

RE Curriculum Plan

Intent: *Develop religiously literate and consciously engaged young people who have the knowledge, understanding, and skills to reflect spiritually, and think ethically and theologically, and who recognise the demands of religious commitment in everyday life.*

Year	What will students learn?	Rationale	How will students be assessed?	What links are made to the real world, careers and to developing disciplinary knowledge of students so that they can become religiously literate.
7	<p>1. Welcome to Notre Dame Understand who we are and what it means to belong to a Notre Dame community.</p> <p>2. Revelation Understand beliefs about the Bible and how it is used to discover God.</p> <p>3. Creation Understand beliefs about the creation stories in Genesis and what it reveals to us about God and our place in this world.</p> <p>4. Jesus Understand the beliefs about Jesus as the full and final revelation of God and what it means that Jesus is God incarnate.</p> <p>5. Sacraments Understand the role of the sacraments in growing to know God more clearly.</p>	<p>Our driving questions for Year 7 is - How can we come to know God? We focus on how God has revealed himself to human beings and how this has an impact on Christian life today.</p> <p>Before starting the assessed RE content we complete a baseline assessment to check their knowledge of content they should have learnt at KS2. We then deliver a unit to welcome students to Notre Dame so they understand the History of the Sisters of Notre Dame and what it means to belong to a Notre Dame community.</p> <p>The assessed RE content starts by looking at the Bible as a way that God has revealed himself. In this unit we build on what students have learnt at KS2 and ensure students know what the Bible is, the structure, writing styles, how to navigate a Bible. how Catholics interpret scripture and how it is used in everyday life and prayer.</p> <p>Building on the previous unit we critically analyse the 2 creation stories in Genesis to understand how Catholics interpret these stories, what they teach about God and how they impact the lives of Christians and Christian action. We also consider other worldviews and their beliefs about creation.</p>	<p>At the start of the year students will be given a baseline assessment based on what the curriculum directory believes states they should learn at KS2. This will be used to inform our planning for individuals and classes.</p> <p>There will be 4 formal assessments in year 7. These formal assessments will test the students understanding of the content they have learned and the skills of understanding and evaluation.</p> <p>Knowledge and understanding will be assessed through a series of multiple choice and written responses.</p> <p>There ability to evaluate statements will be assessed through a longer written response to a statement.</p>	<p>Disciplinary knowledge - Interpreting Texts: Students will learn to not all stories as literally true and the importance of considering the authors intention and audience when interpreting texts.</p> <p>Evaluating statements: Throughout each unit there are well planned questions for evaluation. These are structured to help develop the students' ability to critically evaluate statements and write academic responses to them.</p> <p>Influence - Students will build on the skill of explaining how the beliefs of a person will influence their practices.</p> <p>In Hinduism we will consider the similarities and differences of religious beliefs so we can better understand how we can work together.</p>

	<p>6. Holy Spirit God's revelation is complete through the Holy Spirit in the Church. In this unit you will understand the Holy Spirit as the third person of the Trinity and make the link between the Holy Spirit and the Sacrament of Confirmation.</p> <p>7. Hinduism A study of Hindu belief and teaching and practice with a focus on the Hindu teaching on the Trimurti and a comparison between this and Christianity.</p>	<p>We continue our study of how we can come to know God through a unit on Jesus as the full and final revelation of God. Students learn that Jesus is the perfect revelation of God as his is God incarnate and part of the Trinity. They will build on what they learnt in our first unit on prayer and recognise that Christian prayer is always based on the 3 persons of God.</p> <p>Our understanding of Jesus is developed further through the sacraments unit as the sacraments were given as a gift by Jesus. They help us fully understand the nature of God, Jesus and the Holy Spirit. We focus on the Mass in this year's unit but through the 3 key stages will cover all 7 sacraments in detail.</p> <p>This unit is designed to deepen understanding of God's complete revelation through the Holy Spirit, the third person of the Trinity. Pupils will explore the role of the Holy Spirit in guiding and sustaining the Church, and make meaningful links between the presence of the Spirit and the Sacrament of Confirmation. In doing so, they will recognise Confirmation as a sacrament of initiation which strengthens their relationship with God, empowers them to live out their faith, and affirms their mission as witnesses to Christ in the world.</p> <p>We finish the first year with a study of Hinduism with a particular focus on their understanding of God and a comparison between this and Christianity. We will consider what Hindus and Christians share and how improve dialogue with other faiths.</p>		<p>In the creation unit we will make links to the human impact on the planet and consider what our role is in protecting it.</p> <p>In the sacrament unit we will discuss the role of the priest and how Jesus is present through them. Where possible we will have a Priest come into school to discuss this with the students.</p>
8	1. The Fall	Our driving questions for Year 8 is - Why do we suffer? We focus on existential questions that lie	There will be 4 formal assessments in year 8. These	Disciplinary Knowledge:

	<p>Understand how Catholics interpret The Fall and the impact that it has on human nature.</p> <p>2. Kingdom of God Students study the ministry of Jesus focusing on Jesus' ministry to the 'least' in society.</p> <p>3. Prophecy Understand the role of prophets in the Old Testament calling people back to God. We will look specifically at messianic prophecies as the fullest way God calls us back to him.</p> <p>4. Suffering Students will consider the question 'if God loves us, why does he allow us to suffer?'</p> <p>5. Life and Death Consider the Catholic teachings on Life after Death and how Death has been defeated through Jesus' life, death and resurrection.</p> <p>6. Islam A study of Islamic belief and teaching and practice with a focus on the Islamic</p>	<p>at the heart of the human condition and reflect on both the meaning of suffering and the meaning of death.</p> <p>The first unit in year 8 builds on the work on interpreting scripture that the students started last year by considering the different interpretations of 'The Fall' and the impact it has on our human nature and the link between this and the Sacrament of Baptism.</p> <p>Building on the belief that our human nature is damaged by original sin we consider what the Kingdom of God is and how Jesus came to call all sinners. We look at the parables used in Mark's gospel as a way on understanding the Kingdom.</p> <p>Following on from the understanding that the Kingdom is for the poor, the sinners, the sick we consider why an all-loving God would create a world where suffering exists anyway. We consider the meaning of suffering and how we can overcome suffering from the person of Jesus on the cross.</p> <p>Following our unit on the Kingdom of God we consider the role of prophets in the Old Testament calling people back to God. We will look specifically at messianic prophecies as the fullest way God calls us back to right relationship with him.</p> <p>Building on the 'why' of suffering we look to Catholic teachings on life after death and how these are reflected in the practices of the Catholic Church Funeral Rite. We will also consider a range of other beliefs about life after death during this unit.</p>	<p>formal assessments will test the students understanding of the content they have learned and the skills of understanding and evaluation.</p> <p>Knowledge and understanding will be assessed through a series of multiple choice and written responses.</p> <p>Their ability to evaluate statements will be assessed through a longer written response to a statement.</p>	<p>Philosophical Questioning - In this year's unit of work we will be considering deep philosophical questions. Students will be taught how to approach these questions, unpack how to approach questions where there may not be an answer.</p> <p>Influence - Students will continue to develop the skill of explaining how the beliefs of a person will influence their practices. Students will consider real world examples of how we can help the least in society and plan fundraising for St Wilfrid's Centre after they learn more about it in the Kingdom of God unit. Our aim will be to have someone come in to discuss with the students what St Wilfrid's do.</p> <p>During the Islam unit will aim to get an Imam to come into school to speak to our classes about their role in the community and beliefs about life after death.</p>
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	<p>teachings on suffering and life after death to compare the responses from both Islam and Christianity.</p>	<p>Finally, we undertake a study of Islam to better understand the religious beliefs and practices. During this unit we pay special attention to the answers that Islam gives to its believers on the meaning of suffering and life after death to allow us to compare and contrast with Christianity and other worldviews.</p>		
9	<p>1. Human Dignity A study of what it means to be made in God's image and the impact this has on human behaviour.</p> <p>2. Women in the Bible This unit focuses on the role of the Blessed Virgin Mary in Salvation History.</p> <p>3. Atonement This unit focusses on how Christ's death is redemptive.</p> <p>4. The Church Studying what is meant by 'The Church' and the different states of the Church.</p> <p>5. Judaism An in-depth study of Jewish beliefs and practices</p>	<p>Our driving questions for Year 9 is - Who are we called to be? We focus on the mystery of the human person as made in God's Image and the impact this has on Christian behaviour.</p> <p>Starting by revisiting the Genesis accounts from Year 7&8 we focus on what these stories tell us about human dignity and how this impacts Christian behaviour. We also consider the Catholic teachings of Marriage as stemming from the Genesis accounts.</p> <p>Building on the idea of equality we consider the role that women play in the Bible with a special focus on the role of Mary.</p> <p>Building on the Role of Mary in Salvation History we consider how Christ's death is redemptive. In this unit we make connections to the Jewish practices of atonement. We will also study the importance of forgiveness and the sacrament of reconciliation.</p> <p>To further understand what we are called to be we study what is meant by 'The Church' and how this has changed from the early church to now. We also consider the 3 states of the Church; on Earth, in Heaven; in purification and what these states mean.</p>	<p>There will be 6 formal assessments in year 9. These formal assessments will test the students understanding of the content they have learned and the skills of understanding and evaluation.</p> <p>Knowledge and understanding will be assessed through a series of multiple choice and written responses.</p> <p>Their ability to evaluate statements will be assessed through a longer written response to a statement.</p>	<p>Disciplinary Knowledge Ethical Issues - We will be further studying ethical issues during the first unit of work especially. We will develop skills of dealing with difficult topics with sensitivity and empathy.</p> <p>Philosophical Questions - we will further our skills as philosophers by considering what it means to be a human.</p> <p>Theological Knowledge - We will further our understanding of interpreting texts and scripture and how these impacts on religious practice/behaviour.</p> <p>Links to the world/careers Our aim will be to visit the synagogue or ask for a Rabbi to come into school to meet with our students during the Judaism unit to discuss their role in the community.</p>

		Finally we begin an in-depth study of Judaism to ensure we have knowledge of the roots of Christianity before starting the study of Catholic Christianity element of the GCSE paper in Year 10.		
10	<ol style="list-style-type: none"> 1. Origins of the Universe 2. Origins of Humans 3. Faith in the Modern World 4. Evil and Suffering 5. The Problem of Evil 6. Moral Authority 	<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>	<p>Disciplinary Knowledge</p> <p>Theological - Building on KS3 skills of interpreting scripture we will be asking students to analyse source texts from key scholars and pull out the significant meaning of them.</p> <p>Ethical - We will be looking at ethical issues such as abortion, stewardship, poverty. These will build our skills in ethics and how we must deal with this sensitively and with empathy towards others.</p> <p>Philosophical - Considering questions on the meaning and purpose of human life and the problem of suffering will give opportunity to revisit our philosophy skills of unpacking and responding to big questions.</p> <p>Sociological - we will also consider the views of humanists and atheists worldviews and their attitudes to religious belief.</p> <p>Links to the World</p> <p>In our topics on stewardship and the environment we will consider our responsibility to the world</p>

					<p>around us and how we can support charities.</p> <p>In the Problem of Evil unit we will consider how we are called to help those who are less fortunate than ourselves.</p>
11	<ol style="list-style-type: none"> 1. End of Life Care 2. Beliefs about the After Life 3. Funeral and Prayer 4. Crime and Punishment 5. Salvation 6. Church and Mission 	<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>			<p>Disciplinary Knowledge</p> <p>Theological - Building on KS3 skills of interpreting scripture we will be asking students to analyse source texts from key scholars and pull out the significant meaning of them.</p> <p>Ethical - We will be looking at ethical issues such as euthanasia and capital punishment. These will build our skills in ethics and how we must deal with this sensitively and with empathy towards others.</p> <p>Philosophical - Considering questions on life after death we will use our philosophical skills of unpacking and responding to big questions.</p> <p>Sociological - we will critically look at religion from the view of atheist and humanists.</p>
12	<p><u>Philosophy and Ethics</u></p> <p>Natural Law</p> <p>Utilitarianism</p> <p>Situation Ethics</p>	<p><u>Religion</u></p> <p>The Bible:</p> <p>Religious Figures and Sacred Texts</p>	<p>Y12 Philosophy, Religion and Ethics explores the big questions in the world and different ways of understanding the world around us.</p> <p>Starting with ethical issues that students will have spoken about before (Abortion and Euthanasia) we</p>	<p>Key knowledge tests and skills practice at the end of each unit of work.</p>	

	<p>Ethical Thought Arguments for God's existence Problem of Evil Religious experience</p>	<p>The Nature of God Salvation The Early Church Festivals</p>	<p>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.</p> <p>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>This will comprise of a series of knowledge questions</p> <p>Exam practice around 20 mark or 30 mark questions.</p>	
13	<p><u>Philosophy and Ethics</u> Miracles Religious Language</p> <p>Natural Law Developments Meta Ethics Free Will and Determinism</p>	<p><u>Religion</u> 2 views of Jesus Wealth Migration Feminism Secularisation Pluralism Religious Experience</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</p>		

			<p>of the ethical 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.</p> <p>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 with these issues – what is the Churches place in the modern world?</p>		
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Core RE

At Notre Dame Catholic High School, Sixth Form Core Religious Education is here to do exactly what our patron saint, **St Julie Billiart**, taught us: **“Teach them what they need for life.”**

We follow a **tailor-made programme** rooted in the Catholic tradition, underpinned by Catholic Social Teaching and drawing on scripture but open to dialogue with other beliefs and worldviews.

By the end of Sixth Form Core RE, we hope you will:

- Understand your own beliefs better—and respect where others are coming from.
- Think more clearly and deeply about issues that matter.
- Be confident discussing big questions with others—even when you disagree.
- See how your RE learning connects with other subjects and with everyday life.

12	<p>1. Welcome to Core RE - This unit introduces the purpose of Core RE and explores why faith, belief and values matter in everyday life.</p>	<p>1. Welcome to Core RE</p> <p>This unit introduces pupils to the purpose and scope of Core RE, setting out how the subject encourages reflection on faith, belief and values in the modern world. Pupils will consider why questions of meaning, purpose and truth matter for individuals and societies, and how exploring these questions can help them to develop their own sense of identity, respect for others, and engagement with wider issues of life.</p>	<p>There are no formal assessments in Core RE. Staff monitor pupils' engagement and the development of their skills over time, including critical</p>
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	<p>2. Nature and Existence of God - This unit examines different arguments, beliefs and perspectives about God's nature and existence.</p> <p>3. Ethics - This unit explores how people make moral decisions and the principles that guide ideas of right and wrong.</p> <p>4. Relationships, Marriage and Temptation - This unit considers the importance of relationships, the meaning of marriage, and challenges such as temptation.</p> <p>5. Peace - This unit reflects on the meaning of peace, how it is pursued, and its significance for individuals and communities.</p> <p>6. Living RE Project - This unit gives pupils the opportunity to apply what they have learned in RE to real-life questions, projects and experiences.</p>	<p>2. Nature and Existence of God This unit explores the fundamental question of God's existence and nature, examining philosophical and theological perspectives alongside differing arguments for and against belief in God. Pupils will consider how ideas about God have shaped human thought and culture, and reflect on how such beliefs continue to influence people's lives today.</p> <p>3. Ethics This unit focuses on how moral choices are made and the principles that guide human behaviour. Pupils will examine different ethical theories and approaches, and reflect on how individuals and societies decide what is right and wrong. They will also be encouraged to apply ethical reasoning to contemporary moral issues, developing skills of critical thinking, empathy and moral reflection.</p> <p>4. Relationships, Marriage and Temptation This unit considers the meaning and value of human relationships, including friendship, love and commitment. Pupils will explore the significance of marriage within religious and cultural traditions, as well as the challenges posed by temptation and human weakness. In doing so, they will reflect on how relationships shape identity, responsibility and personal growth.</p> <p>5. Peace This unit explores the meaning and importance of peace for individuals, communities and the wider world. Pupils will study religious and secular perspectives on peace, including themes of forgiveness, reconciliation and justice. They will also reflect on the challenges of achieving peace in practice, and the role faith and values can play in working towards a more peaceful society.</p> <p>6. Living RE Project</p>	<p>thinking, analysis, discussion, debate, and oracy, through participation in discussion-based activities and collaborative tasks. Pupils are encouraged to express and justify their opinions, listen to others, and refine their reasoning as they engage with a range of RE topics.</p>
13	<p>7. Who was Jesus - This unit explores the life and ministry of Jesus, examining his teachings, actions, and the impact he had on those around him.</p>	<p>This unit provides pupils with the opportunity to put their learning into action by engaging with real-life questions, projects or experiences related to RE. Pupils will explore how religious beliefs and values are lived out in practice, and reflect on how their own learning connects with issues of meaning, identity and responsibility in the wider world.</p> <p>7. Who was Jesus</p>	

	<p>8. Life, Death, Salvation - This unit investigates the significance of Jesus' life, death and resurrection and how they offer salvation and hope to the world.</p> <p>9. Stewardship - This unit considers humanity's responsibility to care for creation and live according to God's covenant with His people.</p> <p>10. Suffering - This unit reflects on the reality of human suffering and how faith, hope, and the example of Jesus provide meaning and comfort.</p>	<p>This unit explores the life, teachings and ministry of Jesus, from his time in Galilee to his journey to Jerusalem. Pupils will consider the historical, cultural and religious context of his life and reflect on how his words and actions challenged, inspired, and transformed those around him. They will also explore how understanding Jesus' life helps deepen personal faith and informs Christian beliefs today.</p> <p>8. Life, Death, Salvation This unit examines the significance of Jesus' life, death and resurrection, focusing on the concept of salvation and its meaning for humanity. Pupils will reflect on the way Christians understand Jesus' mission to bring reconciliation with God and hope for eternal life, and consider how these beliefs shape worship, ethics and the mission of the Church in the world.</p> <p>9. Stewardship This unit explores humanity's role as stewards of God's creation and the responsibilities that come with living in accordance with God's covenant. Pupils will examine religious and ethical perspectives on caring for the environment, consider the impact of human actions on the natural world, and reflect on how faith can inspire responsible and sustainable living.</p> <p>10. Suffering This unit reflects on the reality of human suffering and the ways faith can provide understanding, resilience and hope. Pupils will explore examples of suffering in biblical narratives, particularly the story of Jesus' Passion, and consider how these accounts offer insight into human experiences of pain, injustice and loss, as well as the possibility of redemption and spiritual growth.</p>	
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