

Key Stage 3 – Unit Intent

Year 7	AUT 1 Unit 1	Creation & Covenant CHAPTER 1: CREATION AND COVENANT	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from Hear Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Believe Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Celebrate Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Live Section in the <i>long-term</i> to be used for future learning	Chosen Thematic area studied	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none"> In Yr 7 students revisit some of the most important learning of their study of Catholicism in primary school from the diocesan agreed RED. For those who have not attended Catholic primary school, year 7 presents the theological foundations that are the basis for understanding Catholicism. In Yr 6 students have covered Creation & Covenant focussing on Genesis 2, The Fall, evolution and Laudato Si at KS2. 	<ul style="list-style-type: none"> Catholic understanding of revelation Genesis 1 Genesis 2 God as creator of world and origin of all beings Literal and literalist senses of scripture, authorial voice in Genesis Genesis creation accounts as ‘symbolic stories’ Scientism and creationism Prayer (and prayer in different religions) <i>Laudato Si’</i>, stewardship four core principles of CST 	<ul style="list-style-type: none"> Know that reading scripture according to its literal sense is not the same as reading a passage literally. The literal sense of scripture includes understanding its literary form and the Bible contains different kinds of literary form. The Creation accounts exemplify one of these literary forms: symbolic story or hymn. The literal sense also includes being able to identify the authorial voices of the passages 	<ul style="list-style-type: none"> God exists and is revealed in different ways: first, through the natural light of human reason (in the contemplation of Creation and our experience of being human) and second, through divine revelation (by means of scripture and tradition). ‘Human words always fall short of the mystery of God’ (see CCC 42). The one, true God can be known with certainty from his works by reflecting on 1) Creation and 2) the human person. God is the Creator of the universe and of human beings and all that God creates is good. 	<ul style="list-style-type: none"> Prayer is the universal response of human beings to God’s self-revelation; it is a response to the call to covenant relationship; it is the ‘walking with God’ (CCC 2569) and ‘the raising of the heart and mind to God’ (CCC 2559) that is ‘lived by many righteous people in all religions’. (CCC 2569) 	<ul style="list-style-type: none"> The four core principles of Catholic Social Teaching: dignity of the human person, common good, subsidiarity, and solidarity (see DC 84). By the end of this unit of study, pupils will know that the Church teaches: <ul style="list-style-type: none"> The scientific accounts of the origins of the universe and Catholic beliefs about Creation are compatible, challenging both creationist and scientific worldviews (see CCC 159 and 283). Human beings are called to be stewards of Creation; stewardship is a response to both ‘the cry of the earth and the cry of the poor’ (Laudato Si’ 49) 	<p>Artistic expression of beliefs about God and/or Creation, for example: – Donald Jackson’s Genesis Frontispiece: Creation</p> <p>Lived religion elements, for example: – LiveSimply Award</p>	<p>Yr 8- branch 1 Creation & Covenant consolidating beliefs about creation focused on creation of humans being made in imago Dei and having free will when they study The Fall from Genesis 3.</p> <p>Yr 9- branch 1 Creation & Covenant deals with the mystery of human person by revisiting the creation accounts focussing on the dignity of the human person and equality of man and woman.</p> <p>Yr 10- branch 1 Creation & Covenant will be revisited when they study origins & meaning focussed on Genesis 1 & 2 and the creation of world and humans.</p> <p>Yr 11- branch 1 Creation & Covenant when they cover life and death linking back to the dignity of life.</p>

Key vocab and Sources (SL & SoWA)		<ul style="list-style-type: none">• God• Revelation• literal sense• literary form• Creation• Creationism• scientism• prayer• stewardship	<ul style="list-style-type: none">• Genesis 1:1-2:4• Genesis 2:5-25	<ul style="list-style-type: none">• “Human words always fall short of the mystery of God” (see CCC 42).	<ul style="list-style-type: none">• “the raising of the heart and mind to God’ (CCC 2559)	<ul style="list-style-type: none">• “no conflict between faith and reason”• “The question about the origins of the world and of man has been the object of many scientific studies which have splendidly enriched our knowledge”		
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Do	This is what students should be able to demonstrate at the end of the unit
	<p>Sound knowledge of key terms and use them in both written and verbal responses</p> <p>Sound knowledge of some SoWA and use them as required in written and verbal responses</p> <p>Teachings about God, humans and universe from Genesis 1 and 2</p> <p>Reflect what caused the world from both a religious and non-religious viewpoint</p> <p>Reflect on what Genesis reveals about humans and their purpose</p> <p>Reflect on the responsibility humans have to care for the world and each other from both a religious and non-religious viewpoint.</p> <p>What prayer is</p>

Key Stage 3 – Unit Intent

Year 7	AUT 2 Unit 2	Prophecy & Promise 	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from Hear Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Believe Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Celebrate Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Live Section in the <i>long-term</i> to be used for future learning	Chosen Thematic area studied	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none"> In year 7, pupils will revisit foundational teaching on prophecy and promise from Yr 6 In Yr 6 students cover Prominent women in the OT, Comparison of annunciation in Matthew & Luke's Gospel and The Magnificat focussing on key theme to 'fill the hungry'. In Yr 7 students continue with Prophecy and Promise and build on their foundational knowledge of the OT by examining how God reveals himself through the covenants in OT they will move on to look at the New Testament and how Catholics believe that God finally and fully reveals himself in the person of Jesus. 	<ul style="list-style-type: none"> Scripture, tradition and the magisterium (DV9) Bible Finding a Bible reference, Literary forms Bible translations Canon of scripture Relationship between OT and NT (and Tanakh) Scriptural inspiration (2 Tim 3:16-17 & DV 11) Scripture in prayer and Mass, Liturgy of the Word 	<ul style="list-style-type: none"> Dei Verbum 9: relationship between scripture, tradition, and the magisterium. 	<ul style="list-style-type: none"> God reveals Godself through scripture and tradition, 'special revelation'. Scripture is inspired God is its author and God chose human beings with their own gifts and particular contexts as true authors, to write everything God wanted. God is revealed in the Old Testament as well as the New and the Old Testament has its own intrinsic value <p>The Bible is a library of books, written in different literary forms, by different authors.</p> <ul style="list-style-type: none"> 'The canon of Scripture', (names and order of the books in the canon That the Bible was written in Hebrew, Aramaic, and Greek- many English translations. How to navigate the Bible and find a Bible reference. Many books in the Old Testament also make up the Hebrew scriptures (the Tanakh in Judaism) 	<ul style="list-style-type: none"> How Catholics use scripture in the Liturgy: the structure of the Mass and the place of the Liturgy of the Word as one of the two great parts of the Mass One of the ways in which scripture is used in prayer, e.g.: – the Rosary 	N/A	<p>Artistic expression of beliefs about God and/or Creation, for example: – Book of Kells</p> <p>Lived religion for example: – The role of the Bible in civic life</p>	<p>Yr 8- branch 2 Prophecy & Promise will be revisited when they study Prophetic texts from Amos in the Bible and how Jesus is the fulfilment of prophecy.</p> <p>Yr 9- branch 2 Prophecy & Promise will be revisited when they study typology describing Adam as a type of Christ and Eve as a type of Mary. A key focus is the role of women in scripture especially the role of Blessed Virgin Mary in the narrative of salvation history</p> <p>Yr 10- branch 2 Prophecy & Promise will be revisited when students study the origin and structure of Bible in origins & meaning and the rosary in Good and Evil focussed on sorrowful mysteries. Also, in Judaism when student's student the structure of the Tanakh</p> <p>Yr 11- branch 2 Prophecy & Promise will be revisited when students study prayer in life and death</p>

Key vocab and Sources (SL & SoWA)		<ul style="list-style-type: none"> • Revelation • Dei Verbum • Scripture • Tradition • magisterium inspired • canon • Old Testament New Testament Hebrew, Aramaic, Greek • Tanakh • Liturgy of the Word 	<ul style="list-style-type: none"> • (2 Tim 3:16-17 & DV 9 & 11) • “all scripture is inspired by God” • “All Scripture is God-breathed and is useful for teaching, every good work.” 	<ul style="list-style-type: none"> • Scripture teaches ‘faithfully and without error that truth which God wanted put into sacred writings for the sake of salvation’ (Dei Verbum 11). 	<ul style="list-style-type: none"> • see CCC 1346, ‘the table of the Word of the Lord and the body of the Lord’) 	•		
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Do	This is what students should be able to demonstrate at the end of the unit
	<p>Sound knowledge of key terms and use them in both written and verbal responses</p> <p>Sound knowledge of some SoWA and use them as required in written and verbal responses</p> <p>Gods revelation through sacred scripture</p> <p>Origin & Structure of Bible</p> <p>Recall what the Cannon of Scripture is</p> <p>Describe what it means to say scripture is inspired and without error</p> <p>Describe how scripture is used in prayer especially during Liturgy of Word at Mass</p>

Key Stage 3 – Unit Intent

Year 7	SPR 1 Unit 3	Galilee to Jerusalem	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from Hear Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Believe Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Celebrate Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Live Section in the <i>long-term</i> to be used for future learning	Chosen Thematic area studied	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none">In year 7, pupils will revisit foundational teaching on Galilee to Jerusalem from Yr 6In Yr 6 students cover St Johns Gospel and how Jesus is the Messiah who reveals through his life and work the kingdom.In Yr 7 students continue with Galilee to Jerusalem and build on their foundational knowledge of the OT from Yr 6 by examining how God reveals himself through the covenants in OT they will then move on to look at the New Testament and build on previous learning (from the last two units) about revelation by arriving at the Church profession that Jesus is the full and final revelation of God.	<ul style="list-style-type: none">Incarnation (articles 2-4 of the Nicene creed).Jesus as ‘true God and true man’ in contrast to Arianism (this will be recovered in unit 6 dialogue & encounter)Jesus as Christ, Lord and Only Begotten Son of God.Titles of Jesus in scripture: Son of Man, Son of God, Son of David/Christ, and Lord.Trinity, links with incarnationTrinitarian shape of Christin prayerJesus as the model of perfect human living, making links CST	<p>Titles of Jesus in Mark: – Son of Man, with reference to the following meanings: 1= Suffering and service, e.g., Mk 10:35-45 2= Authority, e.g., Mk 2:1-12 3= Eschatology, e.g., Mk 14:53-65 – Son of God, e.g., Mk 1:9-11 – Christ/Son of David, e.g., Mk 10:46-52, Mk 11:1-11 – Lord, e.g., Jn 21:1-13</p> <ul style="list-style-type: none">The Nicene Creed, Articles 2-4 <p>The ways in which the titles of Jesus are uniquely ascribed to him when compared with the use of equivalent titles in the Old Testament: Son of Man (e.g., Psalm 8:4, Daniel 7:13-14); Son of God (e.g., Ps 2:7, 2 Sam 7:14); Son of David/Christ (e.g., 1 Kings 9:5, 2 Sam 7:16); Lord (e.g., Ex 3:14, Am 5:18).</p>	<ul style="list-style-type: none">Jesus, the incarnate God, is the fullness of revelation, (CCC 65 & 102).Jesus is the Word made flesh; the Son of God who became truly human while remaining truly God.Jesus Christ is true God and true man.The Word became flesh in order to save us: by revealing God’s love to us, by offering a model of holiness to followGod is Trinity, one God in three Divine Persons.Jesus is Christ the Lord and the Only Begotten Son of God (the second Person of the Holy Trinity) made flesh, fully God and fully human.The meaning of ‘heresy’ as defined by the Church (CCC 2089).The Nicene Creed expresses the Church’s true faith about Jesus, as against Arian teaching about Jesus.	<ul style="list-style-type: none">The meaning of the phrase ‘Lex Orandi, Lex Credendi’.That Catholic prayer is always Trinitarian (see CCC 2664).How the Church celebrates beliefs about the Holy Trinity in the Mass, for example: – Sign of the cross in the Name of the Father, Son and Holy Spirit (cf. CCC 233) – Nicene Creed – Sanctus: ‘Holy, Holy, Holy Lord’	<ul style="list-style-type: none">Jesus is the model of perfect human livingHumans are called to follow his revelation and be transformed into his likeness	<p>Artistic expression= Comparison of Rublev Trinity with Meg Wroe’s Trinity After Rublev</p> <p>Lived religion element= Franciscans, links with St Francis and stewardship before study life, work and impact of Fr Mychal Judge</p>	<p>Yr 8- Galilee to Jerusalem will be revisited when they engage in a more detailed study of a Marcan theme, building on their study titles for Jesus in St Mark’s Gospel.</p> <p>Yr 9- branch 3 Galilee to Jerusalem will be revisited when they study another Marcan theme discipleship and why Mark highlights the failure of the disciples more than any other evangelist.</p> <p>Yr 10- branch 3 Galilee to Jerusalem will be revisited when students the Incarnation, Trinity and Trinitarian beliefs in more depth.</p> <p>Yr 11- branch 3 Galilee to Jerusalem will be revisited when students study the importance of Mass in Sin and Forgiveness.</p>

Key vocab and Sources (SL & SoWA)		<ul style="list-style-type: none">• Incarnation• Trinity• Son of Man• Son of God• Christ• Lord• heresy• Arianism• Lex Orandi,• Lex Credendi• service	Mk 10:35-45 Mk 2:1-12 Mk 14:53-65 Mk 1:9-11 Mk 10:46-52, Mk 11:1-11 Jn 21:1-13 <ul style="list-style-type: none">• The Nicene Creed Article 2: “And in one Lord Jesus Christ, the Son of God, the Only-begotten, Begotten of the Father before all ages,” Article 3: “Light of Light, True God of True God, Begotten, not made; of one essence with the Father, by whom all things were made” Article 4: “Who for us men and for our salvation came down from the heavens, and was incarnate of the Holy Spirit and the Virgin Mary, and became man; And was crucified for us under Pontius Pilate, and suffered and was buried;”	<ul style="list-style-type: none">• "26 Christ, the Son of God made man, is the Father's one, perfect and unsurpassable Word. In him he has said everything; there will be no other word than this one." CCC65• "Heresy is the obstinate post-baptismal denial of some truth which must be believed with divine and catholic faith," CCC 2089	<ul style="list-style-type: none">• “Christians are baptized in the name of the Father and of the Son and of the Holy Spirit: not in their names, for there is only one God, the almighty Father, his only Son and the Holy Spirit: the Most Holy Trinity.” CCC233			
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Do	This is what students should be able to demonstrate at the end of the unit
	<p>Sound knowledge of key terms and use them in both written and verbal responses</p> <p>Sound knowledge of some SoWA and use them as required in written and verbal responses</p> <p>Recall beliefs about Jesus as incarnation (Nicene Creed)</p> <p>Describe the use and titles of Jesus</p> <p>Beliefs about Trinity-</p> <p>Prayer is always Trinitarian linked to prayer</p> <p>The meaning of the phrase ‘Lex Orandi, Lex Credendi’</p> <p>Jesus is revelation and provides a role model for humanity to follow- CST</p>

Key Stage 3 – Unit Intent

Year 7	SPR 2 Unit 4	Desert to Garden	Assessment: 2 X formative assessments					
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from Hear Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Believe Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Celebrate Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Live Section in the <i>long-term</i> to be used for future learning	Chosen Thematic area studied	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none">In year 7, pupils will revisit foundational teaching on Desert to Garden from Yr 6In Yr 6 students cover St Johns Gospel again focussing on Jesus resurrection in the liturgical season of Lent.In Yr 7 students continue with Desert to Garden and build on their foundational knowledge of the Jesus as the incarnation from Yr 6 and how the sacraments are an extension of the incarnation through time focussing predominately on Eucharist.	<ul style="list-style-type: none">Intro to 7 Sacraments,Paschal mysteryEucharist as “source and summit” of the Christian life.The ‘real presence’ and the ‘Sacrifice of the Mass’.Links between Jewish Passover (Ex 12:1-14) and the Last Supper (Lk 22:14-20)The structure of the MassDifferent names, signs and effects of the sacrament of the ‘Eucharist’Catholic and other Christian beliefs about the Eucharist	<ul style="list-style-type: none">The Passover (Ex 12:1-14)Institution of the Eucharist (Lk 22:14-20) <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none">The ‘New Testament lies hidden in the Old and the Old Testament is unveiled in the New’ (see CCC 128-130, YC 17-18) and that Christ and his saving action is foreshadowed in the Old Testament	<ul style="list-style-type: none">The Paschal mystery of Christ’s cross and resurrection stand at the centre of the Good News the Church proclaims to the world.The Paschal mystery is this: that by his death, Christ liberates us from sin and by rising again, he opens up for us the way to a new life	<ul style="list-style-type: none">The Liturgy and the sacraments make present the Paschal mysteryThe Eucharist is the ‘source and summit’ of the Christian life (CCC 1324); all the other sacraments flow out of it and point back to it because the Eucharist contains Christ himself.Jesus is present in the Eucharist in the assembly of the faithful, in the Word, in the priest and, most especially, in the Blessed Sacrament (see Sacrosanctum Concilium 7).The presence of Jesus in the Blessed Sacrament is described as the ‘real presence’ not because the other modes of presence are not ‘real’ but because it is presence in the fullest sense: it is a substantial presence by which Christ makes himself wholly and entirely present (see CCC 1374).Every celebration of the Eucharist makes really present the one unique sacrifice Christ offered on the cross (see CCC 1362-1367), which is why it is referred to as the sacrifice of the Mass	<ul style="list-style-type: none">The meaning of the word ‘sacrament’ as defined by the ChurchThe names and groups of the seven sacramentsThe structure of the Mass, focusing on the Liturgy of the Eucharist as the second of the two great parts of the Mass (see CCC 1346).The essential signs of the Eucharist and its impact on those who receive it.The meaning of the word ‘Eucharist’ and other names ‘the Breaking of Bread’, ‘the Lord’s Supper’, ‘Mass’, and ‘Holy Communion’ (see CCC 1328-1332),The difference between Catholic beliefs about the Eucharist and the beliefs of other Christian denominations about celebrations of the Lord’s Supper.	<p>Artistic expression= Life of Jesus Mafa Last Supper compared to Da Vinci's Last supper examining key themes, symbolism and beliefs</p> <p>Ethical option= Responses to world hunger Bishop Theotonius Gomes</p>	<p>Yr 8- Desert to Garden will be revisited when they build on knowledge of paschal mystery and revisit the sacrifice of Jesus and link it to Christs encounters with those who suffer on the margins of society. They will engage in deeper questions about human suffering and how a loving God can allow his creation to suffer.</p> <p>Yr 9- branch 4 Desert to Garden will be revisited when they study how Christ’s death is redemptive for the purpose of salvific power</p> <p>Yr 10- branch 4 Desert to Garden will be revisited when students study Good and Evil and the problem of suffering.</p> <p>Also, in Judaism when students study festival and significance of Pesach</p> <p>Yr 11- branch 4 Desert to Garden will be revisited when students study the 7 sacraments and the importance of Mass with a clear focus on real presence of Eucharist as spiritual food.</p>

Key vocab and Sources (SL & SoWA)		<ul style="list-style-type: none"> • Paschal mystery • Sacrament • Passover • Eucharist • Sacrifice of the Mass • Transubstantiation • Holy Communion • Lord’s Supper • Blessed Sacrament 			‘Source and summit’ of the Christian life (CCC 1324);	<p>“Christ's presence under the Eucharistic species is unique. It raises the Eucharist above all the sacraments CCC 1374</p> <p><i>“The whole Christ is truly, really, and substantially contained.” CCC1374</i></p>		
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Do	This is what students should be able to demonstrate at the end of the unit
	<p>Sound knowledge of key terms and use them in both written and verbal responses</p> <p>Sound knowledge of some SoWA and use them as required in written and verbal responses</p> <p>Outline of 7 Sacraments</p> <p>Recall beliefs about Paschal mystery</p> <p>Mass- structure</p> <p>Mass- Liturgy of Eucharist transubstantiation and the real presence</p> <p>Different Christian beliefs about Eucharist</p> <p>Links to Jewish Passover</p>

Key Stage 3 – Unit Intent

Year 7	SUM 1 Unit 5	Ends of earth	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from Hear Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Believe Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Celebrate Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Live Section in the <i>long-term</i> to be used for future learning	Chosen Thematic area studied	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none">In year 7, pupils will revisit foundational teaching on Ends of earth from Yr 6In Yr 6 students will again cover St Johns Gospel focussing on how Jesus repairs humanity’s broken relationship with God.In Yr 7 students continue with Ends of the earth and build on their foundational knowledge from Yr 6 with a study of how the life-giving gifts and fruits of Holy Spirit at key sacraments can guide and inspire people to salvation.	<ul style="list-style-type: none">The Holy Spirit in Luke-ActsHoly Spirit in salvation history and Sacred ScriptureChurch teaching about the Holy Spirit from the CreedLuke’s account of Pentecost (Acts 2:1-12), Church as completion of the mission of Christ and the SpiritChurch as: The People of God; Body of Christ; the Temple of the Holy SpiritSacrament of Confirmation	<ul style="list-style-type: none">Theological emphasis of Luke’s Gospel in reference to the role of the Holy Spirit Holy Acts: Jesus, conception (Lk 1:34-38); baptism (3:21-22); at the beginning of his ministry (4:18-19); at his resurrection and ascension (24:49-53); Pentecost (Acts 2:1-12)The Nicene Creed, Articles 8 and 9	<ul style="list-style-type: none">The Holy Spirit is ‘the giver of life’ who was ‘at work from the beginning’The Holy spirit ‘has spoken through the prophets’ and inspires ScriptureThe Holy Spirit is God, the third person of the Holy TrinityThe Church is People of God (see CCC 781-786), The Church is the Body of Christ (see CCC 787-796), The Church is the Temple of the Holy Spirit (see CCC 797-799).The Holy Spirit who was given at Pentecost remains with the Church, calling people into ‘some definite service’ in the Church and in the world (see YC 119, 205), sending them the necessary gifts to carry out their vocation.	<ul style="list-style-type: none">The origins, rite, meaning, and effect of the Sacrament of Confirmation.	N/A	<ul style="list-style-type: none">Artistic expression= Jesus Mafa Pentecost imageLived religion element= How is Pentecost celebrated around the world	<p>Yr 8- Ends of Earth will be revisited when they revisit the idea that Holy Spirit inspires all to be people of God in order to get salvation and one day look upon God ‘face to face’</p> <p>Yr 9- branch 5 Ends of Earth will be revisited when they study the earliest records, we have of the existence of Church in the letters of St Paul in Corinth making links to the Catholic teaching on the three states of the Church- Church on earth, in heaven and Church being purified in purgatory.</p> <p>Yr 10- branch 5 Ends of Earth will be revisited when they study CST in Origins and meaning when they examine how the spirit inspires Catholics to actively uphold Gospel values by working for peace, justice and reconciliation</p> <p>Yr 11- branch 5 Ends of Earth will be revisited when students study the 7 sacraments focussing on the sacrament of confirmation.</p>

Key vocab and Sources (SL & SoWA)		<ul style="list-style-type: none"> Holy Spirit Pentecost ruah People of God Body of Christ Temple of the Holy Spirit Confirmation Fruits of the Spirit 		<p>‘with the Father and the Son is adored and glorified’.</p> <p>“The Holy Spirit is at work with the Father and the Son from the beginning” CCC 686</p> <p>The divinely revealed realities, which are contained and presented in the text of Sacred Scripture, have been written down under the inspiration of the Holy Spirit." CCC 105</p> <p>“At all times and in every race, anyone who does what is right has been acceptable to him.” CCC781</p> <p>“Now to each one the manifestation of the Spirit is given for the common good.” 1 Corinthians 12: 7</p>					
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Do	This is what students should be able to demonstrate at the end of the unit
	<p>Sound knowledge of key terms and use them in both written and verbal responses</p> <p>Sound knowledge of some SoWA and use them as required in written and verbal responses</p> <p>Key beliefs about role of Holy Spirit- Creed/Scripture</p> <p>Call of Holy Spirit at Pentecost</p> <p>Church/People of God as completion of the mission of Christ and the Spirit</p> <p>The origins, rite, meaning, and effect of the Sacrament of Confirmation.</p>

Key Stage 3 – Unit Intent

<div> <div>Year 7</div> <div>SUM 2 Unit 6</div> <div>Dialogue & Encounter</div> <div>Assessment: 2 X formative assessments</div> </div>								
	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from Hear Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Believe Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Celebrate Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Live Section in the <i>long-term</i> to be used for future learning	Chosen Thematic area studied	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none"> In year 7, pupils will revisit foundational teaching on Dialogue & Encounter from Yr 6 In Yr 6 students will consider what dialogue means in action. The Catholic Bishops’ Conference of England and Wales identified different ways Catholics can enter dialogue with people of goodwill in their document ‘Meeting God in friend and stranger’ (2010). In Yr 7 students continue with Dialogue and Encounter and build on their foundational knowledge from Yr 6 with a study of ecumenism and the first councils set up to support ‘The desire to recover the unity of all Christians is a gift of Christ and a call of the Holy Spirit’ (CCC 820). 	<ul style="list-style-type: none"> Council of Jerusalem Ecumenical Church Councils Christian denominations Ecumenism Key beliefs, teachings and practices in Hinduism 	<ul style="list-style-type: none"> What a council is Council of Jerusalem First Council of Nicaea- reaction to Arianism Council of Chalcedon- Nestorian crisis Council of Trent- Reformation Luther Importance of ecumenical dialogue Importance of interfaith dialogue between Christianity & Hinduism Trimurti Place of worship 	<ul style="list-style-type: none"> Consider why there are different Christian denominations and investigate the differences between their beliefs and Catholic beliefs. (RVE) D7.6.2. Consider what needs to happen for Christian unity ‘In word and deed we must obey Christ, who expressly will “that they may all be one”’ 	<ul style="list-style-type: none"> Different Christian denominations and investigate the differences between their beliefs and Catholic beliefs. Puja and worship in Hinduism Festival of Diwali and use of Rangoli patterns to support interfaith dialogue 	<ul style="list-style-type: none"> Considering how their own lives and the future of the communities to which they belong could be transformed by interreligious dialogue work with people of divergent worldviews. Key beliefs, teachings & Practices in Hinduism Hindu beliefs about life after death Gandhi and interfaith dialogue 	<p>Artistic expression- Gandhi as the incarnation of religious tolerance. Perhaps no-one else in human history has engaged himself with so much dedication to religious tolerance.</p> <p>Rangoli interfaith art inspiration- welcome act What is the significance of Rangoli? #hinduacademy (youtube.com)</p>	<p>Yr 8- Dialogue & Encounter will be revisited when they revisit the importance of ecumenism and an interfaith dialogue from Vatican II and Ecclesiam Suam, concentric circles model of dialogue.</p> <p>Yr 9- branch 6 Dialogue & Encounter will be revisited when they gain a greater understanding from KS2 and KS3 on the teachings of the Catholic Bishops of England & Wales about intercultural dialogue expressed in ‘Meeting God in Friend and Stranger’ (paragraphs 108-114).</p> <p>Yr 10- Dialogue & Encounter will be revisited when they study Church teachings on the need of interfaith dialogue</p> <p>Yr 11- Dialogue & Encounter will be revisited when they study Mission, evangelisation and key teachings from Evangelii Gaudium.</p>

Key vocab and Sources (SL & SoWA)		<ul style="list-style-type: none"> Ecumenical Council schism dogma reform Christian unity Ecumenism Ramarajya 		<p>‘In word and deed, we must obey Christ, who expressly will “that they may all be one”’</p> <p>“All one in Christ”</p>			<p>'After long study and experience, I have come to the conclusion that 1) All religions are true; 2) All religions have some errors in them; 3) All religions are almost as dear to me as my own Hinduism. 'All religions are true,' explains Gandhi, 'because they contribute efficaciously to the spiritual progress of humanity. Gandhi</p> <p>“Hinduism teaches me to respect all religions. In this lies the secret of Ramarajya- moral values of justice, equality and truth for all people.</p>	
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Do	This is what students should be able to demonstrate at the end of the unit
	<p>Sound knowledge of key terms and use them in both written and verbal responses</p> <p>Sound knowledge of some SoWA and use them as required in written and verbal responses</p> <p>Origin of Church and how there came to be many different Christian denominations</p> <p>What ecumenism is and why it is important</p> <p>Outcomes of the three Councils studied</p> <p>Importance of interfaith dialogue between Christianity and Hinduism</p> <p>Core beliefs about Hinduism- monotheistic, Trimurti, Mandir, Puja, beliefs about life after death.</p> <p>Festivals/art and interfaith dialogue focused on life and work of Gandhi and his principle of Ramarajya.</p>

Key Stage 3 – Unit Intent

Year 8AUT 1Unit 1Creation & CovenantAssessment: 2 X formative assessments								
	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from Hear Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Believe Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Celebrate Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Live Section in the <i>long-term</i> to be used for future learning	Chosen Thematic area studied	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none">In year 8, pupils will revisit foundational teaching on Creation & Covenant from Yr 7 where they covered the creation accounts and the four key principles of CST.In this year they will develop a greater understanding of creation of humans with a study of Genesis 3, free will and The Fall.	<ul style="list-style-type: none">Genesis 3 The FallFreewill – humans spoilt Gods creationOriginal sin and personal sin, the Fall (Gen 3)Freedom and responsibility‘Covenant’Sinai Covenantdeclogue and greatest commandmentConscienceWhat Church teaches about ConscienceBaptism as riteBaptism links to original sin, personal sin and the Fall.	<ul style="list-style-type: none">Genesis 3.DecalogueGreatest commandment: Mt 22:34-40.The account of the Fall in Genesis 3The Ten CommandmentsGreatest commandment	<ul style="list-style-type: none">God’s Creation was damaged by human sinHuman history is marked by the original sin.Original sin means that human nature lacks its original holiness and justice and is wounded by the disease of sin which makes human beings vulnerable to the seduction of sin (concupiscence).	<ul style="list-style-type: none">Sacrament of baptism frees from sin and reborn as children of God; we become members of Christ, are incorporated into the Church- sharers in her mission.The origins, rite, meaning, and effect of the Sacrament of Baptism	<ul style="list-style-type: none">Human are created in the image and likeness of God which implies freedom and responsibility.Sin is an offence against God and right reason; it is a failure in genuine love for God and neighbour.The call to covenant is a call to fullness ofThat conscience is both the God-given ability to know the difference between good and evil and the imperative to do good and avoid evilThat human beings have a duty to inform their conscience, and that this is a lifelong task (CCC 1784).The certain judgement of conscience must always be followed (CCC 1800)	<p>Artistic expression= A variety of representations of Moses or the Ten Commandments in art</p> <p>Lived religion element= Ethical issues arising from what love of neighbour requires in a contemporary context, with reference to the Good Samaritan and Fratelli Tutti</p>	<p>Yr 9- Creation & Covenant will be revisited when they study mystery of the human person revisiting the Creation accounts, with a focus on the belief that human beings are imago Dei focusing on dignity of the human person and the equality of man and woman.</p> <p>Yr 10- branch 1 Creation & Covenant will be revisited when they study conscience and different forms of moral authority and the origin of evil being an abuse of freewill.</p> <p>Yr 11- branch 1 Creation & Covenant will be revisited when students study the 7 sacraments focussing on the sacrament of baptism and absolute & relative morality.</p>

Key vocab and Sources (SL & SoWA)		<ul style="list-style-type: none">the Falloriginal sinconcupiscenceSinai covenantThe DecalogueFreedomresponsibilityconsciencebaptism				<p>“A human being must always obey the certain judgment of his conscience.” CCC 1800</p> <p>“The education of the conscience is a lifelong task.” CCC 1784</p>		
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Do	This is what students should be able to demonstrate at the end of the unit
	<p>Sound knowledge of key terms and use them in both written and verbal responses</p> <p>Sound knowledge of some SoWA and use them as required in written and verbal responses</p> <p>The fall</p> <p>Original/Personal sin</p> <p>Covenant</p> <p>Decalogue</p> <p>Greatest Commandment</p> <p>Conscience</p> <p>Sacrament of Baptism making links back to original sin and salvation</p>

Key Stage 3 – Unit Intent

Year 8AUT 2Unit 2Prophecy & PromiseAssessment: 2 X formative assessments								
	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from Hear Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Believe Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Celebrate Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Live Section in the <i>long-term</i> to be used for future learning	Chosen Thematic area studied	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none">In year 8, pupils will revisit foundational teaching on Prophecy & Promise from Yr 7 where they covered how God reveals himself through the covenants in OT/NT and how Catholics believe that God finally and fully reveals himself in the person of Jesus. <p>In this year they will develop a greater of the role of Prophets with a study of prophetic texts focusing on specific messianic prophies during season of advent.</p>	<ul style="list-style-type: none">The pattern of prophetic texts in the Bible, with reference to one biblical prophet; messianic prophecies specific links to IsaiahProphet AmosCommon prophetic themes with reference to the life and work of one biblical prophetJohn the Baptist and the cycle of prophecyBaptism and the threefold office of Christ- Priest, Prophet & KingProphetsAdventProphetic scripture linked to advent	<ul style="list-style-type: none">That prophetic texts in the Bible have an overall pattern of call, message, and fulfilment.What it means to describe a prophetic text as messianic fulfilment Isaiah 11:1-10 and Isaiah 53: 4-6Suffering servantStudy of the call and sending of a prophet by God (e.g., Is 6:1- 13, Ez 2:1-3:15, Jer 1:1-10).Common prophetic themes such as, call to repentance (Am 5:14-15); critique of the rich and the call to care for the poor (Am 6:1-7, 7:4-8); criticism of external religion (Am 5:21-27); warning and promise (Am 6:16-17, 9:11-15); use of parables and images (Am 7:7-9); a faithful remnant preserved (Am 5:14-15, 9:8-15); God as judge of all nations (Am 1-2).One example of a prophetic text that points to a messianic fulfilment, e.g., Is 11:1-10	<ul style="list-style-type: none">There is a cycle of prophecy pointing to Christ that begins with Elijah and is concluded in John the Baptist (see CCC 717-719).<ul style="list-style-type: none">The ways in which the ministry of John the Baptist mirrors the prophetic pattern of call, message and fulfilment (Lk 1:5-25, 67-80; 3:1-22)	<ul style="list-style-type: none">‘Jesus fulfilled the messianic hope of Israel in his threefold office of priest, prophet and king’ (CCC 436).<ul style="list-style-type: none">That through the Sacrament of Baptism, a believer is anointed with chrism and so shares in Christ’s threefold office of priest, prophet and king (CCC 1268).That by virtue of their prophetic mission, lay people are called to be witnesses to Christ in the world (CCC 940-942).What the Church understands by the threefold office of priest, prophet and king.<ul style="list-style-type: none">One way in which the Church reflects on the importance of the prophetic texts in the Liturgy of the Church and/or popular devotions during Advent, for example: – The Advent liturgical antiphons and responses in the divine office: The O Antiphons; the Rorate Coeli; the Benedictus – Other popular Advent devotions: the Jesse tree, Advent wreaths, Advent calendars and candles	N/A	<p>Artistic expression= How Christmas carols reflect prophetic messages</p> <p>Lived religion element= The life of a person who has a prophetic voice today, e.g., Oscar Romero;</p>	<p>Yr 9- Prophecy & Promise will be revisited when they study the equality of men and women with a particular focus on the role of the Blessed Virgin Mary in the salvation history narrative.</p> <p>Yr 10- Prophecy & Promise will be revisited with a study of eschatological parables as a guide to salvation.</p> <p>Yr 11-. Prophecy & Promise will be revisited when they study the Communion of Church as the Body of Christ</p>

Key vocab and Sources (SL & SoWA)		<ul style="list-style-type: none"> prophet priest King messianic Advent Amos Elijah John the Baptist 	<p>Jeremiah 1:4-8 “The word of the LORD came to me, saying,” before you were born I set you apart; I appointed you as a prophet to the nations.”</p> <p>“The Lord said You must go to everyone I send you to and say whatever I command you.</p> <p>Isaiah 11:1-6 “A shoot will come up from the stump of Jesse; from his roots a Branch will bear fruit. The Spirit of the LORD will rest on him—the Spirit of wisdom and of understanding, the Spirit of counsel and of might. He will not judge by what he sees with his eyes, or decide by what he hears with his ears; ⁴ but with righteousness he will judge the needy, with justice he will give decisions for the poor of the earth. ⁵ Righteousness will be his belt and faithfulness the sash around his waist and a little child will lead them.”</p>	<p>CCC 718 “John is "Elijah who must come." The fire of the Spirit dwells in him and makes him the forerunner of the coming Lord.</p> <p>CCC 719 John the Baptist is "more than a prophet." In him, the Holy Spirit concludes his speaking through the prophets. John completes the cycle of prophets begun by Elijah. John "came to bear witness to the light." "He on whom you see the Spirit descend and remain, this is he who baptizes with the Holy Spirit. And I have seen and have borne witness that this is the Son of God. ... Behold, the Lamb of God."²</p>	<p>Isaiah 53: 4-6 “Surely he took up our pain and bore our suffering, yet we considered him punished by God, But he was pierced for our transgressions, the punishment that brought us peace was on him, and by his wounds we are healed.⁶ We all, like sheep, have gone astray, each of us has turned to our own way; and the LORD has laid on him the iniquity of us all.”</p>			
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Do	This is what students should be able to demonstrate at the end of the unit
<p>Sound knowledge of key terms and use them in both written and verbal responses</p> <p>Sound knowledge of some SoWA and use them as required in written and verbal responses</p> <p>Pattern of Prophetic texts- call, message & fulfilment</p> <p>Messianic Prophecy- Isaiah 53 and suffering servant and Isaiah 11</p> <p>Advent</p> <p>Prophetic advent scripture</p>	

Key Stage 3 – Unit Intent

<div> <div>Year 8</div> <div> <div>SPR 1</div> <div>Unit 3</div> </div> <div>Galilee to Jerusalem</div> <div>Assessment: 2 X formative assessments</div> </div>								
	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from Hear Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Believe Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Celebrate Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Live Section in the <i>long-term</i> to be used for future learning	Chosen Thematic area studied	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none"> In year 8, pupils will revisit foundational teaching on Galilee to Jerusalem from Yr 7 where they covered how God reveals himself through the covenants in OT and how Jesus in the NT is the full and final revelation of God. <p>In this year they will develop a greater understanding of the ministry of Jesus, focusing particularly on his proclamation of the kingdom through his action, parables and miracles; building on their study of St Mark's titles for Jesus in year 7.</p>	<ul style="list-style-type: none"> Jesus' encounters with those on the margins Literal sense of all passages studied- role author, literary form, context and audience Miracles as Jesus' power: (i) over evil (ii) over sickness (iii) over death (iv) over nature The moral sense of scripture, Implications for encounters with those on the margins today Parables and miracles of the Kingdom and how this links to Catholic beliefs about Kingdom The Anointing of the Sick- origin, meaning & effect linked to Kingdom passages studied and Catechism teaching 	<p>Proclamation of the kingdom, including Mk 1:14-15 (or synoptic equivalents). • Jesus encounters with those on the margins, including sinners (e.g., Jn 8:1-11), the ritually unclean (e.g., Mk 5:25-34), gentiles (e.g., Mk 7:25-30), women (e.g., Jn 20:11-18), the neglected (e.g., Mk 12:41-44), the sick (e.g., Mk 8:22-25). • Parables in the synoptic tradition, including a parable of kingdom growth (e.g., Mk 4:1-9) a parable of mercy (e.g., Luke Lk 15:11-32) and an eschatological parable (e.g., Matthew Matt 25:31-46). • Miracles in the synoptic tradition, including a miracle that shows power over evil (e.g., Mk 5:1-20), power over nature (e.g., Mk 4:35-41), power over sickness (e.g., Mk 2:1-12), power over death (e.g., Mk 5:21-24, 35-43)</p>	<ul style="list-style-type: none"> Everyone is called to enter the kingdom. • The kingdom belongs especially to the poor and lowly and that Christ makes active love for the poor of every kind a condition for entering his kingdom (see CCC544). • The terms 'kingdom of God' and 'reign of God' are ways of describing complementary aspects of the same reality. • Jesus is the one who 'inaugurated the Kingdom of heaven on earth' (LG 3). • The miracles and parables of Jesus reveal the nature of God's reign and who Jesus is. • The Church is 'the kingdom of Christ now present in mystery' (LG 3) and the 'seed and beginning of this kingdom' (CCC 567, 669). • There are conditions for entering the Kingdom (CCC 543-546, TDC 18) and Kingdom dispositions (Mt 5:1-12, CCC 1716, 1724) 	<ul style="list-style-type: none"> The origins, rite, meaning and effect of the Anointing of the Sick, one of the two Sacraments of Healing 	<ul style="list-style-type: none"> The corporal and spiritual works of mercy 	<p>Ethical option= Issues arising from encounters with those on the margins today: Those seeking asylum and refuge, The elderly linked to use of a hunger Cloth- encountering God in the stranger</p> <p>Hunger cloth for use in GCSE RE CAFOD (youtube.com)</p> <p>Lived religion element=Life and work of a person who was committed to serving marginalised people- Mother Teresa</p>	<p>Yr 9- Galilee to Jerusalem will be revisited as students have slowly built up an understanding of key themes in the Gospel of Mark. In year 7, the focus was on the titles of Jesus. In Year Eight, it was on the proclamation of the Kingdom. In year 9, it is discipleship in Marks Gospel focussing on the reasons why Mark presents the failure of the disciples more starkly than any of the other Gospels</p> <p>Yr 10- Galilee to Jerusalem will be revisited when they look at Jesus being the incarnation and revelation in Good and Evil. Also, when they study the Church responsibility to be Body of Christ and uphold Catholic Social Teaching (CST)</p> <p>Yr 11- Galilee to Jerusalem will be revisited when they look at the Sacrament of Sick.</p>

Key vocab and Sources (SL & SoWA)		<ul style="list-style-type: none">• Kingdom• moral sense of scripture• miracles• parables• Anointing of the Sick• Inaugurated		“In my Fathers house there are many rooms” “anyone who does what is right is acceptable”				
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Do	This is what students should be able to demonstrate at the end of the unit
	<p>Sound knowledge of key terms and use them in both written and verbal responses</p> <p>Sound knowledge of some SoWA and use them as required in written and verbal responses</p> <p>Jesus encounters with those on margins of society</p> <p>Literal sense of all passages studied- role author, literary form, context and audience</p> <p>Miracles as Jesus’ power: (i) over evil (ii) over sickness (iii) over death (iv) over nature</p> <p>Parables and miracles of the Kingdom</p> <p>Anointing of Sick Sacrament</p>

Key Stage 3 – Unit Intent

	Year 8	SPR 2 Unit 4	Desert to Garden	Assessment: 2 X formative assessments				
	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from Hear Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Believe Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Celebrate Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Live Section in the <i>long-term</i> to be used for future learning	Chosen Thematic area studied	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none">In year 8, pupils will revisit foundational teaching on Desert to Garden from Yr 7 where they covered Jesus as the incarnation and how the sacraments are an extension of the incarnation through time focussing predominately on Eucharist. <p>In this year they will develop a greater understanding of human suffering and how Jesus is revealed as the incarnation/suffering servant and the role Jesus played in salvation history.</p>	<ul style="list-style-type: none">The suffering of Jesus in Mk and the Servant in the Fourth Servant Song (Is 52:13-53:12)Mystery of suffering and evilOT and the meaning of Suffering and evil making links back to FallChurch response to the mystery of suffering and deathHow the Church enters into the Paschal Mystery of Christ’s death and resurrection, through its liturgy, focusing in the TriduumFasting, almsgiving and prayerThe Sacrament of Penance; active (penance) and passive mortification (offering up).	<ul style="list-style-type: none">Is 52:13-53:12 – the Fourth Servant SongMk 14:32-15:39 – the Passion and Death of Jesus	<ul style="list-style-type: none">The problem of suffering and evil (CCC 309, 1500). • The disobedience of our Adam & Eve resulted in tragic consequences, including evil , suffering and deathThe Old Testament contemplates the meaning of suffering and evil- As punishment for sin (e.g., Gen 3, Ex 15:26) – As calling to conversion (e.g., Joel 2: 12-14, Ps 32) – As mysterious (e.g., the example of Job) – As redemptive for others (e.g., Is 52:13-53:12) • Jesus is identified as the ‘suffering servant’ of Isaiah (see CCC 601, SD 17-19). • By his resurrection, Jesus opens up the hope in ‘the resurrection of the body and the life everlasting’ (see Rev 21:1-4).By the mystery of his passion, death and resurrection, Jesus gives a new meaning to suffering so that when united with Jesus, a person’s suffering can be offered for the sake of others (Colossians 1:24, CCC 793 and 1521). • Christians should actively respond to alleviate suffering (see CCC 2448).	<ul style="list-style-type: none">Christians prepare for the celebration of Easter through the disciplines of fasting, almsgiving, and prayer during Lent, which express conversion in relation to oneself (fasting), in relation to God (prayer) and in relation to others (almsgiving).How the Church enters into the Paschal mystery of Christ’s death and resurrection through different aspects of the celebration of the Triduum.The origins, rite, meanings, and effect of the Sacrament of Penance (Reconciliation), one of the two sacraments of healing.The difference between active and passive mortification, and their respective roles in conversion of heart.	<ul style="list-style-type: none">N/A	<p>Ethical option= Why does God allow suffering why is suffering described as meaningful</p> <p>Lived religion option=Lenten cultural practices from around the world: Green Thursday in the Czech Republic, La Samaritana in Mexico and Hot Cross buns in UK</p>	<p>Yr 9- Desert to Garden will be revisited as students study Jesus saving sacrifice as the lamb of God in greater depth making connections with the Temple and its role in sacrificial atonement</p> <p>Yr 10- Desert to Garden will be revisited when they at redemption and the Paschal mystery and the issue of evil and suffering. Also, Job, suffering servant and beliefs about resurrection.</p> <p>Yr 11- Desert to Garden will be revisited when they look at the Sacrament reconciliation and the use of the paschal candle at Easter vigil.</p>

Key vocab and Sources (SL & SoWA)		<ul style="list-style-type: none"> suffering servant Passion suffering Lent fasting, almsgiving, and prayer Triduum Sacrament of Penance (Reconciliation) problem of evil 	<p>"But if it is preached that Christ has been raised from the dead, how can some of you say that there is no resurrection of the dead?" 1 Cor 15:12</p>	<p>He said, "If you listen carefully to the LORD your God and do what is right in his eyes, if you pay attention to his commands and keep all his decrees, I will not bring on you any of the diseases I brought on the Egyptians, for I am the LORD, who heals you."</p> <p><i>"human misery</i> is the obvious sign of the inherited condition of frailty and need for salvation in which man finds himself as a consequence of original sin." 2448</p>				
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Do	This is what students should be able to demonstrate at the end of the unit
	<p>Sound knowledge of key terms and use them in both written and verbal responses</p> <p>Sound knowledge of some SoWA and use them as required in written and verbal responses</p> <p>Critically review suffering servant passages with theme of suffering in Mk</p> <p>Church response to mystery of suffering</p> <p>Paschal mystery</p> <p>Christians active response to suffering- CST</p> <p>Easter preparations- fasting, almsgiving- form of active mortification</p> <p>Sacrament of reconciliation</p>

Key Stage 3 – Unit Intent

Year 8	SUM 1 Unit 5	<i>Ends of earth</i>	Assessment: 2 X formative assessments					
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from Hear Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Believe Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Celebrate Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Live Section in the <i>long-term</i> to be used for future learning	Chosen Thematic area studied	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none"> In year 8, pupils will revisit foundational teaching on Ends of Earth from Yr 7 where they covered the gifts Holy Spirit inspire people to salvation In this year they will develop a greater understanding of God's final answer to the mystery of suffering, which is the promise that all suffering will ultimately be overcome by God's love; death will be defeated and we shall look upon God face to face. 	<ul style="list-style-type: none"> Literal sense of a resurrection passage studied- role author, literary form, context and audience St Pauls teaching on resurrection as the central truth of the Christian faith (1 Cor 15:1-58) The empty tomb and the physical resurrection of the body Resurrection of Jesus, life after death, the four last things- death, particular judgement, heaven, hell, purgatory. A Catholic funeral rite, symbols and links to resurrection Baptism as necessary for salvation; linking to funeral rites 	<ul style="list-style-type: none"> One of the accounts of Jesus' resurrection (e.g., Mt 28:1-20; Mk 16:1-20; Lk 24:1-49; Jn 20:1-30). 1 Cor 15:1-58: The resurrection of the dead 	<ul style="list-style-type: none"> Belief in the resurrection is central to Christian faith; without it, all Christian faith (1 Cor 15:14). Christ's resurrection is a real historical event The empty tomb and the linen cloths signify that Christ's body has escaped death and corruption. It is Christ's body that is raised, the same body that was crucified, but in being raised, it has been glorified and is no longer limited by space and time. Christ's resurrection is not merely a return to earthly life (as with Lazarus): in his risen body he passes from a state of death to another life beyond time and space. Christ's resurrection is the source of Christian hope, that all will be resurrected to eternal Human beings are both corporeal and spiritual (see CCC 355) and their immortal souls will live on after death and be reunited to their resurrected bodies at the final resurrection (see CCC 366). There are four last things: death, judgement, heaven, and hell and that every person will experience a particular judgement (cf CCC 1021-22 	<ul style="list-style-type: none"> The main elements of a funeral rite, and the ways in which they reflect Catholic beliefs about the resurrection and life eternal. Baptism is necessary for salvation, but that the fruits of baptism can be brought about by an implicit or explicit desire for baptism (see CCC 1257-1261). 	N/A	<p>Ethical option= Disputes with other Christian denominations about the scriptural justification for a belief in purgatory</p> <p>Lived religion element=Christian funeral traditions from around the world, e.g Jazz Funerals New Orleans</p>	<p>Yr 9- branch 5 Ends of Earth will be revisited when they study the earliest records we have of the existence of Church in the letters of St Paul in Corinth making links to the Catholic teaching on the three states of the Church- Church on earth, in heaven and Church being purified in purgatory.</p> <p>Yr 10- branch 5 Ends of Earth will be revisited when they study different beliefs about afterlife and how Catholics prepare to die well.</p> <p>Yr 11- branch 5 Ends of Earth will be revisited when students study requiem mass, Faures requiem, Catholic funeral rites and the 7 sacraments focussing on the sacrament of baptism as a way to achieve salvation.</p>

Key vocab and Sources (SL & SoWA)		<ul style="list-style-type: none"> • Resurrection • death • judgement • heaven • hell • purgatory • funeral rite • requiem 		<p>He said, “If you listen carefully to the LORD your God and do what is right in his eyes, if you pay attention to his commands and keep all his decrees, I will not bring on you any of the diseases I brought on the Egyptians, for I am the LORD, who heals you.”</p> <p><i>“human misery</i> is the obvious sign of the inherited condition of frailty and need for salvation in which man finds himself as a consequence of original sin.” 2448</p>	“will not sleep will be changed”			
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Do	This is what students should be able to demonstrate at the end of the unit
	<p>Sound knowledge of key terms and use them in both written and verbal responses</p> <p>Sound knowledge of some SoWA and use them as required in written and verbal responses</p> <p>Critically review a resurrection account</p> <p>St Pauls teaching on resurrection as central truth of Christian faith</p> <p>Catholic beliefs about life after death</p> <p>Catholic funeral rite</p> <p>Links back to baptism</p>

Key Stage 3 – Unit Intent

Year 8	SUM 2 Unit 6	Dialogue & Encounter	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from Hear Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Believe Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Celebrate Section in the <i>long-term</i> to be used for future learning	Remember This is what students should remember from Live Section in the <i>long-term</i> to be used for future learning	Chosen Thematic area studied	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none">In year 8, pupils will revisit foundational teaching on Dialogue & Encounter from Yr 7 where they covered In Yr 7 students’ ecumenism and the first councils set up to support ‘The desire to recover the unity of all Christians is a gift of Christ and a call of the Holy Spirit’ (CCC 820).In this year they will develop a greater understanding of ecumenism and the importance of dialogue within the Christian Church and with other religions.	<ul style="list-style-type: none">Second Vatican CouncilEcclesiam SuamStudy of one Catholic Church other than the Latin ChurchInterfaith dialogue with IslamKey beliefs, teaching & practices of Islam including:Issue of IslamophobiaInterfaith dialogueOrigins of Islam5 Pillars of IslamFeatures of a mosque	<ul style="list-style-type: none">Vatican IIConcentric circles model of dialogue found in Ecclesiam Suam1 Roman Catholic Latin Church23 Eastern Catholic churchesUkrainian Greek Catholic ChurchIslamic beliefs, teachings & Practices	<ul style="list-style-type: none">Four key documents from Vatican IIPotential barriers that might exist for interreligious dialogue	<ul style="list-style-type: none">Personal qualities needed to engage in interreligious dialoguecommon aims all people can work towards and how this could transform their local community	N/A	<p>Lived religion element= How the Pope works with the Islamic religion encourage mutual respect and an interfaith dialogue.</p> <p>The Golden Rule across religions. : r/religion (reddit.com)</p>	<p>Yr 9- branch 6 Dialogue & Encounter will be revisited when they study the teachings of the Catholic Bishops of England and Wales about intercultural dialogue expressed in ‘Meeting God in Friend and Stranger’. Also, how fruitful dialogue should engage participants in a balanced dialogue by having a commitment to the common good</p> <p>Yr 10- Dialogue & Encounter will be revisited when they study Church teachings on the need of interfaith dialogue</p> <p>Yr 11- Dialogue & Encounter will be revisited when they study Mission, evangelisation and key teachings from Evangelii Gaudium.</p>

Key vocab and Sources (SL & SoWA)		<ul style="list-style-type: none"> Ecclesiam Suam Dialogue Proclamation Second Vatican Council eastern Catholic churches patrimony liturgical traditions and rites 	<p>“Between these churches there exists a bond of union”</p> <p>“Variety in churches in no way harms its unity”</p>					
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Do	This is what students should be able to demonstrate at the end of the unit
	<p>Sound knowledge of key terms and use them in both written and verbal responses</p> <p>Sound knowledge of some SoWA and use them as required in written and verbal responses</p> <p>Vatican II</p> <p>Encyclical- ES</p> <p>Know that there are 24 Catholic Churches NOT one</p> <p>Study of Ukrainian Catholic Church</p> <p>Ecumenism in Catholic Church</p> <p>Relevance of an interfaith dialogue</p> <p>Issue of Islamophobia</p> <p>Interfaith dialogue</p> <p>Origins of Islam</p> <p>5 Pillars of Islam</p> <p>Features of a mosque</p>

Key Stage 3 – Unit Intent

Year 9	AUT 1 K2	<i>Global Community</i>	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from in the <i>long-term</i> to be used for future learning	<i>Enrichment opportunities</i>	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none"> In 7 and 8 students have covered a broad range of foundational teaching on Catholic Christianity and a selection of other world religions/belief systems to prepare them for KS4 Route B RE GCSE accredited by Eduqas. In KS4 they will revisit many of these topic areas at a greater depth to build their knowledge and understanding. In Yr 9 students will start the unit Global community. They will begin with a consideration of the worth and value of RE from a career perspective and the employability and life skills that RE provides. They will build on the idea of being created in Imago Dei from 7 & 8 and how they must exercise their human rights to create a just and fair society with a preferential option for the poor at the centre. Students will go on to evaluate where God is in our current Global Community when there is so much evil and suffering in the world from both a religious and non-religious viewpoint. 	<ul style="list-style-type: none"> The impact & importance of RE Career opportunities, employability and life skills Human rights UN CST continued- Gaudium et Specs Catholic responses to human rights abuses Preferential option for the poor- poverty in UK- SVP CAFOD Poverty in Rochdale 	<ul style="list-style-type: none"> Importance of RE as a core subject at St Cuthbert's To understand that RE can support a range of career choices preparing them for life beyond St Cuthbert's RE playing a vital role in society today. The origins of human rights and their purpose in the world today. To know the 30 human rights and to evaluate where people are wronged in society using the examples of Malala Yousafzai, George Floyd and Mercy Begum. To know the role of the United Nations and the purpose of the UNDP. To know the role of a Social Justice Warrior and their fight to make sure that everyone's human rights in society are being respected. To know the rights that children have and how not every child receives these rights. To look at how Catholics respond to modern day slavery of both adults and children To know what a preferential option for the poor means making links with poverty and the work of CAFOD and the SVP in the world today. Examine the issue of poverty locally looking at the work of Trussell trust food banks and how we as a school community help those less fortunate. 	<ul style="list-style-type: none"> Guest speaker from CARITAS Guest speaker from CAFOD Guest speaker from SVP Trussell Trust Rochdale 	<p>Yr 10- Global Community will be revisited when they study human dignity and why Catholics believe they must support a preferential option for poor. Also, when they study the universal destination of goods and why it is wrong to steal from others including future generations.</p> <p>Also, when they study the key teachings from Gaudium et Spes, working for peace, justice and reconciliation both locally and globally.</p> <p>Finally, when they study CAFOD and SVP in greater depth.</p> <p>Yr 11- Global Community will be revisited when they study life after death and how Catholics must follow revelation of Christ and help "least of their brothers" in order to get the shortest time in purgatory.</p>

Key vocab and Sources (SL & SoWA)	Human dignity Global Community Imago Dei Dignity Justice Preferential option for poor United Nations Encyclicals Common Good CAFOD SVP		<ul style="list-style-type: none"> • “You do not need divine intervention to see how religion today plays a major part in national and global events”. MLK Jr • “Core of the core” Pope John Paul II • . ‘There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus” Galatians. • “To reaffirm faith in fundamental human rights, in the dignity and worth of the human person.” Purpose of United Nations • ‘We are all one in the Body of Christ’ • “Let us make man with our image and likeness” • ‘Love one another as I have loved you’. • “Do good without God” humanist slogan • “What you did for the least of my brothers you did for me” POS&G • Jesus said, “Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.” Matthew 19:13-14 • “Children are our greatest treasure; they are our future” Nelson Mandela 		
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Do	This is what students should be able to demonstrate at the end of the unit
<ul style="list-style-type: none"> • Sound knowledge of key terms and use them in both written and verbal responses • Sound knowledge of some SoWA and use them as required in written and verbal responses • To have sound knowledge of human rights/ human wrongs and the role of the United Nations. • To have sound knowledge of the role of the UNDP and discuss the likely success of the sustainable goals. • To have secure knowledge of the role of a social warrior, knowing at least one example. • To have a good understanding of the laws which surround children’s rights/ employment rights and how they are sometimes broken through modern day slavery. • To have a good understanding of what a preferential option for the poor is and how this links to Catholic Social Teaching. • To understand the role of CAFOD and the SVP in society today as well as how local foodbanks help people help the poverty crisis in the local community of Rochdale. 	

Key Stage 3 – Unit Intent

Year 9	AUT 2 K3	Where is God in our Global Community?	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from in the <i>long-term</i> to be used for future learning	Enrichment opportunities	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none">In 7 and 8 students have covered a broad range of foundational teaching on Catholic Christianity and a selection of other world religions/belief systems to prepare them for KS4 Route B RE GCSE accredited by Eduqas. In KS4 they will revisit many of these topic areas at a greater depth in order to build their knowledge and understanding.Yr 9 students will continue to build upon their knowledge of global community by linking it to where is God in our global community? They will begin by looking at the problem of evil and suffering in the world and discuss the question of how can God exist if there is evil in the world? From 7 & 8 they will recall the story from Genesis 3 and link it to free will and look at how there is so much evil and suffering in the world from both a religious and non-religious viewpoint.	<ul style="list-style-type: none">The problem of unanswered prayer and the Catholic response to it.What moral and natural evils are.To know Epicurus and Hume’s response to unanswered prayer.To study Genesis 3To know Augustine/ Irenaeus and Mackie’s response to evil and the existence of God.To examine whether evil in the world disproves Gods existence.To examine Catholics ambivalent approach to evil and suffering and look at the Kenosis hymn.To examine local examples of how good can come out of bad. Look at the example of the Kasese family in Rochdale.	<ul style="list-style-type: none">To be able to recall information from the last unit of work on George Floyd and human right abuses. They must then link these to unanswered prayer.To examine the Catholic response to unanswered prayer.To examine in detail Moral and Natural evil and the effects on society.To examine the works of Epicurus and Hume in response to evil and suffering.To study Genesis 3 “The Fall” and discuss the misuse of free will.To examine St Augustine and Mackie’s response to evil and suffering.To examine whether different examples of moral and natural evil can ever disprove God, using St. Irenaeus.To study evil in the word and whether this disproves belief in God using previous theologian responses.To study the Kenosis hymn and look at Catholic ambivalence towards evil and suffering using the belief of Theodicy.To examine locally how people have brought good out of the bad using an example of the Kasasa family in Rochdale/ Manchester terrorist attack/St Cuthberts Advent charities.		<p>Yr 10- Where is God in our Global Community will be revisited when students study the origins of evil in G &E and look at the Catholic viewpoint, reviewing St. Augustine.</p> <p>Yr 10- Where is God in our Global Community will be revisited when students study other Christians views on the nature and origin of evil.</p>

Key vocab and Sources (SL & SoWA)		Agnostic		<ul style="list-style-type: none">“Speak up for those who cannot speak for themselves and are destitute Proverbs 31:8“...your Father already knows what you need before you ask him (Matthew 6:8)“A wise man proportions his beliefs to the evidence” Hume“Religion cannot be believed by any reasonable person” Hume“If he is neither able nor willing why call him God” EpicurusGenesis 3 ‘The Fall’.“You are free to eat from any tree” Genesis 3 ‘The Fall’.“...but you must not eat from the tree of the knowledge” Genesis 3 ‘The Fall’.“... so, the Lord God banished him from the Garden of Eden to work the ground” Genesis 3 ‘The Fall’.“The balance of probabilities, therefore, comes out strongly against the existence of a God” Mackie		
		Atheist				
		Theist				
		Free will				
		Moral Evil				
		Natural Evil				
		Sin				
		Suffering				
		Theodicy				
		Omnipotent				
		Omnibenevolent				
		Omniscient				
		Omnipresent				

Do	This is what students should be able to demonstrate at the end of the unit
	<ul style="list-style-type: none">Sound knowledge of key terms and use them in both written and verbal responsesSound knowledge of some SoWA and use them as required in written and verbal responsesSound knowledge on human right abuses.Sound knowledge on the Catholic response to unanswered prayer.Sound knowledge on the different types of moral and natural evil there are in the world.Sound knowledge on Catholic/ Biblical response to evil and suffering including St. Augustine's and St. Irenaeus viewpoint.Sound knowledge on Epicurus and Humes’ description of the inconsistent triad.Sound knowledge on Catholic ambivalence and Isaiah 53.

Key Stage 3 – Unit Intent

Year 9	SPR 1 K4	Religious Persecution	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from in the <i>long-term</i> to be used for future learning	Enrichment opportunities	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none">In 7 and 8 students have covered a broad range of foundational teaching on Catholic Christianity and a selection of other world religions/belief systems to prepare them for KS4 Route B RE GCSE accredited by Eduqas. In KS4 they will revisit many of these topic areas at a greater depth in order to build their knowledge and understanding.Yr 9 students will continue to build upon their knowledge of where is God in our global community by looking at religious persecution and how people are treated because of their beliefs. This is linked to 7 & 8 when students looked at CST and in particular, people being treated with dignity and preferential option for the poor.Students will then continue to look at punishment and will link back to unit 1 Global Community and discuss what human rights are broken through religious persecution and how Jews have had a turbulent history. Students will also look at Muslim persecution and make links to Islamophobia studied in Y8.	<ul style="list-style-type: none">Recall what religious persecution is.To investigate the punishment that Jesus received of scourging and crucifixion.To evaluate anti-semitism throughout history and end with religious persecution in the 21st century.To learn about people who stood up for those who were persecuted such as Gertruda Babilinska and Wilhelm Hosenfeld.Examine Christian and Muslim persecution and its effects.To examine the importance of interfaith dialogue and its use in solving conflict.Investigating the work of Amnesty International and what they do to help people who are persecuted.	<ul style="list-style-type: none">To know the Gospel values that influence Catholics treatment of others and discuss the news article from pope Francis that discusses persecution.Using Bible scripture, students will look at the persecution that Jesus suffered for the ‘crimes’ that he committed. They will discuss whether the punishment was suitable/proportional for his crime and look at its use today.To discuss the use of scourging today and whether it is an appropriate punishment or a violation of human rights.To study crucifixion as a form of capital punishment and discuss the effects the punishment has on the body.To look at anti-semitism throughout history and discuss how the Jews have had a turbulent and tormented history.To examine real life heroes who risked their own lives to save others.To look at the persecution of Christians/Muslims and how others have fulfilled the CST by choosing to pray and forgive those that have done it to them.To look at the charity Open Doors/ Amnesty International for the work they do with those who are persecuted and the work they continue to do on interfaith dialogue.		<p>Yr 10- Religious persecution will be revisited when students study capital punishment in C & P, students will look at the aims of capital punishment and the Christian and Jewish beliefs about using capital punishment as a form of punishment.</p> <p>Yr 10- Religious persecution will be revisited when students study interfaith dialogue and discuss the importance of the Church promoting interfaith dialogue.</p>

Key vocab and Sources (SL & SoWA)		Persecution		<ul style="list-style-type: none"> • “Treat others as you would like to be treated.” (Jesus, Matthew 7.12) • “In his image and likeness God created them.” (Genesis 1) • “Love your neighbour as yourself.” (Jesus, Mark 12:31) • “Love one another as I have loved you.” (Jesus, John 13.34) • “God has no favourites.” (Acts 10:34-35) • “We are all one in Christ.” (St. Paul, Galatians) • “Stand firm in the faith and be strong,” (1Corinthians 16:13). • Lev24:13-16 – stoning “Anyone who curses their God or blasphemes the name of the Lord is to be put to death by stoning”. • “And you will be hated by all for my name’s sake. But he who endures to the end will be saved.” Matthew 10:22 • ‘Alas for My creatures! Whenever a Messenger comes to them, they deride him and make fun of him’ (Quran 36:31). 		
		Religious persecution				
		Holocaust				
		Anti-Semitism				
		Scourging/ flogging				
		Crucifixion				
		Blasphemy				
		Religious freedom				
		Amnesty International				
		Injustice				

Do	This is what students should be able to demonstrate at the end of the unit
	<ul style="list-style-type: none"> • Sound knowledge of key terms and use them in both written and verbal responses • Sound knowledge of some SoWA and use them as required in written and verbal responses • Sound knowledge of Bible scripture that explains how Christians should treat others using the example of Jesus. • Sound knowledge of what scourging is and how Jesus suffered from this punishment. A discussion is also had on whether this is a suitable punishment to use in the world today. • Sound knowledge of the crucifixion of Jesus. • Sound knowledge of the persecution of Jews throughout history and how they are still being persecuted today by using modern examples. • Sound knowledge of heroes in the world that have helped others escape persecution. • Sound knowledge of Christians that have suffered for their faith but believe that they must stay strong in the face of religious persecution.

Key Stage 3 – Unit Intent

Year 9	SPR 2 K5	<i>Judaism</i>	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from in the <i>long-term</i> to be used for future learning	<i>Enrichment opportunities</i>	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none"> In 7 and 8 students have covered a broad range of foundational teaching on Catholic Christianity and a selection of other world religions/belief systems to prepare them for KS4 Route B RE GCSE accredited by Eduqas. In KS4 they will revisit many of these topic areas at a greater depth to build their knowledge and understanding. Yr 9 will begin to study Judaism as part of this course, this will begin to prepare them for KS4 Route B RE GCSE accredited by Eduqas. Students will look at the origins of Judaism and look at the different types of beliefs that Jews hold. Students will make links to Abraham and Moses, previously studied in Y7, and will look at the Jewish Holy Texts particularly the Torah, the first 5 books of the Christian Bible, making links with Bible study in Y7. Students will also look at Jewish charities and make links with CST taught unit 1, Y8, and Christian charities that support community cohesion. 	<ul style="list-style-type: none"> To investigate how Judaism began. To learn about Orthodox and Reform Jews. To examine the role of Abraham in Judaism. To examine Mosiac law and the importance of the Mitzvah. To examine Jewish scripture and the importance of the Tenakh. To investigate community cohesion focussing on Mitzvah Day and linking it to St Cuthberts Lenten charities. 	<ul style="list-style-type: none"> To investigate the similarities and differences between Christianity and Judaism. To examine the difference between Orthodox and Reform Jews in a range of Jewish beliefs. To investigate the role of Abraham as the founding Father of Judaism and to look at traditions and practices that Jews have today because of him. To examine the importance of the Mosaic covenant and how Jews observe the mitzvot today. To examine whether Jesus fulfilled the laws passed on from Moses. To investigate what the Tenakh consists of and their importance to Jews today. To investigate the role that Maimonides, an influential rabbi, had on the Mitzvot and how he thought Jews should follow the law. To investigate the role that Mitzvah Day has in the community and how Tikkum-Olam plays its part in community cohesion. 	<ul style="list-style-type: none"> Raising money for Lenten charities to support our own community of Rochdale. Synagogue visit Rabbi – Guest speaker. 	<p>Yr 10- Judaism will be revisited when they study Judaism as a unit of work for route B RE GCSE accredited by Eduqas. The ill look in more detail at the covenants that God made with Abraham and Moses as well as looking at the Mitzvot.</p>

Key vocab and Sources (SL & SoWA)	Shekinah		<p>“Jesus went throughout Galilee, teaching in their synagogues, proclaiming the good news” Matthew 4:23</p> <p>“On the eighth day, when it was time to circumcise the child, he was named Jesus, the name the angel had given him before he was conceived.” Luke 2:21</p> <p>“Thus says the Lord; long ago Terah the father of Abraham served other Gods.” Joshua 24:2</p> <p>So God said to Noah, "I am going to put an end to all people... I am surely going to destroy both them and the earth.” Genesis 6:13</p> <p>Genesis 12:1 “The Lord said follow me; Go from your country and your father’s house to the land I will show you.”</p> <p>“By faith Abraham obeyed when he was called... and he went out not knowing where he was going” Hebrews 11:8</p> <p>“The Lord God Most High, Creator of heaven and earth.” Genesis 14:2</p> <p>Exodus 22:21- Do not mistreat a stranger. (Exodus 22:21)</p> <p>Exodus 23:2 Do not follow the crowd in doing evil.</p> <p>Leviticus 19:17- Do not bear hatred for anyone.</p> <p>Exodus 21:17 Do not curse parents.</p> <p>Exodus 31:15- do not work on the Sabbath</p> <p>“Do not think that I have come to abolish the law or the prophets; I have come not to abolish but to fulfil. For truly I tell you, until heaven and earth pass away, not one letter, not one stroke of a letter, will pass from the law until all is accomplished. Matthew 5:17-18</p> <p>“Do justice and to love goodness" Micah 6:8</p> <p>“Love your fellow as yourself.” Leviticus 19:18</p>		
	Messiah				
	Olam Ha Ba				
	Mitzvot				
	Decalogue				
	Shabbat				
	Shema				
	Kosher				
	Tanakh				
	Torah				
	Talmud				

Do	This is what students should be able to demonstrate at the end of the unit
	<ul style="list-style-type: none"> • Sound knowledge of key terms and use them in both written and verbal responses • Sound knowledge of some SoWA and use them as required in written and verbal responses • Sound knowledge of the similarities and differences between Christianity and Judaism. • Sound knowledge of an Orthodox Jewish practice and a Reform Jewish practice. • Sound knowledge of the role that Abraham had in founding Judaism. • Sound knowledge of the role that Moses had in delivering the Mitzvot to the Israelites and what some of those laws are. • Sound knowledge of whether Jesus was a good Jew, linking to previous knowledge learned in religious persecution unit. • Sound knowledge of the importance of the Jewish holy books, the Tenakh. • Sound knowledge of how Jews uphold the laws, given to them by Moses, today. • Sound knowledge of how Jews work together in the community to bring about community cohesion.

Key Stage 3 – Unit Intent

Year 9	Sum1 K6	Dignity and Worth	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from in the <i>long-term</i> to be used for future learning	Enrichment opportunities	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none">In 7 and 8 students have covered a broad range of foundational teaching on Catholic Christianity and a selection of other world religions/belief systems to prepare them for KS4 Route B RE GCSE accredited by Eduqas. In KS4 they will revisit many of these topic areas at a greater depth in order to build their knowledge and understanding.Yr 9 students will begin to look at the question when does life begin? to prepare them for KS4 Route B RE GCSE accredited by Eduqas. Students will look at the difficulty of making moral decisions and how the Catholic Church support them in making those decisions. References to CST will be made to make links with Y8.Students will look at a range of parables previously taught in Unit 1 Y8 CST, but they will make links to salvation.Students will also look at Judaism and the importance of life, links will be made to the previous unit studied. Judaism.	<ul style="list-style-type: none">To discuss the relative and absolute morality when making a moral decision.To investigate natural law.To discuss the Christian responses to moral decision making and the sources they use to address them.Sanctity of life.To learn the Jewish law Pikachu Nefesh.Quality of life.To evaluate different Christian attitudes towards abortion.To evaluate different Christian attitudes towards euthanasia.	<ul style="list-style-type: none">To study the absolute/relative approach to decision making and decision people make and how they arrive at those decisions.To study the natural law theory and discuss the idea that there is a natural order to things as designed by God.To investigate the Catholic/ Protestant view on moral decision making and looking the Humanist view of what is the most loving thing to do in a situation.To study the teaching ‘sanctity of life’ and why Catholics believe that life is a gift from God using SoWA to support.To study the value of human life for Jews and how preserving human life overrides any other religious consideration.To study the Humanist viewpoint on sanctity of life V Quality of life.To study the Catholic attitude towards abortion and the liberal Protestant view towards abortion.To study the Catholic attitude towards euthanasia and the liberal Protestant view towards euthanasia.		<p>Yr 10- Dignity and worth will be revisited when they study different views of abortion in O&M. Students will look at the Catholic/ Jewish and Humanist viewpoints of Sanctity of life.</p> <p>Yr 10- Dignity and worth will be revisited when they study the importance of pikuach nefesh and look at the relationship between God and humans.</p> <p>Yr 10- Dignity and worth will be revisited when they study different views of sanctity of life and look at the Humanist Peter Singer and the Catholic response to his view.</p> <p>Yr 11- Dignity and worth will be revisited when they study death and the afterlife in L & D, they will study the importance of dying well.</p>

Key vocab and Sources (SL & SoWA)	Abortion		<ul style="list-style-type: none">• Deep within his conscience man discovers a law which he has not laid upon himself but which he must obey. Its voice, ever calling him to love and to do what is good and to avoid evil...Catechism of the Catholic Church (CCC) 1776• “When he listens to his conscience, the prudent man can hear God speaking” (CCC 1777)• “Saw it was good” Genesis 1• Joseph Fletcher – Situation ethics.• Sanctity of life – Life is Holy and belongs to God.• The ten commandments - ‘Do not kill’ Exodus• “God formed Adam from the dust of the ground and breathed the breath of life into his nostrils”• “Before I formed you in your mother’s womb, I knew you”• “You have already been bought and paid for”• “Why, even the hairs of your head are all numbered. Fear not; you are of more value than many sparrows.” Luke 12:7• “Humanism is the belief that we can live good lives without religious or superstitious beliefs.” - British Humanist Association, 2003		
	Controversial				
	Ethical dilemma				
	Morals				
	Relative morality				
	Absolute approach				
	Quality of life				
	Sanctity of life				

Do	This is what students should be able to demonstrate at the end of the unit
	<p>Sound knowledge of key terms and use them in both written and verbal responses</p> <p>Sound knowledge of some SoWA and use them as required in written and verbal responses</p> <p>Sound knowledge of ways that people make a moral decision and be able to evaluate the way students make a moral decision.</p> <p>Sound knowledge of how Christians make a moral decision and know what guides them.</p> <p>Sound knowledge of Christian/Jewish/ Humanist belief on when life begins.</p> <p>Sound knowledge of the concept of quality of life and what that means, looking at the Hospice movement.</p> <p>Sound knowledge of different viewpoints on abortion, including previous knowledge of when life begins.</p>

Key Stage 3 – Unit Intent

Year 9	Sum 2 K7	<i>Transformative Gospel</i>	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from in the <i>long-term</i> to be used for future learning	<i>Enrichment opportunities</i>	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none">In 7 and 8 students have covered a broad range of foundational teaching on Catholic Christianity and a selection of other world religions/belief systems to prepare them for KS4 Route B RE GCSE accredited by Eduqas. In KS4 they will revisit many of these topic areas at a greater depth in order to build their knowledge and understanding.Y9 students will end their KS3 journey looking at how God wants Christians to live their lives. They will begin by looking at Baptism, studied in Y7, and how the sacrament can begin to ‘transform’ their lives. To prepare them for KS4 Route B RE GCSE accredited by Eduqas they will look at different Christian and Jewish viewpoints on life after death as well as looking at Humanist viewpoints such as reincarnation, linked to Y7 unit of work Hinduism.Students will complete their learning by looking at the events of the Paschal mystery and focussing on teachings from St. Paul about how life will be transformed through death linking back to the start of the unit of work.	<ul style="list-style-type: none">The Bible and how it is a guide for Christians to live as God wants to achieve salvation.The different Christian/Jewish beliefs about what happens after death.Humanist viewpoints about what happens after death.How the Parable of the Sheep and the Goats/ Unforgiving Servant/ The rich man and Lazaraus are linked to the afterlife and salvation.How the Paschal Mystery is linked to salvation.	<ul style="list-style-type: none">To understand how Baptism is linked to becoming a member of the Church and in turn becoming a member of the body of Christ.To understand how the Church is there to work for the common good.To understand the Catholic beliefs about life after death according to scripture. (Heaven, Hell, Purgatory)To understand the Jewish beliefs about life after death according to scripture.To know the Humanist viewpoints on life after death and begin to understand that although they do not believe in God, they still might believe in an afterlife that looks different from heaven such as near-death experiences/ ghosts/ reincarnation.To recall teachings on the parable of the sheep and the goat/ the unforgiving servant/ the rich man and Lazaraus and link it to behaviour and final judgement.To discuss the term forgiveness and the quote from Jesus “...not 7 times but 77 times”. Look at examples of modern-day forgiveness, e.g. Gee Walker.To be able to evaluate the Catholic teaching on life after death and link it to the Pastoral mystery and salvation.To study Jesus' resurrection and link it to Catholic belief.		<p>Yr 10- Transformative Gospel will be revisited when they study L&D and the Paschal candle, they will make links to the resurrection of Jesus.</p> <p>Yr 10- Transformative Gospel will be revisited when they study Jewish beliefs about the afterlife.</p> <p>Yr 11- Transformative Gospel will be revisited when they study redemption in C & P and look at the meaning of redemption for Catholics.</p>

Key vocab and Sources (SL & SoWA)	Heaven		<ul style="list-style-type: none">•	<ul style="list-style-type: none">• “What you did for the least of my brothers you did for me”• “You are the Body of Christ and each one of you is part of it”• “It means that all salvation comes from Christ through the Church which is his Body” CCC 846• “Rose on the third day”• “We believe in life everlasting”• “You will not sleep you will be changed• The parable of the unforgiving servant (Matthew 18:21-35)• “On the third day he rose again according to the scriptures” The Nicene Creed.• “In my father’s house there are many dwelling places. If it were not so, would I have told you that I go to prepare a place for you? And if I go and prepare a place for you, I will come again and will take you to myself, so that where I am, there you may be also. And you know the way to the place where I am going”. John 14:1-4• “Dying he destroyed our death and rising he restored our life” CCC 1067		
	Hell					
	Incarnation					
	Judgement					
	Paschal Mystery					
	Purgatory					
	Eschatology					
	Chi-Rho					
	Requiem Mass					

Do	This is what students should be able to demonstrate at the end of the unit
	<p>Sound knowledge of key terms and use them in both written and verbal responses</p> <p>Sound knowledge of some SoWA and use them as required in written and verbal responses</p> <p>Sound knowledge of Catholic belief about life after death.</p> <p>Sound knowledge of Jewish belief about life after death.</p> <p>Sound knowledge of Humanist belief about life after death.</p> <p>Sound knowledge of the parable of the Sheep and the Goat and how it links to life after death.</p> <p>Sound knowledge of the parable of the unforgiving servant and how it links to life after death.</p> <p>Sound knowledge of the term Paschal mystery and redemption.</p> <p>Sound knowledge of the events leading up to the arrest, death and resurrection of Jesus.</p>

Key Stage 4 – Unit Intent

Year 10	AUT 1 Component 1	Origins & Meaning Part 1	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from in the <i>long-term</i> to be used for future learning	Enrichment opportunities	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none">In KS3 students have covered a broad range of foundational teaching on Catholic Christianity and a selection of other world religions/belief systems to prepare them for KS4 Route B RE GCSE accredited by Eduqas. In KS4 they will revisit many of these topic areas at a greater depth in order to build their knowledge and understanding.In Yr 10 students will start Component 1 which is made up of two parts; Origins & Meaning/ Good and Evil. The focus will be foundational Catholic Theology to prepare students for future components later in the key stage.	<ul style="list-style-type: none">Key conceptsCatholic beliefs and teachings about the origin of the universenon-religious views about the origin of the universeJewish view on nature of God and creationComparison of scientific theory of creation of worldDifferent attitudes towards abortion- Catholic, Jewish and non-religious views focussing on sanctity V's quality of life.Comparison of the first (Genesis 1:1-2:3) and second (Genesis 2:4-24) creation accounts.Catholic beliefs about the nature of human beings and their relationship with creation.A comparison of Catholic, Jewish and Humanist beliefs on the importance of preserving the planet and the environment-stewardship.The Bible and Catholic and other Christian views on Bible.	<ul style="list-style-type: none">Creation accounts- different Christian and Jewish attitudesSt Augustine beliefs about creation from his book ConfessionsHumanist attitude to creation of world- big bangCatholic response – Fr Georges LemaitreConsideration of whether there is any conflict between science and religionHumanist attitude to creation of humans- evolution Darwin & DawkinsCatholic response- Humani generis “no conflict between evolution & faith”Sanctity of lifeCatherine of Siena teachings about being made in imago Dei and sanctity of lifeDifferent Christian views on abortionHumanist view on abortionPeter Singer and speciesismCatholic responses to speciesismWhat we learn about nature of God and humans from Genesis 1Wat we learn about nature of God and humans from Genesis 2Christian and Jewish views on stewardshipHumanist views on stewardshipOrigin and structure of Bible	<ul style="list-style-type: none">Ask CL in science to do a short video on scientific theories of big bang and evolution.Representative from Rochdale council to come in and talk about eco events locally in Rochdale to connect with stewardshipAsk local Parish priest to come in to talk about structure and origin of Bible	<p>Yr 10- Origins & Meaning will be revisited when they study Church teachings on interfaith dialogue</p> <p>Yr 11- Origins & Meaning will be revisited when they study Mission, evangelisation and key teachings from Evangelii Gaudium.</p>

Key vocab and Sources (SL & SoWA)		<ul style="list-style-type: none">• Creation ex nihlio• Evolution• Imago Dei• Inspiration• Omnipotence• Revelation• Stewardship• Transcendence	<p>*See SoWA sheet for more detailed information</p> <p>“In the beginning God created”</p> <p>“formless and desolate”</p> <p>“breathed breath of life”</p> <p>“you created this thing out of nothing”</p> <p>“no conflict between evolution and faith”</p> <p>“advanced breed of monkey”</p> <p>“spontaneous creation is reason not God”</p> <p>“let there be light”</p> <p>“life must be protected from conception to natural death”</p> <p>“before I formed you I knew you”</p> <p>“Her dignity is that of her creation”</p> <p>“by love you created her”</p> <p>“all scripture is inspired by God”</p> <p>“care for our common home”</p> <p>“basic equality of all must be recognised”</p> <p>“all forms of discrimination are against law of God”</p> <p>“love your neighbour”</p>		
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Key Stage 4 – Unit Intent

Year 10	AUT 2 Component 1	Origins & Meaning Part 2 Good & Evil Part 1	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from in the <i>long-term</i> to be used for future learning	Enrichment opportunities	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none">In KS3 students have covered a broad range of foundational teaching on Catholic Christianity and a selection of other world religions/belief systems to prepare them for KS4 Route B RE GCSE accredited by Eduqas. In KS4 they will revisit many of these topic areas at a greater depth in order to build their knowledge and understanding.In the previous half term students have recalled key beliefs on creation, human dignity, sanctity of life and CST.In this half term students will build on their knowledge from KS3 and the first section of origins & meaning when they studied sanctity of life, and how and why humans have been made in imago Dei. They will use this to support their study of human dignity when they examine key teachings from Gaudium et Spes on the importance of CST and working for peace, justice and reconciliation both locally and globally.They will also review foundational knowledge from KS3 with a further study of evil and suffering before consolidating core beliefs on Trinity and Incarnation.	<ul style="list-style-type: none">Symbolism: The use of symbolism and imagery in Christian art, with particular reference to the Creation of Adam and Tree of Life Apse mosaic in San Clemente.CatholicSocial teaching/human dignityTeachings on peace, reconciliation and justice from Gaudium et SpesInterfaithdialogue.Catholic charities- CAFOD/SVP <p><u>GOOD AND EVIL</u></p> <ul style="list-style-type: none">8 Key concepts/wordsCatholic perspective on Origin of EvilSt Augustine Challenge of Evil- Hume and MackieCatholic View on SufferingJewish view on sufferingTrinityIncarnation	<ul style="list-style-type: none">Key symbolism in Michelangelo’s Creation of Adam linking back to what Genesis reveals about God and humansKey symbolism in The Tree of Life Apse mosaic from San ClementeCST – linked to love of neighbour and working for peace, justice and reconciliationHuman dignityCommon goodTeachings from Gaudium et SpesWhat an interfaith dialogue is and why it is vital in modern world- links back to Vatican IIWork of CAFOD actively upholding Gospel values and human dignity.Work of SVP actively upholding Gospel values and human dignity. <ul style="list-style-type: none">Key words for Good and evilExamine why Catholics beliefs about origin of evilRecall how God made a good world and God goodness can be seen in creationSt Augustine's teaching on evil and sufferingHumanist views on evil and suffering- Hume Mackie and Inconsistent TriadOther Christian views on origin of evil- HickCatholic view of ambivalence as supported in Isaiah 53 and suffering servant and JobJewish views on origins of evil & SufferingCatholic beliefs on Trinity from Nicene CreedTrinitarian prayerBiblical support for TrinitySt Augustine's teaching on Trinity- De TrinitateCatholic beliefs and teachings on incarnation linked to Kenosis prayer in Philipppians 2:5-8	<ul style="list-style-type: none">CAFOD speakerCARITAS speakerSVP speaker	<p>Yr 10- Origins & Meaning will be revisited when they study human dignity, focussing on the key teachings from Gaudium et Spes on the importance of CST and working for peace, justice and reconciliation both locally and globally in order to be active members of Body of Christ and gain eternal life with God.</p> <p>Good and Evil will be revisited when they study what Catholics must do in order to gain salvation and have shortest time in purgatory,</p> <p>Yr 11- Origins & Meaning will be revisited when they study Christian teachings about forgiveness, redemption and mission and evangelisation.</p> <p>Good and Evil will be revisited when they study issues such as capital punishment, aims of punishment and absolutism v’s relativism.</p>

Key vocab and Sources (SL & SoWA)		<div>O&M<ul style="list-style-type: none">• Creation ex nihlio• Evolution• Imago Dei• Inspiration• Omnipotence• Revelation• Stewardship• Transcendence</div> <div>G&E<ul style="list-style-type: none">• Conscience• Evil• Freewill• Goodness• Incarnation• Natural Law• Privation• Suffering</div>	*See SoWA sheet for more detailed information		

Key Stage 4 – Unit Intent

Year 10	SPR 1 Component 1/3	<i>Good & Evil Part 2</i> <i>Judaism Part 1</i>	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from in the <i>long-term</i> to be used for future learning	Enrichment opportunities	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none"> In KS3 students have covered a broad range of foundational teaching on Catholic Christianity and a selection of other world religions/belief systems to prepare them for KS4 Route B RE GCSE accredited by Eduqas. In KS4 they will revisit many of these topic areas at a greater depth in order to build their knowledge and understanding. In the previous half term students have recalled key beliefs about creation, nature of God and humans with a study of Michelangelo's Creation of Adam. They have also gained a deeper understanding of CST making links to specific Catholic Charities and how they promote CST and dignity of human person. Students then moved on embed knowledge from KS3 on the issue of evil and suffering with an in-depth study of different religious and non-religious views. They also reviewed key Catholic beliefs about the Trinity in greater depth with a study of St Augustine's core teachings In this half term students will further develop their understanding of evil and suffering by building on foundational knowledge of Jesus being the full and final revelation of God who has also suffered making links to pilgrimage and rosary. They will also review foundational knowledge from Yr 9 on Judaism when they start the first half of Component 3 Judaism. 	<p><u>GOOD AND EVIL PART 2</u></p> <ul style="list-style-type: none"> St John Paul II view on suffering Jesus as a source of moral authority Other sources of moral authority Different religious views on the use of sculptures and statues- Christian and Jewish Pieta Pilgrimage Rosary <p><u>JUDAISM BELIEFS PART 1</u></p> <ul style="list-style-type: none"> Key concepts Overview of different Jewish denominations Nature of God Shekhinah Messiah Abrahamic Covenant Mosaic Covenant 	<ul style="list-style-type: none"> Key teachings of John Paul II from Salvifici doloris How the Incarnation helps Catholics to have an ambivalent attitude to evil and suffering Jesus as revelation a source of moral authority focussed on Sermon on Mount Other sources of moral authority- conscience, natural law and virtues/suffering Humanist sources of moral authority Jewish sources of moral authority Use of sculptures and statues in worship Catholic and other Christian Use of sculptures and statues in Judaism Study of Michelangelo's Pieta and how it is used by Catholics to reflect on suffering Purpose of a pilgrimage Lourdes pilgrimage as a response to suffering Make some links back to Judaism and pilgrimage at Western Wall. Rosary as a form of popular piety. Sorrowful mysteries as a response to better understanding human suffering <ul style="list-style-type: none"> Key words for Judaism Review of core Jewish denominations, Orthodox and Reform. Study of God being One, Creator, Lawgiver and Judge. Different Jewish views on nature and significance of Shekhinah Different Jewish views on Mashiach/Messiah Ways Jews can experience Messiah today Key teachings on Abrahamic covenant- Role of God, Role of Abraham and the sign of the covenant Reasons why Abraham is important today Key teaching on Mosaic Covenant- Role of God, Role of Moses Reasons why Moses is important today 		<p>Yr 10- Good and Evil part 2 will be revisited when they study life and death and how following the revelation of Jesus and correct use of freewill will lead to the shortest time in purgatory.</p> <p>Judaism will be revisited when they study second part of Judaism next term examining the ritual of brit milah and links back to the Abrahamic covenant, Bar and Bat Mitzvah becoming a son/daughter of commandments and being responsible to follow Mitzvots and festival of Pesach linking back to Mosaic covenant.</p> <p>Judaism will also be used as a comparison of belief for relevant discuss questions in component 1.</p> <p>Yr 11- Good and Evil will be revisited when they study Christian teachings about forgiveness, redemption and mission and evangelisation.</p> <p>Good and Evil will be revisited when they study issues such as capital punishment, aims of punishment and absolutism v's relativism.</p>

Key vocab and Sources (SL & SoWA)		<div>G&E<ul style="list-style-type: none">ConscienceEvilFreewillGoodnessIncarnationNatural LawPrivationSuffering</div> <div>Judaism<ul style="list-style-type: none">SynagogueShekhinahShabbatKosherTorahMitzvotMessiahCovenant</div>	*See SoWA sheet for more detailed information		

Key Stage 4 – Unit Intent

Year 10	SPR 2 Component 3	<i>Judaism Part 1 continued and Part 2 practices introduced</i>	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from in the <i>long-term</i> to be used for future learning	Enrichment opportunities	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none"> In KS3 students have covered a broad range of foundational teaching on Catholic Christianity and a selection of other world religions/belief systems to prepare them for KS4 Route B RE GCSE accredited by Eduqas. In KS4 they will revisit many of these topic areas at a greater depth in order to build their knowledge and understanding. In the previous half term students have recalled key beliefs about sources of moral authority, use of statues and different forms of piety- rosary and pilgrimage. They also started their review of Judaism from Yr 9 focussing on nature of God and Messiah. In this half term students will continue with their study of Judaism focussing on covenants and how Abraham and Moses still influence Judaism today. They will also cover daily living and how Jews believe they must prepare in the lobby to reach Olam Ha Ba. They will also move on to Jewish practices again consolidating teaching from Yr 9 with a review of synagogue and shabbat practices. 	<p><u>JUDAISM PART 1 CONTINUED</u></p> <ul style="list-style-type: none"> Relevance of 10 Commandments Life on earth- upholding Mitzvots & freewill Pikuach Nefesh Beliefs about afterlife Beliefs about resurrection <p><u>JUDAISM PART 2</u></p> <ul style="list-style-type: none"> Role, function & importance of a synagogue Shabbat worship in synagogue Prayer- use of Amidah Shabbat preparation at home General worship at home 	<ul style="list-style-type: none"> Importance of Decalogue for both Orthodox and Reform and the importance of freewill relating to following the other 603 Mitzvots. Pikuach Nefesh and importance of saving life at all cost. Jewish beliefs about Olam Ha Ba, Gan Eden and Gehinnom Different Jewish beliefs about resurrection <ul style="list-style-type: none"> Threefold function of a synagogue- place of worship, meeting & study Difference between Orthodox and Reform services Importance of prayer focussing on Amidah and recalling beliefs about Shema Shabbat at home- preparations and importance Worship in home focussed on shabbat, festivals, keeping Josher, pushke box and praying using siddur. 	<p>Ask St Monica's/St Gabriel's when they have their Jewish teacher/contact speak if we could live zoom</p>	<p>Yr 10- Judaism will be revisited when they continue their final part of Judaism next half term.</p> <p>Judaism will also be used as a comparison of belief for relevant discuss questions in component 1.</p> <p>Yr 11- N/A as Yr 11 focuses on applied Catholic theology and no comparison with Judaism is needed.</p>

Key vocab and Sources (SL & SoWA)		Judaism <ul style="list-style-type: none">• Synagogue• Shekhinah• Shabbat• Kosher• Torah• Mitzvot• Messiah• Covenant	*See SoWA sheet for more detailed information		

Key Stage 4 – Unit Intent

Year 10	SUM 1 Component 3	Judaism Part 2 continued and Plugging Gaps	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from in the <i>long-term</i> to be used for future learning	Enrichment opportunities	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none">In KS3 students have covered a broad range of foundational teaching on Catholic Christianity and a selection of other world religions/belief systems to prepare them for KS4 Route B RE GCSE accredited by Eduqas. In KS4 they will revisit many of these topic areas at a greater depth in order to build their knowledge and understanding.In the previous half term students have recalled key beliefs from Judaism focussing on covenants and how Abraham and Moses still influence Judaism today. They have also covered daily living and how Jews believe they must prepare in the lobby to reach Olam Ha Ba.They also consolidated teaching from Yr 9 with a review of the synagogue and shabbat practices.In this unit of work students will complete their study of Judaism and plug gaps in order to prepare for the upcoming mock.	<u>JUDAISM PART 2 CONTINUED</u> <ul style="list-style-type: none">Items worn for worshipFeatures of a synagogue4 key RitualsDaily life- Tenakh & TalmudKosher4 key Festivals	<ul style="list-style-type: none">Items worn for worship- Tallit, Tefflin and KippahReview of whether women should be allowed to wear certain items of worship or not.Key features of a synagogue- Ner Tamid, Bimah, Aron Hakodesh, decalogueBrit milah- importance and significanceBar/Bat Mitzvah and Bat Chayil importance and significanceMarriage service- Kiddushin/NisuinFuneral mourning ritual- Onan, Chevra Kadisha, Shive and YahrzeitStructure and influence of TanakahOral law structure, Talmud, Mishnah, GemaraRelevance and requirements of KosherOrigin and importance of Rosh HashanahOrigin and importance of Yom KippurOrigin and importance of Passover/ PesachOrigin and importance of Sukkot	Ask St Monica’s/St Gabriel’s when they have their Jewish teacher/contact speak if we could live zoom	<p>Yr 10- Judaism will be revisited during revision and plugging gap opportunities.</p> <p>Judaism will also be used as a comparison of belief for relevant discuss questions in component 1.</p> <p>Yr 11- N/A as Yr 11 focuses on applied Catholic theology and no comparison with Judaism is needed. However, Judaism will be revisited during revision and plugging gap opportunities.</p>

Key vocab and Sources (SL & SoWA)		Judaism <ul style="list-style-type: none">• Synagogue• Shekhinah• Shabbat• Kosher• Torah• Mitzvot• Messiah• Covenant	*See SoWA sheet for more detailed information		
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Key Stage 4 – Unit Intent

Year 10	SUM 2 Component 2	Revision of Com 1 & 3 Start Life and Death Com 2	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from in the <i>long-term</i> to be used for future learning	Enrichment opportunities	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none"> In KS3 students have covered a broad range of foundational teaching on Catholic Christianity and a selection of other world religions/belief systems to prepare them for KS4 Route B RE GCSE accredited by Eduqas. In KS4 they will revisit many of these topic areas at a greater depth in order to build their knowledge and understanding. In the previous half term students have recalled key beliefs from Judaism focussing on key practices, items worn for worship, rituals, festivals, Kosher and how scripture influences daily life. In this unit of work students will consolidate learning of topics covered to date from Component 1 and 3 in preparation for their mock exam. They will also start Component 2 with a study of life and death recalling some beliefs from KS3 when they studied to the ends of the earth. 	<p>REVISION OF ALL TOPIC AREAS COMPONENT 1 & 3</p> <ul style="list-style-type: none"> See previous info from AUT1- SUM2 Ongoing revision, plugging gaps and consolidation in prep for mock. Key focus on AO1 and AO2 GCSE skills of describe, explain and evaluate <p>LIFE AND DEATH</p> <ul style="list-style-type: none"> Key concepts Dying well / Palliative care Euthanasia Diff beliefs about Life after death- religious and non-religious St Paul Resurrection of Body Different beliefs about survival of soul Eschatology- heaven, hell & purgatory 	<ul style="list-style-type: none"> Ongoing revision, plugging gaps and consolidation in prep for mock of all of Origins and Meaning. Ongoing revision, plugging gaps and consolidation in prep for mock of all of Good and Evil Ongoing revision, plugging gaps and consolidation in prep for mock of all of Judaism Key focus on AO1 and AO2 GCSE skills of describe, explain and evaluate <ul style="list-style-type: none"> 8 key terms How Catholics prepare to die well- practically, medically and spiritually. What euthanasia is and why it is a controversial issue Different religious and non-religious arguments for and against euthanasia What resurrection is and why Catholics believe in physical resurrection St Pauls teaching on resurrection from 1 Corinthians Different beliefs about survival of soul Humanist views on death What eschatology is focussing on key eschatological parables- Sheep and Goats, Unforgiving Servant and Richman and Lazarus. Catholic beliefs about heaven, hell and purgatory 	<p>Guest speaker from Springhill hospice</p> <p>Local priest to talk about eschatology and Catholic beliefs</p>	<p>Yr 11- Life and Death will be revisited when they cover the second part in Yr 11 focussing on Catholic beliefs about eternal life and resurrection are shown in funeral rite and key artefacts.</p> <p>ALL TOPICS will be revisited during revision and plugging gap opportunities in readiness for GCSE.</p>

Key vocab and Sources (SL & SoWA)		<div>O&M<ul style="list-style-type: none">• Creation ex nihlio• Evolution• Imago Dei• Inspiration• Omnipotence• Revelation• Stewardship• Transcendence</div> <div>G&E<ul style="list-style-type: none">• Conscience• Evil• Freewill• Goodness• Incarnation• Natural Law• Privation• Suffering</div> <div>Judaism<ul style="list-style-type: none">• Synagogue• Shekhinah• Shabbat• Kosher• Torah• Mitzvot• Messiah• Covenant</div> <div>L&D<ul style="list-style-type: none">• Death• Eternal life• Heaven• Hell• Judgement• Magisterium• Resurrection• Soul</div>	*See SoWA sheet for more detailed information		

Key Stage 4 – Unit Intent

Year 11	AUT 1 Component 2	Life and Death Component 2 Sin and Forgiveness Part 1	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from in the <i>long-term</i> to be used for future learning	Enrichment opportunities	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none">In KS3 students have covered a broad range of foundational teaching on Catholic Christianity and a selection of other world religions/belief systems to prepare them for KS4 Route B RE GCSE accredited by Eduqas. In KS4 they will revisit many of these topic areas at a greater depth in order to build their knowledge and understanding.In KS3 students covered what a ecumenical council is, why they are called and the overall aim to deal with issues in the Church. Previous study of Vatican II will be developed in this unit.In this unit of work students will consolidate learning of topics covered to date from Component 1 and 3 in preparation for their mock exam.They will also start Component 2 with a study of life and death recalling some beliefs from KS3 when they studied to the ends of the earth.	<p><u>LIFE AND DEATH PART 2</u></p> <ul style="list-style-type: none">MagisteriumSecond Vatican CouncilSarcophagiPaschal CandleMusic and the funeral riteSymbols in Catholic funeral riteDifferent types of Prayer. <p><u>SIN AND FORGIVENESS PART 1</u></p> <ul style="list-style-type: none">Key conceptsCrime and punishmentAims of punishmentForgivenessCapital punishment	<ul style="list-style-type: none">Key teachings about ordinary and extraordinary magisterium (pontifical and conciliar)Role and importance of Vatican II focusing on 4 key documentsChanges brought about by Vatican IIin prep for mock of all of Origins and Meaning.Symbols of eternal life and resurrection on the sarcophagi from the Pio Cristiano Museum in Rome.Symbols of eternal life and resurrection on the Paschal candleUse of Paschal candle at Easter Vigil, baptisms and funerals.Use of music in Church at MassUse of music focussed on Faure’s requiem at a requiem funeral mass.Key symbolism of eternal life at a requiem funeral riteImportance of prayerDifferent types of prayerLords prayer/Our FatherPraying for dead- eternal rest and shorten time in purgatory.8 key termsDifference and similarities between a crime and a sinUse of absolute and relative morality when making a moral decisionAims of punishment- retribution, rehabilitation and deterrenceChristian teachings on forgiveness recalling key teachings from unforgiving servant as well as Jesus being revelation who forgave throughout his lifeDifferent Catholic teachings on capital punishment- traditional v’s modernDifferent Christian arguments for and against capital punishmentHumanist views on capital punishment- for and against		<p>Yr 11- Life and Death and Sin and Forgiveness will be revisited when they cover themes such as redemption and the Paschal Mystery.</p>

Key vocab and Sources (SL & SoWA)		<div>L&D<ul style="list-style-type: none">DeathEternal lifeHeavenHellJudgementMagisteriumResurrectionSoul</div> <div>S&F<ul style="list-style-type: none">AbsolutismEucharistEvangelisationForgivenessPunishmentRelativismSalvationSin</div>	*See SoWA sheet for more detailed information		

Key Stage 4 – Unit Intent

Year 11	AUT 2 Component 2	Sin and Forgiveness Part 2	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from in the <i>long-term</i> to be used for future learning	Enrichment opportunities	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none">In KS3 students have covered a broad range of foundational teaching on Catholic Christianity and a selection of other world religions/belief systems to prepare them for KS4 Route B RE GCSE accredited by Eduqas. In KS4 they will revisit many of these topic areas at a greater depth in order to build their knowledge and understanding.In KS3 students covered the importance of forgiveness and Catholic Social Teaching throughout the ends of the earth unit. In Yr 11 students will develop this foundational knowledge as they recap the Church as the Body of Christ and key sacraments. They will also recover core teaching from dialogue and encounter when they study advantages and disadvantages of the UK being a multi-faith society.In this unit of work students will cover the last part of Component 2 focussing on Christian Vocation to serve the Lord by actively upholding Catholic Social Teaching.	<u>SIN AND FORGIVENESS PART 2</u> <ul style="list-style-type: none">Redemption and Paschal mysteryNature of the churchMary as a role modelThe body of ChristInterior of a churchExterior of a churchSacramentsMassMission and evangelisationUK as a multi faith society	<ul style="list-style-type: none">What redemption is focusing on salvation and graceWhat the Paschal mystery is making links to salvationThe nature/four marks of the Church- One, Holy, Catholic and ApostolicMary being a role model for Catholics/Church today- faith, discipleship & dedicationChurch being the Body of Christ and means to salvationThe architectural external features and structure of a church buildingThe internal features/sacred objects in a church and how they support beliefs about salvationImportance of the 7 Sacraments and how they lay the foundations for Catholic lifeSacraments of initiation- baptism, confirmation & eucharistSacraments of healing- Reconciliation/ anointing of sickSacraments of service Holy orders and marriageImportance of Mass focussing on liturgy of Word and liturgy of EucharistWhat evangelisation isImportance of evangelisation for Catholics focussed on Evangelii GaudiumNeed for evangelisation locally, nationally and globallyChallenges and benefits of evangelisationReligious diversity in UKChristian traditions in UKNon- Christian traditions in UKNon-religious traditions in UK		Yr 11- ALL TOPICS will be revisited during revision and plugging gap opportunities in readiness for GCSE.

Key vocab and Sources (SL & SoWA)		<div>S&F<ul style="list-style-type: none">• Absolutism• Eucharist• Evangelisation• Forgiveness• Punishment• Relativism• Salvation• Sin</div>	<div>*See SoWA sheet for more detailed information</div>		
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Key Stage 4 – Unit Intent

Year 11	SPR 1 &2 Component 1,2,3	Revision and Exam Skills	Assessment: 2 X formative assessments
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	Links to previous learning	Know This is what students should have a <i>working knowledge</i> of	Remember This is what students should remember from in the <i>long-term</i> to be used for future learning	Enrichment opportunities	Links to future learning
Prior Learning/ RED	<ul style="list-style-type: none">In KS3 students have covered a broad range of foundational teaching on Catholic Christianity and a selection of other world religions/belief systems to prepare them for KS4 Route B RE GCSE accredited by Eduqas. In KS4 they will revisit many of these topic areas at a greater depth in order to build their knowledge and understanding.KS4 has prepared students for the GCSE as they have now covered all three component areas.In the spring half term the focus will be on revision and exam technique using ‘I, WE, YOU’ method to consolidate knowledge and practice key skills and timing ready for the exam.	<ul style="list-style-type: none">Revision and Exam skills (reminding students of the importance of RE in shaping their career/next steps)Ongoing revision of Component 1 - Origins and Meaning and Good and EvilOngoing revision of Component 2- Life and death and Sin and forgiveness	<ul style="list-style-type: none">Content and core knowledge of component 1Content and core knowledge of component 2Content and core knowledge of component 3Requirement of a key term question- definition and short exampleRequirement of a describe question: either two fully developed points or 5 mini points but NOT a listRequirements of a explain question-Requirements of a discuss question- focus on evaluation looking at more than one point of view with a formulated judgement for conclusion		Yr 11- ALL TOPICS will be revisited during revision and plugging gap opportunities in readiness for GCSE.

Key vocab and Sources (SL & SoWA)		<p>O&M</p> <ul style="list-style-type: none"> • Creation ex nihlio • Evolution • Imago Dei • Inspiration • Omnipotence • Revelation • Stewardship • Transcendence <p>G&E</p> <ul style="list-style-type: none"> • Conscience • Evil • Freewill • Goodness • Incarnation • Natural Law • Privation • Suffering <p>Judaism</p> <ul style="list-style-type: none"> • Synagogue • Shekhinah • Shabbat • Kosher • Torah • Mitzvot • Messiah • Covenant <p>L&D</p> <ul style="list-style-type: none"> • Death • Eternal life • Heaven • Hell • Judgement • Magisterium • Resurrection <p>Soul</p> <p>S&F</p> <ul style="list-style-type: none"> • Absolutism • Eucharist • Evangelisation • Forgiveness • Punishment • Relativism • Salvation • Sin 	<p>*See SoWA sheet and revision materials for more detailed information</p>		
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