a wide range of **sources of wisdom and authority**, which they read, interpret, and apply to their understanding. Through our *Write Like a Theologian* approach, pupils are explicitly taught to write fluently and concisely in a theological style, while also developing precision in oracy and writing skills central to the subject.



Assessment Strategy and Implementation

Our core units through Key Stage 3 and Key Stage 4 will be assessed through:

AO1

Demonstrate knowledge and understanding of religion and belief*, including:

- beliefs, practices and sources of authority
- influence on individuals, communities and societies
- similarities and differences within and/or between religions and beliefs

** The term 'belief' includes religious and worldviews as appropriate to the subject content requirements.*

AO2

Analyse and evaluate aspects of religion and belief*, including their meaning, significance, and influence.

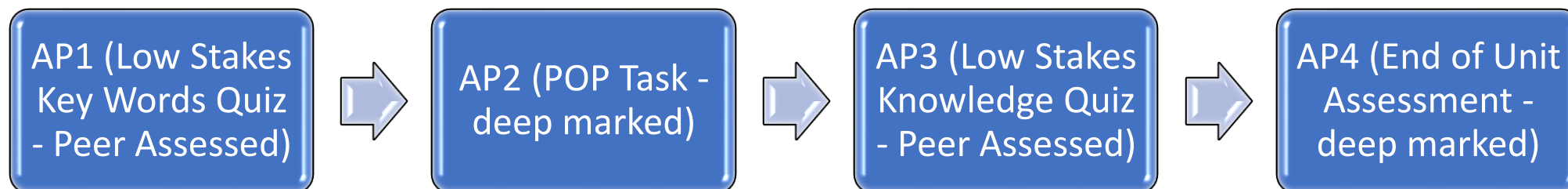
Within our assessments, there are **four** areas assessment skills:

- Define: Definition of specific religious vocabulary.
- **AO1** (Describe) Demonstrate knowledge and understanding by describing a belief, teaching, practice, event etc.
- **AO1** (Explain/Compare) Demonstrate knowledge and understanding of a topic by giving a full explanation including supporting the statements made with reasoning and/or evidence e.g. explaining how or why.
- **AO2** (Evaluate) Discuss this statement showing that you have considered more than one point of view (you must refer to religion and belief in your answer). Evaluation of a view from more than one perspective.

** The term 'belief' includes religious and worldviews as appropriate to the subject content requirements.*



Assessment Structure (All Key Stages)



AP1 - Key Words Test

A low stakes retrieval quiz designed to test knowledge of the ten Tier 2 and Tier 3 vocabulary attributed to the unit. Students are given an opportunity to complete corrections afterwards before they begin to apply the words in sentences.

AP2 - Proof of Progress Task (POP)

A specific written or creative task used to assess knowledge. These tasks are linked to the school virtues for each half term and are deep marked by teachers. This task always occurs in the middle of each unit and assesses knowledge of previous lessons completed within the sequence.

AP3 - Knowledge Retrieval Quiz

A low stakes multiple choice retrieval quiz designed to test knowledge. Students are given an opportunity to complete corrections afterwards and identify gaps in knowledge, which they will plug to ensure knowledge is secure before continuing with the unit.

AP4 - End of Unit Assessment

A summative assessment against the Key Stage 3 progress descriptors. The structure of each assessment will be flexible and will respond to emerging needs for each year group.

This assessment structure enables both students and teachers to identify gaps in knowledge and misconceptions in a timely and purposeful manner. Subsequent teaching responds to the outcomes of these assessments to help plug gaps/clarify concepts.