



## **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 gain 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.

<b>Year</b>	<b>What will students learn?</b>	<b>Rationale</b>	<b>How will students be assessed?</b>
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</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>

		choose to study Hinduism in Year 7 as often students have had little experience of Eastern religions which boosts engagement.	
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> <li>3. Modern Church</li> <li>4. Discipleship</li> <li>5. Relationships and Sex Education</li> <li>6. Islam</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 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>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>
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. 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> <li>4. Crime and Punishment</li> <li>5. Salvation</li> <li>6. Church and Mission</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 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.</p> <p>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</p>		<p>Key knowledge tests and skills practice at the end of each unit of work.</p> <p>This will comprise of a series of knowledge questions</p> <p>Exam practice around 20 mark or 30-mark questions.</p>

		The Early Church Festivals		
13	<b><u>Philosophy and Ethics</u></b> Miracles Religious Language  Natural Law Developments Meta Ethics Free Will and Determinism	<b><u>Religion</u></b> 2 views of Jesus Wealth Migration Feminism Secularisation Pluralism Religious Experience		

**Core RE**

12	Ethical Debates Philosophy of Religion Relationships and Sex Education RE in the Media Eschatology	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		