



## 1c. Curriculum Overview: RE

### Year 10 RE

Year 10 RE			
	Term 1	Term 2	Term 3
The Journey Continues	<p><b>CREATION AND HUMAN RIGHTS</b></p> <p><u>What are the students learning?</u></p> <p>CREATION</p> <ul style="list-style-type: none"> <li>• Creation of Adam and other religious art</li> <li>• Creation and natures of God/humans</li> <li>• Bible: origins, structure, inspiration as word of God</li> <li>• Natural law and attitudes to science</li> <li>• Stewardship, CAFOD, sustainability</li> </ul> <p>HUMAN RIGHTS AND SOCIAL JUSTICE</p> <ul style="list-style-type: none"> <li>• Human dignity and religious freedom</li> <li>• Rights and responsibilities</li> <li>• Responsibilities of wealth</li> <li>• Wealth creation and exploitation</li> <li>• Greed, materialism and the sacrifice of wealth</li> <li>• The fight against poverty</li> <li>• The work of CAFOD and Christian Aid</li> <li>• Equality, racial prejudice and discrimination</li> </ul>	<p><b>JUDAISM: BELIEFS AND PRACTICES</b></p> <p><u>What are the students learning?</u></p> <p>BELIEFS AND TEACHINGS</p> <ul style="list-style-type: none"> <li>• Natures of God: One, creator, lawgiver and judge, the divine presence</li> <li>• Life after death, judgement and resurrection</li> <li>• Nature and role of Messiah</li> <li>• Covenants of Abraham and Moses</li> <li>• Key moral principals</li> <li>• Sanctity of life</li> <li>• Free will and Mitzvot</li> </ul> <p>PRACTICES</p> <ul style="list-style-type: none"> <li>• Synagogue: Importance, features, worship, Shabbat</li> <li>• Daily services and prayer</li> <li>• Shabbat and worship in the home</li> <li>• Written and oral law</li> <li>• Brit Milah, Bar/Bat Mitzvah</li> <li>• Marriage</li> <li>• Mourning the dead</li> <li>• Food laws and Pesach</li> <li>• Rosh Hashanah and Yom Kippur</li> </ul>	<p><b>INCARNATION AND TRINITY</b></p> <p><u>What are the students learning?</u></p> <p>INCARNATION</p> <ul style="list-style-type: none"> <li>• Jesus: God incarnate, Word of God, fully human and fully God, moral teachings</li> <li>• Different views/understanding of incarnation</li> <li>• Grace and nature of reality</li> <li>• Seven Sacraments</li> <li>• Imago dei and abortion</li> <li>• Christian symbols</li> <li>• Attitudes towards religious art/interpreting statues</li> </ul> <p>TRINITY</p> <ul style="list-style-type: none"> <li>• Music in worship</li> <li>• Acclamations</li> <li>• The Triune God in the bible</li> <li>• The Nicene Creed and Genesis 1</li> <li>• The impact of the Trinity on Christians today</li> <li>• The Magisterium and the history of the Trinity</li> <li>• Baptism</li> <li>• Prayer and postures</li> </ul>



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#### Year 11 RE

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	Term 1	Term 2	Term 3
The Final Chapter	<p><b>PEACE AND CONFLICT AND REDEMPTION</b></p> <p><u>What are the students learning?</u></p> <p>PEACE AND CONFLICT</p> <ul style="list-style-type: none"> <li>• Violence and bullying</li> <li>• Forgiveness and reconciliation</li> <li>• Justice and the Just War Theory</li> <li>• Nuclear Weapons and WMD</li> <li>• Religious wars</li> <li>• Torture, terrorism and martyrdom</li> <li>• Conflict resolution, peace-making and pacifism</li> </ul> <p>REDEMPTION</p> <ul style="list-style-type: none"> <li>• Churches: design and features, artefacts</li> <li>• Restoration through sacrifice (Jesus)</li> <li>• Death, burial, resurrection and ascension</li> <li>• Salvation and redemption – past, present, future, bible, mass</li> <li>• St Irenaeus and St Anselm – salvation</li> <li>• Conscience</li> <li>• Eucharist</li> <li>• Prayers in mass and adoration</li> </ul>	<p><b>KINGDOM OF GOD AND ESCHATOLOGY</b></p> <p><u>What are the students learning?</u></p> <p>KINGDOM OF GOD</p> <ul style="list-style-type: none"> <li>• Pilgrimage: stations of the cross and sacred places</li> <li>• Mission and evangelism in drama</li> <li>• Kingdom of God and Lord's prayer</li> <li>• Justice, peace and reconciliation</li> <li>• Hierarchy of Church and Vatican Council 2</li> <li>• Mary and the Magnificat, 4 marks of Church and apostolic succession</li> <li>• Nature of the Church</li> <li>• Church as Body of Christ</li> <li>• Kingdom values in Christian vocation and life of a Catholic</li> </ul> <p>ESCHATOLOGY</p> <ul style="list-style-type: none"> <li>• Life after death and the end of time</li> <li>• Michelangelo's Last Judgement</li> <li>• The Rich Man and Lazarus</li> <li>• Cosmic reconciliation</li> <li>• Death Judgement, heaven, hell, purgatory</li> <li>• Last rites, funerals, care of the dying and euthanasia</li> </ul>	<p><b>REVISION: KEY KNOWLEDGE AND EXAM TECHNIQUE</b></p> <p><u>What are the students learning?</u></p> <ol style="list-style-type: none"> <li>1. CREATION</li> <li>2. HUMAN RIGHTS</li> <li>3. JUDAISM</li> <li>4. INCARNATION</li> <li>5. TRINITY</li> <li>6. PEACE AND CONFLICT</li> <li>7. REDEMPTION</li> <li>8. KINGDOM OF GOD</li> <li>9. ESCATOLOGY</li> </ol>



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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.