



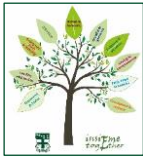
Academic Year <u>Year; 7</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Rationale	<p><i>The topics in Year 7 are designed to support pupils' learning in the following areas: the Ursuline family in order to understand that we are part of the global Ursuline community to make the ethos and culture of Ursuline high school a lived reality; 'Who is Jesus?' as a Catholic school because as Christians, Jesus is the centre of lives and how he influences how we live and shapes history; Sources of Authority in order to understand where the Church's authority come from. Why the Church believes she has the blessings of God the Father, the Son and the Holy Spirit to be God's representative on earth; Hinduism 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; the sacraments of initiation in order to understand the stages of how a Catholic is welcomed into the Church in order to become an active and full member of the Catholic Church; Church history in order to know the journey of the Church from its root in Christ in order to appreciate the diversity of Christianity.</i></p>		
Autumn A	Ursuline Family: <ul style="list-style-type: none"> Ursuline beliefs and values and what it means to 'live them out', the lives and example of St Ursula and St Angela Merici, the worldwide Ursuline community. 	<ul style="list-style-type: none"> Ask and respond to questions about their own and others' (including St Ursula and St Angela Merici's) experiences and feelings Make links to show how feelings and beliefs affect their behaviour and that of others, including St Ursula and St Angela Merici Give examples of how people, including St Ursula and St Angela Merici, make decisions based on their beliefs and values. Explain what beliefs and values inspire them and others (St Ursula and St Angela, and real and imaginary Ursuline students), giving or suggesting reasons for why they or others have those beliefs and values 	Classwork, homework and end of unit assessment. <ul style="list-style-type: none"> Key word tests especially of knowledge and understanding of core values. Use of relevant evidence to explain how Ss. Ursula and Angela were influenced by the Gospel values. Use of evidence and to explain how Ursuline schools' values are influenced by the lives of Ss. Ursula and Angela.
Autumn B	Who is Jesus? <ul style="list-style-type: none"> In this unit students will consider historical Jesus, Jesus in the Gospels, Islam 	<ul style="list-style-type: none"> Use of various source of information to understand the historical Jesus. 	Classwork, homework and end of unit assessment



	and Judaism views of Jesus. They will conclude by understanding Christian beliefs about Jesus as the Son of God and God incarnate, and how this belief influences the daily lives of Christians.	<ul style="list-style-type: none"> Comparative skills to understand what Jews, Muslims and Christians believe about Jesus. Critical and analytical skills of the three Abrahamic religions' understanding of Jesus. Evaluative skills to answer extended writing question. 	<ul style="list-style-type: none"> Extended writing: "Jesus was just a man." Evaluate this statement.
Spring A	The Authority of the Catholic Church / Trinity <ul style="list-style-type: none"> <i>Authority:</i> The variety of literary forms in scripture and the oral, written and teaching tradition of the Church; the church's use of scripture in worship, teaching and prayer. Leadership and authority in scripture and tradition and in the life of the Church today; the role of authority in community life. 	<ul style="list-style-type: none"> Recall or identify correct information about the structure, importance and uses of the Bible, the hierarchy of the church, and the role of the Magisterium Make links and use key words to describe why the Bible and the Magisterium have authority today Describe, using key words, why the Bible and the Magisterium have authority for Catholics today. Explain both literal and non-literal interpretations of the Bible, and explain using evidence from the gospels why the Magisterium have the authority to make decisions on behalf of all Catholics. 	<ul style="list-style-type: none"> Bible reference skills: to be able to find chapters and verses in the Bible. Understanding of the Genres as well as literal and non-literal aspects of the Bible. Evaluate the relevance of the Bible as a guide for Christians today.
Spring B	Hinduism <ul style="list-style-type: none"> The beliefs, values and practices of Hinduism: Brahman and the Trimurti, karma and reincarnation, puja at home and in the mandir, Holi and Diwali, pilgrimage. 	<ul style="list-style-type: none"> Give reasons for Hindu practices Explain how being a Hindu affects a person's life Identify similarities and differences between Hindu and Catholic beliefs and practices. Explain the similarities and differences between Hinduism and Catholicism, explaining how their 	Classwork, homework, oracy and end of unit assessment <ul style="list-style-type: none"> Explanation of how one God in Hinduism is expressed in different characteristics. Use of evidence to explain how Hindu beliefs influence their daily lives.



		values and behaviour are influenced by their teachings.	<ul style="list-style-type: none"> • Compare and contrast Hinduism and Catholicism. • Oracy: explain the aspects of Hindu beliefs and practices: beliefs in Brahman and murties; rites of passages; festivals of Holy and Diwali; Pilgrimage to the Ganges.
Summer A	Sacraments of Initiation: <ul style="list-style-type: none"> • the 7 sacraments and their relationship to natural stages of life, the universal value of some signs and symbols including those of baptism, confirmation and the Eucharist, the significance of the Lord's day, the gifts and fruits of the Holy Spirit. 	<ul style="list-style-type: none"> • Use key words to explain the main symbols and events that take place during baptism, confirmation and the Eucharist. • Use key words to explain the liturgies of baptism, confirmation and Eucharist • Explain the meaning and purpose of baptism, confirmation and Eucharist. • Explain the theological and practical significance for believers of baptism, confirmation and Eucharist 	Classwork, homework and end of unit assessment. <ul style="list-style-type: none"> • Explain the meaning and the relevance of the sacraments of initiation. • Explain the origins of the Sacraments of initiations in the Gospels. • Describe the celebrations of the sacraments of initiations. • Explain the impacts of the sacraments in the life of believers.
Summer B	The Church History in Britain: <ul style="list-style-type: none"> • The history and development of the Church in Britain (key evangelists, the Reformation, Vatican II) 	<ul style="list-style-type: none"> • Compare their own and other people's ideas about questions raised during 'Church history' that are difficult to answer e.g. 'can the Bible alone lead a person to God?' • Engage with and respond to questions raised during 'Church history' e.g. 'can the Bible alone lead a person to God?' in the light of religious teaching. • Explain how Catholic beliefs and teachings can be used to answer questions raised during 'Church history' e.g. 'can the Bible alone lead a person to God?' • Explain with reference to Christian 	Classwork, homework and end of unit assessment. <ul style="list-style-type: none"> • Evaluate whether the Bible alone can lead people to God.



		beliefs their own and others' answers to questions raised during 'Church history' e.g. 'can the Bible alone lead a person to God?'	
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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 under 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.



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?
Rationale	<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 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 through prayers and various aids to prayer that various religious 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>		
Autumn A	What is Pilgrimage? <ul style="list-style-type: none"> Students must be able to explain the meanings of pilgrim and pilgrimage. Students should be able to explain why religious believers go on pilgrimage. Students should evaluate the significance of pilgrimages in the 21st century. 	<ul style="list-style-type: none"> 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. Evaluation skill: In their research, students will evaluate the significance of pilgrimage in the 21st century. 	Class work and pilgrimage project. <ul style="list-style-type: none"> 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 21st century.
Autumn B	What is prayer? <ul style="list-style-type: none"> Students must explain the meaning of prayer and its significance to religious believers. Students to explain different types of prayers: Adoration; praise, forgiveness, petition and intercession. Students explain the importance of various aids to prayer in Christianity and other religions. 	<ul style="list-style-type: none"> Analytical skills: students to analyse some Catholic Prayers: the 'Our Father', 'Hail Mary', 'Glory Be', etc and trace their Biblical roots. Applications: Students to use current news around the world and compose their own prayers for various needs. Biblical skills: Students to explain Bible teachings about prayer. Evaluation skills: students to evaluate whether prayer changes anything. 	Classwork, homework, Oracy and end of unit assessment. <ul style="list-style-type: none"> Use evidence from the Bible and other religious texts to explain the significance of prayers for religious believers. Explain the importance of prayer aids in Christianity, Islam, Hinduism, Judaism and Buddhism. Oracy: Students to present their findings on prayer from different religions.



Spring A	Creation: <ul style="list-style-type: none"> In this unit pupils will study Genesis 1&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. 	<ul style="list-style-type: none"> Bible skills: Explain Genesis teachings about creation of world. Analytical skills: Analyse Michelangelo's painting, Creation of Adam and explain what it teaches Catholics about God and humans. Research Skills – research on the work of CAFOD and sustainability. Comparative skills: Compare two paintings about creation. 	Classwork, homework and end of unit assessment. <ul style="list-style-type: none"> Explain how Michelangelo's painting of Creation of Adam expresses Catholics beliefs about humans and God. Compare Michelangelo's painting and Elizabeth's wangs painting. Evaluation: 'The best way for show love for our neighbour is to care for creation.' Evaluate this statement.
Spring B	Creation: <ul style="list-style-type: none"> In this unit pupils will study Genesis 1&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. 	<ul style="list-style-type: none"> Bible skills: Explain Genesis teachings about creation of world. Analytical skills: Analyse Michelangelo's painting, Creation of Adam and explain what it teaches Catholics about God and humans. Research Skills – research on the work of CAFOD and sustainability. Comparative skills: Compare two paintings about creation. 	Classwork, homework and end of unit assessment. End of unit assessment
Summer A	Incarnation: <ul style="list-style-type: none"> In this unit pupils will study Incarnation: Jesus as God incarnate; Jesus as the Word of God; Jesus as both fully human and 	<ul style="list-style-type: none"> Bible skills: Explain the source of Catholic beliefs about incarnation from the Bible – Gospels. 	Classwork, homework and end of unit assessment.



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



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?
Rationale	<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 21st 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>		
Autumn A	Relationship and families: <ul style="list-style-type: none"> Students to study Catholic teachings on sexual relationships, marriage, divorce, cohabitations, role within families and Catholic teachings on gender equality and prejudice. 	<ul style="list-style-type: none"> Debating and research skills: students consider Catholic teachings on social and moral issues and contrast these views with contemporary British society views. Use of various sources of authority as evidence to support an argument. Evaluation skills: consider different views and make an evaluative judgement. 	Classwork, homework, Oracy and end of unit assessment. <ul style="list-style-type: none"> GCSE exam practice questions focusing on knowledge and understanding (A01) and Evaluation questions. (A02). 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 21st century." "Children should not be brought up by same-sex couple."
Autumn B	Conflict and peace: 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"> Debating and research and analytical skills: students to research the historical background of the conflict 	Classwork and homework <ul style="list-style-type: none"> Class discussion GCSE evaluation question.



	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"> Use of various sources of authority as evidence to support an argument. Evaluation skills: consider various views and make an evaluative judgement. 	
Spring A	<p>Conflict and peace:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. Use of various sources of authority as evidence to support an argument. Evaluation skills: consider various views and make an evaluative judgement. 	<p>Classwork, homework and end of unit assessment.</p> <ul style="list-style-type: none"> GCSE exam practice questions focusing on knowledge and understanding (A01) and Evaluation questions. (A02).
Spring B	<p>Judaism: beliefs, teachings</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use of sacred texts to support an explanation, especially in considerations of Jewish beliefs and teachings. Evaluation: consideration of the influences and impacts of Jewish beliefs and teachings on the life of believers today. Comparative skills: compare Orthodox and Reform Jews beliefs and teachings 	<p>Classwork, homework and end of unit assessment.</p> <ul style="list-style-type: none"> GCSE exam practice questions focusing on knowledge and understanding (A01) and Evaluation questions. (A02).
Summer A	<p>Judaism: practices:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use of sacred texts to support an explanation, especially in considerations of Jewish practices Evaluation: consideration of the influences and impacts of Jewish beliefs and teachings on the life of believers today. 	<p>Classwork, homework and end of unit assessment.</p> <ul style="list-style-type: none"> GCSE exam practice questions focusing on knowledge and understanding (A01) and Evaluation questions. (A02).



		<ul style="list-style-type: none"> Comparative skills: compare Orthodox and Reform practices 	
Summer B	Church and the Kingdom of God: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Consolidation: making a link with year 9 project on pilgrimage. Critical and analytical skills, especially of the films: Les Miserable and the Mission on how they convey the values of the Kingdom of God. Evaluation skills: analyse and evaluate the significance of the Magnificat and the Lord's prayer for Catholics. Use of evidence to support arguments. 	Classwork, homework and end of unit assessment. <ul style="list-style-type: none"> GCSE exam practice questions focusing on knowledge and understanding (A01) and Evaluation questions. (A02).

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>			
Rationale	<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; 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>		
Autumn A	Redemption: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Research skills: do a research on the Second Vatican Council and its impacts on the Catholic beliefs and practices today. Bible skills: use the Bible to explain Catholic understanding of redemption. 	Classwork, homework and end of unit assessment. <ul style="list-style-type: none"> GCSE exam practice questions focusing on knowledge and understanding (A01) and Evaluation questions. (A02).



	<p>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.</p>	<ul style="list-style-type: none"> Comparative skills: compare various teachings of redemptions in order to understand Catholic beliefs and practices. Evaluation skills: having compared teachings, make an evaluative judgement on the significance of the beliefs in redemption in the 21st century. 	
Autumn B	<p>Redemption:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Research skills: do a research on the Second Vatican Council and its impacts on the Catholic beliefs and practices today. Bible skills: use the Bible to explain Catholic understanding of redemption. Comparative skills: compare various teachings of redemptions in order to understand Catholic beliefs and practices. Evaluation skills: having compared teachings, make an evaluative judgement on the significance of the beliefs in redemption in the 21st century. 	<p>Classwork, homework and end of unit assessment.</p> <ul style="list-style-type: none"> End of unit assessment.
Spring A	<p>The Holy Trinity/Triune God:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use of evidence to support Christians beliefs in the Holy Trinity. Evaluation skills: evaluate the most important source of authority in teaching understanding Christian teachings about authority. 	<p>Classwork, homework and end of unit assessment.</p> <ul style="list-style-type: none"> GCSE exam practice questions focusing on knowledge and understanding (A01) and Evaluation questions. (A02).



	Acclamations used in Mass; in Baptism; in prayers and postures.		
Spring B	Eschatology: <ul style="list-style-type: none"> Students to study the significance of the Paschal candle; Michelangelo's painting, 'The Last Judgement'; 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. 	<ul style="list-style-type: none"> Analytical skills: Analyse Michelangelo's painting, <i>The Last Judgement</i> and explain how it expresses Catholic beliefs in the afterlife. Debating skills: discussions on the beliefs in the afterlife and its plausibility; discussion on euthanasia and the beliefs in the sanctity of life. 	Classwork, homework and end of unit assessment. <ul style="list-style-type: none"> GCSE exam practice questions focusing on knowledge and understanding (A01) and Evaluation questions. (A02).
Summer term: End of KS readiness for the 6th form	Key Knowledge studied at KS4 that will be useful for the 6th form <ul style="list-style-type: none"> Understanding of human nature. Understanding of the origin of the world. Religion and Science Social and moral issues – debate surrounding euthanasia, abortion, relationship and families, peace and conflict. Debates on the afterlife. Christianity relationship with other religions both Abrahamic and non-Abrahamic religions. 	Summary of the main core skills taught at KS4 that can be reactivated at KS5 <ul style="list-style-type: none"> Research skills and use of various evidence to support and argument. Debating skills – both orally and written. Evaluative skills – to be able to make an evaluative judgement of every argument discussed. Wider reading – especially on social and moral issue topics. 	