



Our Lady and St Bede Catholic Academy

Religious Education Department

Long Term Curriculum Plan

Last Reviewed: July 2024



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

*“The primary purpose of Catholic Religious Education is to come to know
and understand God’s revelation which is fulfilled in the person of Jesus Christ.”*

Religious Education Curriculum Directory (3-19) for Catholic Schools and Colleges in England and Wales



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

Overview

Religious Education at Our Lady and St Bede Catholic Academy is at the heart of our school community and curriculum. Pope St John Paul II stated that Religious Education is the "core of the core curriculum" in a Catholic school and should play a central role in helping educate each individual student to discern the meaning of their existence. The *Religious Education Curriculum Directory* states that "without religious education, students would be deprived of an essential element of their formation and personal development, which helps them attain a vital harmony between faith and culture." Religion shapes everyday life, from politics and art to law and international relations, and a lack of religious literacy and understanding can lead to intolerance, hatred, and division.

Therefore, the intended outcome of our Religious Education curriculum is religiously literate and engaged young people, who have the knowledge, understanding and skills to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.

Our Curriculum Intent

The overriding ambition of our Religious Education curriculum is to enable every child to achieve more than they think they can achieve – a vision which is at the heart of everything we do as a school. We see this as reflecting the words of Jesus, "I have come so that you may have life and have it to the full." John 10:10.

Our intention at Our Lady and St Bede is to ensure that our Religious Education curriculum enables our students to:

- develop their knowledge and deepen their understanding of the Catholic faith.
- investigate and understand the relevance of the Catholic faith to questions about truth and the meaning of life.
- highlight, develop and foster the values, attitudes and practices which are compatible with a positive response to the invitation to faith.
- develop the skills of reflection, discernment, critical thinking, and deciding how to act in accordance with an informed conscience when making moral decisions.
- nurture the prayer life of the individual and of the school community.
- understand and appreciate significant aspects of other Christian traditions and major world religions.
- make a positive difference to themselves and the world by putting their beliefs and values into action.
- recognise and respect diversity and difference.
- develop holistically, enabling them to grow as responsible citizens in an ever-changing world.
- have opportunities to explore faith and belief through reflection and contemplation.
- to express their own beliefs, values, traditions, opinions, and perceptions of the world through a range of creative tasks and challenges.
- develop literacy skills and foster a love of reading through subject specific reading.



Curriculum Map - Overview

*New RED implemented in Year 7 during 2023/24 academic year

	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 Mark's Gospel	9.2 Prayer and Pilgrimage	9.3 Philosophy	9.4 Ethics and Morality	9.5 Religion and Society	9.6 Suffering and Reconciliation
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

Threshold Concepts: *Beliefs and Values, Worship and Celebration, Community and Tradition, Living the Christian Life, Celebrating Diversity and Difference*

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

Define, Describe, Explain, Discuss, Analyse, Evaluation, Reflect, Research, Interpretation, Empathy, Application, Expression, Communication.

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



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Each unit is linked to the Gatsby Benchmarks, which are listed in the Unit Rationales. Three careers specific lessons, one per term, linked to the unit being studied are also delivered by all staff across the department to emphasise the importance of considering and recognising the importance of their 'next steps'.

Cultural Capital

Nurturing the formation of our young people and helping to prepare them for modern society through recognising and respecting diversity and difference is at the heart of our curriculum. Exposing students to 'other' faiths, cultures, ideas, beliefs, values, and opinions enriches the lives of our students and enables them to appreciate the value and importance of understanding, tolerance, and fairness in society around them. In particular, 7.6 introduces students to Hinduism and Buddhism and their core beliefs and practices. Exposing students to a wide variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, and of course the more typical expectations of education more broadly, provides our young people with recognised and meaningful qualifications that will open doors to a variety of pathways and careers in later life.

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

Popcorn reading or pupil led reading can be experienced across the department, and we provide opportunities for all students to build their confidence in reading aloud in front of their peers and their teacher. The benefits of this are clear and this provides an opportunity to build confidence and develop reading skills. Tasks have been written by our department literacy lead to help students explore the text in greater detail and tasks have specifically been written to help students develop their literacy skills.

Key words are assigned to every unit comprising ten Tier 3 topic-specific key religious vocabulary. This enables students to broaden their vocabulary and become religiously literate theologians. All students are also exposed to a wide range of sources of wisdom and authority, which they read, digest and then apply to their knowledge base.

Write like a Theologian – each student is taught how to write like a theologian, encouraging students to write fluently and concisely in a style relevant to our subject area and develop theological oracy and writing skills.

Year 8 Religious Education



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Threshold Concepts: *Beliefs and Values, Worship and Celebration, Community and Tradition, Living the Christian Life, Celebrating Diversity and Difference*

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

Define, Describe, Explain, Discuss, Analyse, Evaluation, Reflect, Research, Interpretation, Empathy, Application, Expression, Communication.

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

Each unit is linked to the Gatsby Benchmarks, which are listed in the Unit Rationales. Three careers specific lessons, one per term, linked to the unit being studies are also delivered by all staff across the department to emphasise the importance of considering and recognising the importance of their 'next steps'.

Cultural Capital

Nurturing the formation of our young people and helping to prepare them for modern society through recognising and respecting diversity and difference is at the heart of our curriculum. Exposing students to 'other' faiths, cultures, ideas, beliefs, values, and opinions enriches the lives of our students and enables them to appreciate the value and importance of understanding, tolerance, and fairness in society around them. In particular, 8.3 explores different groups of people within society, including the marginalised and refugees. Furthermore, 8.6 introduces students to Islam, exploring the core beliefs and practices within the religion. Exposing students to a wide variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, and of course the more typical expectations of education more broadly, provides our young people with recognised and meaningful qualifications that will open doors to a variety of pathways and careers in later life.



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

Popcorn reading or pupil led reading can be experienced across the department, and we provide opportunities for all students to build their confidence in reading aloud in front of their peers and their teacher. The benefits of this are clear and this provides an opportunity to build confidence and develop reading skills. Tasks have been written by our department literacy lead to help students explore the text in greater detail and tasks have specifically been written to help students develop their literacy skills.

Key words are assigned to every unit comprising ten Tier 3 topic-specific key religious vocabulary. This enables students to broaden their vocabulary and become religiously literate theologians. All students are also exposed to a wide range of sources of wisdom and authority, which they read, digest and then apply to their knowledge base.

Write like a Theologian – each student is taught how to write like a theologian, encouraging students to write fluently and concisely in a style relevant to our subject area and develop theological oracy and writing skills.

Year 9 Religious Education

Threshold Concepts: *Beliefs and Values, Worship and Celebration, Community and Tradition, Living the Christian Life, Celebrating Diversity and Difference*

	Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
Programme of Study	9.1 Mark’s Gospel <ul style="list-style-type: none"> • What was the Great Fire of Rome? • Who was Mark? • Why is the Baptism of 	9.2 Prayer and Pilgrimage <ul style="list-style-type: none"> • What is Prayer? • Different types of Prayer • Places of Worship 	9.3 Philosophy <ul style="list-style-type: none"> • What is Philosophy? • How did Aristotle, Plato and Socrates impact upon philosophy? 	9.4 Ethics and Morality <ul style="list-style-type: none"> • Introduction to Ethics • Morality and Decision Making • Conscience 	9.5 Religion and Society <ul style="list-style-type: none"> • Catholic Upbringing • Different Types of Family • Marriage • Divorce 	9.6 Suffering and Reconciliation <ul style="list-style-type: none"> • What does it mean to forgive? • Is it easy to forgive?



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	<p>Jesus important?</p> <ul style="list-style-type: none"> • How did Jesus call the disciples? • How did Jesus send the disciples? • Why is the Transfiguration significant? • What happened in the Feeding of the 5000? • Why did the Healing of the Paralysed man lead to conflict? • How did Jesus break the Sabbath laws? • How did Jesus' life come to an end? • Why is Jesus' death and resurrection important? 	<ul style="list-style-type: none"> • Prayer in 'other' religious traditions • Unanswered Prayers • Popular Piety including the Rosary • What is a Pilgrimage? • Why do Christians go on Pilgrimage? • Case Studies: Lourdes and the Western Wall • Where do 'other' faiths go on pilgrimage? • How pilgrims are represented in the media • Why is pilgrimage important? 	<ul style="list-style-type: none"> • Who are the modern-day philosophers and what is their philosophy? • The Design Argument • Ontological Arguments • The Cosmological Argument • Does God exist? • The Problem of Evil and Suffering • The Freewill Defence • What is a religious experience? • How can we verify religious experiences? • Do we have the answers? 	<ul style="list-style-type: none"> • Identity and Human Nature • Freewill • Applied Ethics: Animal Rights • Applied Ethics: Medical Ethics • Applied Ethics: Environmental Ethics 	<ul style="list-style-type: none"> • Different Roles for Men and Women • Prejudice and Discrimination • Multi-Faith Societies • Multi-Ethnic Societies • Asylum Seekers 	<ul style="list-style-type: none"> • The Forgiveness Project • Jesus' teachings on forgiveness • How can we receive forgiveness? • Can only God truly forgive? • What does it mean to suffer? • Types of suffering • The Holocaust • The Holocaust: Could you forgive? • How do we remember the Holocaust today?
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Core Skills

Define, Describe, Explain, Discuss, Analyse, Evaluation, Reflect, Research, Interpretation, Empathy, Application, Expression, Communication.

Assessment

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Links to Careers

Each unit is linked to the Gatsby Benchmarks, which are listed in the Unit Rationales. Three careers specific lessons, one per term, linked to the unit being studied are also delivered by all staff across the department to emphasise the importance of considering and recognising the importance of their 'next steps'.

Cultural Capital

Nurturing the formation of our young people and helping to prepare them for modern society through recognising and respecting diversity and difference is at the heart of our curriculum. Exposing students to 'other' faiths, cultures, ideas, beliefs, values, and opinions enriches the lives of our students and enables them to appreciate the value and importance of understanding, tolerance, and fairness in society around them. In particular, 9.6 explores the experience of the Jews during the holocaust and explores the internal challenge faced by a religious believer when they try to forgive. Exposing students to a wide variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, and of course the more typical expectations of education more broadly, provides our young people with recognised and meaningful qualifications that will open doors to a variety of pathways and careers in later life.

Opportunities for Literacy Development

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

- Year 9: Animal Farm by George Orwell

Popcorn reading or pupil led reading can be experienced across the department, and we provide opportunities for all students to build their confidence in reading aloud in front of their peers and their teacher. The benefits of this are clear and this provides an opportunity to build confidence and develop reading skills. Tasks have been written by our department literacy lead to help students explore the text in greater detail and tasks have specifically been written to help students develop their literacy skills.

Key words are assigned to every unit comprising ten Tier 3 topic-specific key religious vocabulary. This enables students to broaden their vocabulary and become religiously literate theologians. All students are also exposed to a wide range of sources of wisdom and authority, which they read, digest and then apply to their knowledge base.



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Year 10 Religious Education

Threshold Concepts: *Beliefs and Values, Worship and Celebration, Community and Tradition, Living the Christian Life, Celebrating Diversity and Difference*

	Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
Programme of Study	10.3.1 Study of a Major World Faith: Judaism – Beliefs and Teachings <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> 	10.3.2 Study of a Major World Faith: Judaism – Practices <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> 	10.2.1 Applied Catholic Theology: Life and Death <ul style="list-style-type: none"> <i>Dying Well and Palliative care.</i> <i>Catholic teaching on assisted suicide and Euthanasia.</i> 	10.2.1 Applied Catholic Theology: Life and Death <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</i> 	10.2.2 Applied Catholic Theology: Sin and Forgiveness <ul style="list-style-type: none"> <i>Difference between crime and sin</i> <i>Criminal Penalties</i> <i>Catholic teachings on</i> 	10.2.2 Applied Catholic Theology: Sin and Forgiveness <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>



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	<ul style="list-style-type: none"> • <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> 	<ul style="list-style-type: none"> • <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> 	<ul style="list-style-type: none"> • <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> • <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> 	<p><i>the Paschal Candle as used at the Easter</i></p> <ul style="list-style-type: none"> • <i>What is the Catholic Funeral rite?</i> • <i>How music expresses Catholic Belief about eternal life (Faure's requiem).</i> • <i>The significance of prayer – "The raising of the mind and heart to God".</i> 	<p><i>Capital Punishment</i></p> <ul style="list-style-type: none"> • <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 represent salvation</i> 	<ul style="list-style-type: none"> • <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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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.

Core Skills

Define, Describe, Explain, Discuss, Analyse, Evaluation, Reflect, Research, Interpretation, Empathy, Application, Expression, Communication.

Assessment

End of unit assessments (each unit), Mock Examination on Judaism (January), Summer Examination on Judaism and Applied (June), Peer and Self-Assessment throughout (green pen), presentations, Retrieval Homework Booklets (four booklets – all marked, and feedback provided), feedback in books (www, ebi and next steps), higher order questioning in lessons, key words tests. AP1-4 structure of retrieval assessment structured throughout each unit, including two low stakes quizzes and a reflective Proof of Progress (POP) task.

Links to Careers

Each unit is linked to the Gatsby Benchmarks, which are listed in the Unit Rationales. Three careers specific lessons, one per term, linked to the unit being studied are also delivered by all staff across the department to emphasise the importance of considering and recognising the importance of their 'next steps'.

Cultural Capital

Nurturing the formation of our young people and helping to prepare them for modern society through recognising and respecting diversity and difference is at the heart of our curriculum. Exposing students to 'other' faiths, cultures, ideas, beliefs, values, and opinions enriches the lives of our students and



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enables them to appreciate the value and importance of understanding, tolerance, and fairness in society around them. In particular, 10.3 explores belief, teaching and practice in Judaism, whilst 10.2 identifies different views towards key beliefs or ethical issues. Exposing students to a wide variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, and of course the more typical expectations of education more broadly, provides our young people with recognised and meaningful qualifications that will open doors to a variety of pathways and careers in later life.

Opportunities for Literacy Development

Key words are assigned to every unit comprising Tier 2 and Tier 3 topic-specific religious vocabulary. This enables students to broaden their vocabulary and become religiously literate theologians. All students are also exposed to a wide range of sources of wisdom and authority, which they read, digest and then apply to their knowledge base.

Write like a Theologian – each student is taught how to write like a theologian, encouraging students to write fluently and concisely in a style relevant to our subject area and develop theological oracy and writing skills.

Year 11 Religious Education

Threshold Concepts: *Beliefs and Values, Worship and Celebration, Community and Tradition, Living the Christian Life, Celebrating Diversity and Difference*

	Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5
Programme of Study	11.1.1 Foundational Catholic Theology: Origins and Meaning <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</i> 	11.1.2 Foundational Catholic Theology: Good and Evil <ul style="list-style-type: none"> • <i>Introduction to Good and Evil.</i> • <i>Original Sin</i> • <i>Origin of Evil and Suffering</i> 	<ul style="list-style-type: none"> • Pre-publics and Revision 	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • Revision and Exams



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	<p><i>origins of the universe</i></p> <ul style="list-style-type: none"> • <i>Non-religious explanations for the origins of the universe and humanity</i> • <i>The Nature of Humanity</i> • <i>Catherine of Sienna</i> <ul style="list-style-type: none"> • <i>Abortion and the Sanctity of Human Life including Humanist response</i> • <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> 	<ul style="list-style-type: none"> • <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> • <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> 			
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	<ul style="list-style-type: none"> • <i>CAFOD and SVP</i> • <i>Interfaith Dialogue</i> 	<ul style="list-style-type: none"> • <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.

Core Skills

Define, Describe, Explain, Discuss, Analyse, Evaluation, Reflect, Research, Interpretation, Empathy, Application, Expression, Communication.

Assessment

End of unit assessments (each unit), Mock Examinations focusing on Judaism and Applied (November), Pre-Public Examinations focusing on Applied and Foundations (March), Summer Examination on all three papers (May/June), Peer and Self-Assessment throughout (green pen), presentations, Retrieval Homework Booklets (four booklets – all marked, and feedback provided), feedback in books (www, ebi and next steps), higher order questioning in lessons, key words tests. AP1-4 structure of retrieval assessment structured throughout each unit, including two low stakes quizzes and a reflective Proof of Progress (POP) task.

Links to Careers

Each unit is linked to the Gatsby Benchmarks, which are listed in the Unit Rationales. Three careers specific lessons, one per term, linked to the unit being studies are also delivered by all staff across the department to emphasise the importance of considering and recognising the importance of their 'next steps'.



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Cultural Capital

Nurturing the formation of our young people and helping to prepare them for modern society through recognising and respecting diversity and difference is at the heart of our curriculum. Exposing students to 'other' faiths, cultures, ideas, beliefs, values, and opinions enriches the lives of our students and enables them to appreciate the value and importance of understanding, tolerance, and fairness in society around them. Exposing students to a wide variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, and of course the more typical expectations of education more broadly, provides our young people with recognised and meaningful qualifications that will open doors to a variety of pathways and careers in later life.

Opportunities for Literacy Development

Key words are assigned to every unit comprising Tier 2 and Tier 3 topic-specific religious vocabulary. This enables students to broaden their vocabulary and become religiously literate theologians. All students are also exposed to a wide range of sources of wisdom and authority, which they read, digest, and then apply to their knowledge base.

Write like a Theologian – each student is taught how to write like a theologian, encouraging students to write fluently and concisely in a style relevant to our subject area and develop theological oracy and writing skills.



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.

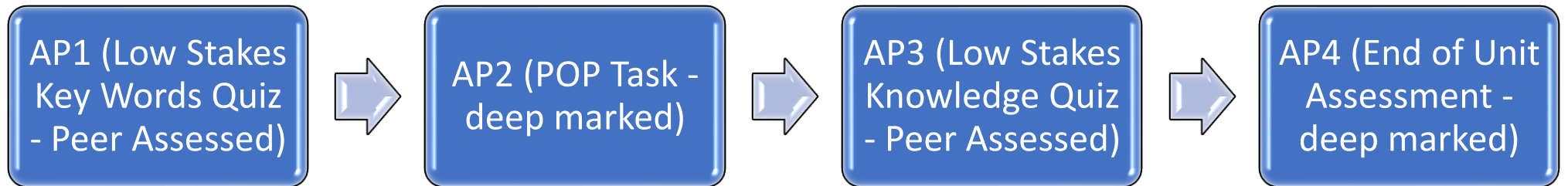


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- **A02 (Evaluate)** Discuss this statement showing that you have considered more than one point of view (you must refer to religion and belief in your answer). Evaluation of a view from more than one perspective.

** 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.