



RE Curriculum Plan

Year 7

| | Autumn | Spring | Summer |
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| Unit/Topics | <p>Creation and covenant</p> <ol style="list-style-type: none"> How do we know about God? Creation narratives Scientific theories of creation and the Catholic view on them stewardship Prayer <p>Prophecy and Promise</p> <ol style="list-style-type: none"> The Bible, how to use it and why it is important to Catholics. How is scripture inspired? How is scripture used in the Mass and prayer? Scripture, tradition and magisterium The Book of Kells | <p>Galilee to Jerusalem</p> <ol style="list-style-type: none"> What is the incarnation? What are the titles of Jesus? What is the Trinity? <p>How is Jesus the perfect human being?</p> <ol style="list-style-type: none"> Rublev’s Trinity? Father Mychal Judge <p>Desert to Garden</p> <ol style="list-style-type: none"> Paschal mystery Sacraments What is the Last Supper What is the Eucharist? What is the Mass and what is its structure? | <p>To the ends of the Earth</p> <ol style="list-style-type: none"> Who is the Holy Spirit? What does the Church teach about the Holy Spirit? What is the story of Pentecost? What is the Sacrament of confirmation? How is Pentecost celebrated in different countries? <p>Dialogue and Encounter</p> <ol style="list-style-type: none"> Councils in the Church Christian denominations Ecumenism |
| Key Assessment | Students complete a total of 5 pitstop assessments and one summative assessment. | Students complete a total of 5 pitstop assessment and one summative assessment. | Students complete a total of 5 pitstop assessments and one End of Year summative assessment. |
| Why is it studied? | Since September 2023 we have been following the new ‘To know you more clearly’ RED. We begin our Religious Education at the very beginning of the Bible with the creation story and work our way through the covenants made throughout the Old Testament. The purpose of this curriculum is to teach students the Catholic faith from its origins, founded in the Hebrew Bible. | In the Spring Term we begin to look in more detail at the person of Jesus. We build on the skills developed through the pitstops and continue to assess regularly through these knowledge checks. We look at the story of redemption in the New Testament and make links to prophecies foretold in the Hebrew Bible. | In the Summer Term we learn about the Early Church and how the Holy Spirit inspired them to evangelise. We build on our skills of discernment and respond to Catholic beliefs about the Holy Spirit and ensure that students have a chance to share their beliefs verbally and in written responses. |

Year 8

| | Autumn | Spring | Summer |
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| Unit/Topics | <p>Creation</p> <ol style="list-style-type: none"> 1. Bible scripture on how God made the world and how it is understood by Christians. 2. What does science teach about the creation of the universe and does this conflict with religious beliefs. 3. What does Genesis 3 teach about humans. 4. What does Imago Dei mean and how does this belief impact the life of Christian? <p>Covenant</p> <ol style="list-style-type: none"> 1. What is a covenant? 2. What was God's covenant with Noah, Abraham and Moses. 3. Why is Jesus regarded as the new covenant and how does the Eucharist mark the covenant. | <p>Church in Britain</p> <ol style="list-style-type: none"> 1. How did the good news of Christianity spread from Jerusalem to Britain. 2. Who is St Thomas Becket and why is he important. 3. What is the reformation and why did Henry VIII break from the Catholic Church. 4. What impact did the reformation have on Britain and how did the Catholic Church become free? <p>Paschal Mystery</p> <ol style="list-style-type: none"> 1. What is Lent and why is it important. 2. What happened during holy week and how is it celebrated today? 3. Why is Easter important and how is it celebrated today. | <p>Sikhism</p> <ol style="list-style-type: none"> 1. How did Sikhism begin and why is Guru Nank important. 2. Who are the 10 Gurus. 3. What is the Khalsa and how does it shape a Sikh's identity. 4. What is the Guru Granth Sahib. 5. What do Sikhs believe about God. 6. What is a Gurdwara and how do Sikhs serve others. <p>What happens when you die?</p> <ol style="list-style-type: none"> 1. What do Christians believe about life after death. 2. What do Christians believe about heaven, purgatory and hell. 3. How do Christian's care for a person who is dying and how do they mark a person's death. 4. What will happen at the end of time. |
| Key Assessment | Students complete a total of 5 pitstop assessments and one summative assessment. | Students complete a total of 5 pitstop assessments and one summative assessment. | Students complete a total of 5 pitstop assessments and one summative assessment. |
| Why is it studied? | <p>Since the start of term, students have been exploring the story of creation which builds upon prior learning in Year 7. We begin our journey by analysing bible scripture and comparing this with scientific views on how the world began. Students will also consider how a belief in God as the creator impacts a Christians action. The purpose of this is to show that the Christians are called to take action and follow God's laws.</p> <p>Students will then move on to look at covenants, which focusses on prophets who have obeyed God's commands. Subsequently,</p> | <p>Following the topic on covenants students will explore why Christians have a duty to spread the Gospel message and discover Christians who helped to grow the early Church with particular focus on how the Catholic faith grew in Britain. This builds upon prior learning from Y7 when students learnt about Pentecost and the early church. Students will then focus on how the Gospel was spread through Britain and the challenges Catholics faced during the reformation.</p> | <p>During the summer term students explore and compare alternative faiths. Students will focus on the Sikh faith and identify similarities and differences between Sikhism and Christianity. Students will be able to discuss how Christians and Sikhs have similar beliefs about God and how they are called to action to serve God and the community.</p> <p>The learning completed will enable students to then move on to study Catholics beliefs on life after death. Students</p> |



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| | students will explore why Jesus is the new and eternal covenant for Christians. This prepares students for the next topic which focuses on the great commission and why Christians have a duty to spread the Gospel message. | This leads on to the Paschal Mystery which refocuses on the significance of covenants and Jesus being the new and eternal covenant. Students will learn about the mystery of Holy week and Easter celebrations. | will use prior knowledge from creation, covenants and paschal mystery to evaluate why Christians should follow God’s laws and consider the consequences of not obeying God’s call. This ties in with future learning in year 9 when students look at vocations and morality and conscience. |
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Year 9

| | Autumn | Spring | Summer |
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| Unit/Topics | <p>God’s Call</p> <ol style="list-style-type: none"> 1. What is a vocation and how do Christians live out their vocation. 2. What is marriage and what happens during the marriage ceremony. 3. Why is ordination important and how does someone become ordained. 4. What is a religious vocation and why are religious vocations important. <p>Gospels</p> <ol style="list-style-type: none"> 1. What are the Gospels and how were they formed. 2. What is the key message of Mark’s, Luke’s and Matthew’s gospel. 3. What is the key message of John’s gospel and why is it unique. 4. What is the Kingdom of God and | <p>Conscience and Morality</p> <ol style="list-style-type: none"> 1. What is morality and conscience. 2. How can a person’s conscience be educated and how do Catholic Social Teachings influence Catholics. 3. How has conscience affected Christian actions. 4. How do non-religious people make decisions and what is agape. <p>War and Peace</p> <ol style="list-style-type: none"> 1. What does the Bible say about war and peace and how does it influence a Christians attitude towards war. 2. What did Jesus teach about forgiveness and reconciliation. 3. Are nuclear weapons justified and how should Christian's respond to terrorism. | <p>Judaism</p> <p>Jewish beliefs including: The Nature of God The covenants with Abraham and Moses The importance of the Mitzvot Beliefs about the Messiah Jewish practices including: The role and function of the synagogue Prayer Food laws Rituals including Brit Milah, Bar Mitzvah, marriage and Shiva. The significance of Shabbat Festivals including Passover, Rosh Hashanah and Yom Kippur</p> |



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| | <p>why did Jesus teach in parables.</p> <p>5. Jesus' miracles</p> | | |
| Key Assessment | Students complete a total of 5 pitstop assessments and one summative assessment. | Students complete a total of 5 pitstop assessments and one summative assessment. | Two pit stops to assess learning in each topic followed by one summative test following the GCSE structure. |
| Why is it studied? | <p>Having studied how Jesus is the new and eternal covenant and then explored the role of the Church in continuing the ministry of Jesus students will learn about vocations and how Catholics are called by God to serve him in their day to day lives.</p> <p>This leads into the Gospels and the importance of understanding the Gospels. This builds upon prior learning when students explored the great commission and how the Christian faith was established in Britain. This links to future learning as Catholics use Gospel teachings to inform their conscience.</p> | <p>Following the Gospels Students will learn what is meant by morality and conscience and how Catholics use scripture, the Church and prayer to educate their conscience.</p> <p>Following on from this students will analyse bible teachings and evaluate if Christians should take part in war. This links with the previous topic as scripture influences a Christians conscience and actions.</p> | Students begin the GCSE course by studying Judaism as the first Abrahamic religion. The learning completed will enable students to then move onto a study of Christianity which will be linked back to key ideas such as the Messiah, God as one, atonement practice and the importance of the Temple and God's presence. |

Year 10

| | Autumn | Spring | Summer |
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| Unit/Topics | <p>Creation:</p> <ol style="list-style-type: none"> How creation has been shown in art. The nature of God The origins and structure of the Bible Natural law Science and religion Stewardship <p>Incarnation:</p> <ol style="list-style-type: none"> What is the incarnation? Jesus as fully God and fully human Christian symbols showing the incarnation. Jesus the moral teacher and example Grace and the sacraments | <p>Triune God</p> <ol style="list-style-type: none"> What is the Trinity? The importance of baptism The significance of mission and evangelism Prayer in words and posture The importance of music in worship Mass Acclamation <p>Redemption</p> <ol style="list-style-type: none"> The importance of the fall of humanity The four key events of redemption namely crucifixion, | <p>Church and the Kingdom of God</p> <ol style="list-style-type: none"> What is the kingdom of God? What are the signs of Gods Kingdom? How does the Church help establish the Kingdom of God on earth? The importance of the vocations to family life, religious and ordained life. The role and importance of pilgrimage in the life of the Church. Dramatised prayer |



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| | 6. Abortion | <p>resurrection, ascension, Pentecost</p> <p>3. Differing views on salvation among Christians</p> <p>4. The design and decoration of Catholic Churches</p> <p>5. How redemption is reflected in the Mass</p> <p>6. Eucharistic adoration including the importance of the Eucharist.</p> <p>7. The role of the conscience</p> | |
| Key Assessment | Two pit stops to assess learning in each topic followed by one summative test following the GCSE structure | Two pit stops to assess learning in each topic followed by one summative test following the GCSE structure | Two pit stops to assess learning in each topic followed by one summative test following the GCSE structure |
| Why is it studied? | <p>Creation is taught at the beginning of Year 10 as a beginning to the Catholic paper. Students have completed their study of Judaism and therefore they are now moving on to understand the significance of the Old Testament but in light of the New Testament. Creation is the first stage of revelation.</p> <p>Students then move onto the second stage of God’s revelation most perfectly revealed in Jesus through the incarnation. This ties in with Advent and Christmas preparations.</p> | <p>Following the incarnation students then study the significance of the Holy Spirit as the third person of the Trinity and the significance of this for Christian belief including prayer, baptism and mission and evangelism. This is then followed by a study of redemption and the crucifixion and resurrection of Jesus. This leads into the mystery of Holy week and Easter celebrations and the significance of the Eucharist for Catholics and other Christians.</p> | <p>Having studied the life of Jesus students then explore the role of the Church in continuing the ministry of Jesus and the establishment of God’s Kingdom. Students will explore the nature of the Church and its role in helping the Pilgrim people of God.</p> |

Year 11

| | Autumn | Spring | Summer |
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| Unit/Topics | <p>Eschatology</p> <p>1. What is Eschatology?</p> <p>2. Study of the four last things: death,</p> | Theme A: Religion, relationships and families | |



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| | <p>judgement, heaven and hell</p> <ol style="list-style-type: none"> 3. Purgatory 4. Eschatology in art including Michelangelo's The Last Judgement and the Paschal candle. 5. The last Rites 6. Care of the dying including Euthanasia 7. The importance of funerals and memorials for the dead | <ol style="list-style-type: none"> 1. Human beings as sexual, male and female. 2. Pope John Paul II's Theology of the body 3. Marriage and divorce 4. Contraception 5. Role of the family in 21st Century 6. Gender equality <p>Theme C: Religion, human rights and social justice</p> <ol style="list-style-type: none"> 1. Human rights and responsibilities 2. Attitudes to wealth, materialism and exploitation 3. Views on poverty and the work of Christian charities 4. Racial prejudice and discrimination | |
| Key Assessment | Two pit stops to assess learning in each topic followed by one summative test following the GCSE structure | Two pit stops to assess learning in each topic followed by one summative test following the GCSE structure | |
| Why is it studied? | Having explored the life of Jesus and the Church students end their Catholic study by looking at Christian beliefs regarding heaven and hell and the practices associated with end of life with regards to Euthanasia, funerals and memorials for the dead. | For the final part of study students will now build on the theological ideas study and look at more applied ethical issues. These are studied at the end of the course as they are more age appropriate and related well to the young adults students are growing in to. | |

Year 12

| | Autumn | Spring | Summer |
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| Unit/Topics | <p>Ancient philosophical influences:</p> <ol style="list-style-type: none"> 1. Views of Plato including the allegory of the cave, the forms and the form of the Good. 2. Views of Aristotle including the four cause and the Prime mover 3. The value of rationalist thought vs empiricism. <p>Soul Mind and Body</p> <ol style="list-style-type: none"> 1. Plato's view of the soul 2. Aristotle's view of the soul | <p>Knowledge of God</p> <ol style="list-style-type: none"> 1. Natural theology 2. Revealed theology. <p>Nature of God</p> <ol style="list-style-type: none"> 1. The nature and qualities of God 2. The views of Boethius, Anselm and Swinburne on God's nature and eternity. | <p>Religious Language</p> <ol style="list-style-type: none"> 1. Via Negativa 2. Via Positiva 3. Symbolic approaches to religious language 4. Verification principle 5. Falsification principle 6. Language games |



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| | <p>3. Descartes view of the soul</p> <p>4. Materialist ideas present by Richard Dawkins</p> <p>Natural Law</p> <ol style="list-style-type: none"> 1. Aquinas and telos 2. Primary and secondary precepts 3. Real and apparent goods 4. Doctrine of double effect <p>Arguments for God’s existence – Design, Cosmological and ontological</p> <ol style="list-style-type: none"> 1. Aquinas’ teleological argument 2. William Paley’s watch analogy 3. Challenge of evolution to design arguments 4. Thomas Aquinas’ cosmological argument 5. Anselm’s ontological argument and Kant’s and Gaunilo’s challenges <p>Situation Ethics</p> <ol style="list-style-type: none"> 1. Joseph Fletcher and Agape love 2. The four working principles of situation ethics 3. The six propositions 4. The Bible and love | <p>Utilitarianism</p> <ol style="list-style-type: none"> 1. Act utilitarianism and rule utilitarianism. 2. Jeremy Bentham and the principle of utility 3. J.S Mill and the harm principle 4. Higher or lower pleasures 5. Peter Singer and preference utilitarianism <p>Religious Experience</p> <ol style="list-style-type: none"> 1. Mystical and conversion experiences 2. Views of William James 3. Corporate religious experiences <p>Problem of Evil</p> <ol style="list-style-type: none"> 1. Logical and evidential problem of evil 2. The theodicies of Augustine, Irenaeus and Hick <p>Kantian Ethics</p> <ol style="list-style-type: none"> 1. Duty and the highest good 2. Deontological ethics 3. Kant and the Enlightenment 4. Categorical imperative 5. Summum Bonum | <p>Euthanasia</p> <ol style="list-style-type: none"> 1. Voluntary and involuntary euthanasia 2. Hippocratic Oath 3. Autonomy 4. Quality of life vs Sanctity of life 5. Act and omissions. <p>St Augustine</p> <ol style="list-style-type: none"> 1. Views on original sin and the nature of humans 2. The nature of human societies 3. Grace and election <p>Death and after life</p> <ol style="list-style-type: none"> 1. Heaven, hell and purgatory as physical, spiritual and moral states 2. Views on judgement 3. Parable of the Sheep and Goats 4. Views on election <p>Business Ethics</p> <ol style="list-style-type: none"> 1. Shareholders and stakeholders 2. Corporate social responsibility 3. Whistleblowing 4. Capitalism and Adam Smith 5. Application of ethical systems to business ethics |
| <p>Key Assessment</p> | <p>Students are assessed using a 40-mark essay at the end of each unit. Students will also be set two informal tasks to measure knowledge and understanding.</p> | <p>Students are assessed using a 40-mark essay at the end of each unit. Students will also be set two informal tasks to measure knowledge and understanding.</p> | <p>Students are assessed using a 40-mark essay at the end of each unit. Students will also be set two informal tasks to measure knowledge and understanding.</p> |
| <p>Why is it studied?</p> | <p>Ancient philosophical influences introduce students to the</p> | <p>Having explored arguments for God’s existence students will</p> | <p>Having considered the existence and nature of God</p> |



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| | <p>philosophical ideas of Plato and Aristotle which form the foundations of all subsequent philosophy. This links views on the Soul, mind and body problem. Students end the Autumn term looking at the classical arguments for God's existence as a foundation of understanding God.</p> <p>Students begin to develop essay writing skills and the importance of analysis and evaluation.</p> | <p>then look at the question from a theological angle and consider whether humans have an innate knowledge of God. This will then enable students to explore debates around the nature of the Christian God. Students will then consider how this God be known through religious experience before exploring the challenge to God posed by the existence of evil.</p> <p>Students will continue to develop skills of evaluation</p> | <p>students will finish the year by considering whether or not it is even possible to talk about God and the limitations of human language. Students will then begin to explore the nature of humans and whether they have a distinct human nature which links then into debates about what is meant by the terms heaven and hell and the surrounding debates.</p> |
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Year 13

| | Autumn | Spring | Summer |
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| Unit/Topics | <p>Person of Jesus.</p> <ol style="list-style-type: none"> 1. Jesus as son of God 2. Jesus as a moral teacher 3. Jesus as a political liberator <p>Liberation theology</p> <ol style="list-style-type: none"> 1. Marxism 2. Liberation theology 3. Views on wealth and poverty <p>Christian Moral Principles</p> <ol style="list-style-type: none"> 1. Biblical ethics 2. Principle of agape as an ethical guide 3. Christian ethics <p>Christian moral action</p> <ol style="list-style-type: none"> 1. The life and theology of Deitrich Bonhoeffer <p>Secularism</p> <ul style="list-style-type: none"> • Secularism and Christianity • Views of Freud and Dawkins of religion • Role of Christianity in UK society <p>Meta Ethics</p> <ol style="list-style-type: none"> 1. Cognitivism and non-cognitivism 2. The naturalistic fallacy | <p>Religious Pluralism</p> <ul style="list-style-type: none"> • Exclusivism, inclusivism and pluralism • Will good people go to heaven? • Development of multi-faith societies • The role of Christian evangelism in the UK • Scriptural reasoning movement <p>Conscience</p> <ol style="list-style-type: none"> 1. Aquinas' theological view of conscience 2. St. Augustine and Cardinal Henry Newman's approach to conscience 3. Freud's view of conscience 4. Comparing Aquinas and Freud <p>Religion and Gender</p> <ul style="list-style-type: none"> • What is meant by family? • Biblical and Church teaching on women • Is motherhood liberating or restrictive? • Views of feminist theologians including | |



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| | <ol style="list-style-type: none"> 3. Empiricism 4. Naturalism, intuitionism and emotivism | <p>Rosemary Radford Reuther and Mary Daly</p> <p>Sexual Ethics</p> <ol style="list-style-type: none"> 1. Sex as a private matter 2. Christian attitudes towards homosexuality 3. Pre-marital and extra-marital sex 4. Teleological and deontological approaches to sexual ethics | |
| Key Assessment | Students are assessed using a 40-mark essay at the end of each unit. Students will also be set two informal tasks to measure knowledge and understanding | Students are assessed using a 40-mark essay at the end of each unit. Students will also be set two informal tasks to measure knowledge and understanding | |
| Why is it studied? | Students begin year 13 by exploring debates surrounding the nature of Jesus which leads into a consideration of liberation theology in light of Jesus as a political and religious liberator. Students will then consider the ethical nature of Jesus’ message by exploring Christian ethics before then looking at a real-world example of this exemplified in the life of Dietrich Bonhoeffer. Finally in the Autumn term students will consider how secularism is impacting Christianity in the UK. | To complete the course students will draw on previous study to explore the nature of the UK as a religiously plural society and the implications of this for Christianity. Students will finish the course by exploring the topic of feminism and the challenge of feminist theology to traditional Christian thinking. | |

