










SUBJECT Curriculum Map	
<b>St. Cuthbert's Curriculum Vision</b> 	<p>The curriculum at St Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics they need to flourish as literate, articulate, global citizens, who fulfil the Catholic Mission to bring about the Common Good.</p>
<b>RE Curriculum Vision</b> 	<p>To engage students in an understanding and appreciation of their faith and/or other world views that nurtures a readiness for life after St. Cuthbert's in a modern diverse world and allows them to recognise their significance as children of God.</p> <p>To have nurtured, successful &amp; independent young people who know their worth as children of God in a challenging, complex and ever-changing world.</p> <p>Through an ambitious, broad and engaging curriculum that develops life skills and builds on knowledge of different world views, framed by the teachings of Jesus Christ and His Church, helping students to achieve their goals and recognise their place in wider society.</p>

Curriculum Icons Key						
Catholic Mission	Careers (CEIAG)	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and communication	Skills for Life
						



KS3 SUBJECT 'at a glance'						
	AUTUMN		SPRING		SUMMER	
<b>YEAR 7</b>	<u>Creation and Covenant</u>  <b>Excellent knowledge</b> about how God is revealed through creation and the importance of stewardship and social action	<u>Prophecy and promise</u>  <b>Excellent knowledge</b> about scripture, what it reveals about God and how the Bible is used and the impact on daily life.	<u>Galilee to Jerusalem</u>  <b>Excellent knowledge</b> about Jesus as the full and final revelation as incarnate God and his role in the Trinity.	<u>Desert to Garden</u>  <b>Excellent knowledge</b> about key sacraments focussing on the Eucharist and the Paschal Mystery.	<u>To ends of the earth</u>  <b>Excellent knowledge</b> about the Holy Spirit from the Gospel of Luke and the role the Spirit plays in the Church, Sacraments and individual lives.	<u>Dialogue and encounter/ Hinduism</u>  <b>Excellent knowledge</b> about key ecumenical councils that guide matters of faith. A study of the core beliefs, practices and teachings of Hinduism.
<b>YEAR 8</b>	<u>Creation and Covenant</u>  <b>Excellent knowledge</b> about the Fall, sin and following conscience in order to make moral decisions to work for the common good in society.	<u>Prophecy and Promise</u>  <b>Excellent knowledge</b> about Prophecy in Bible, Prophetic advent themes and texts and how Jesus fulfilled Messianic prophecy.	<u>Galilee to Jerusalem</u>  <b>Excellent knowledge</b> about the kingdom of God made known on earth through Jesus, miracles and Parables	<u>Desert to Garden</u>  <b>Excellent knowledge</b> about suffering and how Lent recalls Jesus suffering and Catholic responses.	<u>To ends of the earth</u>  <b>Excellent knowledge</b> about Jesus resurrection and beliefs about life after death from a religious and non-religious point of view	<u>Dialogue and encounter/ Islam</u>  <b>Excellent knowledge</b> about key ecumenical councils that guide matters of faith. A study of the core beliefs, practices and teachings of Islam.
<b>YEAR 9</b>	<b>Human rights and key issues that affect our global community.</b>	<b>Existence and nature of God in a world of evil and suffering.</b>	<b>Religious persecution.</b>	<b>Core beliefs, practices and teachings of Judaism.</b>	<b>Ethical dilemmas and the sanctity of life.</b>	<b>Beliefs surrounding life after death.</b>



KS4 SUBJECT 'at a glance'						
	AUTUMN		SPRING		SUMMER	
<b>YEAR 10</b>	Foundational Catholic Theology: Origins and meaning Pt 1	Foundational Catholic Theology: Origins and meaning Pt2	Foundational Catholic Theology: Good and Evil Pt 1	Foundational Catholic Theology: Good and Evil Pt 2	Judaism: Beliefs and Teachings Judaism Practices	Revision/ Plugging gaps Applied Catholic Theology: Life and Death Part 1
<b>YEAR 11</b>	Applied Catholic Theology: Life and Death continued Sin and Forgiveness Part 1	Sin and Forgiveness Part 2 Revision	Revision	Revision	GCSE exam	



### Y7 SUBJECT

YEAR 7		AUTUMN 1& 2		SPRING		SUMMER	
Year 7	Theme RED coverage	Creation & Covenant	Prophecy & Promise	Galilee to Jerusalem	Desert to garden	Ends of earth	Dialogue & Encounter/Hinduism
		<b>*Season of Advent</b>		<b>*Season of Lent/Easter</b>			
	Knowledge	<ul style="list-style-type: none"> <li>Catholic understanding of revelation</li> <li>God as creator and origin of all being</li> <li>Literal and literalist senses of scripture, authorial voice in Genesis</li> <li>Genesis creation accounts as 'symbolic stories'</li> <li>Scientism and creationism</li> <li>Prayer (and prayer in different religions)</li> <li>Genesis 1:1-2:25, <i>Laudato Si'</i>, stewardship with reference to the four core principles of CST</li> </ul>	<ul style="list-style-type: none"> <li>Scripture, tradition and the magisterium (DV9)</li> <li>Bible</li> <li>Finding a reference, Literary forms</li> <li>Bible translations</li> <li>Canon of scripture</li> <li>Relationship between OT and NT (and Tanakh)</li> <li>Scriptural inspiration (2 Tim 3:16-17 &amp; DV 11)</li> <li>Scripture in prayer and Mass, Liturgy of the Word</li> </ul>	<ul style="list-style-type: none"> <li>Incarnation (articles 2-4 of the Nicene creed).</li> <li>Jesus as 'true God and true man' in contrast to Arianism</li> <li>Jesus as Christ, Lord and Only Begotten Son of God.</li> <li>Titles of Jesus in scripture: Son of Man, Son of God, Son of David/Christ, and Lord.</li> <li>Trinity, links with incarnation</li> <li>Trinitarian shape of Christian prayer</li> <li>Jesus as the model of perfect human living, making links CST</li> </ul>	<ul style="list-style-type: none"> <li>Intro to 7 Sacraments,</li> <li>Paschal mystery</li> <li>Eucharist as "source and summit" of the Christian life.</li> <li>The 'real presence' and the 'Sacrifice of the Mass'.</li> <li>Links between Jewish Passover (Ex 12:1-14) and the Last Supper (Lk 22:14-20)</li> <li>The structure of the Mass</li> <li>Different names, signs and effects of the sacrament of the 'Eucharist'</li> <li>Catholic and other Christian beliefs about the Eucharist</li> </ul>	<ul style="list-style-type: none"> <li>The Holy Spirit in Luke-Acts</li> <li>Holy Spirit in salvation history and Sacred Scripture</li> <li>Church teaching about the Holy Spirit from the Creed</li> <li>Luke's account of Pentecost (Acts 2:1-12), Church as completion of the mission of Christ and the Spirit</li> <li>Church as: the People of God; Body of Christ; the Temple of the Holy Spirit</li> </ul>	<ul style="list-style-type: none"> <li>Council of Jerusalem</li> <li>Ecumenical Church Councils</li> <li>Christian denominations</li> <li>Ecumenism</li> <li>Key beliefs, teachings and practices in Hinduism</li> </ul>



YEAR 7		AUTUMN 1& 2		SPRING		SUMMER	
						<ul style="list-style-type: none"> <li>Sacrament of Confirmation</li> </ul>	
	<b>Lived Lens options</b>	<ul style="list-style-type: none"> <li>Donald Jackson's Genesis Frontispiece: Creation</li> <li>Live Simply award</li> </ul>					
	<b>Skills/Key vocab</b>	S1= Recall, define and use religious terminology correctly. S2= Recall and identify beliefs, practices and / or teachings. S3= Recall and outline beliefs, practices and / or teachings. S4= Recall and describe beliefs, practices and / or teachings. S5= Recall and explain beliefs, practices and / or teachings. S6= Recall and evaluate beliefs, practices and / or teachings. S7= Recall and analyse beliefs, practices and / or teachings.			Creator Omnipotent Omniscient Benevolent Literal and literalist Revelation Inspiration Incarnation Trinity Salvation Ecumenism denominations		

## Y8 SUBJECT

YEAR 8		AUTUMN		SPRING		SUMMER	
	Theme	Creation & Covenant	Prophecy & Promise *Season of Advent	Galilee to Jerusalem	Desert to garden *Season of Lent	Ends of earth	Dialogue & Encounter/Islam
Year 8	Knowledge	<ul style="list-style-type: none"> <li>Genesis 3 The Fall</li> <li>Freewill – humans spoilt Gods creation</li> <li>Original sin and personal sin, the Fall (Gen 3)</li> <li>Freedom and responsibility</li> <li>'Covenant'</li> <li>Sinai Covenant</li> <li>decatalogue and greatest commandment</li> <li>Conscience</li> <li>What Church teaches about Conscience</li> <li>Baptism as rite</li> <li>Baptism links to original sin, personal sin and the Fall.</li> </ul>	<ul style="list-style-type: none"> <li>The pattern of prophetic texts in the Bible, with reference to one biblical prophet; messianic prophecies specific links to Isaiah</li> <li>Prophet Amos</li> <li>Common prophetic themes with reference to the life and work of one biblical prophet</li> <li>John the Baptist and the cycle of prophecy</li> <li>Baptism and the threefold office of Christ- Priest, Prophet &amp; King</li> <li>Prophets</li> <li>Advent</li> <li>Prophetic linked to advent</li> </ul>	<ul style="list-style-type: none"> <li>Jesus' encounters with those on the margins</li> <li>Literal sense of all passages studied- role author, literary form, context and audience</li> <li>Miracles as Jesus' power: (i) over evil (ii) over sickness (iii) over death (iv) over nature</li> <li>The moral sense of scripture, Implications for encounters with those on the margins today</li> <li>Parables and miracles of the Kingdom and how this links to Catholic beliefs about Kingdom</li> <li>The Anointing of the Sick- origin, meaning &amp; effect linked to Kingdom passages studied</li> </ul>	<ul style="list-style-type: none"> <li>The suffering of Jesus in Mk and the Servant in the Fourth Servant Song (Is 52:13-53:12)</li> <li>Mystery of suffering and evil</li> <li>OT and the meaning of Suffering and evil making links back to Fall</li> <li>Church response to the mystery of suffering and death</li> <li>How the Church enters into the Paschal Mystery of Christ's death and resurrection, through its liturgy, focusing in the Triduum</li> <li>Fasting, almsgiving and prayer</li> <li>The Sacrament of Penance; active</li> </ul>	<ul style="list-style-type: none"> <li>Literal sense of a resurrection passage studied- role author, literary form, context and audience</li> <li>St Pauls teaching on resurrection as the central truth of the Christian faith (1 Cor 15:1-58)</li> <li>The empty tomb and the physical resurrection of the body</li> <li>Resurrection of Jesus, life after death, the four last things- death, particular judgement, heaven, hell, purgatory.</li> <li>A Catholic funeral rite, symbols and links to resurrection</li> </ul>	<ul style="list-style-type: none"> <li>Second Vatican Council</li> <li>Ecclesiam Suam</li> <li>Study of one Catholic Church other than the Latin Church</li> <li>Interfaith dialogue with Islam</li> <li><b>Key beliefs, teaching &amp; practices of Islam including:</b> <ul style="list-style-type: none"> <li>Origins of Islam</li> <li>Prayer</li> <li>5 Pillars of Islam</li> <li>Features of a mosque</li> </ul> </li> </ul>



YEAR 8		AUTUMN		SPRING		SUMMER	
				and Catechism teaching	(penance) and passive mortification (offering up).	<ul style="list-style-type: none"> <li>Baptism as necessary for salvation; linking to funeral rites</li> </ul>	
	Lived Option						
	Skills/ Key Vocab	S1= Recall, define and use religious terminology correctly. S2= Recall and identify beliefs, practices and / or teachings. S3= Recall and outline beliefs, practices and / or teachings. S4= Recall and describe beliefs, practices and / or teachings. S5= Recall and explain beliefs, practices and / or teachings. S6= Recall and evaluate beliefs, practices and / or teachings. S7= Recall and analyse beliefs, practices and / or teachings.			Covenant Decalogue Messianic Prophetic Heaven Hell Purgatory Requiem		



**Y9 SUBJECT**

YEAR 9		AUTUMN		SPRING		SUMMER	
Year 9	Theme	Global Community	Where is God in our global community	Religious persecution	Judaism	Dignity & Worth	Transformative Gospel
		*Season of Advent		*Season of Lent/Easter			
	Knowledge	<ul style="list-style-type: none"> <li>The impact &amp; importance of RE</li> <li>Career opportunities, employability and life skills</li> <li>Human rights</li> <li>UN</li> <li>CST continued- Gaudium et Specs</li> <li>Catholic responses to human rights abuses</li> <li>Preferential option for the poor- poverty in UK- SVP</li> <li>CAFOD</li> <li>Poverty in Rochdale</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of God</li> <li>Moral evil</li> <li>Natural evil</li> <li>Theodicy- Christian responses</li> <li>Responses from Key thinkers-Augustine, Hick, Hume, Mackie</li> <li>Non-religious responses</li> <li>Other religious responses</li> </ul>	<ul style="list-style-type: none"> <li>What is religious persecution</li> <li>Persecution of Jesus - scourging, crucifixion from a historical and medical viewpoint</li> <li>Modern day persecution</li> <li>Historical persecution of Jewish people Holocaust</li> <li>People who stood up and challenged injustice</li> <li>Religious persecution of Muslims</li> </ul> <p>Christian teachings and responses to religious persecution</p>	<ul style="list-style-type: none"> <li>Key beliefs</li> <li>Judaism &amp; Christianity</li> <li>Diversity of tradition</li> <li>Abraham</li> <li>Moses</li> <li>Law</li> <li>Holy books</li> <li>Cohesion</li> <li>Common good</li> </ul>	<ul style="list-style-type: none"> <li>Moral decisions</li> <li>Relative morality</li> <li>Absolute morality</li> <li>Natural law</li> <li>Conscience</li> <li>Sanctity of life</li> <li>Quality of life</li> <li>Abortion</li> </ul>	<ul style="list-style-type: none"> <li>Is death the end?</li> <li>Salvation</li> <li>Incarnation</li> <li>Paschal Mystery</li> <li>Resurrection</li> <li>Eschatology</li> <li>Life after death</li> <li>St Paul</li> </ul>
	Skills/Key Vocab	S1= Recall, define and use religious terminology correctly. S2= Recall and identify beliefs, practices and / or teachings. S3= Recall and outline beliefs, practices and / or teachings. S4= Recall and describe beliefs, practices and / or teachings. S5= Recall and explain beliefs, practices and / or teachings. S6= Recall and evaluate beliefs, practices and / or teachings. S7= Recall and analyse beliefs, practices and / or teachings.			Encyclical Theodicy Ambivalence Scourging Persecution Incarnation Eschatology		



Y10 SUBJECT

YEAR 10		AUTUMN		SPRING		SUMMER	
Year 10	Theme	<b>Origins and Meaning Part 1</b> 	<b>Origins and Meaning (cont.) / Good and evil Part 1</b> 	<b>Good and Evil (cont.) Judaism Beliefs part 1</b> 	<b>Judaism Beliefs Part 2 Judaism Practices Part 1</b> 	<b>Judaism Practices Part 2</b> 	<b>Revision of Component 1 /3 and Life and death Part 1</b> 
	Knowledge	<ul style="list-style-type: none"> <li>Key concepts</li> <li>Catholic beliefs and teachings about the origin of the universe</li> <li>non-religious views about the origin of the universe</li> <li>Jewish view on nature of God and creation</li> <li>Comparison of scientific theory of creation of world</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Practices: Catholic Social teaching/ Interfaith dialogue.</li> </ul> <p><u>GOOD AND EVIL</u></p> <ul style="list-style-type: none"> <li>Key concepts</li> <li>Catholic perspective on Origin of Evil</li> </ul>	<ul style="list-style-type: none"> <li>St John Paul II view on suffering</li> <li>Jesus as a source of moral authority</li> <li>Different religious views on the use of sculptures and statues- Christian and Jewish</li> <li>Pilgrimage</li> <li>Rosary</li> </ul> <p><u>JUDAISM</u></p> <ul style="list-style-type: none"> <li>Key concepts</li> <li>Overview of different Jewish denominations</li> </ul>	<ul style="list-style-type: none"> <li>Relevance of 10 Commandments</li> <li>Life on earth- upholding Mitzvots &amp; freewill</li> <li>Pikuach Nefesh</li> <li>Beliefs about afterlife</li> <li>Beliefs about resurrection</li> </ul> <p><u>JUDAISM PRACTICES</u></p> <ul style="list-style-type: none"> <li>Role, function &amp; importance of a synagogue</li> <li>Shabbat worship in synagogue</li> <li>Prayer- use of Amidah</li> </ul>	<ul style="list-style-type: none"> <li>Items worn for worship</li> <li>Features of a synagogue</li> <li>4 key Rituals</li> <li>Daily life- Tenakh &amp; Talmud</li> <li>Kosher</li> <li>4 key Festivals</li> </ul> <p><b>*Revision and Plugging gaps</b></p>	<ul style="list-style-type: none"> <li>Ongoing revision, plugging gaps and consolidation in prep for mock.</li> <li>Key focus on AO1 and AO2 GCSE skills of describe, explain and evaluate</li> <li>Key concepts</li> <li>Dying well / Palliative care</li> <li>Euthanasia</li> <li>Diff beliefs about Life after death- religious and non-religious</li> </ul>








		<ul style="list-style-type: none"> <li>• Different attitudes towards abortion- Catholic, Jewish and non-religious views focussing on sanctity V's quality of life.</li> <li>• Comparison of the first (Genesis 1:1-2:3) and second (Genesis 2:4-24) creation accounts.</li> <li>• Catholic beliefs about the nature of human beings and their relationship with creation.</li> <li>• A comparison of Catholic, Jewish and Humanist beliefs on the</li> </ul>	<ul style="list-style-type: none"> <li>• St Augustine Challenge of Evil- Hume and Mackie</li> <li>• Catholic View on Suffering</li> <li>• Jewish view on suffering</li> <li>• Trinity</li> <li>• Incarnation</li> </ul>	<ul style="list-style-type: none"> <li>• Nature of God</li> <li>• Shekhinah</li> <li>• Messiah</li> <li>• Abrahamic Covenant</li> <li>• Mosaic Covenant</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Shabbat preparation at home</li> <li>• General worship at home</li> </ul>		<ul style="list-style-type: none"> <li>• St Paul Resurrection of Body</li> <li>• Eschatology</li> </ul>
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		<p>importance of preserving the planet and the environment-stewardship.</p> <ul style="list-style-type: none"> <li>• The Bible and Catholic and other Christian views on Bible.</li> </ul>					
	<b>Skills</b>	<p>Skill of describe Skill of explain Skill of discuss- looking at more than one point of view Skill of forming a judgement Skill of using relevant and appropriate Specialist Language (SL) Skill of using relevant, appropriate Sources of Wisdom and Authority (SoWA)</p>					
	<b>Key vocab</b>	<p>Creation ex nihilo Imago De Conscience Natural law Incarnation Privation Tikkun Olam Olam Ha Ba Yetzer Har a Tov Yetzer Hara Tenakh</p>					

## Y11 SUBJECT

YEAR 11		AUTUMN		SPRING		SUMMER	
Year 11	Theme	<b>Life and Death (cont.) Sin and Forgiveness Part 1</b> 	<b>Sin and Forgiveness (cont.)</b> 	<b>Revision/Exam technique</b> 	<b>Revision/Exam technique</b> 	<b>Revision/ Exam technique</b> 	
	Knowledge	<ul style="list-style-type: none"><li>• Magisterium</li><li>• Second Vatican Council</li><li>• Sarcophagi</li><li>• Paschal Candle</li><li>• Music and the funeral rite</li><li>• Symbols in a Catholic funeral rite</li><li>• Different types of Prayer.</li><li>• Key concepts</li><li>• Crime and punishment</li><li>• Aims of punishment</li><li>• Forgiveness</li><li>• Capital punishment</li></ul>	<ul style="list-style-type: none"><li>• Nature of the church</li><li>• Mary as a role model</li><li>• The body of Christ</li><li>• Interior of a church</li><li>• Exterior of a church</li><li>• Sacraments</li><li>• Mission and evangelisation</li><li>• UK as a multi faith society</li></ul>	<ul style="list-style-type: none"><li>• Revision and Exam skills (reminding students of the importance of RE in shaping their career/next steps)</li><li>• Ongoing revision of Component 1 - Origins and Meaning and Good and Evil</li><li>• Ongoing revision of Component 2- Life and death and Sin and forgiveness</li></ul>	<ul style="list-style-type: none"><li>• Revision and Exam skills (reminding students of the importance of RE in shaping their career/next steps)</li><li>• Ongoing revision of Component 1 - Origins and Meaning and Good and Evil</li><li>• Ongoing revision of Component 2- Life and death</li></ul>	GCSE Exams	



YEAR 11		AUTUMN		SPRING		SUMMER	
				<ul style="list-style-type: none"> <li>• Ongoing revision of Component 3- Judaism</li> <li>• Practising exam skills such as evaluation 'd' type responses.</li> </ul>	and Sin and forgiveness <ul style="list-style-type: none"> <li>• Ongoing revision of Component 3- Judaism</li> <li>• Practising exam skills such as evaluation 'd' type responses.</li> </ul>		
	<b>Skills</b>	Skill of describe Skill of explain Skill of discuss- looking at more than one point of view Skill of forming a judgement Skill of using relevant and appropriate Specialist Language (SL) Skill of using relevant, appropriate Sources of Wisdom and Authority (SoWA)					
	<b>Key Vocab</b>	Pontifical magisterium Conciliar magisterium Sarcophagi Evangelisation Relativism Absolutism					



**Skills: KS3-** In year 7, pupils revisit some of the most important learning from their study of Catholicism

in primary school. For those who have not attended Catholic primary school, this year presents the theological foundations that are the basis for understanding Catholicism and the spiral KS3 curriculum for 8-9.

S1= Recall, define and use religious terminology correctly.

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S3= Recall and outline beliefs, practices and / or teachings.

S4= Recall and describe beliefs, practices and / or teachings.

S5= Recall and explain beliefs, practices and / or teachings.

S6= Recall and evaluate beliefs, practices and / or teachings.

S7= Recall and analyse beliefs, practices and / or teachings.

**KS4-** In Year 10-11 students start the Route B Eduqas GCSE where they study Foundational/Applied Catholic Christianity and Judaism. An intellectually rigorous course that allows them to study key themes/ topics from both a religious and non-religious viewpoint.

Students have completed their KS3 curriculum examining a range of religious and non-religious beliefs, teachings and practices through a sequenced/spiral learning platform.

This foundational knowledge will be revisited and built upon allowing students to demonstrate their depth and breadth of understanding of the subject.

Students will apply this gained knowledge when they examine key Catholic beliefs teachings and practices, comparing these to other Christian traditions, Jewish and non-religious views such as those held by humanist or atheist.

The GCSE curriculum develops critical thinking skills, judgment and the ability to construct a well-informed, structured written argument. A stepped approach of these skills has been developed at KS3 to support future learning and curriculum content.

Skill of describe

Skill of explain

Skill of discuss- looking at more than one point of view

Skill of forming a judgement

Skill of using relevant and appropriate Specialist Language (SL)



Skill of using relevant, appropriate Sources of Wisdom and Authority (SoWA)



**Preparing for Life in Modern Britain:**

Religious Education has never been more relevant or engaging as religion & religious issues are in the news every day. RE can help our students to prepare for life beyond St Cuthbert's by:

- Teaches understanding of world religions and beliefs
- Provokes deep meaningful questions about life, ethical issues & society
- Offers opportunities for personal reflection
- Promote respect for self and others
- Enhance our understanding of global affairs
- Generate social discussion and community cohesion

 <p><b>Enrichment Opportunities:</b></p> <ul style="list-style-type: none"> <li>ECO Club</li> <li>GIFT Team</li> <li>Lunch time revision</li> <li>Live Simply Award</li> <li>Liturgies/Mass</li> <li>Retreats</li> <li>Confirmation Programme</li> <li>CAFOD/CARITAS Talks</li> </ul>	 <p><b>Cultural Capital:</b></p> <ul style="list-style-type: none"> <li>Examination of artwork, Creation of Adam Sistine Chapel, Book of Kells, Tree of Life.</li> <li>Literary study of religious texts</li> <li>Examination of artefacts</li> </ul>
<p><b>Assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>2x Formative each half term (only one when a summative/mock is completed)</li> <li>2x Summative each year</li> </ul>	