



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: 8</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Rationale	<p><i>The topics in Year 8 are designed to support pupils' learning in the following areas: God's covenant with Israel in order to understand the sources of God's revelation. To celebrate God's relationship His relationship with humankind; Jesus' as the New Covenant in order to understand how God became human to fulfil God's promises to save humanity from sin; Islam in order to understand and appreciate other world's faiths, how it influences their daily lives and to appreciate the diversity of faiths in the 21st Century; Catholic Social Teachings and Philanthropy project in order to understand the reality of faith in action; Good vs Evil in order to understand how sin entered the world and why evil exists; 'Why Suffering' in order to understand the purpose of suffering in society and how it the Catholic Church justifies suffering and the existence of God.</i></p>		
Autumn A	<p>God's covenant with his people</p> <ul style="list-style-type: none"> Creation of humanity by God and awareness of the transcendent, original sin, blessing and grace, the commandments as a sign of God's love. 	<ul style="list-style-type: none"> Describe and show understanding of religious sources (Genesis and Exodus stories of creation, Fall, the flood, covenant, exile and revelation), beliefs (about God, humankind and sin), ideas (original sin and free will), feelings and experiences (those of humanity and the characters of Adam and Eve, Abraham etc), making links between them. Identify sources of religious belief (Genesis and Exodus) and explain how distinctive beliefs (such as belief in the covenant, humans created in God's image) arise. Explain how sources and arguments are used in different ways (both literally and non-literally) to provide answers to questions of religious belief, ultimate questions and ethical issues e.g. how humans were created, whether or not humans can be blamed for evil in the world. Show a coherent understanding of 	<p>Classwork, homework and end of unit assessment.</p> <ul style="list-style-type: none"> Use relevant evidence to explain Christians belief about creation, free will, human and God. Explain the meaning of the covenant and the importance of the covenant God made with Noah, Abraham and Moses to Jewish and Christian believers. Evaluate the significance of God's covenants with patriarchs for Jewish and Christian believers today.



		'covenant history' using a variety of sources and evidence.	
Autumn B	Jesus – The New Covenant <ul style="list-style-type: none"> The Jewish concept of the Messiah, Jesus' fulfilment of messianic prophecies, continuity in God's formation of a People from the Old to the New Testament, the Church's celebration of the sacred Triduum and Easter, Jesus as the New Covenant and how he developed the Law. 	<ul style="list-style-type: none"> Use key words to show an understanding of how and why Catholics celebrate Advent, Christmas, Lent, Holy Week and Easter Describe and explain the meaning and purpose of Advent, Christmas, Lent, Holy Week and Easter, making links between symbolic objects and actions and key Catholic beliefs e.g. about Jesus the New Covenant, God incarnate and the awaited Messiah. Explain the theological and practical significance for believers of Advent, Christmas, Lent, Holy Week and Easter. Use a wide religious and philosophical vocabulary to show a coherent understanding of how religious celebrations across the liturgical year reflect beliefs about Jesus' person and mission. 	Classwork, homework and end of unit assessment. <ul style="list-style-type: none"> Use relevant evidence to explain why Christians believe that Jesus is the New Covenant and the Messiah. Use relevant evidence to explain how beliefs in Jesus as the New Covenant influences Catholic beliefs and practices throughout the Liturgical Year. Extended writing: "Christmas is the most important festival in the Catholic Liturgical Calendar." Evaluate this statement.
Spring A	Islam <ul style="list-style-type: none"> The beliefs, values and practices of Islam: The Five pillars, the Six Articles of Faith, Muslim attitudes towards conflict and women. 	<ul style="list-style-type: none"> Explain how being a Muslim affects a person's life. Identify similarities and differences between Muslim and Catholic beliefs and practices. Explain the similarities and differences between Islam and Catholicism, explaining how their values and behaviour are influenced by their teachings Critically evaluate the ways of life of Muslim people with reference to their history and culture and show a 	Classwork, homework and end of unit assessment. <ul style="list-style-type: none"> Explain the Five Pillars in Islam and how they influence the daily lives of Muslims. Compare and contrast Islam and Catholicism. Evaluation: "The beliefs in Islam are more important than how Muslims live their lives." Evaluate this



		coherent understanding of differences	statement.
Spring B	CST/Philanthropy <ul style="list-style-type: none"> Catholic Social Teaching: the church's role as witness in society, Jesus' responses to injustice, the Philanthropy Project. 	<ul style="list-style-type: none"> Show how own and others' (including CAFOD and SVP's) decisions are informed by beliefs and values, with particular reference to the principles of CST. Explain what beliefs and values inspire them and others (CAFOD and SVP), giving or suggesting reasons for why they or others have those beliefs and values, referring to CST (AT2i) Express insights into the reasons for their own and others' (CAFOD and SVP) beliefs and values and the challenges of belonging to a religion: the church as a 'sign of contradiction' in society. Articulate their own critical response (s) to issues raised by CST and philanthropy e.g. whether or not religious people have a greater obligation to be socially responsible 	Classwork, homework, Oracy and end of unit assessment. <ul style="list-style-type: none"> Explain the principles of Catholic Social Teachings. Use relevant evidence and reference to Catholic charities: CAFOD and St Vincent de Paul to explain how Catholics practise the principle of Catholic Social Teachings. Identify and explain how the work of Charities given for the Philanthropy project demonstrate the principle of Catholic Social Teachings. Evaluation: "Religious charities are more important than non-religious charities." Evaluate this statement. Oracy: Group presentations on the work of the class chosen charity.
Summer A	Good vs Evil <ul style="list-style-type: none"> The church's understanding of vocation, including the church's vocation to care for the poor and the oppressed, the human vocation to seek communion, the Fall, freedom and responsibility, the formation and cost of conscience. 	<ul style="list-style-type: none"> Engage with and respond to questions of life in the light of religious teaching e.g. the Euthyphro dilemma, is God to blame for evil in the world, is free will worth all the evil in the world? Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life i.e. the origins of evil and suffering Explain with reference to religious 	Classwork, homework and end of unit assessment. <ul style="list-style-type: none"> Use relevant evidence to explain Catholic understanding of evil and sin and how they came into the world. Explain how religious believers respond to the problem of evil. Evaluation: "God is to be blamed for the evil and



		<p>beliefs their own and others' answers to questions of meaning i.e. the origins of evil and suffering.</p> <ul style="list-style-type: none"> Evaluate religious and non-religious views and beliefs on questions of meaning and purpose, including the origin of evil and suffering. 	<p>suffering in the world. Evaluate this statement.</p>
Summer B	<p>Why suffering:</p> <ul style="list-style-type: none"> Throughout this strand pupils will learn about how God is revealed through suffering. This unit explores the nature and purpose of suffering: Why is there suffering? Where does suffering come from and what is its purpose? What does suffering reveal of God? How do people respond positively to suffering? How do I respond to suffering? 	<ul style="list-style-type: none"> Evaluate religious and non-religious views and beliefs on questions of meaning and purpose, including the origin of evil and suffering 	<p>Classwork, homework and end of unit assessment.</p> <ul style="list-style-type: none"> Describe the story of Job. Explain the importance of the story of Job to Christian believers. Explain, using relevant evidence and work of charities to explain how Catholics respond to the problem of suffering in the world today. Evaluation: "God is to be blamed for suffering in the world." Evaluate this statement.