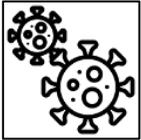




**RE Curriculum Map**

<p><b>St. Cuthbert's Curriculum Vision</b></p> 	<p>The curriculum at St Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics they need to flourish as literate, articulate, global citizens, who fulfil the Catholic Mission to bring about the Common Good.</p>
<p><b>RE Curriculum Vision</b></p> 	<p>To engage students in an understanding and appreciation of their faith and/or other world views that nurtures a readiness for life after St. Cuthbert's in a modern diverse world and allows them to recognise their significance as children of God.</p> <p>To have nurtured, successful &amp; independent young people who know their worth as children of God in a challenging, complex and ever changing world.</p> <p>Through an ambitious, broad and engaging curriculum that develops life skills and builds on knowledge of different world views, framed by the teachings of Jesus Christ and His Church, helping students to achieve their goals and recognise their place in wider society.</p>

**Curriculum Icons Key**

Catholic Mission	Careers (CEIAG)	COVID Catch-up	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and communication	Skills for Life
							



	RE 'at a glance'					
	AUTUMN		SPRING		SUMMER	
<b>YEAR 7</b>	<b>Importance of RE locally, nationally and globally.</b>	<b>Examination of the different ways God has revealed himself.</b>	<b>Gospel values and their importance.</b>	<b>Bible and the Catechism and their importance.</b>	<b>Sacraments.</b>	<b>Core beliefs, practices and teachings of Hinduism.</b>
<b>YEAR 8</b>	<b>Key Parables and Catholic Social Teaching.</b>	<b>Impact of prejudice and discrimination.</b>	<b>Core beliefs and practices of Islam.</b>	<b>Origins of the world from different perspectives.</b>	<b>Church history and development.</b>	<b>Religious art and its use in worship.</b>
<b>YEAR 9</b>	<b>Human rights and key issues that affect our global community.</b>	<b>Existence and nature of God in a world of evil and suffering.</b>	<b>Religious persecution.</b>	<b>Core beliefs, practices and teachings of Judaism.</b>	<b>Ethical dilemmas and the sanctity of life.</b>	<b>Beliefs surrounding life after death.</b>
<b>YEAR 10</b>	<b>Foundational Catholic Theology: Origins and meaning Pt 1</b>	<b>Foundational Catholic Theology: Origins and meaning Pt2</b>	<b>Foundational Catholic Theology: Good and Evil Pt 1</b>	<b>Foundational Catholic Theology: Good and Evil Pt 2</b>	<b>Judaism: Beliefs and Teachings</b>	<b>Judaism: Practices</b>
<b>YEAR 11</b>	<b>Applied Catholic Theology: Life and Death</b>	<b>Applied Catholic Theology: Sin and Forgiveness</b>	<b>Revision</b>	<b>Revision</b>	<b>GCSE exam</b>	



Y7 RE

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Theme</b>	<p>The REason we are here</p>	<p>Revelation</p>	<p>Keys to the Kingdom</p>	<p>Informative Gospel</p>	<p>'Do this in memory of me' an expression of faith.</p>	<p>Hinduism / Santana Dharma (eternal spiritual path)</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• key concepts</li> <li>• RE is integral to life</li> <li>• RE is the 'core of the core'</li> <li>• Sharing our school/dept vision and intent</li> <li>• School expectations/standards</li> <li>• School mission statement</li> <li>• School Prayer</li> <li>• Basic intro to religions/belief systems in Rochdale</li> </ul>	<ul style="list-style-type: none"> <li>• Key concepts</li> <li>• Creed</li> <li>• Creation</li> <li>• Fall</li> <li>• Covenants/</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• New Testament</li> <li>• Great Commission</li> <li>• Pentecost</li> <li>• St Peter,</li> <li>• St Paul</li> </ul>	<ul style="list-style-type: none"> <li>• Bible- skills</li> <li>• Key Parables</li> <li>• miracles</li> <li>• Catechism</li> <li>• Magisterium</li> <li>• Vatican II</li> <li>• Key thinkers</li> </ul>	<ul style="list-style-type: none"> <li>• 7 Sacraments intro</li> <li>• Baptism</li> <li>• Confirmation</li> <li>• Eucharist</li> <li>• Reconciliation</li> <li>• Holy Orders</li> <li>• 4 marks of the Church</li> <li>• Interfaith dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Hindu key beliefs</li> <li>• Place of worship</li> <li>• Practices</li> <li>• Festivals</li> <li>• Hinduism in Rochdale</li> <li>• Interfaith dialogue</li> </ul>
<b>Skills</b>	<p>S1 Recall, define and use religious terminology correctly. S2 With scaffolding, recall and identify beliefs, practices and / or teachings.</p>					



	<p>S3 With scaffolding, recall and outline beliefs, practices and / or teachings.                  S4 With scaffolding, recall and describe beliefs, practices and / or teachings.                  S5 With scaffolding, recall and explain beliefs, practices and / or teachings.                  S6 With scaffolding, recall and evaluate beliefs, practices and / or teachings.                  S7 With scaffolding, recall and analyse beliefs, practices and / or teachings.</p>		
<p><b>Rationale</b></p>	<p>Students start their learning journey by having a clear understanding of the reasons we study RE and why it is truly the ‘core of the core’ curriculum. Students will recognise the worth and benefits of RE at our school, Rochdale and wider community. An introduction to the other major world religions/belief systems will provide students with foundational knowledge and an understanding of both religious and non-religious views in order to apply and evaluate more difficult concepts in future learning. Having revealed the worth of RE students will move on to an investigation of Genesis and how God first revealed himself to humanity. They will investigate other forms of revelation before moving on to the most important form of revelation when the “word became flesh” at Christmas in line with the relevant liturgical season.</p>	<p>Building on prior learning of how Jesus entered the world at Christmas students will further examine the instructions/Gospel teachings revealed by Jesus in order to continue the Christian Church. Students will scrutinise how these teachings can inform behaviour with the aim of being the Body of Christ, “loving their neighbour” and “making disciples of all nations” as commanded in the Bible, Catechism and other sources of authority. Students will build on pre-existing knowledge as they further investigate key teachings from a variety of sources informing them how they should behave in order to receive the keys to the kingdom.</p>	<p>Continuing their learning journey students will investigate what the 7 sacraments teach about faith and how they are a means of achieving salvation and unlocking the keys to the kingdom. As ‘an outward sign of an inward grade’ Catholics must respond to Jesus command to “do this in memory of me”, and actively be the body of Christ treating all people with dignity and respect. Recalling key beliefs from the creed students will focus on the four marks of the Church, in particular how the world Catholic means universal and why the Church believes it is important to promote respect and collaboration between different faiths. Students will revisit the benefits of RE in relation to community cohesion before moving on to a detailed study of Hinduism, which is the third largest religion in Rochdale.</p>
<p><b>Prior learning links</b></p>	<p>Primary schools within the Diocese use either Come and See or The Way, the Truth and the Life. Both schemes are based on the Catechism of the Catholic Church and cover the requirements of the Religious Education Curriculum Directory.</p>	<p>In the previous term students have investigated the importance of RE in the world around them and the many different ways that God has revealed himself to humanity. Students need this acquired knowledge to better understand specific teachings revealed</p>	<p>Having studied revelation in the Autumn term and other key sources of authority in the spring term students will learn what the Sacraments reveal about God and how these practices influence Catholics belief and practices.</p>



	<p>Our non-Catholic primaries follow the local agreed syllabus produced by Rochdale SACRE which again covers the major world religion beliefs, teachings and practices.</p> <p>This unit of work links to KS2 as students will build on both the RECD and locally agreed syllabus with a more in-depth study of the 6 major world religions and belief systems such as humanism.</p>	<p>within the New Testament with a priority focus on the Great Commission and the gifts of the holy spirit at Pentecost.</p> <p>A previous study of how God reveals himself in the canon of scripture will provide the platform to study the Catechism as a modern day form of revelation produced by the magisterium in the Catholic Church.</p>	<p>Building on further prior knowledge from both the Autumn and Spring term students will use this to gain a better understanding of Hinduism as they study the religion in more detail and are able to recall why Catholics support cohesion and an interfaith dialogue.</p>
<p><b>Future learning links</b></p>	<p><u>The current topics covered in the Autumn term will have future links with the following areas:</u></p> <p>Year7 – SPR 1&amp;2, more detailed investigation of revealed teachings in key sources of wisdom and authority</p> <p>SUM 1&amp;2, revelation of God in the Sacraments and a more in depth look at Hinduism</p> <p>Year 8- AUT 1&amp;2 , development of Catholic Social Teaching and how prejudice and discrimination is not welcome in our school</p> <p>SPR 1&amp;2- Tackling Islamophobia and a reinvestigation of Genesis and different views on how the world was made</p>	<p><u>The current topics covered in the Spring term will have future links with the following areas:</u></p> <p>Year 7- SUM 1 Sacraments</p> <p>Year 8- AUT 1&amp;2 , development of Catholic Social Teaching and how prejudice and discrimination is not welcome in our school</p> <p>SUM 1- development of the Church</p> <p>Year 9- AUT 1&amp;2 importance of equality, respect and dignity of all</p> <p>SUM 1&amp;2- Links to sanctity of life and why Catholics believe all people should be treated with respect in order to receive salvation</p>	<p><u>The current topics covered in the Summer term will have future links with the following areas:</u></p> <p>Year 8-AUT 1&amp;2 Development of Catholic Social Teaching and how prejudice and discrimination is contrary to Church teachings.</p> <p>Year 9- AUT 1&amp;2- Gospel Values and Teachings consolidated when they look at human rights and reflect on where is God in a world of evil and suffering</p> <p>Year 10-Interfaith dialogue, working for cohesion and the common good</p>



	<p>Year 9 – AUT 1, Careers in RE and the importance of equality, respect and dignity of all</p> <p>Year 10- Nature of God and humans, incarnation, Trinity Judaism, Parables, Creed</p> <p>Year 11- Eschatology, salvation, forgiveness, prayer, absolute and relative morality, redemption, Church, mission and evangelisation</p>	<p>Year 10- Creation, nature of God, nature of humans, Bible</p> <p>Year 11- how eschatological teachings influence behaviour, changes to the Church after Vatican II, different types of magisterium</p>	<p>Year 11- Sacraments, how eschatological teachings influence behaviour</p>
<p><b>Why</b></p>	<p>At KS3 we aim to build on prior learning from KS2 and assemble an increasing sophisticated approach to the study of RE in preparation for future learning and life beyond St Cuthbert's.</p> <p>We aim to build concepts and knowledge over time and constantly revisit and return to key topics in order to embed understanding and provide a true quality education beyond the RECD through lived experiences of music, art and influential people, places and texts.</p> <p>Many of our students come from non-Catholic primary schools and the quality of their knowledge can be of varying degrees. We must establish that RE is a compulsory 'core of the core' subject that nurtures a readiness for life in modern Britain by allowing them to question and better understand their own faith/world view alongside that of others in the diverse world in which we live.</p> <p>A reinvestigation of the 6 major world religions will allow us to quickly identify gaps in</p>	<p>Our Year 7 schema has been designed with sequential learning opportunities to enable students to build on prior knowledge and develop their understanding. Having studied revelation previously a detailed examination of specific revealed teachings from the New Testament, Catechism and other sources of authority is a natural progression.</p> <p>This will provide the platform for the next unit of learning when students study sacraments and how the Eucharist is spiritual food to help them "go and make disciples of all nations"</p> <p>A more thorough investigation of the four marks of the Church and the outcomes of Vatican II will provide the foundations for future learning in the Summer term when students investigate Hinduism and are reminded why Catholics support an interfaith dialogue in line with cohesion.</p>	<p>The main learning focus in year 7 has been on Catholic Christianity, examining key sources from important authorities such as the Bible, Catechism and encyclicals.</p> <p>The reason for this is to ensure all students regardless of starting points have an understanding of Catholic teachings specifically related to the Catechism in line with the RECD requirements.</p> <p>Emerging knowledge of Catholic Christianity will continue across KS3 to support future learning when students study foundational and applied Catholic Christianity in depth.</p> <p>Lesson content has been addressed in a local context to make learning relevant and a global context to enhance learning opportunities, life skills and cultural capital.</p>



	<p>knowledge, tackle misconceptions and identify starting points of students. This foundational knowledge will provide a platform for future learning allowing students to apply their knowledge and tackle more difficult concepts as they move through the key stages.</p> <p>We have chosen to cover Revelation at this point to reinforce how our school expectations link to the main Gospel values as revealed to humanity in a variety of ways.</p> <p>We finish with a celebration of Christmas in line with the liturgical season and a comparison of other religious festivals of lights to support a locally relevant curriculum.</p>		
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Y8 RE

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Theme</b>	<b>Performative Gospel 'Let's do it'</b>	<b>Prejudice and Discrimination</b>	<b>Islam/Islamophobia</b>	<b>Caused or chance?</b>	<b>Different Christian perspectives (Church History)</b>	<b>Christ in culture</b>
<b>Knowledge /skills</b>	<ul style="list-style-type: none"> <li>• Catholic Social Teaching</li> <li>• 7 main principles</li> <li>• Key encyclicals</li> <li>• Parable of sower “hears the word and understands it.</li> <li>• Parable of Sheep and Goats “ What you did”</li> <li>• Sermon on Mount</li> <li>• Church</li> <li>• Mary as a role model</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prejudice</b></li> <li>• <b>Discrimination</b></li> <li>• Christian attitudes</li> <li>• Other religions response</li> <li>• Non religious response</li> <li>• Civil rights</li> <li>• Development of laws</li> <li>• Modern examples locally and globally</li> <li>• Has enough been done today?</li> </ul>	<ul style="list-style-type: none"> <li>• Islamophobia</li> <li>• key beliefs</li> <li>• Place of worship</li> <li>• Practices</li> <li>• Festivals</li> <li>• Stewardship</li> <li>• Islam in Rochdale/wid er community</li> </ul>	<ul style="list-style-type: none"> <li>• Genesis 1 and 2</li> <li>• Diff Christian beliefs about cosmology</li> <li>• Jewish beliefs about Cosmology</li> <li>• Islamic beliefs about cosmology</li> <li>• Humanist beliefs</li> <li>• Stewards of creation- Laudato Si</li> </ul>	<ul style="list-style-type: none"> <li>• Growth and development of Church</li> <li>• Different denominations</li> <li>• How they affect practice and belief (diff interpretation s of Genesis story)</li> <li>• Church decline-what could church do to entice the younger generation</li> <li>• Effective worship- music</li> </ul>	<ul style="list-style-type: none"> <li>• Use of art as an expression of belief</li> <li>• Key Christian symbolism and imagery</li> <li>• Study of Rembrandt Prodigal son-</li> <li>• Study of the Last supper Da Vinci</li> <li>• Sacred heart</li> <li>• Homeless Christ sculpture</li> <li>• Graffiti worship</li> </ul>



<p><b>Skills</b></p>	<p>S1= Recall, define and use religious terminology correctly.                  S2= With limited scaffolding, recall and identify beliefs, practices and / or teachings.                  S3= With limited scaffolding, recall and outline beliefs, practices and / or teachings.                  S4=With limited scaffolding, recall and describe beliefs, practices and / or teachings.                  S5= With limited scaffolding, recall and explain beliefs, practices and / or teachings.                  S6=With limited scaffolding, recall and evaluate beliefs, practices and / or teachings.                  S7= With limited scaffolding, recall and analyse beliefs, practices and / or teachings.</p>		
<p><b>Rationale</b></p>	<p>Students will construct a deeper understanding of the 7 principles of Catholic Social Teaching and the responsibility they have as stewards to hear, understand and actively respond. This idea of Christian living links to the importance of working for the common good and ensuring humanity works together to “help the least of their brothers” and ‘treat others how they want to be treated’. To enrich students learning experiences they will examine several local organisations that actively work for social justice. Links in learning will naturally be made as students examine the detrimental effects of prejudice and discrimination historically and examine whether enough has been done as they study the effects of prejudice and discrimination in the local context of Rochdale and beyond</p>	<p>Students will study Islam due to our local demographic; Islam being the second largest religion in Rochdale. The purpose is to recall and develop prior knowledge as they challenge stereotypes and aim to follow revelation by welcoming all people being made in ‘Imago Dei’ This will lead into a more detailed study of Genesis and different interpretations of how the world was created and whether we have been caused by God or are the random result of evolution. This will prepare for future learning, as students will recall key messages from Laudato Si and examine how both religious and non-religious groups try to take care of the world and cultivate it.</p>	<p>To ensure students are best prepared for future learning they must understand that there are many different Christian traditions within the Church. They will recall how the Church started and the development of different denominations before evaluating the impact of Church decline and what the Church could do to thrive in the 21<sup>st</sup> Century. Links in the final unit will be made as students move on to examine faith expressed through art and can be a tool to aid worship in the modern world. They will examine key pieces of religious art which will enhance their cultural capital.</p>
<p><b>Prior learning links</b></p>	<p>Previous study of revelation, keys to kingdom and Informative Gospel in Year 7, will provide a platform for students when studying catholic social teachings and prejudice and discrimination in year 8.</p>	<p>We will build on knowledge from prejudice and discrimination when investigating Islamophobia.  Links in learning will be made with year 7 when students revisit Genesis and are given</p>	<p>We will revisit previous learning on St Peter and St Paul. This will allow students to further explore the development of the Church in greater depth.</p>



	<p>Students will continue to build on their written communication skills. All students are given opportunities to practice the skills of describe, explain and evaluate- with scaffolding.</p> <p>Students have learnt specialist language that they will be able to use and apply in Year 8.</p> <p>Students have learnt sources of authority that they will be able to use in year 8.</p> <p>They have learnt how to use the skill of inference to understand the meaning of a parable.</p>	<p>the opportunity to analyse the creation accounts in a greater depth.</p> <p>We will continue to develop the skills of questioning, inference, reading for meaning, use of SoWA and Specialist language.</p>	<p>This learning will enable students to access future skills when they will be asked to explain from either Catholic Christianity or two Christian traditions.</p>
<p><b>Future learning</b></p>	<p><u>The current topics covered in the Autumn term will have future links with the following areas:</u></p> <p>Year 8- Prejudice and discrimination will support islamophobia SPHT1</p> <p>Year 9-Catholic social teaching will support human rights, abortion, animal rights, sanctity of life, euthanasia.</p> <p>Year 10-Catholic social teaching supports, sanctity of life, abortion, Charity, Moral Authority. Prejudice and discrimination will support Interfaith dialogue</p>	<p><u>The current topics covered in the Spring term will have future links with the following areas:</u></p> <p>Year 9- Islamophobia will link to human rights, Persecution of Muslims</p> <p>Caused or chance will support an evaluation of the existence of God in year 9</p> <p>Year 10- Islamophobia will support CST, moral behaviours and an interfaith dialogue</p> <p>Caused or chance will support and in depth study of cosmology and the nature of God</p>	<p><u>The current topics covered in the Summer term will have future links with the following areas:</u></p> <p>Year 8- use of statues in different Christian traditions</p> <p>Year 10- views of different Christian traditions, Sculptures and statues</p> <p>Yea 11- artefacts, symbolism and an expression of faith through objects</p>



	<p>Year 11- Catholic social teaching supports Nature of church, Mary as Role model, Mission and Evangelisation.</p>		
<p><b>Why</b></p>	<p>Students need a secure understanding of Catholic social teachings and Prejudice and discrimination in order to develop their future learning on Islamophobia and future learning in year 9 when they study where is God in our global community and religious persecution.</p> <p>We aim to explore and inspire social action as students explore Catholic Social Teaching and reflect on their own beliefs and values.</p>	<p>A study of whether the world has been caused by God or happened by random chance will broaden students' knowledge of Genesis preparing them to critically investigate what Genesis reveals about the nature of God and humans.</p> <p>We continue to develop critical thinking skills and the ability to construct well-informed, structured written arguments using a selection of SoWA to support.</p> <p>Opportunities for debate and discussion within lessons will develop oracy using specialist theological language.</p>	<p>Students need the foundational knowledge on how the Church began and developed in order to support a broad understanding of different Christian denominations.</p> <p>We aim to provide our students with opportunities for creativity and a study of Christ in culture and will help secure future knowledge when students critically investigate key pieces of art, Creation of Adam and the Tree of Life.</p> <p>We continue to develop critical thinking skills and the ability to construct well-informed, structured written arguments using a selection of SoWA to support.</p> <p>Opportunities for debate and discussion within lessons will develop oracy using specialist theological language.</p>



Y9 RE

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Theme</b>	<b>Global Community</b>  	<b>Where is God in our global community?</b>  	<b>Religious persecution</b>  	<b>Judaism</b>  	<b>Dignity and worth</b>  	<b>Transformative Gospel- Be the change / continuation of our journey</b>  
<b>Knowledge /skills</b>	<ul style="list-style-type: none"> <li>• The impact &amp; importance of RE</li> <li>• Career opportunities, employability and life skills</li> <li>• Human rights</li> <li>• UN</li> <li>• CST continued- Gaudium et Specs</li> <li>• Catholic responses to human rights abuses</li> <li>• Preferential option for the poor- poverty in UK- SVP</li> <li>• CAFOD</li> <li>• Poverty in Rochdale</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of God</li> <li>• Moral evil</li> <li>• Natural evil</li> <li>• Theodicy- Christian responses</li> <li>• Responses from Key thinkers- Augustine, Hick, Hume, Mackie</li> <li>• Non-religious responses</li> <li>• Other religious responses</li> </ul>	<ul style="list-style-type: none"> <li>• What is religious persecution</li> <li>• Persecution of Jesus - scourging, crucifixion from a historical and medical viewpoint</li> <li>• Modern day persecution Historical persecution of Jewish people Holocaust</li> <li>• People who stood up and challenged injustice</li> <li>• Religious persecution of Muslims</li> </ul>	<ul style="list-style-type: none"> <li>• Key beliefs</li> <li>• Place of worship</li> <li>• Practices</li> <li>• Festivals</li> <li>• Stewardship</li> <li>• Anti-Semitism today</li> <li>• Judaism in Rochdale/wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Sanctity of life V's quality of life</li> <li>• Abortion</li> <li>• Capital Punishment</li> <li>• Euthanasia</li> <li>• Medical ethics- Transplant surgery/organ donation</li> <li>• Animal rights</li> </ul>	<ul style="list-style-type: none"> <li>• Is death the end?</li> <li>• Salvation</li> <li>• Incarnation</li> <li>• Paschal Mystery</li> <li>• Resurrection</li> <li>• Eschatology</li> <li>• Life after death</li> <li>• St Paul</li> </ul>



			<ul style="list-style-type: none"> <li>• Christian teachings and responses to religious persecution</li> </ul>			
<b>Skills</b>	<p>S1= Recall, define and use religious terminology correctly.                  S2= Recall and identify beliefs, practices and / or teachings.                  S3= Recall and outline beliefs, practices and / or teachings.                  S4= Recall and describe beliefs, practices and / or teachings.                  S5= Recall and explain beliefs, practices and / or teachings.                  S6= Recall and evaluate beliefs, practices and / or teachings.                  S7= Recall and analyse beliefs, practices and / or teachings.</p>					
<b>Rationale</b>	<p>Students will come full circle and reconsider the worth and value of RE from a career perspective and the employability and life skills that RE provides. They will build on the idea of being created in Imago Dei and how they must exercise their human rights to create a just and fair society with a preferential option for the poor at the centre. Students will go on to evaluate where God is in our current Global Community when there is so much evil and suffering in the world from both a religious and non-religious viewpoint.</p>	<p>Recalling prior knowledge students will re-examine prejudice and discrimination focusing on religious persecution that people have faced historically from the time of Jesus to the modern day. This will lead into a detailed examination of the Holocaust making prior links with stewardship and CST as we focus on key people who stood up, spoke out and took action against religious persecution. Students will study other forms of religious persecution such as the Christchurch Mosque attacks before moving on to a study of Christian responses to persecution supported by Biblical teachings. Knowledge of the Holocaust will prepare the way for a more detailed study of Judaism focussed on beliefs, teachings and practices; and how sadly anti-Semitism sadly still exists in the world today.</p>	<p>The students learning journey will come full circle as they recall and further examine the worth and purpose of human life- did God “breathe the breath of life into Adams nostrils” or are we nothing more than “an advanced breed of monkey”. This will prepare the way for a detailed study of sanctity verses quality of life and will allow students to evaluate different views on controversial issues such as abortion, euthanasia and capital punishment. A study of life after death will allow students to reconsider their personal views as to whether God, heaven and the afterlife is real. They will recall key teachings, actions and behaviours revealed by God in order to receive the keys to the kingdom and transform from this world into eternal life in the next. “You will not sleep you will be changed”</p>			



<p><b>Prior learning links</b></p>	<p>In year 9 we will seek to embed prior learning from Year 7 as students recall why we study RE as a compulsory subject. This prior knowledge will allow us to embed learning as students examine the many different career opportunities and transferable life and employability skills that RE provides</p> <p>Prior learning on Catholic Social Teaching, Gospel values and the Catechism will enable students to critically consider human rights abuses and their own responsibility when called to social action in a local and global context.</p> <p>Students have learnt specialist language that they will be able to deploy and apply in Year 9.</p> <p>Students have learnt sources of authority that they will be able to use in year 9 to further support their understanding.</p> <p>Students will continue to build on their written communication skills. All students are given opportunities to practice the skills of describe, explain and evaluate- with scaffolding.</p>	<p>We will build on knowledge from prejudice and discrimination when investigating religious persecution.</p> <p>Links in learning will also be made with year 7 when students revisit Judaism in order to develop their understanding in this unit.</p> <p>We will continue to develop the skills of questioning, inference, reading for meaning, use of SoWA and Specialist language.</p>	<p>Revisiting the importance of social action and why any kind of prejudice and discrimination is wrong will support future learning on the dignity and worth of humans and sanctity verse the quality of life argument.</p> <p>This core foundational knowledge will allow for an in-depth study of ethical dilemmas and why issues such as abortion, euthanasia, and capital punishment are so controversial.</p> <p>Learning from year 7 will allow students to develop their understanding of life after death as they examine eschatology in more detail.</p>
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<p><b>Future learning</b></p>	<p><u>The current topics covered in the Autumn term will have future links with the following areas:</u></p> <p>Year 9-Religious persecution, dignity and worth, transformative Gospel</p> <p>Year 10-Catholic social teaching, CAFOD, SVP, interfaith dialogue.</p> <p>Evil and suffering, theodicy, ambivalence</p> <p>Year 11- Catholic social teaching supports Nature of church, Mary as Role model, Mission and Evangelisation.</p>	<p><u>The current topics covered in the Spring term will have future links with the following areas:</u></p> <p>Year 9- Dignity and Worth, Transformative Gospel</p> <p>Year 10- Judaism beliefs teachings and practices, interfaith dialogue, common good and cohesion</p> <p>Year 11-religious diversity the benefits, challenges and issues</p>	<p><u>The current topics covered in the Summer term will have future links with the following areas:</u></p> <p>Year 10- Nature of humans, Sanctity verses quality of life, abortion, different types of moral authority,</p> <p>Year 11- Death and the afterlife, euthanasia, eschatology, funeral rite, forgiveness, capital punishment, redemption</p>
<p><b>Why</b></p>	<p>Studying human rights and the many human rights abuses that people face will allow students to appreciate why many religious and non-religious people work for social justice. This theme will be further explored through an in depth study of key encyclicals, teachings from the Catechism and how Mary is a model of the Church.</p>	<p>A study of Judaism in Year 9 will allow us to broaden students knowledge of Judaism in Year 10 and compare this with key Catholic and other Christian beliefs.</p> <p>We continue to develop critical thinking skills and the ability to construct well-informed, structured written arguments using a selection of SoWA to support.</p> <p>Opportunities for debate and discussion within lessons will develop oracy using specialist theological language.</p>	<p>As students end KS3 it is vital that they have a secure knowledge of how eschatology affects behaviour and practice. This will enable students to be best prepared for GCSE when they begin an in-depth study of foundational Catholic theology, applied Catholic theology and Judaism embedding the sequential knowledge and skills developed throughout KS3.</p> <p>Throughout KS3 our aim has been to provide depth and breath to students learning. We understand that we cannot cover everything and support the 'collectively enough' approach. We have carefully selected which religions we will study in detail from the monotheistic religions of Christianity, Islam</p>



			<p>and Judaism alongside the dharmic religion of Hinduism in line with our school context and present intake.</p> <p>This hearty approach will give students the opportunity to build concepts, knowledge and skills over time. Allowing them to dig deeper, linger longer and aid progress rather than trying to cover everything in a limited way.</p>
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**Y10 RE**

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Theme</b>	<b>Origins and meaning</b> 	<b>Origins and meaning (Cont.) / Good and evil</b> 	<b>Good and Evil (cont.) Judaism beliefs</b> 	<b>Judaism beliefs and teachings/Practices</b> 	<b>Judaism (cont.) Revision</b> 	<b>Life and death 1</b> 
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• <b>Key concepts</b></li> <li>• Catholic beliefs and teachings about the origin of the universe</li> <li>• non-religious views about the origin of the universe</li> <li>• Jewish view on nature of God and creation</li> <li>• Comparison of scientific theory of creation of world</li> <li>• Different attitudes towards abortion- Catholic, Jewish and non-religious views focussing on sanctity V's quality of life.</li> <li>• Comparison of the</li> </ul>	<ul style="list-style-type: none"> <li>• Symbolism: The use of symbolism and imagery in Christian art, with particular reference to the Creation of Adam and Tree of Life Apse mosaic in San Clemente.</li> <li>• Practices: Catholic Social teaching/ Interfaith dialogue.</li> </ul> <p><u>GOOD AND EVIL</u></p> <ul style="list-style-type: none"> <li>• Key concepts</li> <li>• Catholic perspective on Origin of Evil</li> </ul>	<ul style="list-style-type: none"> <li>• St John Paul II view on suffering</li> <li>• Jesus as a source of moral authority</li> <li>• Different religious views on the use of sculptures and statues- Christian and Jewish</li> <li>• Pilgrimage</li> <li>• Rosary</li> <li>• <u>Key concepts</u> Nature of God</li> <li>• Messiah</li> <li>• Covenant</li> </ul>	<ul style="list-style-type: none"> <li>• Life on earth</li> <li>• Afterlife</li> <li>• Worship</li> <li>• Shabbat</li> <li>• Synagogue</li> </ul>	<ul style="list-style-type: none"> <li>• <u>REVISION IN PREP FOR MOCK</u></li> <li>• Rituals</li> <li>• Daily life</li> <li>• Festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Key concepts</li> <li>• Dying well / Palliative care</li> <li>• Euthanasia</li> <li>• Diff beliefs about Life after death- religious and non-religious</li> <li>• St Paul Resurrection of Body</li> <li>• Eschatology <ul style="list-style-type: none"> <li>• Magisterium</li> </ul> </li> <li>• Second Vatican Council</li> <li>• Sarcophagi</li> <li>• Paschal Candle</li> </ul>



	<p>first (Genesis 1:1-2:3) and second (Genesis 2:4-24) creation accounts.</p> <ul style="list-style-type: none"> <li>• Catholic beliefs about the nature of human beings and their relationship with creation.</li> <li>• A comparison of Catholic, Jewish and Humanist beliefs on the importance of preserving the planet and the environment-stewardship.</li> <li>• The Bible and Catholic and other Christian views on Bible.</li> </ul>	<ul style="list-style-type: none"> <li>• St Augustine Challenge of Evil- Hume and Mackie</li> <li>• Catholic View on Suffering</li> <li>• Jewish view on suffering</li> <li>• Trinity</li> <li>• Incarnation</li> </ul>				
<p><b>Skills</b></p>	<p>S1= Define key words and concepts.                  S2= Describe a key belief, teaching, practice or event.                  S3=Demonstrate knowledge and understanding of a topic by explaining key teachings or beliefs.                  S4= Demonstrate knowledge and understanding of a topic by explaining the main features, importance or significance.                  S5= Demonstrate an excellent, highly detailed analysis and evaluation of an issue showing you have considered more than one point of view.                  S6= Demonstrate a highly detailed consideration of non-religious beliefs.                  S7= Use and interpret religious specialist language and sources of wisdom of authority accurately and appropriately.</p>					
<p><b>Rationale</b></p>	<p>Students start with origins and meaning as this is the foundation unit for all future learning. We will aim to make links with origins and meaning throughout the full course focusing on how and why humans have been made in imago Dei to be the Body of Christ, actively promote Catholic</p>	<p>Students will build on prior knowledge from the good and evil unit and enhance their cultural capital by analysing famous pieces of artwork and sculpture that show suffering. They will consider real life scenarios and different sources of moral authority that both religious and non-</p>	<p>Students have now covered component 1 and component 3 in full. They will focus on exam technique and revision in preparation for a mock to give a fuller picture of understanding and knowledge retrieval. Students will move on to study component 2- life and death. They will look at different</p>			



	<p>Social teachings and use our freewill for the good of creation. This will lead into good and evil and the responsibility humans have to actively follow Christ revelation and work to prevent evil and suffering in the world</p>	<p>religious people could follow when making a moral decision. They will finish unit by looking a pilgrimage and why people who suffer choose to go on a pilgrimage, again they will make real life links with wounded soldiers who attend an annual pilgrimage at Lourdes.</p> <p>Students will then move on to study Jewish beliefs due to the comparison element and being able to make strong connections/links with Paper 1. This will culminate with a study of Jewish practices in order to understand how Jewish beliefs impact their practice in everyday life.</p>	<p>beliefs about what happens after death and why it is important for Catholics to die well. They will apply these beliefs to real life situations such as palliative care and euthanasia making links with origins and meaning and the sanctity of life argument. They will also examine key beliefs about the afterlife as written by St Paul making links with eschatology and key Parables which support this idea of judgment, again making links with Component 1 and the importance of living well and putting Catholic Social Teaching into action as dictated by Vatican II and other teachings from the magisterium.</p> <p>Students will finish the unit by analysing key symbols that support belief in life after death ready for year 11 where they will continue an investigation into the symbols expressing belief in eternal life in a Catholic funeral rite and different forms of prayer.</p>
<p><b>Prior learning links</b></p>	<p>Students have completed their KS3 curriculum examining a range of religious and non-religious beliefs, teachings and practices through a sequenced learning platform. This foundational knowledge will be revisited and built upon allowing students to demonstrate their depth and breadth of understanding of the subject.</p> <p>Students will apply this gained knowledge to when they examine key Catholic beliefs teachings and practices, comparing these to</p>	<p>The study of where is God in a world of evil and suffering and Judaism from year 9 will enable students to access these themes at greater depth in year 10.</p>	<p>Students will revisit key knowledge and skills from the Autumn and Spring term in order to best prepare for the mock examination. Students will build on prior learning from Year 9 when they studied key ethical dilemmas and issues surrounding life after death. This learning will enable students to secure their knowledge of eschatological teachings from a religious and nonreligious point of view.</p>



	<p>other Christian traditions, Jewish and non-religious views such as those held by humanist or atheist.</p> <p>The GCSE curriculum develops critical thinking skills, judgment and the ability to construct well-informed, structured written argument. A stepped approach of these skills have been developed at KS3 to support future learning and curriculum content.</p> <p>A prior exploration and appreciation of other beliefs and values will allow students to critically evaluate other points of view as well as broadening minds and overcoming prejudice.</p> <p>The skill of inference at KS3 will develop student's ability to successfully apply sources from the key texts they are studying, such as, the Bible, Church teachings, Catechism, Torah and Talmud in line with GCSE curriculum.</p> <p>The skills of describe, explain and evaluation introduced throughout KS3 will be constantly practised and embedded throughout.</p>		<p>Year 8 and a study of how art can express religious belief will allow students to better understand the symbolism in key artefacts such as sarcophagi and the paschal candle.</p>
<p><b>Future learning</b></p>	<p><u>The current topics covered in the Autumn term will have future links with the following areas:</u></p> <p>10- Good and Evil, Judaism beliefs, teachings and practices</p>	<p><u>The current topics covered in the Spring term will have future links with the following areas:</u></p>	<p><u>The current topics covered in the Summer term will have future links with the following areas:</u></p> <p>10- Life and death</p>



	<p>11- Life and death and sin and forgiveness</p>	<p>10- Good and Evil Judaism beliefs, teachings and practices</p>	<p>11- sin and forgiveness</p>
<p><b>Why</b></p>	<p>Students have begun their GCSE course, we start with origins and meaning as this is the foundation unit that provides the basis for all future learning at KS4.</p> <p>An examination of Good and Evil will prepare students for the spring term when they continue with Good and Evil, broadening their knowledge further when they consider of St John Paul teachings and what Michelangelo's Pieta reveals about suffering and ambivalence.</p> <p>Throughout the Autumn term will aim to further develop students' knowledge and understanding of religious and non-religious beliefs.</p> <p>We will focus on the skills needed at GCSE including developing students' ability to apply key sources of wisdom and authority through their reading and inference of key religious texts, other texts and scriptures of the religions they are studying.</p>	<p>Students need to complete Good and Evil to have the secure knowledge needed to finish the course and have a true depth and breadth of learning building on prior knowledge from Year 9 and Year 10.</p> <p>An examination of Jewish beliefs is needed at this point as students will continue to develop their understanding of the Jewish faith examining Jewish practices in the Summer Term.</p>	<p>Students end year 10 revisiting origins and meaning, good and evil and Jewish beliefs as they prepare for their mock.</p> <p>In order to support learning in year 11 students will begin their study of life and death to afford students extra revision time in year 11 to consolidate knowledge and practice key skill requirements of describe, explain and evaluation.</p>



	<p>We will revisit extended writing skills providing even more opportunities for students to construct well argued, well informed, structured written responses demonstrating their understanding.</p>		
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**Y11 RE**

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Theme</b>	<b>Life and death (cont.)</b> <b>Sin and forgiveness</b> 	<b>Sin and forgiveness</b> 	<b>Revision/Exam technique</b> 	<b>Revision/Exam technique</b> 	<b>Revision/ Exam technique</b> 	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Music and the funeral rite</li> <li>• Symbols on a coffin</li> <li>• Different types of Prayer.</li> <li>• <u>Sin and Forgiveness</u></li> <li>• Key concepts</li> <li>• Crime and punishment</li> <li>• Aims of punishment</li> <li>• Forgiveness</li> <li>• Capital punishment</li> </ul>	<ul style="list-style-type: none"> <li>• Nature of the church</li> <li>• Mary as a role model</li> <li>• The body of Christ</li> <li>• Interior of a church</li> <li>• Exterior of a church</li> <li>• Sacraments</li> <li>• Mission and evangelisation</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and Exam skills (reminding students of the importance of RE in shaping their career/next steps)</li> <li>• Ongoing revision of Component 1 - Origins and Meaning and Good and Evil</li> <li>• Ongoing revision of Component 2- Life and death and Sin and forgiveness</li> <li>• Ongoing revision of Component 3- Judaism</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and Exam skills (reminding students of the importance of RE in shaping their career/next steps)</li> <li>• Ongoing revision of Component 1 - Origins and Meaning and Good and Evil</li> <li>• Ongoing revision of Component 2- Life and death and Sin and forgiveness</li> <li>• Ongoing revision of Component 3- Judaism</li> </ul>	GCSE Exams	



			<ul style="list-style-type: none"> <li>Practising exam skills such as evaluation 'd' type responses.</li> </ul>	<ul style="list-style-type: none"> <li>Practising exam skills such as evaluation 'd' type responses.</li> </ul>		
<b>Skills</b>	<p>S1= Define key words and concepts.                  S2= Describe a key belief, teaching, practice or event.                  S3=Demonstrate knowledge and understanding of a topic by explaining key teachings or beliefs.                  S4= Demonstrate knowledge and understanding of a topic by explaining the main features, importance or significance.                  S5= Demonstrate an excellent, highly detailed analysis and evaluation of an issue showing you have considered more than one point of view.                  S6= Demonstrate a highly detailed consideration of non-religious beliefs.                  S7= Use and interpret religious specialist language and sources of wisdom of authority accurately and appropriately.</p>					
<b>Rationale</b>	<p>Students will complete the later section of Life and Death before starting the final part of component 2 applied catholic theology. Students will begin by analysing the difference between a crime and a sin and the different ways of making moral decisions. Links will again be made with component 1 when they study Capital punishment and why some Christians support rehabilitation and others retribution including tradition and modern teachings in the catechism. Students will examine what it means to forgive and why it is not an easy thing to do but necessary in order to achieve salvation; making links with component 2 life and death and the command to “forgive us our trespasses as we forgive those who trespass against us”. Students will study the four marks of the Church and why Mary is a</p>	<p>Students will finish the course by Christmas allowing the remaining time to consolidate learning, focussing on exam, technique, timing, review and retrieval techniques.</p> <p>Constant links will be made with transferable skills and career opportunities that RE can provide to encourage students to engage with revision.</p>				



	<p>perfect model of the Church. They will again make links with origins and meaning and why it is important to be the Body of Christ on earth and actively practice forgiveness in order to achieve salvation.</p> <p>Students will move on to analyse the architectural and key interior features of a Church and how these link to key sacraments and help Catholics to achieve God's grace, redemption and salvation.</p> <p>This will culminate by examining the final commission given by Jesus to go and make disciples of all nations supporting an interfaith dialogue as everyone has been made in Imago Dei.</p>		
<p><b>Prior learning links</b></p>	<p>Students will start year 11 by revisiting the life and death unit from year 10. This will allow them to recall and broaden their knowledge.</p> <p>Prior learning from year 7, 8 and 9 will support a more detailed study of Sin and Forgiveness.</p>	<p>Foundational knowledge from KS3 and all current topics at KS4:</p> <p>Origins and meaning Good and evil Judaism Life and death Sin and forgiveness Revision, recall, CFU and exam technique focussing on the skills of describe, explain and evaluate</p>	



<p><b>Future learning</b></p>	<p><u>The current topics covered in the Autumn term will have future links with the following areas:</u></p> <p>GCSE exam</p>	<p><u>The current topics covered in the Spring term will have future links with the following areas:</u></p> <p>GCSE exam</p>	<p><u>The current topics covered in the Summer term will have future links with the following areas:</u></p> <p>Following this specification will enable students to deepen their understanding of the relationship between people.</p> <p>It will allow them to be better informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed</p> <p>Understand that religious traditions in the UK are diverse and include both religious and nonreligious beliefs</p> <p>Using a distinctive issues based approach will allow students to see the relevance and impact that RE has in the modern world.</p>
<p><b>Why</b></p>	<p>The foci of our attention has been to build on prior learning from KS3 and KS4 to best prepare students for our GCSE and life beyond St Cuthbert's to help them to understand that RE is an essential and personally enriching subject vital for life in modern diverse Britain.</p> <p>Students have had the opportunity to engage in a rigorous enquiry of Catholic Christianity, Other Christian traditions and Jewish beliefs. They have used a range of academic disciplines in age appropriate ways to address the ultimate questions and reflect on the ways in which religious and world views are manifested today.</p>		