

# The Catholic Curriculum at P&P

<b><u>Our Mission:</u></b> <i>Faith guides us to inspire every student to be the best they can be</i>			<b>With Christ at the Centre</b>		<b><u>Our Vision:</u></b> <i>An inclusive community of excellence and opportunity for all.</i>	
Termly <b>P&amp;P Values</b>	With the <b><u>Respect</u></b> of Saint Peter		With the <b><u>Compassion</u></b> of Saint Don Bosco		With the <b><u>Aspiration</u></b> of Saint Paul	
<b><u>Catholic Social Teaching</u></b> Theme	Term 1.1: <b>Solidarity</b>	Term 1.2 <b>Option for The Poor</b>	Term 2.1 <b>Peace</b>	Term 2.2 <b>Dignity</b>	Term 3.1 <b>Care for Creation</b>	Term 3.2 <b>The Common Good</b>
RE	<u>Year 7:</u> ‘How and Why are we here?’ <i>Solidarity of science and religion</i> <u>Year 8:</u> ‘What is sin?’ <i>Solidarity with sinners</i> <u>Year 9:</u> ‘Is Life a Gift from God?’ <i>Solidarity with the Imago Dei</i> <u>Year 10:</u> ‘What is the Trinity?’ <i>Solidarity through the Father, Son, Holy Spirit.</i> <u>Year 11:</u> ‘How do we achieve Peace over Conflict?’ <i>Peace promotion over weapons, war and destruction</i>	<u>Year 7:</u> ‘Can a book have all the answers?’ <i>Option for the poor through parables</i> <u>Year 8:</u> ‘Does God make and keep promises?’ <i>Option for the poor through the Prophets</i> <u>Year 9:</u> ‘Does religion treat everyone equally?’ <i>Option for the poor in the Magnificat</i> <u>Year 10:</u> ‘Encountering Judaism Beliefs’ <i>Option for the Poor through Jewish Prophets</i> <u>Year 11:</u> ‘Judaism Retrieval’ <i>Option for the Poor through Jewish Prophets</i>	<u>Year 7:</u> ‘Was Jesus an ordinary human being?’ <i>Peace through the teachings of Jesus</i> <u>Year 8:</u> ‘Was Jesus God on Earth?’ <i>Peace through the teachings of Jesus</i> <u>Year 9:</u> ‘Does our gender determine our roles?’ <i>Peace for all gender roles</i> <u>Year 10:</u> ‘How do we achieve Peace over Conflict?’ <i>Peace promotion over weapons, war and destruction</i> <u>Year 11:</u> ‘What is Trinity and Kingdom of God?’ <i>Peace through the study of the Kingdom of God</i>	<u>Year 7:</u> ‘Does receiving the Eucharist make you a good person?’ <i>Dignity through the sacrifice of Christ</i> <u>Year 8:</u> ‘Why does God let us suffer?’ <i>Dignity through understand evil and suffering</i> <u>Year 9:</u> ‘Do all evil actions deserve forgiveness?’ <i>Dignity through the need for forgiveness</i> <u>Year 10:</u> Retrieval <i>Dignity through Victims of War</i>	<u>Year 7:</u> ‘Is the Holy Spirit always with us?’ <i>Care for Creation through the omnipresence of God’s Spirit</i> <u>Year 8:</u> ‘Is it possible to resurrect from the dead?’ <i>Care for Creation through the purpose of the new world</i> <u>Year 9:</u> ‘Is Heaven for Real?’ <i>Care for Creation through understanding God’s Kingdom</i> <u>Year 10:</u> ‘What is the Incarnation?’	<u>Year 7:</u> ‘How can I encounter Hinduism?’ <i>The Common Good through encountering and having dialogue with Hinduism</i> <u>Year 8:</u> ‘How can I encounter Islam?’ <i>The Common Good through encountering and having dialogue with Islam</i> <u>Year 9:</u> ‘How can I encounter Judaism?’ <i>The Common Good through encountering and having dialogue with Judaism</i> <u>Year 10:</u> ‘What is Redemption?’

				<p><u>Year 11:</u> ‘What is Redemption and Eschatology?’ <i>Dignity through the chance of redemption</i></p>	<p><i>Care for Creation through the incarnate God</i></p>	<p><i>The Common Good through the chance of redemption</i></p>
English	<p><u>Year 7:</u> Oliver Twist and Writing Mastery <i>Solidarity – theme of family and belonging</i></p> <p><u>Year 8:</u> Sherlock Holmes and Writing Mastery <i>Solidarity – the pursuit of justice for the common good, roles of villains and detectives in stories</i></p> <p><u>Year 9:</u> Jane Eyre and Writing Mastery <i>Solidarity – plight of orphans and Jane’s childhood experiences, treatment of women</i></p> <p><u>Year 10:</u> Power and Conflict poetry and Creative Writing <i>Solidarity – Exploring the plight of soldiers in war in the</i></p>	<p><u>Year 7:</u> Oliver Twist and Writing Mastery <i>Option for the Poor – exploration of treatment of the poor and of children in Victorian period</i></p> <p><u>Year 8:</u> Sherlock Holmes <i>Option for the Poor – context of Victorian times, poor living conditions, crime and punishment</i></p> <p><u>Year 9:</u> Jane Eyre and writing Mastery <i>Option for the Poor – context of poor and orphans in the novel and treatment of children</i></p> <p><u>Year 10:</u> A Christmas Carol <i>Option for the Poor – Dickens’ anti-Malthusian message of caring for the poor, the context of</i></p>	<p><u>Year 7:</u> A Midsummer Night’s Dream and WM <i>Peace – family discord and punishments, chaos and genre of comedy</i></p> <p><u>Year 8:</u> The Tempest and WM <i>Peace – problems caused by colonialism and usurping power, Caliban’s struggle</i></p> <p><u>Year 9:</u> Small Island and WM <i>Peace: themes of integration, issues of racism and colonialism</i></p> <p><u>Year 10:</u> Language Paper One <i>Peace – using themes from the poems to inspire ideas for creative writing responses. Modelling peace and co-operation in</i></p>	<p><u>Year 7:</u> A Midsummer Night’s Dream and WM <i>Dignity – love potion plot, chaos and disorder, and restored order</i></p> <p><u>Year 8:</u> The Tempest and WM <i>Dignity – oppression of the natives and the consequences, treatment of women through Miranda’s story</i></p> <p><u>Year 9:</u> Small Island and WM <i>Dignity – prejudice and morality, acceptance of difference</i></p> <p><u>Year 10:</u> Macbeth <i>Dignity – Pride and hubris in the tragic hero and his downfall, loss of dignity in</i></p>	<p><u>Year 7:</u> Poetry and WM <i>Care for Creation – poetry scheme exploring power and beauty of animals</i></p> <p><u>Year 8:</u> Animal Farm <i>Care for creation – plight of animals and stewardship, animals as allegory for humans under oppressive regimes</i></p> <p><u>Year 9:</u> Romeo and Juliet and WM <i>Care for creation – tragic genre and hubris, tragic hero and his tragic flaws, defying parents and God</i></p> <p><u>Year 10:</u> Unseen Poetry <i>Care for creation – stewardship of earth</i></p>	<p><u>Year 7:</u> Poetry and WM <i>Common good - responsibility and stewardship</i></p> <p><u>Year 8:</u> Animal Farm and WM <i>Common good - corrupt regimes, power and responsibility</i></p> <p><u>Year 9:</u> Romeo and Juliet and WM <i>Common good – discord and enmity and its consequences in Verona, the problems of patriarchy in Juliet’s story</i></p> <p><u>Year 10:</u> An Inspector Calls <i>Common good – Role and message of the inspector as Priestley’s mouthpiece, socialism</i></p>

	<p><i>conflict poems and those at home</i></p> <p><u>Year 11:</u> Language Paper 2 <i>Solidarity – Exploring writers’ viewpoints and how they are presented, crafting own viewpoint on key issues linked to responsibility</i></p>	<p><i>Victorian times and life for the poor</i></p> <p><u>Year 11:</u> Speaking and Listening and Power and Conflict intervention <i>Option for the Poor – use revision of key lit texts e.g. ACC to prepare S&amp;L presentations giving opinions on global issues e.g. poverty</i></p>	<p><i>working on reading responses.</i></p> <p><u>Year 11:</u> Bespoke <i>Peace – Recall of power and conflict poetry</i></p>	<p><i>Macbeth’s downfall. Restoration of order and dignity of Malcolm.</i></p> <p><u>Year 11:</u> Bespoke <i>Dignity -Recall of An Inspector Calls plot and who is responsible for Eva Smith’s death</i></p>	<p><i>and creation through the themes of poetry</i></p> <p><u>Year 11:</u> Bespoke <i>Care for creation -: Christian themes in A Christmas Carol and care for children, theme of nature and disorder in Macbeth</i></p>	<p><i>and the evolution of Sheila’s character, theme of responsibility</i></p> <p><u>Year 11:</u> Bespoke <i>Common good – Recall and revision of authorial intent in A Christmas Carol and An Inspector Calls</i></p>
	<p><u>Year 7:</u> Me presento <i>Solidarity of presenting yourself and introducing yourself to a wider global audience</i></p> <p><u>Year 8:</u> ¿Cómo es tu colegio? <i>Solidarity with describing our interests in school</i></p> <p><u>Year 9:</u> Los medios de comunicación <i>Solidarity with the global community and access through technology</i></p>	<p><u>Year 7:</u> ¿Qué te gusta? <i>Option for the poor through comparing likes and dislikes – broadening horizons of options in the wider world</i></p> <p><u>Year 8:</u> ¿Cómo es tu colegio? <i>Option for the poor discussing our future plans and ambitions</i></p> <p><u>Year 9:</u> Los medios de comunicación <i>Option for the poor in discussing likes and dislikes and appreciating others’ ideas and backgrounds</i></p> <p><u>Year 10:</u> ‘Comment est ta ville ?</p>	<p><u>Year 7:</u> ¿Cómo es tu familia? <i>Peace through reflecting on family</i></p> <p><u>Year 8:</u> ¿Cómo es tu pueblo? <i>Peace through describing the benefits of where we live</i></p> <p><u>Year 9:</u> ‘</p> <p><u>Year 10:</u> ‘Mes vacancnes <i>Finding peace at home or abroad when we’re on holidays</i></p>	<p><u>Year 7:</u> ‘¿Cómo es tu familia? <i>Dignity through sharing opinions and agreeing/disagreeing with each other</i></p> <p><u>Year 8:</u> ¿Cómo es tu pueblo? <i>Dignity through respecting where we live and comparing with other places</i></p> <p><u>Year 9:</u> ‘</p>	<p><u>Year 7:</u> Mi tiempo libre <i>The Common Good through respecting and reflecting on the opinions of others</i></p> <p><u>Year 8:</u> Las vacaciones <i>The Common Good through encountering different traditions around the world and aspiring to wanting to visit them in the future</i></p> <p><u>Year 9:</u></p>	

	<p><b><u>Year 10:</u> 'Comment est ta ville ?</b> <i>Solidarity through describing the local area we all belong to</i></p> <p><b><u>Year 11:</u> 'Mon avenir</b> <i>Solidarity as we contemplate our future and what we would like to achieve</i></p>	<p><i>Discussing where you live and where you would like to live in the future</i></p> <p><b><u>Year 11:</u> 'Mon avenir</b> <i>Option for the Poor through how we help in our community</i></p>	<p><b><u>Year 11:</u> 'L'environnement</b> <i>Peace through how we help in the global community</i></p>	<p><b><u>Year 10:</u> Mes vacances</b> <i>Dignity and appreciating a range of activities that people opt for to relax</i></p> <p><b><u>Year 11:</u> 'L'environnement</b> <i>Dignity through contemplation of how we can improve the global community</i></p>	<p><b><u>Year 10:</u> 'Mon collège</b> <i>The Common Good respecting other peoples' ideas and points of view</i></p>	
	<p><b><u>Year 7:</u> How well did Saxons and Vikings Co-exist?</b> Understanding of, and tolerance for different cultures and beliefs.</p> <p><b><u>Year 8:</u> Was Britain a Bully?</b> Respect for other cultures and the importance of human dignity and fundamental rights.</p> <p><b><u>Year 9:</u> Why is it important to remember the Holocaust?</b></p>	<p><b><u>Year 7:</u> How did William Take Over England?</b> Importance of good leadership, including leaders' responsibility to care for the most vulnerable in society.</p> <p><b><u>Year 8:</u> How did the Industrial Revolution change Britain?</b> The exercise of power and its impact on disadvantaged groups.</p> <p><b><u>Year 9:</u> How did WWII change Britain?</b> The creation of the welfare state and changing attitudes</p>	<p><b><u>Year 7:</u> What was life like in the Middle Ages?</b> Understanding and being tolerant of different perspectives.</p> <p><b><u>Year 8:</u> Who was to blame for WW1?</b> Considering reasons for conflict, and how conflict may be resolved.</p> <p><b><u>Year 9:</u> Was the Cold War really a war?</b> Exploring different types of conflict. Considering the reasons for, and impact of different types of conflict.</p>	<p><b><u>Year 7:</u> What was life like in the Middle Ages?</b> Social structure and attitudes - understanding the importance of dignity for all social groups.</p> <p><b><u>Year 8:</u> Who was to blame for WW1?</b> The futility of war and its impact on both combatants and non-combatants.</p> <p><b><u>Year 9:</u> Was the Cold War really a war?</b> Impact of conflict on different groups of</p>	<p><b><u>Year 7:</u> Why couldn't the Tudors agree about Religion?</b> Understanding how social and political change impacts on the world around us.</p> <p><b><u>Year 8:</u> What was it like to live through WWII?</b> Impact of war on society and the environment. The importance of sharing resources.</p> <p><b><u>Year 9:</u> How successful was the</b></p>	<p><b><u>Year 7:</u> Why couldn't the Tudors agree about Religion?</b> Rights and responsibilities, including the imperative to look after the poorest in society.</p> <p><b><u>Year 8:</u> What was it like to live through WWII?</b> "Blitz spirit" and the benefits of working together. The importance of sharing resources.</p>

	<p>Causes of discrimination and the imperative to challenge discriminatory attitudes and behaviours.</p> <p><b><u>Year 10: GCSE Weimar and Nazi Germany 1919-1939</u></b> Understanding of, and tolerance for different cultures and beliefs. Understanding the importance of, and responsibility to stand up for marginalised groups.</p> <p><b><u>Year 11: GCSE Medicine Through Time c.1250-Today</u></b> Exploring the concept of universal health care and why access to healthcare is important.</p>	<p>towards poverty and marginalised groups.</p> <p><b><u>Year 10: GCSE Weimar and Nazi Germany 1919-1939</u></b> Understanding the impact of leaders' decisions on all groups in society, and consideration of how resources might be distributed fairly.</p> <p><b><u>Year 11: GCSE British North America</u></b> Understanding the impact of leaders' decisions on all groups in society, and consideration of how resources might be distributed fairly.</p>	<p><b><u>Year 10: GCSE Weimar and Nazi Germany 1919-1939</u></b> Considering reasons for conflict, and how conflict may be resolved.</p> <p><b><u>Year 11: GCSE British North America</u></b> Considering reasons for conflict, and how conflict may be resolved.</p>	<p>people. The importance of tolerance for different perspectives or ideologies.</p> <p><b><u>Year 10: GCSE Medicine Through Time c.1250-Today</u></b> Exploring the concept of universal health care and why access to healthcare is important.</p> <p><b><u>Year 11: Early Elizabethan England</u></b> Social structure and attitudes - understanding the importance of dignity for all social groups.</p>	<p><b>Civil Rights movement?</b> Respect for all of God's people. Exploring the idea of greed and the desire to control resources as a cause of intolerance.</p> <p><b><u>Year 10: GCSE Medicine Through Time c.1250-Today</u></b> Understanding the impact of poor healthcare / high morbidity and mortality on society as a whole. Understanding the impact of environment on health.</p> <p><b><u>Year 11: Early Elizabethan England</u></b> Exploring reasons why there is often conflict over resources, and promoting the idea</p>	<p><b><u>Year 9: How successful was the Civil Rights movement</u></b> The importance of equality and fundamental rights for all. Reinforcing the idea that all are equal before God.</p> <p><b><u>Year 10: GCSE Medicine Through Time c.1250-Today</u></b> Exploring the concept of universal health care and why access to healthcare is important.</p>
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