



## RE Curriculum Plan

**Intent:** *Develop religiously literate students who understand their role as global citizens in a diverse world. Through RE students should gain the skills to critically analyse and evaluate arguments and opinions in order to an understanding of their own beliefs as well as an acceptance of various other beliefs and practices throughout the world. Students will build an understanding of the Christian beliefs that all people are made in the Image of God so should be treated with dignity and respect.*

Year	What will students learn?	Rationale	How will students be assessed?
7	<p>Key Question: What does it meant to belong to a Catholic/Christian community?</p> <ol style="list-style-type: none"> <li>1. Community</li> <li>2. Jesus</li> <li>3. Spiritual Life</li> <li>4. Mass and Worship</li> <li>5. Relationships and Sex Education</li> <li>6. Hinduism</li> </ol>	<p>Exploring the value of the sense of belonging to the Notre Dame Community is important for students' transition into school life and establishes knowledge and understanding of the Notre Dame Hallmarks and our core beliefs – these are reinforced throughout the course and used extensively in GCSE (for example dignity and Imago Dei)</p> <p>Building on their previous understanding of Jesus we look at what it means for him to be the central figure for Christians before exploring how Christians live out their religious life including the importance of coming of age celebrations and communal worship (Mass).</p> <p>Our RSE unit focuses on building relationships with all people, treating all people with respect. This links into previous knowledge learnt around our core values in the community unit and helps teach students what they need to be successful in their wider life.</p> <p>At the end of each year, there is a world faith topic, to give students an understanding of belief and practice in the wider world. We choose to study Hinduism in Year 7 as often students have had little experience of Eastern religions which boosts engagement.</p>	<p>Key knowledge tests at the end of each unit of work.</p> <p>Focus on the development of explanation and evaluation skills through teacher questioning and feedback.</p>
8	<p>Key Question: How does the Kingdom of God grow?</p> <ol style="list-style-type: none"> <li>1. Covenants</li> <li>2. Early Church</li> </ol>	<p>Starting with the first covenants that God made with Adam and Eve we walk through the major covenants and stories in the Old Testament to enable students to build their biblical knowledge. We then look at how the Early Christians lived and how Christianity spread in the early days so that we can</p>	<p>Key knowledge tests at the end of each unit of work.</p>

	<ol style="list-style-type: none"> <li>3. Modern Church</li> <li>4. Discipleship</li> <li>5. Relationships and Sex Education</li> <li>6. Islam</li> </ol>	<p>compare this to how the Church is trying to spread today. We look at modern disciples to give examples of people who live out the mission of the Church to evangelise.</p> <p>Our RSE units are in every year group. We build on the knowledge of relationships covered in Year 7, to look at sexual feelings, desire and how each person is made in God's image.</p> <p>At the end of each year, there is a world faith topic, to give students an understanding of belief and practice in the wider world. We choose to study Islam in Year 8.</p>	<p>Focus on the development of explanation and evaluation skills through teacher questioning and feedback.</p>
9	<p>Key Question: How do we live out faith in the modern world?</p> <ol style="list-style-type: none"> <li>1. Catholic Social Teaching</li> <li>2. Personal Responsibility (RSE)</li> <li>3. Philosophy of Religion</li> <li>4. Judaism</li> </ol>	<p>Starting with an understanding of the key principles of Catholic Social Teaching we apply these to the different social issues in the world today such as racism, poverty etc. These are issues that the students are interested in and want to know how to respond to so they can be global citizens.</p> <p>To build on this we look at our relationships with ourselves and others through a study of relationship and sex education, drugs and prevent because these things tie into our social responsibilities.</p> <p>To explore how people of faith respond to the challenges in the modern day we look at how we can prove God's existence and how we know what is real.</p> <p>We then do an in-depth study of Jewish belief and practices to give us a foundational belief which underpins the GCSE Christianity content.</p>	<p>Key knowledge tests at the end of each unit of work.</p> <p>Focus on the development of explanation and evaluation skills through teacher questioning and feedback.</p>
10	<ol style="list-style-type: none"> <li>1. Origins of the Universe</li> <li>2. Origins of Humans</li> <li>3. Faith in the Modern World</li> <li>4. Evil and Suffering</li> <li>5. The Problem of Evil</li> <li>6. Moral Authority</li> </ol>	<p>We start with different beliefs about how the universe began and the origins of humans to give students an understanding of different points of view between science and faith and to clear up many misconceptions about Catholic belief.</p> <p>Building on this understanding about how the world and humans began we look at the responsibilities that humans have to the world and others in faith in the modern world.</p> <p>This knowledge and understanding gives students the background information they need to tackle the big questions of the purpose of evil and suffering in God's great world and how use moral authority to overcome the evils in the world.</p>	<p>Assessed throughout the course through retrieval tasks at the start lessons.</p> <p>Assessment books are used at the end of each unit of work for a GCSE style question paper.</p> <p>Exam Paper assessment during school assessment weeks – 1 per year.</p>
11	<ol style="list-style-type: none"> <li>1. End of Life Care</li> <li>2. Beliefs about the After Life</li> <li>3. Funeral and Prayer</li> </ol>	<p>We start with an exploration of the value of human life and an understanding of different viewpoints on euthanasia and the right to die as a way to hook the Y11 students into this year. We then build on this by</p>	

	<p>4. Crime and Punishment 5. Salvation 6. Church and Mission</p>		<p>looking at the different beliefs about the afterlife from religious and non-religious traditions before considering how funerals are planned to give mourners comfort and hope in the afterlife. Considering the afterlife gives a good foundation for discussing crimes and punishments – both in this world and the next. Building on this we consider whether all people are worthy of salvation or if some are damned before turning to how we can spread the word of God throughout the world – the mission of Christians in the world today.</p>	
12	<p><b><u>Philosophy and Ethics</u></b> Natural Law Utilitarianism Situation Ethics Ethical Thought Arguments for God’s existence Problem of Evil Religious experience</p>	<p><b><u>Religion</u></b> The Bible: Religious Figures and Sacred Texts The Nature of God Salvation The Early Church Festivals</p>	<p>Y12 Philosophy, Religion and Ethics explores the big questions in the world and different ways of understanding the world around us. Starting with ethical issues that students will have spoken about before (Abortion and Euthanasia) we build on these by applying them to Natural Law. We then explore other ethical theories – utilitarianism and situation ethics and apply them to ethical issues as we did with Abortion and Euthanasia. We then move onto Philosophy and build on what has been taught at GCSE by considering the different arguments for God’s existence. They may have studied some of these before, these lessons will go into a great amount of depth and focus on sources texts from the philosophers. Running alongside these lessons is the Religion side of the course. Again, building on what many of our students have done at GCSE we take a detailed view on Christianity. This goes into much more depth than previous years and asks students to consider big questions such as the relevance of using feminine language for God and where or not God can suffer. We start by looking at what the Bible is and its relevancy for today’s society before moving on to Jesus’ birth; the meaning and historical accuracy. Following through the year we consider how the early church practiced their faith and where or not modern Christians should learn from it. Throughout these units we build in exam practice to develop the skills needed to write academically.</p>	<p>Key knowledge tests and skills practice at the end of each unit of work.  This will comprise of a series of knowledge questions  Exam practice around 20 mark or 30-mark questions.</p>
13	<p><b><u>Philosophy and Ethics</u></b> Miracles Religious Language  Natural Law Developments Meta Ethics Free Will and Determinism</p>	<p><b><u>Religion</u></b> 2 views of Jesus Wealth Migration Feminism Secularisation Pluralism</p>	<p>Building on what students learnt from across the course in Year 1 we consider whether miracles are possible by looking at different meanings of the word miracle. Building on this we consider whether religious language has any meaning at all, exploring different views before coming to our own conclusion. This concludes the philosophy content. Moving on to ethics, we build on what we learnt about natural law in the Year 1 by exploring more recent developments on Natural Law by John Finnis and Bernard Hoose. Before considering whether all of the ethical</p>	

		Religious Experience	language we have learnt is useless by exploring Meta-Ethics. Finally, we consider if everything we have learnt on ethics is futile because we are not truly free to make decisions as all our actions are determined. Alongside these we build on what we have done in Christianity by exploring modern issues for the Church – feminism, secularisation, pluralism etc. and ask the question of what the Church should do with these issues – what is the Church's place in the modern world?	
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### **Core RE**

12	Ethical Debates Philosophy of Religion Relationships and Sex Education RE in the Media Eschatology	Students are given an introduction to our school ethos and community. The themes for Core RE are built around our Hallmarks so that they can learn what they need to be full members of the community.	No formal assessments. Staff monitor student engagement in Core RE and development of opinions and reasoning through discussion activities.
13	Ethical debates Philosophy of Religion Relationships and Sex Education Biblical Studies	We start by exploring the meaning of all 7 of our hallmarks before taking each one as a theme and considering ways issues that it applies to in the world today.	