



# 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 9</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 9 are designed to support pupils' learning in the following areas: The meaning of the Church as a pilgrim people and how Christians and other world religions practice their faith on earth as people of God on a journey to heaven; study prayer in order to understand the importance of keeping relationship with God through prayers and various aids to prayer that various religions use to maintain their communication with God; Creation - in order to understand Catholic teachings on humanity, God and creation as expressed in Genesis 1 and 2; Incarnation- in order to understand how God became human in the person of Jesus. How Catholics express this belief in art and symbols, influences Catholics relationships with God, and their respect for the dignity of humans from conception.</i>		
<b>Autumn A</b>	<b>What is Pilgrimage?</b> <ul style="list-style-type: none"> <li>• Students must be able to explain the meanings of pilgrim and pilgrimage.</li> <li>• Students should be able to explain why religious believers go on pilgrimage.</li> <li>• Students should evaluate the significance of pilgrimages in the 21<sup>st</sup> century.</li> </ul>	<ul style="list-style-type: none"> <li>• Research skills: Each student to work on a project about a place of pilgrimage – research its historical background; what pilgrimages do their and how going on a pilgrimage influence the life of believers.</li> <li>• Evaluation skill: In their research, students will evaluate the significance of pilgrimage in the 21<sup>st</sup> century.</li> </ul>	<b>Class work and pilgrimage project.</b> <ul style="list-style-type: none"> <li>• Students to produce a pilgrimage pack which contains the following: Historical back ground; activities; links to religious texts; impacts on the lives of believers; its relevance in the 21<sup>st</sup> century.</li> </ul>
<b>Autumn B</b>	<b>What is prayer?</b> <ul style="list-style-type: none"> <li>• Students must explain the meaning of prayer and its significance to religious believers.</li> <li>• Students to explain different types of prayers: Adoration; praise, forgiveness, petition and intercession.</li> <li>• Students explain the importance of various aids to prayer in Christianity and other religions.</li> </ul>	<ul style="list-style-type: none"> <li>• Analytical skills: students to analyse some Catholic Prayers: the 'Our Father', 'Hail Mary', 'Glory Be', etc and trace their Biblical roots.</li> <li>• Applications: Students to use current news around the world and compose their own prayers for various needs.</li> <li>• Biblical skills: Students to explain Bible teachings about prayer.</li> <li>• Evaluation skills: students to evaluate whether prayer changes anything.</li> </ul>	<b>Classwork, homework, Oracy and end of unit assessment.</b> <ul style="list-style-type: none"> <li>• Use evidence from the Bible and other religious texts to explain the significance of prayers for religious believers.</li> <li>• Explain the importance of prayer aids in Christianity, Islam, Hinduism, Judaism and Buddhism.</li> <li>• Oracy: Students to present their findings on prayer from different religions.</li> </ul>



<p><b>Spring A</b></p>	<p><b>Our World:</b> In this unit pupils will study:</p> <ul style="list-style-type: none"> <li>• The world as a creation of God using evidence from the Bible.</li> <li>• Christians and Jews beliefs about the origin of the universe, from the literal and non-literal perspectives.</li> <li>• How Christians should treat God’s creation.</li> <li>• Study the secular views about our world/environment</li> <li>• What are the problems facing our world/planet today?</li> <li>• How do Christians respond to the problems facing our environment?</li> <li>• Compare the work of two individuals who worked to protect the environment: Chico Mendes and Wangari Maathai</li> </ul>	<ul style="list-style-type: none"> <li>• Bible skills: Explain the Biblical teachings about creation of world.</li> <li>• Analytical skills: Analyse secular and religious perspectives about the environment.</li> <li>• Research and comparative skills – research on and compare the work of Chico Mendes and Wangari Mathai.</li> </ul>	<p><b>Classwork, homework and end of unit assessment.</b></p> <ul style="list-style-type: none"> <li>• What do Christians and Jews believe about the origin of the universe? consider literal and non-literal views.</li> <li>• What are the problems facing our world/planet today?</li> <li>• How do Christians respond to the problems facing our environment?</li> <li>• Compare the work of two individuals who worked to protect the environment.</li> </ul>
<p><b>Spring B</b></p>	<p><b>Creation:</b></p> <ul style="list-style-type: none"> <li>• In this unit pupils will study Genesis 1&amp;2 and their significance for Catholics; Michelangelo’s painting, Creation of Adam and what it teaches Catholics about God and human; the origin and structure of the Bible; the inspiration and the Bible as the word of God; Natural Law and Catholic attitudes towards Science; Caring for the environment and the meaning of Stewardship; CAFOD and sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>• Bible skills: Explain Genesis teachings about creation of world.</li> <li>• Analytical skills: Analyse Michelangelo’s painting, Creation of Adam and explain what it teaches Catholics about God and humans.</li> <li>• Research Skills – research on the work of CAFOD and sustainability.</li> <li>• Comparative skills: Compare two paintings about creation.</li> </ul>	<p><b>Classwork, homework and end of unit assessment.</b></p> <ul style="list-style-type: none"> <li>• Explain how Michelangelo’s painting of Creation of Adam expresses Catholics beliefs about humans and God.</li> <li>• Compare Michelangelo’s painting and Elizabeth’s wangs painting.</li> <li>• Evaluation: ‘The best way for show love for our neighbour is to care for creation.’ Evaluate this statement. End of unit assessment</li> </ul>



<p><b>Summer A</b></p>	<p><b>Incarnation:</b></p> <ul style="list-style-type: none"> <li>In this unit pupils will study Incarnation: Jesus as God incarnate; Jesus as the Word of God; Jesus as both fully human and fully God; Christian symbols; how incarnation affects Catholic attitudes towards religious art; interpreting statues of Jesus; the seven sacraments; image of God and abortion.</li> </ul>	<ul style="list-style-type: none"> <li>Bible skills: Explain the source of Catholic beliefs about incarnation from the Bible – Gospels.</li> <li>Knowledge and understanding in order to explain how Catholics use various symbols and art to express their beliefs in the incarnation.</li> <li>Evaluation: Discuss and evaluate how the beliefs in the incarnation influences Catholic beliefs and teachings about the sanctity of life.</li> </ul>	<p><b>Classwork, homework and end of unit assessment.</b></p> <ul style="list-style-type: none"> <li>Explain teachings about incarnation using the Bible, Encyclicals and St. Irenaeus.</li> <li>Explain how the beliefs about incarnation has influence the use of symbols and statues in the Catholics Church.</li> <li>Evaluation: “Abortion is murder since all humans are <i>imago dei</i>.’ Evaluate this statement.</li> </ul>
<p><b>Summer B</b></p>	<p><b>Incarnation:</b></p> <ul style="list-style-type: none"> <li>In this unit pupils will study Incarnation: Jesus as God incarnate; Jesus as the Word of God; Jesus as both fully human and fully God; Christian symbols; how incarnation affects Catholic attitudes towards religious art; interpreting statues of Jesus; the seven sacraments; image of God and abortion.</li> </ul>	<ul style="list-style-type: none"> <li>Bible skills: Explain the source of Catholic beliefs about incarnation from the Bible – Gospels.</li> <li>Knowledge and understanding in order to explain how Catholics use various symbols and art to express their beliefs in the incarnation.</li> <li>Evaluation: Discuss and evaluate how the beliefs in the incarnation influences Catholic beliefs and teachings about the sanctity of life.</li> </ul>	<p><b>Classwork, homework and end of unit assessment.</b></p> <p>End of unit assessment.</p>