

### Curriculum Intent

*'RE is like an iceberg. As you unpack ideas, you come to understand deeper meaning.'*

*Year 9 student*

The RE department wants our students to become:

- **Well-rounded citizens of the world**

*Students to become open minded and rational. For students to be respectful of different cultures and religions, prepared for life in modern Britain. We believe this is crucial in an ever changing world with political uncertainty. We want students to be able to see the relevance of Religious Education in the modern world regardless of their own faith or lack of. Students also need to have an awareness and understanding of the main religions of the world to allow for barriers to be broken down.*

- **Academically and religiously literate**

*Through an ambitious and knowledge rich curriculum, teaching is designed to build upon previous learning and experiences to develop our young people's knowledge and understanding of religion and its place in the wider world. It ensures students learn about and from the faith of our Catholic school and other faiths.*

- **Confident, independent and critical thinkers**

*Students who are prepared to take the lead in their own learning and to take risks. To evaluate statements and comments and not to take things at face value. Students to have the ability to be reflective and to make informed decisions. 'Religious Education is concerned not only with intellectual knowledge but also includes emotional and affective learning.' RECD*

- **Have good outcomes**

*Students to be examination ready at GCSE level to secure the qualifications necessary to embrace the next stage in their lives and to 'live life in all its fullness'.*

- **The 'Good Samaritan'**

*Students to become the 'Good Samaritan', to put what they learn in their RE lessons into practice, to help others as well as having a sense of justice and charity.*

### Sequence of Learning – Religious Education 2020- 21

#### Year 7 – People of God

Year 7 follow the **People of God** programme of study. The first unit is **who are the people of God?** This unit begins with the idea of belonging which fits with student beginning their first term in a new school. This then moves into an introduction to the main Catholic belief of the Trinity and the concept of God. This then flows into the person of Jesus as part of the Trinity including his miracles and the idea of the Messiah linking to Jewish ideas about the Messiah also. The second unit is **living as people of God**. This is an opportunity to see how some of the main Catholic beliefs translate into Catholic practices. The focus is on the Kingdom of God and how to build it here and now including the work of CAFOD. Students are also introduced to the sacraments starting with Baptism. This is because it is the first sacrament but also about

being welcomed into God's family and welcomed into our school. Lastly it is **what inspires and challenges the people of God**. The focus here is about living as Easter people, this will be after students have celebrated Easter. This includes the resurrection of Jesus and Saints. The final term is the study of another religion, in Year 7 it is Islam. This study includes their main beliefs as expressed in the 5 Pillars of Islam.

### Year 8 – People of God

In Year 8, following the **People of God** programme of study, students continue to explore the concept of the People of God, that they are the people of God. It develops on from Year 7 to go into a greater detail to further their understanding.

So, in Advent term, students are looking at **who the people of God are**. The focus is on the Bible. They begin with the Old Testament with a focus on the covenant and the key people which is for both Christianity and Judaism for example Abraham and Moses. This will then be developed further in Year 9 to look at their covenants and importance for Jews. We then move into the New Testament and look at Jesus as the new Covenant. The prophecy of John and his baptism. We work through the Bible in chronological order. That then leads us to Advent liturgically.

In the Lent term, the focus is **living as the people of God**. Looking at the need for rules in society and then the Ten Commandments. We link to the Mitzvots, the Jewish rules. We then move into sin and conscience as when we break rules from God it is a sin. This then links to the sacraments of healing (Reconciliation). Liturgically that brings us to Easter, were as Catholics we are called to renew our Baptismal promises and also given the opportunity to ask for forgiveness of our sins.

In the final term we explore the **challenges and inspiration for the people of God**. The concept of justice on a local, national and global level is explored and students are encouraged to put this into action. A study of Hinduism is covered including festivals, main beliefs etc.

### Year 9 – People of God

In Year 9, following the **People of God** programme of study, students continue to explore the concept of the People of God, that they are the people of God. It develops on from Year 7 and 8 to go into a greater detail to further their understanding. It also follows the Liturgical calendar. The Advent term begins with why are we here and explore creation and science and religion in relation to **'Who are the people of God?'** This moves to why there is evil and suffering. This is a chance to explore our own suffering and global events. Students look at various theodicies of why there is evil in the world and explore if the existence of God can be reconciled successfully with the existence of evil. This is developed in more detail in Year 10 and linked to images and scripture. Lent term focuses on how we are people of healing and **living as People of God**. This is a direct link to suffering in the previous term. Sacraments are developed further from Year 7 with a focus on the sacraments of healing. This also links to KS4 as students will be linking the sacraments of healing with crime and punishment and the idea of redemption and salvation. Students will then learn about vocation and what we are called to be. This includes marriage. Mary as a model of the Church is explored with a link to vocation. Pentecost focuses on the **challenges and inspiration for the people of God** through sanctity of life. Moral issues of abortion, contraception and euthanasia are discussed with reference to Church teaching. This unit allows students to explore their own beliefs but also allows for discussions on a healthy relationship and other RSE themes. It is also developed at KS4 in the unit on life

and death and developed further with reference to scripture and Papal teaching. A study of Islam is covered including festivals, main beliefs etc. This helps tackle stereotypes and challenges any negative attitudes and opinions to Muslims.

The study of **world religions** is completed in Pentecost 2 for all KS3 to allow the department to lead other events and activities and link into Sacred time.

### Year 10 - Eduqas

Students begin with the first theme (Foundational Catholic Theology) of **Origin and Meaning** which is about creation and the values of human life and universe. Students will make relevant links to scripture as well as contrasting scientific views and non-religious views. The second theme is **Good and Evil**. Students will consider philosophical questions concerning the origins of good and evil and different religious answers to the problem of evil and suffering. Throughout sources of wisdom and authority is explored as well as the Jewish perspective. Theme 3 (Applied Catholic Theology) focuses on **Life and Death**. This is an opportunity to explore moral issues linking to death for example euthanasia and palliative care. Catholic religious beliefs on life after death is explored through scripture as well as prayer, music and artefacts. Theme 4 is **Sin and Forgiveness**. This requires students to consider philosophical questions about the nature of criminality and rationale for punishment. The justifiability of capital punishment is also explored. Scripture and sources of wisdom is used throughout as well as a link to Jewish interpretation.

Throughout these units, links are made where possible to Christianity and Jewish practices. The focus is on Judaism being a way of life rather than just a religion.

### Year 11 - Edexcel

We start back at **Paper 1 – Catholic Christianity** and students now master their knowledge and understanding. We work through each topic as well as linking the main topic to topics from other units or papers. For example, sacraments in unit 2 and linking it to unit 1 about life after death. The units flow so students explore the core Catholic beliefs then how this is put into the key practices. Sources of wisdom and authority is then studied then looking at how Catholics express their faith. The mastering of knowledge continues through to **Paper 2 – Judaism** including key beliefs and practices and then to **Paper 3 – Catholic Philosophy**. This focuses on reasons to believing in God and family and relationships in the 21<sup>st</sup> century. This is a real opportunity for students to become critical thinkers and explore their own ideas about believing in God as well as moral issues surrounding marriage and family. We continue to link to other topics so students can deepen their understanding of key Catholic and Jewish beliefs and practises.