



# 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 11</u>	Content and rationale. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – how will the knowledge and skills be assessed?
<b>Rationale</b>	<i>The topics in Year 11 are designed to support pupils' learning in the following areas: Redemption in order to understand why Catholics believe that Jesus is the Saviour and how this belief is expressed through the Church Documents, the Mass and Eucharistic adoration; Trinity -We study this topic in order to understand the concept of the Trinity and how Catholics share in the life of the Trinity through sacraments, prayers, music and worship; Eschatology in order to understand the Church's belief in the afterlife, how belief is expressed in caring for the dying and teachings on sanctity of life.</i>		
<b>Autumn A</b>	<b>Redemption:</b> <ul style="list-style-type: none"> <li>Students to study how the church architecture reflect Catholic beliefs; the main parts of a Catholic church; Contrasting features and artefacts used by Catholics; The role of Jesus in restoration through sacrifice; The significance of Jesus' death, burial, resurrection and ascension; Salvation; Redemption in the Bible; Ss. Irenaeus' and Augustine's thoughts on salvation; the importance of conscience for Christians; Redemption and the Mass; Different Christian understandings of the Eucharist; Prayers in Mass and adoration.</li> </ul>	<ul style="list-style-type: none"> <li>Research skills: do a research on the Second Vatican Council and its impacts on the Catholic beliefs and practices today.</li> <li>Bible skills: use the Bible to explain Catholic understanding of redemption.</li> <li>Comparative skills: compare various teachings of redemptions in order to understand Catholic beliefs and practices.</li> <li>Evaluation skills: having compared teachings, make an evaluative judgement on the significance of the beliefs in redemption in the 21<sup>st</sup> century.</li> </ul>	<b>Classwork, homework 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> </ul>
<b>Autumn B</b>	<b>Redemption:</b> <ul style="list-style-type: none"> <li>Students to study how the church architecture reflect Catholic beliefs; the main parts of a Catholic church; Contrasting features and artefacts used by Catholics; The role of Jesus in restoration through sacrifice; The significance of Jesus' death, burial, resurrection and ascension; Salvation; Redemption in the Bible; Ss. Irenaeus' and Augustine's</li> </ul>	<ul style="list-style-type: none"> <li>Research skills: do a research on the Second Vatican Council and its impacts on the Catholic beliefs and practices today.</li> <li>Bible skills: use the Bible to explain Catholic understanding of redemption.</li> <li>Comparative skills: compare various teachings of redemptions in order to</li> </ul>	<b>Classwork, homework and end of unit assessment.</b> <ul style="list-style-type: none"> <li>End of unit assessment.</li> </ul>



	thoughts on salvation; the importance of conscience for Christians; Redemption and the Mass; Different Christian understandings of the Eucharist; Prayers in Mass and adoration.	understand Catholic beliefs and practices. <ul style="list-style-type: none"> <li>Evaluation skills: having compared teachings, make an evaluative judgement on the significance of the beliefs in redemption in the 21<sup>st</sup> century.</li> </ul>	
<b>Spring A</b>	<b>The Holy Trinity/Triune God:</b> <ul style="list-style-type: none"> <li>Students to study the Christian understanding of the Holy Trinity and the concept of the Triune God; the sources of Authority for Christian beliefs in the Trinity from Bible, the Creed, work of Augustine and Catherine LaCugna, and the Magisterium; How the belief in Trinity is expressed in Mission and Evangelism, in the Psalms and the Liturgical music and Acclamations used in Mass; in Baptism; in prayers and postures.</li> </ul>	<ul style="list-style-type: none"> <li>Use of evidence to support Christians beliefs in the Holy Trinity.</li> <li>Evaluation skills: evaluate the most important source of authority in teaching understanding Christian teachings about authority.</li> </ul>	<b>Classwork, homework 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> </ul>
<b>Spring B</b>	<b>Eschatology:</b> <ul style="list-style-type: none"> <li>Students to study the significance of the Paschal candle; Michelangelo's painting, <i>The Last Judgement</i>; Memorials of the dead; Eschatology and life after death; The four last things; Purgatory and Judgment; The Parable of the Rich Man and Lazarus; Cosmic reconciliation; The Church's teachings on the end of time; The last rites; The funeral rite; The care of the dying and euthanasia.</li> </ul>	<ul style="list-style-type: none"> <li>Analytical skills: Analyse Michelangelo's painting, <i>The Last Judgement</i> and explain how it expresses Catholic beliefs in the afterlife.</li> <li>Debating skills: discussions on the beliefs in the afterlife and its plausibility; discussion on euthanasia and the beliefs in the sanctity of life.</li> </ul>	<b>Classwork, homework 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> </ul>
<b>Summer term: End of KS readiness for the 6<sup>th</sup> form</b>	<b>Key Knowledge studied at KS4 that will be useful for the 6<sup>th</sup> form</b> <ul style="list-style-type: none"> <li>Understanding of human nature.</li> </ul>	<b>Summary of the main core skills taught at KS4 that can be reactivated at KS5</b>	



	<ul style="list-style-type: none"> <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>	<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>	
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#### SIXTH FORM CURRICULUM

#### SUBJECT: RELIGIOUS STUDIES

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#### 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>			
Summer term: End of KS4 readiness for the 6 <sup>th</sup> form	Key Knowledge studied at KS4 that will be useful for the 6 <sup>th</sup> form <ul style="list-style-type: none"> <li>• Understanding of human nature.</li> <li>• Understanding of the origin of the world.</li> </ul>	Summary of the main core skills taught at KS4 that can be reactivated at KS5 <ul style="list-style-type: none"> <li>• Research skills and use of various evidence to support and argument.</li> </ul>	



	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>	
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