

1c. Curriculum Overview: RE



SAINTS PETER AND PAUL
CATHOLIC HIGH SCHOOL

| Year 7 RE | | | |
|--|---|---|---|
| | Term 1 | Term 2 | Term 3 |
| THEME FOR THE YEAR: Soul Searching | <p style="text-align: center;">SOUL SEARCHING WITH PI</p> <p style="text-align: center;">Learning to unlock your spiritual self and see the world</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> • How does faith give someone a purpose? • How does someone belong to a faith? • What are the benefits of accepting difference in beliefs? <p>PEOPLE OF GOD LINKS: Who is God? What are the signs of Hindu identify?</p> | <p style="text-align: center;">THE ROAD LESS TRAVELLED</p> <p style="text-align: center;">Learning how people of faith can feel a sense of belonging and community</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> • What is the relevance of community within a faith? • What does history teach people about the different faiths? • Does religion have a place in the modern world? <p>PEOPLE OF GOD LINKS: What are the signs of identify for Muslims in Britain today? What does it mean to be covenant people?</p> | <p style="text-align: center;">PLEASE DON'T LET ME BE MISUNDERSTOOD</p> <p style="text-align: center;">Learning about why people hate, and why RE matters more than ever today</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> • What are stereotypes and why are they dangerous? • How are different religions represented and is it fair? • Is it possible to live in harmony? <p>PEOPLE OF GOD LINKS: What are the signs of identify for Jews and Christians? How do different religions compare?</p> |

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| Year 8 RE | | | |
|---|--|--|---|
| | Term 1 | Term 2 | Term 3 |
| <p>THEME FOR THE YEAR:</p> <p>People Power</p> | <p>Jesus: The price of pain</p> <p>Learning that words really are, our most inexhaustible source of magic</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> • Crime and punishment • The Death Penalty • The Power of Words • Freedom of speech • Jesus as the New Covenant • Trinity • Temptations • Miracle • Marginalisation • Redemption/Salvation/Ascension – new meanings <p>PEOPLE OF GOD LINKS: Jesus as the new covenant. Is Jesus special?</p> | <p>Can one person change the world?</p> <p>Learning about the people who have shaped our views and inspired millions</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> • Gender equality: Malala Yousafzai • Stewardship: Greta Thunberg • The power of forgiveness: Kim Phucs • Charity, poverty and sustainability (CAFOD): Bob Geldof • Martyrdom: Oscar Romero • The Ultimate Sacrifice (redemption and salvation): Jesus – the end is just the beginning! <p>PEOPLE OF GOD LINKS: What are we called to be? How do Catholics believe truth is revealed?</p> | <p>In a world where you can be anything be kind!</p> <p>Learning about equality, justice and the power of forgiveness</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> • Human rights: Amnesty International • Freedom of expression • Refugees and asylum • Activists and taking action • Crime and punishment • The Death Penalty • Forgiveness and reconciliation • What is justice? • How do we live sacrifice? <p>PEOPLE OF GOD LINKS: How do we live as covenant people? What are the joys and challenges of living as people of God?</p> |

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| Year 9 RE | | | |
|--|--|--|--|
| | Term 1 | Term 2 | Term 3 |
| <p>THEME FOR THE YEAR:</p> <p>Consider Consequences</p> | <p>The good, the bad and the ugly</p> <p>Learning how to overcome prejudice and discrimination</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> • Prejudice and discrimination • Good and evil intentions and actions • Reasons for crime • Opinion on people who break the law and types of crime • The aims/benefits of punishment • Treatment of criminals • Forgiveness and reconciliation • Capital punishment • Sanctity of life <p>PEOPLE OF GOD LINKS: How do we meet the challenge to live justly? How do we live out reconciliation?</p> | <p>Judge, jury and executioner</p> <p>Learning about the consequences of breaking rules in this life and the next</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> • Why is there suffering? • Where does suffering come from and what is its purpose? • How do people respond to suffering? • What does it mean to belong? • What is a kingdom? • What is 'Kingdom' to Jesus? • How is the church at the service of the kingdom? <p>PEOPLE OF GOD LINKS: How is God revealed through suffering? What is the Kingdom of God?</p> | <p>The circle of life</p> <p>Learning about the views and opinions throughout the world which start, stop and prevent life</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> • Is all life of value? • What is meant by 'sanctity of life' and how do we respect it? • What issues arise from the Catholic belief that life is sacred? • Is there a conflict between faith and science? • Gender equality • Same sex relationships • Contraception • Purpose of sex <p>PEOPLE OF GOD LINKS: How do we respect the sanctity of life? Do faith and science conflict?</p> |



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ASSESSMENT ACROSS ALL YEAR GROUPS

Students will be assessed in three key areas listed below: Know, explain, analyse and evaluate. Each half term students will complete one standardised formative assessment (as listed below) and they will also have a summative (end of unit) assessment which will assess all three skills.

| KNOW | EXPLAIN AND UNDERSTAND | ANALYSE AND EVALUATE |
|---|--|--|
| AO1 Demonstrate knowledge of religion and beliefs | AO1 Demonstrate understanding of religion and beliefs | AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence on religious people |
| <p>To secure your knowledge you need to learn key words in each topic and match with their definitions</p> <p>To further develop your knowledge, you need to write your own definitions for key words</p> <p>To embed and challenge your knowledge you need to use key words in context ie write a paragraph which includes the key words and demonstrates that you understand them</p> | <p>To secure your understanding you need to identify two beliefs about the topic given and use PEE to explain why Christians have this belief</p> <p>To further develop your understanding, you need to use evidence to strengthen one of your points e.g. a bible quote/Church teaching/Pope Francis</p> <p>To embed and challenge your understanding you need to link your learning. What have you learnt in another topic that can be applied to this question? For example: Keywords/Beliefs</p> | <p>To secure your evaluating include at least one argument for each bullet point that the question asked for: 1. Reasons to support, 2. Reasons to challenge, 3. Religious opinion, 4. Conclusion</p> <p>To further develop your evaluations apply evidence to strengthen one of your points e.g. a bible quote/Church teaching/Pope Francis This is supported by ___(teaching)___ because it tells Christians___. Therefore, ___ (link back to statement) ___.</p> <p>To embed and challenge your evaluating you need to assess the strength of the arguments you have discussed in the main body of your response: This is a convincing argument because... This is a weak argument because... To a certain extent I agree with this because... The most compelling argument is...because...</p> |

HOMEWORK

Homework will link with current topics to consolidate learning and assess knowledge and understanding, through quizzes, written activities and presentations. These will not only link to the topic being studied, but will also link to current affairs in order to make the topic relevant to the world today.