



# Religious Education

## Religious Education Department Mission Statement

*We aspire to be a community where people can know and encounter Christ more clearly; both academically and personally. We aim to express our faith and personal beliefs while encouraging and respecting the beliefs and values of others. We promote Serviam: developing our gifts and talents for the good of others so that our students can confidently and securely put their faith into action.*

## Religious Education Department Aims

- To engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life;
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- To present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;
- To give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in a respectful and fruitful dialogue with those whose worldviews differ from their own;
- To develop the critical faculties of pupils to bring clarity to the relationship between faith and life, and between faith and culture;
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- To enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.



Academic Year <u>Year 10</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
<b>Rationale</b>	<i>The topics in Year 10 are designed to support pupils' learning in the following areas: Relationships and families in order understand Catholic teachings on relationships and the roles of the family in comparison to contemporary British society; Conflict and Peace in order to understand Christian views on issues surrounding conflicts in comparison to contemporary British society and the best way to bring a peaceful resolution and reconciliation; Judaism's beliefs, teachings and practices in order to understand and appreciate their teachings and beliefs and how these teachings influence their daily lives in the 21<sup>st</sup> Century. The Church and the Kingdom of God in order to understand that the Church is the people of God on a journey towards God's kingdom, and how this is expressed in the Church Documents, pilgrimages and in various vocations.</i>		
<b>Autumn A</b>	<b>Relationship and families:</b> <ul style="list-style-type: none"> <li>• Students to study Catholic teachings on sexual relationships, marriage, divorce, cohabitations, role within families and Catholic teachings on gender equality and prejudice.</li> </ul>	<ul style="list-style-type: none"> <li>• Debating and research skills: students consider Catholic teachings on social and moral issues and contrast these views with contemporary British society views.</li> <li>• Use of various sources of authority as evidence to support an argument.</li> <li>• Evaluation skills: consider different views and make an evaluative judgement.</li> </ul>	<b>Classwork, homework, Oracy and end of unit assessment.</b> <ul style="list-style-type: none"> <li>• GCSE exam practice questions focusing on knowledge and understanding (A01) and Evaluation questions. (A02).</li> <li>• Oracy focuses on the following questions: "Men and women can never be equal; "Same-sex marriages should not be allowed in places of worship;" "Divorce is always wrong." "The use of artificial contraceptives is always wrong." "Catholic teachings on sexual love is irrelevant in the 21<sup>st</sup> century." "Children should not be brought up by same-sex couple."</li> </ul>
<b>Autumn B</b>	<b>Conflict and peace:</b> Students to study one of the historical conflicts as depicted in the following films: Hotel Rwanda/Escape from Sobibor/Schindler's list.	<ul style="list-style-type: none"> <li>• Debating and research and analytical skills: students to research the historical background of the conflict</li> </ul>	<b>Classwork and homework</b> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• GCSE evaluation question.</li> </ul>



	Students to analyse and explain the causes and consequences of war and conflicts.	<p>they have considered then analysed the what lead to the conflict.</p> <ul style="list-style-type: none"> <li>Use of various sources of authority as evidence to support an argument. Evaluation skills: consider various views and make an evaluative judgement.</li> </ul>	
<b>Spring A</b>	<p><b>Conflict and peace:</b></p> <ul style="list-style-type: none"> <li>Students to study Biblical perspectives on violence and bullying; forgiveness and reconciliation; justice; just war theory, the role of religion in conflicts in the 21st century; terrorism; torture, radicalisation and martyrdom; conflict resolution and peace-building</li> </ul>	<ul style="list-style-type: none"> <li>Debating and research skills: students consider Catholic teachings on peace and conflicts; use of nuclear weapons and weapons of mass destructions, terrorism and martyrdom, and contrast these views with contemporary British society views.</li> <li>Use of various sources of authority as evidence to support an argument.</li> <li>Evaluation skills: consider various views and make an evaluative judgement.</li> </ul>	<p><b>Classwork, homework and end of unit assessment.</b></p> <ul style="list-style-type: none"> <li>GCSE exam practice questions focusing on knowledge and understanding (A01) and Evaluation questions. (A02).</li> </ul>
<b>Spring B</b>	<p><b>Judaism: beliefs, teachings</b></p> <ul style="list-style-type: none"> <li>Students to study the nature of God; Judaism teachings and beliefs in the afterlife; the nature and role of the messiah; The Promised Land and the covenants with Abraham and Moses; Key moral principles; sanctity of life; Free will and Mitzvot.</li> </ul>	<ul style="list-style-type: none"> <li>Use of sacred texts to support an explanation, especially in considerations of Jewish beliefs and teachings.</li> <li>Evaluation: consideration of the influences and impacts of Jewish beliefs and teachings on the life of believers today.</li> <li>Comparative skills: compare Orthodox and Reform Jews beliefs and teachings</li> </ul>	<p><b>Classwork, homework and end of unit assessment.</b></p> <ul style="list-style-type: none"> <li>GCSE exam practice questions focusing on knowledge and understanding (A01) and Evaluation questions. (A02).</li> </ul>
<b>Summer A</b>	<p><b>Judaism: practices:</b></p> <ul style="list-style-type: none"> <li>Students to study the importance of the synagogue; the Shabbat; Bar and Bat Mitzvah; marriage; mourning the dead; dietary laws; the festivals of Rosh Hashanah, Yom Kippur and Pesach.</li> </ul>	<ul style="list-style-type: none"> <li>Use of sacred texts to support an explanation, especially in considerations of Jewish practices</li> <li>Evaluation: consideration of the influences and impacts of Jewish beliefs and teachings on the life of believers today.</li> </ul>	<p><b>Classwork, homework and end of unit assessment.</b></p> <ul style="list-style-type: none"> <li>GCSE exam practice questions focusing on knowledge and understanding (A01) and Evaluation questions. (A02).</li> </ul>



		<ul style="list-style-type: none"> <li>Comparative skills: compare Orthodox and Reform practices</li> </ul>	
<b>Summer B</b>	<p><b>Church and the Kingdom of God:</b></p> <ul style="list-style-type: none"> <li>Students to study Pilgrimage and the Stations of the Cross; Mission and evangelism; the Kingdom of God and the Lord's Prayer; Signs of the Kingdom: justice, peace and reconciliation; The hierarchy of the Catholic Church and the Second Vatican Council; The importance of Mary and the Magnificat; The four marks of the Church and apostolic succession; The conciliar and pontifical nature of the Church; The Church as the Body of Christ: the importance of charity for Catholics.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation: making a link with year 9 project on pilgrimage.</li> <li>Critical and analytical skills, especially of the films: Les Miserable and the Mission on how they convey the values of the Kingdom of God.</li> <li>Evaluation skills: analyse and evaluate the significance of the Magnificat and the Lord's prayer for Catholics.</li> <li>Use of evidence to support arguments.</li> </ul>	<p><b>Classwork, homework and end of unit assessment.</b></p> <ul style="list-style-type: none"> <li>GCSE exam practice questions focusing on knowledge and understanding (A01) and Evaluation questions. (A02).</li> </ul>

SIXTH FORM CURRICULUM

SUBJECT: RELIGIOUS STUDIES

**SECTION 1**

For subjects taught at KS5 that also exist at KS4, please fill in the table below identifying the content and skills taught at GCSE, which are of particular use for the delivery of the curriculum in the 6<sup>th</sup> form.

Academic Year	Content and rationale. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – how will the Knowledge and skills be assessed?
<u>Year 11</u>			



<p><b>Summer term: End of KS4 readiness for the 6<sup>th</sup> form</b></p>	<p><b>Key Knowledge studied at KS4 that will be useful for the 6<sup>th</sup> form</b></p> <ul style="list-style-type: none"> <li>• Understanding of human nature.</li> <li>• Understanding of the origin of the world.</li> <li>• Religion and Science</li> <li>• Social and moral issues – debate surrounding euthanasia, abortion, relationship and families, peace and conflict.</li> <li>• Debates on the afterlife.</li> <li>• Christianity relationship with other religions both Abrahamic and non-Abrahamic religions</li> </ul>	<p><b>Summary of the main core skills taught at KS4 that can be reactivated at KS5</b></p> <ul style="list-style-type: none"> <li>• Research skills and use of various evidence to support and argument.</li> <li>• Debating skills – both orally and written.</li> <li>• Evaluative skills – to be able to make an evaluative judgement of every argument discussed.</li> <li>• Wider reading – especially on social and moral issue topics.</li> </ul>	<p>[Redacted content]</p>
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