



KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Who am I?	What does it mean to be a Catholic?	Old Testament: Part 1 In the beginning...	Old Testament: Part 2 Covenant and Prophets	New Testament: Part 1 Jesus' early life and mission	New Testament: Part 2 Messiah and Saviour
Core Knowledge:	<p>Big Picture: What sort of person do I want to become and how can my experience at Bishop Walsh school help me to achieve this?</p> <ul style="list-style-type: none"> Exploring current ambitions, hopes and dreams. Exploring role models – religious and non-religious. Canonisation – what does it take to become a Saint? House Saints – who are the House Saints at Bishop Walsh? What are the significant life events of; St. Augustine, St Benedict, St. 	<p>Big Picture: What does it mean to have a Catholic identity; belief, practice and faith?</p> <ul style="list-style-type: none"> The birth of the Christian Church – the importance of Pentecost. The development of different denominations within the Christian Church The Creed - Council of Nicea The importance of the role of the Pope - Apostolic Succession Exploring the hierarchy of the Catholic Church – including the laity. Church organisation; 	<p>Big Picture: What happened in the beginning? How has God always been present in the world?</p> <ul style="list-style-type: none"> How did God create the word ex-nihilo? The beliefs shown in Genesis 1 The beliefs shown in Genesis 2 The Fall Original Sin – St. Augustine Different interpretations of Creation The link between Science and faith The story of Noah The story of Abraham Abraham: a man of faith 	<p>Big Picture: How did God build relationships and communicate with humans on earth?</p> <ul style="list-style-type: none"> Introduction to the Old Testament and the structure What is a covenant? God's covenant with Abraham God's covenant with Moses God's covenant with David What is a Prophet? Who was the Prophet Elijah? Who was the Prophet Amos? Who was the Prophet Jeremiah? Prophecy of the Messiah The importance and significance of Mary 	<p>Big Picture: Who is Jesus? What happened in his early life and mission? Why are these events significant?</p> <ul style="list-style-type: none"> Introduction to the New Testament and the Gospels The Annunciation – Luke's Gospel The Birth of Christ – Matthew's Gospel Jesus' Baptism Temptations Jesus' mission – the calling of the disciples Healing Miracles Nature Miracles Parables 	<p>Big Picture: How is Jesus the Messiah? How does Jesus save us each and every day?</p> <ul style="list-style-type: none"> How was Jesus a social reformer? Jesus' teaching in the Sermon on the Mount Palm Sunday – arrival into Jerusalem The Last Supper – Eucharistic links Jesus prays in the Garden of Gethsemane. Judas betrays Jesus. Jesus in front of the Sanhedrin Jesus is crucified Jesus' resurrection Road to Emmaus – Eucharistic links



	<p>Clare, St. Dominic, St. Francis, St. Ignatius.</p> <ul style="list-style-type: none"> ● Bishop Walsh – his life and mission. ● St John Paul II – his life and mission ● Mission Statement of Bishop Walsh school – how does this link to me? ● Introduction to the chapel ● Imago Dei – how am I made in the image of God? 	<p>diocese and parishes</p> <ul style="list-style-type: none"> ● Features of the Catholic Church ● Bible – introducing Bible skills and the importance of the Word of God ● Interpreting the Bible ● The importance of inspiration 				<ul style="list-style-type: none"> ● Ascension
Core skills:	<ul style="list-style-type: none"> - Examining personal ambitions and experiences - Identifying key role models - Learning key facts about important religious figures and Saints - Linking the beliefs and values of Thomas Walsh and St. John Paul II to our own school community. - Examining the meaning of the mission statement of our school 	<ul style="list-style-type: none"> - Interpretation and analysis of the event of Pentecost - Understanding the historical development of the Christian Church in relation to different denominations. - Language skills – to explore the words and beliefs expressed in the Nicene Creed. - Linking the visual and spiritual when exploring key features of the Church. - Bible skills 	<ul style="list-style-type: none"> - Exploring big questions of the world; how did the world come into existence? - Bible skills – exploring meaning and interpretation of the Genesis texts. - Making links between religion and science - Exploring Church Doctrine – St. Augustine and Original Sin - Exploring key religious figures and the impact their actions have. 	<ul style="list-style-type: none"> - Exploring prior knowledge of the structure of the Old Testament and learning key facts relating to the content of the OT. - Key vocabulary – understanding the nature of covenant. - History skills – building a picture of covenants and prophets; their link to each other and the impact that they had. 	<ul style="list-style-type: none"> - Key vocabulary – exploring what the term ‘gospel’ means. - Comparison between the lives of gospel writers. - Biblical examination and comparison – looking at the difference between the birth narratives. - Looking at the deeper meaning and significance of religious events; such as miracles and Jesus’ Baptism. 	<ul style="list-style-type: none"> - Exploring and understanding the Biblical texts linking to the key events of Jesus’ life. - Understanding the symbolic signs and symbols in these crucial events. - Examining how each of the events listed above reflect the celebrations in the Liturgical calendar that we see today.



Learning Cycles			Learning Cycle 1 – January			Learning Cycle 2 – June
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KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	<p>How can I leave my mark?</p> <p>1. Sacramental Life</p>	<p>How can I leave my mark?</p> <p>2. Social Injustice</p>	<p>Sikhism</p>	<p>How do we experience God?</p>	<p>Church History</p>	<p>The Church in the Modern World</p>
Core Knowledge:	<p>Big Picture: How does my partaking in sacramental life impact the mark that I leave on the world?</p> <ul style="list-style-type: none"> • Signs and symbols – overview of religious symbols • Grace and salvation – its meaning and significance • Sacraments of Initiation – their relevance, place and importance. • Infant Baptism • Believer’s Baptism • Confirmation – the power of the Holy Spirit • Eucharist – examination of the importance/structure of the Mass and transubstantiation. • Sacraments of Healing – relevance and meaning • Reconciliation • Sacrament of the Sick 	<p>Big Picture: What impact does social injustice have on the world today? How can I contribute to the fight against injustices in my everyday life?</p> <ul style="list-style-type: none"> • What is injustice? • Evil and suffering? • The Book of Job • Rights and responsibilities • Catholic responses to injustice - CST • The work of CAFOD and SVP • St. Theresa of Calcutta – her example and inspiration • Oscar Romero – his mission, vocation and sacrifice. • MLK – how he acts as a Christian example to follow. • Non-religious examples to injustice. 	<p>Big Picture: What are the core beliefs of the Sikh faith?</p> <ul style="list-style-type: none"> • Gurus • Guru Granth Sahib • Sikh beliefs on how to live their lives • Sikh practices -5 K’s • Gurdwara • Sikh worship • Golden Temple • Amrit and Khalsa • Afterlife and funerals • Festivals 	<p>Big Picture: In what ways can the nature and power of God be experienced in our lives?</p> <ul style="list-style-type: none"> • The importance of prayer • The Rosary • Religious experience • Pilgrimage – examining different places of Pilgrimage (Lourdes, Knock, Walsingham, Fatima, Rome, Holy Land) • An exploration of Religious art • Liturgical music – its place and role. • Near death experiences • Design and Cause – numinous. 	<p>Big Picture: How is the historical development of the Christian Church important?</p> <ul style="list-style-type: none"> • A picture of the Early Church • The Great Schism of 1054 • Orthodox Tradition • Belief and Practice in other denominations • Comparison between denominational views and beliefs • The Protestant Reformation • Second Vatican Council – the developments and documents linked to this council • Free Churches – what does it mean for a church to be free from state control? • Pentecostalism 	<p>Big Picture: How does the Christian Church respond to modern issues and moral dilemmas?</p> <ul style="list-style-type: none"> • Moral decision making – an introduction to making ethical decisions. • Just war theory • Animal Rights • Stewardship • Pressures of belief in the secular world • Organ donation • Cloning • Genetic engineering • Case Studies



	<ul style="list-style-type: none"> ● The Church as the Body of Christ (St. Paul) 	<ul style="list-style-type: none"> ● Personal responses and reflections towards injustice. ● Action plan towards stopping injustice in our world. 			<ul style="list-style-type: none"> ● The Charismatic movement 	
Core skills:	<ul style="list-style-type: none"> - Understanding the link between an 'outward sign' and an 'inward grace' - Exploring each element of sacramental practices and identifying their meaning and importance. - Relating each of the experiences within the sacraments to our own mark that we leave on the world. - Understanding the implication of scripture in St. Paul's idea of how the Church is the body of Christ. - Making links; between the Last Supper and the Eucharist, specifically transubstantiation. 	<ul style="list-style-type: none"> - Definition and impact of key terms, such as 'injustice'. - Comparing experiences of evil and suffering from the Bible with what people have experienced in today's world. - Students exploring faith in action looking at the work of CAFOD and SVP. Opportunity for inspiration and guidance here. - Exploring the life events of key religious figures and deducing the impact that they have had. 	<ul style="list-style-type: none"> - Students become confident and familiar with key words, beliefs and practices from another world religion. - Identifying the important faith beliefs of Sikhism. - Comparing as well as making links between the Sikh faith and Catholicism. - Exploring religious as well as cultural influences. - Having a greater awareness of an identity within our multi-faith world. 	<ul style="list-style-type: none"> - Examining key areas of spirituality; prayer, religious experiences, numinous etc. - Reflecting on the impact of religious experience to people of faith or without faith – particularly in relation to pilgrimage and conversion. - Making links between ourselves and the visual world of faith. Eg religious art. 	<ul style="list-style-type: none"> - Identifying the historical developments of the Christian Church and being able to identify certain points of collaboration and division. - Reflecting on the impact that these divisions have had on the way in which different denominational views are practised today. - Exploring the content and meaning of important Church documents; for example, Vatican II. - Exploring the teaching and experiences of Christians in different movements throughout the history of the Church. 	<ul style="list-style-type: none"> - Understanding the significance of the term 'morality'. - Exploring a wide variety of moral issues which impact our world today. - Examining how and why each of these issues might create controversy. - Using the facts and ideas presented to reach a justified opinion as to our own responses to these issues. - Identifying the Catholic Church responses to each of these issues and reflecting on reactions to these.



<p>Departmental Assessment:</p>	<p>Extended writing tasks and creative tasks set throughout the workbook in line with relevant lessons – WAGOLLS included for these to model good responses.</p> <p>Extended writing task set; to be decided when workbooks have been formulated and through departmental discussions – directed teacher feedback given here.</p> <p>50 mark question quiz – self-assessment sheet.</p>	<p>Extended writing tasks and creative tasks set throughout the workbook in line with relevant lessons – WAGOLLS included for these to model good responses.</p> <p>Extended writing task set; to be decided when workbooks have been formulated and through departmental discussions – directed teacher feedback given here.</p> <p>50 mark question quiz – self-assessment sheet.</p>	<p>Extended writing tasks and creative tasks set throughout the workbook in line with relevant lessons – WAGOLLS included for these to model good responses.</p> <p>Extended writing task set; to be decided when workbooks have been formulated and through departmental discussions – directed teacher feedback given here.</p> <p>50 mark question quiz – self-assessment sheet.</p>	<p>Extended writing tasks and creative tasks set throughout the workbook in line with relevant lessons – WAGOLLS included for these to model good responses.</p> <p>Extended writing task set; to be decided when workbooks have been formulated and through departmental discussions – directed teacher feedback given here.</p> <p>50 mark question quiz – self-assessment sheet.</p>	<p>Extended writing tasks and creative tasks set throughout the workbook in line with relevant lessons – WAGOLLS included for these to model good responses.</p> <p>Extended writing task set; to be decided when workbooks have been formulated and through departmental discussions – directed teacher feedback given here.</p> <p>50 mark question quiz – self-assessment sheet.</p>	<p>Extended writing tasks and creative tasks set throughout the workbook in line with relevant lessons – WAGOLLS included for these to model good responses.</p> <p>Extended writing task set; to be decided when workbooks have been formulated and through departmental discussions – directed teacher feedback given here.</p> <p>50 mark question quiz – self-assessment sheet.</p>
<p>Resources:</p>	<p>Booklet, glossary and knowledge organiser.</p>	<p>Booklet, glossary and knowledge organiser.</p>	<p>Booklet, glossary and knowledge organiser.</p>	<p>Booklet, glossary and knowledge organiser.</p>	<p>Booklet, glossary and knowledge organiser.</p>	<p>Booklet, glossary and knowledge organiser.</p>
<p>Learning Cycles</p>			<p>Learning Cycle 3 – January</p>			<p>Learning Cycle 4 – June</p>



KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	Islam	Living life to the full 1. Living Well	Living life to the full 2. Celebrating life	EDUQAS GCSE Component 3 Judaism		
Core Knowledge:	<p>Big Picture: What are the core and central beliefs of the Islamic faith?</p> <ul style="list-style-type: none"> • What does it mean to live within a multi-faith society? • Allah – belief in one God • Qur’an • Mosque • The importance of the Shahadah • The life of the Prophet Muhammad • The Five Pillars of Islam – explore each of these pillars in detail. • Islamic Festivals • Islamic art • Different groups within the Islamic faith 	<p>Big Picture: What are the different relationships I may choose to form in my life? How do these relationships define us?</p> <ul style="list-style-type: none"> • Conscience • Natural Law • Virtues • Vocation • Marriage • Family Life • The changing nature of families – homosexuality, different family types. • Sex outside marriage • Contraception • Divorce and annulment 	<p>Big Picture: What is our ultimate destiny?</p> <ul style="list-style-type: none"> • What is the meaning of life? • Inspirational figures – individuals who have had an impact on the world despite challenges • The beatitudes • Festivals (birth, maturity and death) • Death and resurrection of Jesus 	<p>Theme 1 - Judaism Beliefs and Teachings</p> <p>Big Picture: What are the key beliefs and teachings of Judaism?</p> <ul style="list-style-type: none"> • Intro to Judaism • Orthodox, Reform and Secular Jews • The nature of God in Judaism • Shekhinah • Nature and role of Mashiach • Abrahamic covenant • Covenant with Moses • Ten Commandments • Pikuach Nefesh • 613 Mitzvot • Life after Death <p>The Holocaust</p>	<p>CONTINUE Theme 1 - Judaism beliefs and teachings</p> <p>START Theme 2 - Judaism Practices</p>	<p>Theme 2 - Judaism Practices</p> <p>Big Picture: How do Jews act, worship and live out their faith in daily life due to the beliefs they hold and the religious teachings they follow?</p> <ul style="list-style-type: none"> • Orthodox and Reform synagogue services • Worship in the home • Shabbat • Items worn for worship • Synagogues in Britain • Worship, social and community functions of synagogue • Rites of passage – Brit Milah, Bar/Bat Mitzvah, Bat Chayil, Marriage, Mourning rituals • Tenakh and Talmud • Dietary laws – kosher



						<ul style="list-style-type: none"> ● Keeping Kosher in Britain ● Festivals – Rosh Hashanah, Yom Kippur, Pesach and Sukkot
<p>Core skills:</p>	<ul style="list-style-type: none"> - Explore the meaning and impact of living within multi-faith Britain. - Examining the key beliefs and practices which link to following the Islamic faith. - Reflecting on the comparisons between Islam and Christianity as monotheistic faiths. - Understanding the importance of key beliefs relating to God and living a faithful life for Muslims. - Identifying the different groups within Islam and how these divisions arose. 	<ul style="list-style-type: none"> - Personal reflections: conscience and vocation - Exploring the role of marriage and family in society today. - Gaining a greater understanding of the world around us, past what we experience in our own lives. - Considering different options for the future. - Examining religious understanding of the key themes mentioned above in the core knowledge compared with secular views. 	<ul style="list-style-type: none"> - Exploring some big fundamental questions; what is the meaning of life? - Identifying challenges that we may face within our lives and how to overcome them. - Using empathy skills to explore key issues relating to life and death. - Biblical analysis – particularly the book of revelation. - Spiritual beliefs; death, judgement, heaven and hell. 	<ul style="list-style-type: none"> - Exploring the similarities and differences between Orthodox and Reform Judaism and understanding what it means to be a secular Jew. - Understanding the nature of God in Judaism, including Shekhinah. - Exploring different views within Orthodox and Reform Judaism about the nature and role of the Mashiach. - Exploring the covenants God made with Abraham and Moses and evaluating the importance of each key figure. - Evaluating the importance of the Ten Commandments. - Exploring beliefs and teachings about the nature and importance of Pikuach Nefesh. - Exploring the relationship between 		<ul style="list-style-type: none"> - Exploring the nature and importance of Orthodox and Reform synagogue services, Shabbat services and the significance of prayer. - Exploring how Jews worship in the home. - Exploring key features of synagogues in Britain and how they serve Jewish communities. - Exploring the role and importance of Jewish rituals -Brit Milah, bar/Bat Mizvah and Bat Chayil, Marriage and mourning rituals. - Exploring key features of daily life - Tenakh and Talmud, dietary law. - Evaluating the benefits and challenges of keeping kosher in Britain. - Exploring the origin and meaning of Jewish festivals - Rosh Hashanah, Yom Kippur, Pesach and Sukkot.



				free-will and the 613 mitzvot. - Exploring Orthodox and Reform beliefs and teachings about life after death. - Exploration and text analysis of key passages from the Torah.		- Exploration and text analysis of key passages from the Torah.
Departmental Assessment:	Extended writing tasks and creative tasks set throughout the workbook in line with relevant lessons – WAGOLLS included for these to model good responses. Extended writing task set; to be decided when workbooks have been formulated and through departmental discussions – directed teacher feedback given here. 50 mark question quiz – self-assessment sheet.	Extended writing tasks and creative tasks set throughout the workbook in line with relevant lessons – WAGOLLS included for these to model good responses. Extended writing task set; to be decided when workbooks have been formulated and through departmental discussions – directed teacher feedback given here. 50 mark question quiz – self-assessment sheet.	Extended writing tasks and creative tasks set throughout the workbook in line with relevant lessons – WAGOLLS included for these to model good responses. Extended writing task set; to be decided when workbooks have been formulated and through departmental discussions – directed teacher feedback given here. 50 mark question quiz – self-assessment sheet.	- Component 3 – Theme 1 – Beliefs and Teachings Unit test - Regular practice of b, c and d GCSE exam questions.		- Component 3 Key concepts test - Component 3 – Theme 2 – Practices Unit test - Regular practice of b, c and d GCSE exam questions.
Resources:	Booklet, glossary and knowledge organiser.	Booklet, glossary and knowledge organiser.	Booklet, glossary and knowledge organiser.	Booklet, glossary and knowledge organiser.	Booklet, glossary and knowledge organiser.	Booklet, glossary and knowledge organiser.
Learning Cycles			Learning Cycle 5 – January			Learning Cycle 6 – June



						<ul style="list-style-type: none"> Component 3 exam questions
KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	EDUQAS GCSE Component 1 Theme 1 – Origins and Meaning		Component 1 Theme 1 – Origins and Meaning		Component 1 Theme 2 – Good and Evil	
			Theme 2 – Good and Evil		Component 1 Theme 2 – Good and Evil	
					Component 2 Theme 1 – Life and Death	
Core Knowledge:	Big Picture: What are the different views on the origins and value of the universe and human life? <ul style="list-style-type: none"> Catholic beliefs about the origins of the universe – creation ex nihilo Genesis 1 and 2 – God and humans Michelangelo’s Creation of Adam Symbolism and imagery in Christian art Tree of Life mosaic Christ as the new Adam Revelation and inspiration in the Bible 	<ul style="list-style-type: none"> Human beings and their relationship with creation Catholic and humanist beliefs about preserving the planet Sanctity of life Imago Dei and St Catherine of Sienna Different views towards abortion Humanist critiques of sanctity of life issues Imago Dei and Catholic Social Teaching Inter-faith dialogue CAFOD SVP 	CONTINUE Theme 1 - Origins and Meaning START Theme 2 - Good and Evil	Big Picture: Why is there evil and suffering in the world? What teachings form the foundation of christianity? <ul style="list-style-type: none"> Moral and natural evil The problem of evil Catholic beliefs about God’s goodness Catholic beliefs on the origin of evil - Augustine Alternative Christian views on the nature and origin of evil - Irenaeus and Hick Suffering and Catholic ambivalence towards it, with 	<ul style="list-style-type: none"> Trinity St Augustine’s doctrine of Trinity Incarnation Incarnation and Catholic responses to the Problem of Evil Jesus as the authoritative source of moral teaching Natural Law and conscience Suffering and virtues Pilgrimage and the Rosary 	Big Picture: What happens after death? How is Catholic teaching on matters formed and how is the Church responding to the needs of the changing world? <ul style="list-style-type: none"> Catholic teaching on the importance of death, dying well and Palliative care Catholic teaching on euthanasia and assisted suicide Quality and sanctity of life and the right to die Catholic beliefs about life after death Catholic beliefs in resurrection of the



	<ul style="list-style-type: none"> ● Literary forms of the bible – especially Genesis ● Different Christian views on the origins of the universe ● Non-religious views about the origins of universe – big bang ● Evolution ● Evolution and Pope John Paul II 			<p>reference to Isaiah 53</p> <ul style="list-style-type: none"> ● Sculptures and statues ● Michelangelo’s Pieta 		<p>body in contrast to survival of the soul</p> <ul style="list-style-type: none"> ● Contrasting views about death as the end of personal existence ● Heaven and hell and parables of judgement ● Catholic teaching on purgatory
<p>Core skills:</p>	<ul style="list-style-type: none"> - Exploring the relationship between Catholic and non-religious/scientific views about the origins of the universe. - Text analysis of Genesis 1 and 2. Comparing the two accounts and how they represent God and human beings. - Exploring and analysing two famous works of art - Michelangelo’s Pieta and the Tree of Life apse mosaic. - Exploring different literary forms of the Bible and the significance of this for the interpretation of the Genesis accounts. - Exploring how beliefs and teachings impact on a person’s faith. - Text analysis of set texts. 	<ul style="list-style-type: none"> - Exploring the creation accounts in relation to Catholic beliefs about the nature of human beings and their relationship with creation. - Comparing Catholic and humanist beliefs on the importance of preserving the planet. - Exploring Catholic beliefs and teachings about the origin and sanctity of human life and how this impacts on issues such as abortion. - Comparing Catholic views with non-religious views about the value of human life. - Exploring Catholic Social Teaching and how this impacts the work of Catholic charities such as CAFOD and SVP. 		<ul style="list-style-type: none"> - Exploring different types of evil present in the world. - Exploring the philosophical problem of evil. - Exploring the relationship between God’s goodness and the goodness of the created world. - Exploring and evaluation different theodicies that explain the presence of evil in the world. - Exploring the meaning of suffering and Catholic ambivalence towards it. - Comparing the use of statues in different Christian places of worship. - Exploring and analysis a famous sculpture, Michelangelo’s Pieta. 	<ul style="list-style-type: none"> - Exploring key Catholic beliefs of Trinity and Incarnation. - Exploring the life and teachings of Jesus as the authoritative source of moral teaching. - Exploring Natural Law and Conscience as evidence of God’s goodness and the role of suffering in the development of virtues. - Exploring pilgrimage as a response to human suffering. - Exploring the rosary as a reflection of the meaning and significance of the Incarnation. - Exploring how beliefs and teachings impact on a person’s faith. 	<ul style="list-style-type: none"> - Exploring Catholic beliefs about life after death, what constitutes a ‘good death’ and issues of euthanasia. - Exploring the debate around quality Vs sanctity of life. - Exploring Catholic beliefs about life after death, eschatology and purgatory with reference to the study of parables of judgement. - Exploring contrasting views about death as the end of personal existence. - Exploring how beliefs and teachings impact on a person’s faith. - Text analysis of set texts.



		<ul style="list-style-type: none"> - Exploring the importance of inter-faith dialogue in society. - Exploring how beliefs and teachings impact on a person's faith. - Text analysis of set texts. 		<ul style="list-style-type: none"> - Exploring how beliefs and teachings impact on a person's faith. - Text analysis of set texts. 	<ul style="list-style-type: none"> - Text analysis of set texts. 	
Departmental Assessment:	<ul style="list-style-type: none"> - Key Concepts Test 	<ul style="list-style-type: none"> - Component 1 – Theme 1 – Unit test - Regular practice of b, c and d GCSE exam questions. 		<ul style="list-style-type: none"> - Key Concepts Test 	<ul style="list-style-type: none"> - Component 1 – Theme 2 – Unit test - Regular practice of b, c and d GCSE exam questions. 	<ul style="list-style-type: none"> - Key Concepts Test
Resources:						
Learning Cycles		Learning Cycle 1 – October (Origins and Meaning unit test?)		Learning Cycle 2 – February (Good and Evil unit test?)		Learning Cycle 3 – June (Y10 exam?)

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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11	Component 2 Theme 1 – Life and Death	Component 2 Theme 2 – Sin and Forgiveness	Component 2 Theme 2 – Sin and Forgiveness	REVISION		
Core Knowledge:	<ul style="list-style-type: none"> ● Sarcophagi – Scenes of the Passion ● Paschal candle as used in the Easter Vigil and Catholic baptisms ● Catholic funeral rite ● Different forms of music used in worship ● How music expresses Catholic beliefs about eternal life – Faure’s requiem ● Prayer ● Catholic practice of praying for and Masses for the dead ● Catholic Magisterium ● Second Vatican Council 	<p>Big Picture: How do we know what is right and wrong? What is justice?</p> <ul style="list-style-type: none"> ● Crime, sin and their relationship to morality ● Absolutist and relativistic approaches to morality ● Different rationales for criminal penalties – retribution, deterrence, rehabilitation ● Christian teachings about forgiveness ● Catholic teaching on capital punishment ● Salvation – links to life, death and resurrection of Jesus ● Hell 	<ul style="list-style-type: none"> ● Objects in a Church and how they represent salvation ● Orientation of Catholic Churches and their architectural features ● The Church as one, holy, Catholic and apostolic ● Mary as a model of the Church ● The Church as the Body of Christ ● Sacraments ● Eucharist ● Evangelisation and its importance ● Evangelisation locally, nationally and globally ● Evangelisation in Britain – benefits and challenges ● UK laws, festivals and tradition. 	REVISION FOR THE GCSE RE EXAMS	N/A	N/A



<p>Core skills:</p>	<ul style="list-style-type: none"> - Exploring how artefacts (Paschal candle, sarcophagi) and music help people understand beliefs surrounding death and new life. - Exploring prayer as a way of enriching our relationship with God. - Exploring the nature and purpose of the Magisterium. - Exploring the nature and importance of the Second Vatican Council. - Exploring how beliefs and teachings impact on a person's faith. - Text analysis of set texts. 	<ul style="list-style-type: none"> - Exploring the difference between crime and sin and their relationship to morality. - Exploring and evaluating absolutist and relativistic approaches to morality. - Exploring the different rationales given for criminal penalties and evaluating the justifiability of each. - Exploring and interpreting biblical passages on forgiveness. - Exploring the development of Catholic teaching on capital punishment. - Evaluating capital punishment within Christianity, as well as exploring non-religious views. - Exploring the concept of salvation and how Catholic believe the life, death and resurrection of Jesus saves them. - Exploring the compatibility of belief in hell with the belief of an 	<ul style="list-style-type: none"> - Exploring the nature of the Church (one, holy, Catholic, apostolic) and Mary as a model of the Church. - Exploring the church as the Body of Christ and the meaning of the claim, 'outside the Church there is no salvation'. - Exploring how the sacred objects in a Church represent CATHOLIC beliefs about salvation and how the orientation of Catholic Churches and their architectural features facilitate Catholic worship and reflection on the mystery of salvation. - Exploring Catholic belief in the sacramental nature of the whole of reality and its connection to the 7 sacraments. - Exploring the importance of evangelisation. - Evaluating the benefits and challenges of 	<ul style="list-style-type: none"> - Revision - Application of knowledge to exam questions. - The study of set texts and applying these to exam questions. - Impact of belief on someone's faith. - Skills of evaluation and formulating judgements. 		



		<p>unconditional love of God and the universal nature of God’s mercy.</p> <ul style="list-style-type: none"> - Exploring how beliefs and teachings impact on a person’s faith. - Text analysis of set texts. 	<p>evangelising in Britain today.</p> <ul style="list-style-type: none"> - Exploring how UK laws, festivals and traditions are rooted in the Christian tradition whilst also acknowledging that festivals, beliefs and cultures of other religious and non-religious traditions are also recognised and celebrated. - Exploring how beliefs and teachings impact on a person’s faith. - Text analysis of set texts. 			
Departmental Assessment:	<ul style="list-style-type: none"> - Component 2 – Theme 1 – Unit test - Regular practice of b, c and d GCSE exam questions. 	<ul style="list-style-type: none"> - Key concepts test 	<ul style="list-style-type: none"> - Component 2 – Theme 2 – Unit test - Regular practice of b, c and d GCSE exam questions 			
Resources:						
Learning Cycles		Learning Cycle 4 – Nov/Dec School Mock exams	Learning Cycle 5 – February additional mock exams		Public Examinations	