

Department Name: Religious Education

Department's vision:

| Year Group  | Topic One   | Topic Two   | Topic Three  | Topic Four  | Topic Five   | Topic Six   | Topic Seven  |
|---|---|---|--|---|--|---|--|
| <b>Year 7</b>   | Introduction to Catholicism   | Catholic Community and Celebration  | Jesus as Priest, Prophet and King  | Love and Sacrifice  | RSE  | Islam   | Vocation   |
| <b>What will students know by the end of the topic...</b> | Students will have a detailed understanding of the key beliefs and practices within Roman Catholicism. Including: the Bible, the person of Jesus, the Saints and the Pope.  | Students will have an understanding of the Mass and its significance for Catholics. They will also know in detail a number of festivals including All Saints day, Advent, Christmas and Epiphany.   | Students will gain a deep knowledge of a number of key parables, miracles and teachings of Jesus. Including The parable of the Sheep and the Goats and the healing miracles of Jesus.  | Students will know and understand the concept of Agape and be able to explain this using real world examples including Oscar Romero and Mother Teresa.  | Students will have knowledge of a range of concepts based around what it is to be human and the value that each person has, both individually and within relationships.                            | Students will know the key foundational religious teachings and practices within Islam. Including the Five Pillars and the significance of the Qur'an for Muslim life and worship.  | Students will know and understand the concept of vocation. They will be able to explain this in relation to their own lives and to those who choose a religious vocation.        |
| <b>Year 8</b>   | The Bible and Key Figures   | The Morality of Jesus   | Church History—the spread of Christianity in Britain   | The journey of a Catholic   | RSE  | Judaism   | Experiential Religious Education   |
| <b>What will students know by the end of the topic...</b> | Students will have a firm knowledge of what the Bible is and how to use it both in worship and academic settings. They will know the stories of key religious figures and the significance of these stories both at the time of their writing and for people today. | Students will have a deep knowledge and understanding of the morality taught by Jesus and how this has developed through St Paul and the Popes. They will know and be able to analyse such texts as Jesus' final commandment, Pauline Epistles and Papal Encyclicals. | Students will understand the complex history of Roman Catholicism within Britain. They will know the history of its arrival through Missionaries including St Alban and St Bede, the outlawing of Catholicism following the Reformation and its return and spread in the 1800's. | Students will have a detailed knowledge of the seven Sacraments within Catholicism. They will know what happens within each sacrament and the significance within each Sacrament and how they help a Catholic in their journey. | Students will develop their knowledge from the RSE unit in Year 7. They will gain an insight into what makes a healthy and successful relationship—including friendships and within a family unit. | Students will know the key foundational religious teachings and practices within Judiaims. Including Biblical figures such as Abraham and Moses and the teachings they provide to the Jewish people, including the 10 Commandments and the 613 Mitzvah's. | Students will know and understand the way in which experiencing religion, reflection and meditation can help them understand both the beliefs and practices of religious people. |
| <b>Year 9</b>   | Judaism—Beliefs and Teachings   | Judaism—Practices   | Foundational Catholic theology—Origins and meaning   |   |  |   |  |
| <b>What will students know by the end of the topic...</b> | Students will know and understand the Jewish beliefs on, the nature of God, the Messiah, covenant and beliefs on life and death.  | Students will know and understand the Jewish practices contained within, prayer at home and the Synagogue, rituals included Bar Mitzvah and festivals including Passover.   | Students will know and understand Catholic beliefs and those beliefs held by Judaism and Humanism on a range of areas including: The Creation of the Universe, the Bible, Painting, Art and Symbolism and working within a Catholic community to support others.                 |   |  |   |  |

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| <b>Year 10</b>  | Foundational Catholic Theology—Good and evil  | Applied Catholic theology—Life and death (part 1)  |   |  |   |  |             |
| <b>What will students know by the end of the topic...</b> | Students will know and understand Catholic beliefs including: Good and Evil, the Trinity, the Incarnation of Jesus, Jesus as a moral authority, sculpture and statues and popular Catholic devotion.                                    | Students will know and understand Catholic practice and practices including: Death and the after life, Euthanasia and Palliative care, concepts of Heaven and Hell and Judgement.  |   |  |   |  |             |
| <b>Year 11</b>  | Applied Catholic theology Life and death (part 2)   | Applied Catholic theology—Sin and forgiveness  |   |  |   |  |             |
| <b>What will students know by the end of the topic...</b> | Students will know and understand Catholic practice and practices including: The teaching authority of the Church (Magisterium), the importance of religious artefacts, the use of music in worship, funeral rites and Catholic prayer. | Students will know and understand Catholic practice and practices including: Crime and Punishment, Redemption and forgiveness through the person of Jesus, The Church, Church buildings and interiors, Sacraments and Mission. |   |  |   |  |             |
| <b>Year 12</b>  | Religion and Ethics: Ethical Thought  | Religion and Ethics: Deontological Ethics  | Religion and Ethics: Teleological Ethics        | Religion and Ethics: Determinism and Free Will     | Philosophy of Religion Arguments for God  | Philosophy of Religion Challenges to religious belief    |             |
| <b>Year 13</b>  | Philosophy of Religion Religious Experience   | Philosophy of Religion Religious Language  | Christianity Religious Figures and sacred texts | Christianity Religious concepts and religious life | Christianity Significant social and historical developments in religious thought. | Christianity Religious practices and religious identity. |             |

| Key Stage Four Specification Link  |   | Key Stage Five Specification Link   |   |  |   |
|--|---|---|---|--|---|
| <a href="file:///C:/Users/sheehan.d/Downloads/eduqas-gcse-rs-spec-full-from-2016-e-14-05-2020.pdf">file:///C:/Users/sheehan.d/Downloads/eduqas-gcse-rs-spec-full-from-2016-e-14-05-2020.pdf</a>  |   | <a href="https://www.eduqas.co.uk/media/i4tjifbc/eduqas-a-level-religious-studies-spec-from-2016-e-11-06-2020-1.pdf">https://www.eduqas.co.uk/media/i4tjifbc/eduqas-a-level-religious-studies-spec-from-2016-e-11-06-2020-1.pdf</a>   |   |  |   |
| <p><b>What will students see in their books or folders?</b></p> <p>In Key Stage 3 and 4, students will be provided with a WWW/EBI sheet which is to be used after each Absolute quiz and formal assessment.</p> <p>When work is marked there will be WWW and EBI comments made by staff which students will need to respond to allow them to make progress within the subject.</p> <p>Students will be provided with a wide range of ways to access and understand the content within each unit and this will be reflected in a diverse diet of activities and work.</p> <p>In Key Stage 5, students will be expected to show greater independence in their class work and their folders will feature 'folder check' sheets periodically to allow staff to monitor this work.</p> <p>Each essay will be marked and return with relevant EBI/WWW comments and where possible exam board mark schemes.</p> | <p><b>This subject supports students' reading and literacy through...</b></p> <p>In all Key Stages reading is essential within RE. Within Key Stage 3 there is a large focus on the use of the Bible and Biblical stories as a way to gain knowledge and develop understanding of the subject.</p> <p>Within Key Stage 4 the students are required to engage with a wide range of complex texts, including Papal Encyclicals, Jewish religious texts and sacred writings.</p> <p>This engagement is supported through the use key terminology and glossaries to allow students to understand and use complex terminology with confidence.</p> | <p><b>This subject supports students' numeracy through...</b></p> <p>Within all Key Stages the engagement with Biblical referencing is the main way in which students are exposed to numeracy. It allows students to understand the sequence in which the Bible is written and by being able to identify the order of the writings, students add clarity to their Biblical study.</p> | <p><b>This subject promotes the following revision strategies as the most effective means of retaining content...</b></p> <p>Essay planning using key terms and vocabulary.</p> <p>Use of model answers to guide content and structure.</p> <p>Key term and vocabulary revision and testing.</p> <p>Creation of main points within a topic, revision of these points and linking to other aspects of the course.</p> <p>Creation of revision flash cards.</p> <p>Creation of themed spider diagrams of content.</p> | <p><b>Opportunities for exploring this subject further are available through ...</b></p> <p>RE Cinema Club—students are able to watch selected films during lunch times which link to and deepen understanding of areas covered in class.</p> <p>Philosophy club—students attend sessions at lunch time run by staff and 6th Form students discussing topics which go well beyond the taught Curriculum.</p> | <p>The following trips run through this subject...</p> <p>Year 10 joint trip with History to the Holocaust Museum</p> |

