



RE department curriculum intent statement

The RE department at SMWCA are committed to recognising, valuing and educating every individual in their care as special and unique, created in God's own image and likeness. Saint Pope John Paul II described RE in a Catholic school as the "core of the core curriculum." The special role of Religious Education in the curriculum of a catholic school enables the school to fulfil its mission to educate the whole person. The Catholic Education Service states that the purpose of the Catholic school is to "help parents, parishes and teachers to hand on the deposit of faith in its fullness to a new generation of young people so that they may come to understand the richness of the Catholic faith and thereby be drawn into a deeper communion with Christ and his Church." The RE department at SMWCA strive for each student in their care to leave the school with an extensive knowledge of the Bible and the teachings of the Church, with a firm understanding that they are a loved child of God, called to live out the Christian faith in the wider world as a disciple of Christ.

RE Curriculum Overview 2020/2021 ONLY

	8 weeks- 20 lessons	7 weeks -17 lessons	6 weeks- 15 lessons	6 weeks- 15 lessons	6 weeks- 15 lessons	7 weeks- 17 lesson
Year/Term	Autumn a	Autumn b	Spring a	Spring b	Summer a	Summer b
Y7	Me and My Community (6 hours) Sacraments (7 hours)	Beliefs and Values (6 hours) The Incarnation (6 hours)	The Bible (5 hours) Lent (5 hours)	Paschal Mystery (10 hours)	Community Cohesion (8 hours) British Values (4 hours)	Exploring other Faiths (Islam) (8 hours) Spiritual and Sexual Education (4 hours)
Y8	Knowing God (7 hours) Covenants (5 hours)	Prophecy (5 hours) Infancy Narratives (5 hours)	Who is Jesus? (10 hours)	Made in the image of God (6 hours) The Church (5 hours)	Marriage and Family Life (9 hours) Vocations (5 hours)	Exploring other faiths (Sikhism) (8 hours) Spiritual and Sexual Education (4 hours)
Y9	Christian Artwork	Pacem in Terris	The Great Commission	Prayer	Philosophy and Ethics	Religious Persecution
Y10	Judaism	Judaism	Good and Evil	Good and Evil	Life and Death	Life and Death
Y11	Life and Death	Life and Death	Sin and forgiveness	Sin and forgiveness	Revision- 3 weeks	
	8 weeks- 20 lessons	7 weeks -17 lessons	6 weeks- 15 lessons	6 weeks- 15 lessons	6 weeks- 15 lessons	7 weeks- 17 lesson



Key Stage 3 Religious Education. Year 7 Scheme of Learning Overview

<u>Autumn</u> <u>Lumen Gentium (On the Church)</u>	<u>Spring</u> <u>Dei Verbum (The Word of God)</u>	<u>Summer</u> <u>Gaudium Et Spes (The Church in the modern world)</u>
<ul style="list-style-type: none"> • Me and my Community - 4 hours <p>Rationale: <i>Why are we teaching this? What is the context?</i></p> <p><i>'It is impossible to believe on our own. Faith is not simply an individual decision which takes place in the depths of the believer's heart...by its very nature, faith is open to the "We" of the Church; it always takes place within her communion.'</i> - Pope Francis</p> <ul style="list-style-type: none"> • The first topic Year 7 study as part of their KS3 Religious Education • An introduction to the Church and school community • An overview of the school and our expectations • Beliefs in the importance of prayer, saints and communities • Preparation for an in-depth study of the Catholic Church and different Christian 	<ul style="list-style-type: none"> • The Bible - 5 hours <p>Rationale: <i>Why are we teaching this? What is the context?</i></p> <p><i>"In Sacred Scripture, God speaks to man in a human way. To interpret Scripture correctly, the reader must be attentive to what the human authors truly wanted to affirm, and to what God wanted to reveal to us by their words."</i> - Catechism 109</p> <ul style="list-style-type: none"> • The Bible is the holy book and sacred scripture for Christians • The Old Testament a record of before Christianity and so offers context • To explore the Creation story and the Laws of the Old Testament • To learn how to effectively use a Bible and locate a Bible reference • The New Testament as a record of Jesus' life and teachings 	<ul style="list-style-type: none"> • Community Cohesion - 8 hours <p>Rationale: <i>Why are we teaching this? What is the context?</i></p> <p><i>"Then Peter began to speak: 'I now realise how true it is that God does not show favouritism but accepts men from every nation.'" - Acts of the Apostles 10:34</i></p> <ul style="list-style-type: none"> • To know and understand the nature of the UK as multi-ethnic and Multi-faith • To consider the differences between prejudice and discrimination and how the Church responds to these issues • To explore how the Church responds to other faiths • To explore different attitudes towards Asylum Seekers and Immigrant Workers • To know the meaning and importance of Community Cohesion

beliefs

- **Sacraments - 8 hours**

Rationale: *Why are we teaching this? What is the context?*

"There is nothing so great as the Eucharist. If God had something more precious, He would have given it to us." Saint Jean Vianney

*"The seven sacraments touch all the stages and all the important moments of Christian life:1 they give birth and increase, healing and mission to the Christian's life of faith."
CCC 1210*

- Sacraments mark important stages in the life of a Catholic
- All sacraments are important and have an impact on the lives of Catholics
- Mass is the source and summit of the Christian life
- Students will cover the Sacraments of Initiation, Healing and Ministry

Preparation for the Welcome Mass - Class banner

Formative Assessment

- To explore Jesus' parables as a way to describe the Kingdom of God
- To know the importance of the New Testament for Christians today

- **Lent - 5 hours**

Rationale: *Why are we teaching this? What is the context?*

"When you go without food, wash your face and comb your hair, so that others cannot know that you are fasting—only your Father, who is unseen, will know. And your Father, who sees what you do in private, will reward you." - Matthew 6:17-18

- To know and understand the Biblical origins of Lent
- To explore the meaning and importance of Lent as a time of preparation for Holy Week
- To observe Lent by considering the Lenten practices

Parables of the Talents Project/ARK Week

Formative Assessment

- **British Values - 4 hours**

Rationale: *Why are we teaching this? What is the context?*

"For freedom Christ has set us free; stand firm therefore, and do not submit again to a yoke of slavery." - Galatians 5:1

- To know and understand the meaning of the British Values: Democracy, Mutual respect and tolerance of those of different faiths and beliefs and those without faith, Rule of Law and Individual Liberty
- To explore how the British Values impact on our beliefs and practices

Catholic Social Teaching Competition

Formative Assessment

Autumn Half term	Spring Half term	Summer Half term
<p>• Beliefs and Values - 6 hours Rationale: <i>Why are we teaching this? What is the context?</i></p> <p>"Love God, serve God; everything is in that." -St. Clare of Assisi</p> <ul style="list-style-type: none"> To know the similarities and differences between different Christian denominations To understand the history of the Catholic Church To explore the origin and meaning of key Catholic beliefs and teachings Students to develop an awareness of their role as members of the communities <p>• The Incarnation - 6 hours Rationale: <i>Why are we teaching this? What is the context?</i></p> <p>John testified about him when he shouted to the crowds, "This is the one I was talking about when I said, 'Someone is coming after me who is far greater than I am, for he existed long before me.'" -</p>	<p>• Paschal Mystery - 10 hours Rationale: <i>Why are we teaching this? What is the context?</i></p> <p>"If Christ has not been raised, then our preaching is in vain and your faith is in vain." - Catechism 651</p> <ul style="list-style-type: none"> To explore the events of Holy Week and consider the importance of journeys The know and understand the importance of the Triduum To know how Catholics celebrate the Easter Triduum To know the events of the Ascension <p>Stations of the Cross Activity</p> <p>Formative Assessment</p>	<p>• Exploring other Faiths (Islam) - 8 hours Rationale: <i>Why are we teaching this? What is the context?</i></p> <p>"You who believe, obey God and the Messenger" - Qur'an 4:59</p> <ul style="list-style-type: none"> To explore the key beliefs in Islam: Umma, the Qur'an, Life after Death, Role of Women in the Family To know and understand the importance of the 5 pillars of Islam: Shahada, Sawm, Salat, Zakat and Hajj To know the features of a Mosque To know the importance of the life and teachings of Muhammad To explore Islamic Art <p>• Spiritual and Sexual Education - 4 hours Rationale: <i>Why are we teaching this? What is the context?</i></p> <p>"The intimate community of life and love</p>

John 1:15

- To know and understand the meaning and importance of Advent as a time of waiting and preparation
- To explore the events surrounding the birth of Christ: The Annunciation, The Visitation and The Epiphany
- The birth of Christ, the incarnation, is the start of Christianity and the beginning of humanity's redemption

Examination of Conscience and Affirmation boxes

Formative Assessment

which constitutes the married state has been established by the Creator and endowed by him with its own proper laws. . . . God himself is the author of marriage. The vocation to marriage is written in the very nature of man and woman as they came from the hand of the Creator." - Catechism 1603

- To explore the individual as a Created and Loved being
- To know the Christian imperative to love self and to value the self
- To explore types of happiness
- To know your own identity and wellbeing

Islam Trip/Q&A Session/workshop

Formative Assessment



Key Stage 3 Religious Education Year 8 Scheme of Learning Overview

<u>Autumn</u> <u>Dei Verbum (The Word of God)</u>	<u>Spring</u> <u>Lumen Gentium (On the Church)</u>	<u>Summer</u> <u>Gaudium Et Spes (The Church in the modern world)</u>
<ul style="list-style-type: none"> • Knowing God - 7 hours <p>Rationale: <i>Why are we teaching this? What is the context?</i></p> <p>"Once you become aware that the main business that you are here for is to know God, most of life's problems fall into place of their own accord." — J.I. Packer</p> <ul style="list-style-type: none"> • To explore Christian beliefs about the Creator and His nature • To know different arguments to prove the existence of God • To consider how God is perceived in the Old and New Testaments • To know and understand the impact of prayer, religious experience, science and evil and suffering on someone's belief in God 	<ul style="list-style-type: none"> • Who is Jesus? - 10 hours <p>Rationale: <i>Why are we teaching this? What is the context?</i></p> <p>"And so I tell you, Peter: you are a rock, and on this rock I will build my church, and not even death will ever be able to overcome it." - Matthew 16:18</p> <ul style="list-style-type: none"> • To explore prophecies of Jesus in the Old Testament • To consider the accuracy and reliability of the Gospels, their writers and their message • To consider whether Jesus' existed and the evidence to support the claim • To know and understand Jesus' mission and the need for the disciples • To know the Sermon on the Mount and Jesus' instructions to live a Christian life 	<ul style="list-style-type: none"> • Marriage and family life - 9 hours <p>Rationale: <i>Why are we teaching this? What is the context?</i></p> <p>"Because God Himself forms the bond of sacramental marriage, it is binding until the death of one of the partners." - Youcat 261</p> <ul style="list-style-type: none"> • To know and understand the purpose and importance of Marriage • To explore different views towards annulment, divorce and sex outside of marriage • To explore different types of contraception • To consider the role and importance of the family • To explore the importance of the self and human dignity

- **Covenants - 5 hours**

Rationale: *Why are we teaching this? What is the context?*

God said to Noah, "Build a boat for yourself out of good timber...I am going to send a flood on the earth to destroy every living being. Everything on the earth will die, but I will make a covenant with you. - Genesis 6:13-18

- To know and understand the importance of promises
- To explore Old Testament covenants: Noah, Abraham and Moses
- To explore the New Testament covenant in Jesus

Class Puzzle Piece

Formative Assessment

- To explore a variety of miracles in the New Testament

Sponsored Fast (Shared Lunch)

Formative Assessment

- **Vocations - 5 hours**

Rationale: *Why are we teaching this? What is the context?*

"He called His twelve disciples to Him and gave them authority to drive out evil spirits and to heal every disease and sickness." - Matthew 10:1

- To know and understand the meaning and importance of different vocations
- To explore the vocations of Priesthood, Religious Life, Family Life and Work life
- To explore the role of Mission and Evangelism as vocations for all Christians

Vocations day

Formative Assessment

Autumn Half term	Spring Half term	Summer Half term
<p>• Prophecy - 5 hours Rationale: <i>Why are we teaching this? What is the context?</i></p> <p><i>"Surely the Sovereign LORD does nothing without revealing his plan to his servants the prophets." - Amos 3:7</i></p> <ul style="list-style-type: none"> To explore the meaning and importance of prophecies and prophets To know and understand the role of a prophet To know the meaning of Testament prophecies To investigate the relevance of modern-day prophets <p>• Infancy Narratives - 5 hours Rationale: <i>Why are we teaching this? What is the context?</i></p> <p>Joseph went from the town of Nazareth in Galilee to the town of Bethlehem in Judea, the birthplace of King David. Joseph went there because he was a descendant of David. He went to register with Mary, who was promised in</p>	<p>• Made in the image of God - 6 hours Rationale: <i>Why are we teaching this? What is the context?</i></p> <p><i>"The divine image is present in every man. It shines forth in the communion of persons, in the likeness of the unity of the divine persons...Endowed with "a spiritual and immortal" soul, the human person is "the only creature on earth that God has willed for its own sake. The human person participates in the light and power of the divine Spirit." - Catechism 1702-1704</i></p> <ul style="list-style-type: none"> To explore the meaning and importance of Imago Dei To know the meaning of Sanctity of Life and Human Dignity To consider issues that are affecting Sanctity of Life To explore the issues of Poverty, Refugees, War and Pacifism To consider the Church's role and my role in challenging Social Injustice <p>• The Church - 5 hours Rationale: <i>Why are we teaching this?</i></p>	<p>• Exploring other Faiths (Sikhism) - 8 hours Rationale: <i>Why are we teaching this? What is the context?</i></p> <p><i>"For each and every person, our Lord and Master provides sustenance. Why are you so afraid, O mind? The flamingos fly hundreds of miles, leaving their young ones behind. Who feeds them, and who teaches them to feed themselves? Have you ever thought of this in your mind?" — Guru Nanak</i></p> <ul style="list-style-type: none"> To know and understand the 5 Ks in Sikhism and their importance To know the features of a Gurdwara To know the importance of the life and teachings of the Gurus To explore Sikh festivals To know the meaning of teachings and rules followed in Sikhism To explore the role of the family To know the beliefs surrounding arranged marriages

marriage to him. She was pregnant, and while they were in Bethlehem, the time came for her to have her baby. She gave birth to her first son, wrapped him in cloths and laid him in a manger - there was no room for them to stay in the inn. - Luke 2:4-7

- To explore the different narratives surrounding the birth of Jesus Christ
- To know and understand the true meaning of the Christmas Story and its impact on Christian beliefs and practices
- To investigate how society celebrates Christmas today
- To explore how society celebrates Christmas today

Examination of Conscience and Tearing Crosses

Formative Assessment

What is the context?

"And so I tell you, Peter: you are a rock, and on this rock I will build my church, and not even death will ever be able to overcome it." -

Matthew 16:18

- To know and understand the importance of Pentecost and the origins of the early Church
- To explore the significance of the Church as an instrument which brings about the Kingdom of God
- To consider the development of the Church through its hierarchy and the significance of Apostolic Succession, the Pope and the Magisterium
- To explore the 4 marks of the Church
- To consider the Church as pilgrim people of God
- To know the meaning of the Lord's Prayer

Easter (Year 8 Mass in Church)

Formative Assessment

• **Spiritual and Sexual Education - 4 hours**

Rationale: *Why are we teaching this? What is the context?*

"Each and every marriage act must remain open to the transmission of life. This particular doctrine is based on the inseparable connection between unitive significance and the procreative significance which are both inherent to the marriage act."
- *Humanae Vitae 11-12*

- To know that God is love
- To explore the belief that we are created out of love for love
- To know the basic command to love as the basis of Christian Morality

Q&A Visit (Same time as Year 7

Formative Assessment



Key Stage 3 Religious Education Year 9 Scheme of Learning Overview

<u>Autumn</u> <u>Dei Verbum (The Word of God)</u>	<u>Spring</u> <u>Lumen Gentium (On the Church)</u>	<u>Summer</u> <u>Gaudium et Spes (The Church in the modern world)</u>
<p>• Christian Artwork Rationale: <i>Why are we teaching this? What is the context?</i></p> <p>"They achieve their purpose as they are directed to the single aim of turning men's minds devoutly to God." - Sacrosanctum Concilium</p> <ul style="list-style-type: none"> To explore a variety of Christian symbols, statues and pieces of Artwork To know and understand how Christian Artwork helps a Christian to develop their faith and prayer life To investigate how different Christian beliefs are expressed in art To explore how the Word of God is presented through different mediums <p><i>Art Exhibition/Create your own art</i></p>	<p>• The Great Commission Rationale: <i>Why are we teaching this? What is the context?</i></p> <p>"Therefore go and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age."- Matthew 28:19-20</p> <ul style="list-style-type: none"> To know and understand the role of the Church hierarchy To explore the meaning and importance of Church leadership To explore the history of the Church through a study of key figures (Popes, Saints, Founding Fathers) To consider the role and importance of Parishes, Deaneries, Dioceses and the 	<p>• Philosophy and Ethics Rationale: <i>Why are we teaching this? What is the context?</i></p> <p>"The second most important commandment is this: 'Love your neighbour as you love yourself.'" - Mark 12:31</p> <ul style="list-style-type: none"> To explore different moral dilemmas and ethical approaches to these dilemmas To know Utilitarianism as an approach to ethics and how it links to the British Value of Democracy To know Situation Ethics as a Christian ethical principle To know Natural Moral Law as a Catholic ethical principle To explore arguments to prove God's existence To consider how Religious experiences,

<p style="text-align: center;">Formative Assessment</p>	<p style="text-align: center;">Vatican</p> <p style="text-align: center;"><i>Question Time</i></p> <p style="text-align: center;">Formative Assessment</p>	<p style="text-align: center;">miracles and religious language affect a belief in God</p> <p style="text-align: center;"><i>The Bucket List/The Way</i></p> <p style="text-align: center;">Formative Assessment</p>
<p style="text-align: center;">Autumn Half term</p>	<p style="text-align: center;">Spring Half term</p>	<p style="text-align: center;">Summer Half term</p>
<p>• Pacem in Terris Rationale: <i>Why are we teaching this? What is the context?</i></p> <p>"Beginning our discussion of the rights of man, we see that every person has the right to life, to bodily integrity, and to the means which are suitable for the proper development of life; these are primarily food, clothing, shelter, rest, medical care, and finally the necessary social services. Therefore a human being also has the right to security in cases of sickness, inability to work, widowhood, old age, unemployment, or in any other case in which one is deprived of the means of subsistence through no fault of one's own.'" - Pacem in Terris</p> <ul style="list-style-type: none"> • To explore the impact of human rights on religious freedom and human dignity 	<p>• Prayer Rationale: <i>Why are we teaching this? What is the context?</i></p> <p>"For where two or three gather in my name, there am I with them."- Matthew 18:20</p> <ul style="list-style-type: none"> • To know different types of prayer • To understand the significance of prayer for Christians • To explore the meaning of different Traditional prayers • To consider whether prayer has a place in the modern world <p style="text-align: center;"><i>Stations of the Cross/Easter Reflection</i></p> <p style="text-align: center;">Formative Assessment</p>	<p>• Religious persecution Rationale: <i>Why are we teaching this? What is the context?</i></p> <p>"Blessed are you when people insult you, persecute you and falsely say all kinds of evil against you because of me."- Matthew 5:11</p> <ul style="list-style-type: none"> • To explore the meaning of Religious persecution • To consider different examples, both historical and modern, of religious persecution <p style="text-align: center;"><i>National Holocaust Centre/Anne Frank Trust</i></p> <p style="text-align: center;">Formative Assessment</p>

- To consider the Church's teachings in Greed, materialism and wealth
- To know how the Catholic Church fights against poverty

Peace Campaign

Formative Assessment

Y10 Curriculum overview:

Statement of **intent**: The RE dept at SMW aims for our students to leave SMW with an extensive knowledge of the key teachings of the Catholic Church and The Bible. To understand what the Catholic Church teaches and why and how to live out a Christian faith in the wider world.

Autumn Term	Spring Term	Summer term
<p style="text-align: center;">Term 1</p> <p style="text-align: center;"><u>Judaism- Practices (component 3)</u></p> <p><u>Implementation</u> - see learning plan and scheme of learning.</p> <p><u>Impact measured by</u></p> <ul style="list-style-type: none"> • Weekly Keyword tests (all topics), recorded in planner or on spreadsheet. Out of 16. • Weekly low stakes knowledge tests (all topics) recorded in planner or on spreadsheet. Out of 20 • Fortnightly retrieval practice lesson and quiz on previous topics. • Half termly mid-topic assessment (d) style question) on creation. Formatively assessed by teacher feedback and targets given. Responses completed in green • End of topic assessment (exam style) formatively assessed by teacher feedback and targets given. Responses completed in green 	<p style="text-align: center;">Term 2</p> <p style="text-align: center;"><u>Catholic Christianity- Good and Evil (Component 1)</u></p> <p><u>Implementation</u> - see learning plan and scheme of learning.</p> <p><u>Impact measured by:</u></p> <ul style="list-style-type: none"> • Weekly Keyword tests, recorded in planner or on spreadsheet. Out of 16. • Weekly low stakes knowledge tests recorded in planner or on spreadsheet. Out of 20 • Fortnightly retrieval practice lesson and quiz on previous topics. • Half termly mid-topic assessment (d) style question) on evil and suffering. Formatively assessed by teacher feedback and targets given. Responses completed in green • End of topic assessment (exam style) formatively assessed by teacher feedback and targets given. Responses completed in green • 	<p style="text-align: center;">Term 3</p> <p style="text-align: center;"><u>Catholic Christianity- Life and Death (Component 2)</u></p> <p><u>Implementation</u> - see learning plan and scheme of learning.</p> <p><u>Impact measured by</u></p> <ul style="list-style-type: none"> • Weekly Keyword tests (all topics), recorded in planner or on spreadsheet. Out of 16. • Weekly low stakes knowledge tests (all topics) recorded in planner or on spreadsheet. Out of 20 • Fortnightly retrieval practice lesson and quiz on previous topics. • Half termly mid-topic assessment (d) style question) on euthanasia. Formatively assessed by teacher feedback and targets given. Responses completed in green • End of topic assessment (exam style) formatively assessed by teacher feedback and targets given. Responses completed in green
<p>Progression: Interleaved with learning from Jewish beliefs and Christianity topics to aid understanding of why Jews do what they do. How is their faith lived out?</p>	<p>Progression: This topic builds on Key Christian and Catholic and Jewish beliefs explored in Origins and meanings and Judaism topics and builds up knowledge of more key beliefs. Development of humanist and atheistic points of view in ethical/philosophical issues.</p>	<p>Progression: Applied Catholic Christianity topics allow for wider discussion and development of understanding of fundamental beliefs Christian beliefs. Also tackles ethical and philosophical issues from a Catholic and wider Christian understanding.</p>

Y11 Curriculum overview:

Statement of **intent**: RE is the 'Core of the Core curriculum' (JP II) The RE dept at SMW aims for our students to leave SMW with an extensive knowledge of the key teachings of the Catholic Church and The Bible. To understand what the Catholic Church teaches and why and how to live out a Christian faith in the wider world.

Autumn Term	Spring Term	Summer term	
<p style="text-align: center;">Term 1</p> <p style="text-align: center;"><u>Applied Catholic Christianity- Life and Death (component 2)</u></p> <p><u>Implementation</u> - see learning plan and scheme of learning</p> <p><u>Impact measured by</u></p> <ul style="list-style-type: none"> • Weekly Keyword tests (all topics), recorded in planner or on spreadsheet. Out of 16. • Weekly low stakes knowledge tests (all topics) recorded in planner or on spreadsheet. Out of 5 or 10 • Half termly mid-topic assessment (d) style question). Formatively assessed by teacher feedback and targets given. Responses completed in green • End of topic assessment (exam style) formatively assessed by teacher feedback and targets given. Responses completed in green 	<p style="text-align: center;">Term 2</p> <p style="text-align: center;"><u>Applied Catholic Christianity- Sin and Forgiveness Topic (component 2)</u></p> <p><u>Implementation</u> - see learning plan and scheme of learning</p> <p><u>Impact measured by</u></p> <ul style="list-style-type: none"> • Weekly Keyword tests (all topics), recorded in planner or on spreadsheet. Out of 16. • Weekly low stakes knowledge tests (all topics) recorded in planner or on spreadsheet. Out of 5 or 10 • Half termly mid-topic assessment (d) style question). Formatively assessed by teacher feedback and targets given. Responses completed in green • End of topic assessment (exam style) formatively assessed by teacher feedback and targets given. Responses completed in green 	<p style="text-align: center;">3 WEEKS</p> <p>Formal Revision</p>	
<p>Progression: Applied Catholic Christianity topics allow for wider discussion and development of understanding of fundamental beliefs Christian beliefs. Also tackles ethical and philosophical issues from a Catholic and wider Christian understanding in readiness for A' level content.</p>	<p>Progression: Applied Catholic Christianity topics allow for wider discussion and development of understanding of fundamental beliefs Christian beliefs. Also tackles ethical and philosophical issues from a Catholic and wider Christian understanding in readiness for A' level content</p>		

General RE curriculum Y12/13:

Statement of **intent**: The RE dept at SMW aims for our students to leave SMW with an extensive knowledge of the key teachings of the Catholic Church and The Bible. To understand what the Catholic Church teaches and why and how to live out a Christian faith in the wider world. To consider topical philosophical and moral issues and to have the ability to construct an argument.

Autumn Term	Spring Term	Summer term
<p style="text-align: center;">Term 1</p> <p style="text-align: center;"><u>Year 1: Medical ethics</u> <u>Year 2: War and pacificism</u></p> <p><u>Implementation</u> – see schemes of learning.</p> <p><u>Impact measured by:</u></p> <ul style="list-style-type: none"> • Half termly essay question on topics studied. Formatively assessed by teacher feedback and targets given. Second and third drafts completed as necessary 	<p style="text-align: center;">Term 2</p> <p style="text-align: center;"><u>Year 1: Religion and the Media</u> <u>Year 2: Religious persecution</u></p> <p><u>Implementation</u> – see schemes of learning.</p> <p><u>Impact measured by</u></p> <ul style="list-style-type: none"> • Half termly essay question on topics studied. Formatively assessed by teacher feedback and targets given. Second and third drafts completed as necessary 	<p style="text-align: center;">Term 3</p> <p style="text-align: center;"><u>Year 1: Human trafficking</u> <u>Year 2: Science and religion</u></p> <p><u>Implementation</u> – see schemes of learning.</p> <p><u>Impact measured by</u></p> <ul style="list-style-type: none"> • Half termly essay question on topics studied. Formatively assessed by teacher feedback and targets given. Second and third drafts completed as necessary
<p><u>Progression:</u> This topic builds on Key Christian and Catholic beliefs studied at GCSE. Also tackles ethical and philosophical issues from a Catholic and wider Christian understanding.</p>	<p><u>Progression:</u> This topic builds on Key Christian and Catholic beliefs studied at GCSE. Also tackles ethical and philosophical issues from a Catholic and wider Christian understanding.</p>	<p><u>Progression:</u> This topic builds on Key Christian and Catholic beliefs studied at GCSE. Also tackles ethical and philosophical issues from a Catholic and wider Christian understanding.</p>

Y12 A 'level Religious Studies Curriculum:

Statement of **intent**: The RE dept at SMW aims for our students to leave SMW with an extensive knowledge of the key teachings of the Catholic Church and The Bible. To understand what the Catholic Church teaches and why and how to live out a Christian faith in the wider world. To consider fundamental philosophical and moral issues and to have the ability to construct an argument.

Autumn Term	Spring Term	Summer term
<p style="text-align: center;">Term 1</p> <p style="text-align: center;"><u>Ethics- Situation ethics/Utilitarianism</u> <u>DCT- Knowledge of God's existence/Person of Jesus</u> <u>Philosophy- Ancient philosophical influences/ Soul, Mind and Body</u></p> <p><u>Implementation</u> – see schemes of learning.</p> <p><u>Impact measured by:</u></p> <ul style="list-style-type: none"> • Weekly Keyword tests, recorded in planner or on spreadsheet. • Weekly low stakes knowledge tests recorded in planner or on spreadsheet. • Half termly essay question on topics studied. Formatively assessed by teacher feedback and targets given. Second and third drafts completed as necessary 	<p style="text-align: center;">Term 2</p> <p style="text-align: center;"><u>Ethics- NML/Kant</u> <u>DCT- Augustine's teaching on human nature/Death and after life</u> <u>Philosophy- Arguments based on observation/Arguments based on reason</u></p> <p><u>Implementation</u> – see schemes of learning.</p> <p><u>Impact measured by</u></p> <ul style="list-style-type: none"> • Weekly Keyword tests, recorded in planner or on spreadsheet. • Weekly low stakes knowledge tests recorded in planner or on spreadsheet. • Half termly essay question on topics studied. Formatively assessed by teacher feedback and targets given. Second and third drafts completed as necessary 	<p style="text-align: center;">Term 3</p> <p style="text-align: center;"><u>Ethics-Euthanasia/Business Ethics</u> <u>DCT-Christian moral principles/Christian moral actions</u> <u>Philosophy- Religious Experience/The problem of evil</u></p> <p><u>Implementation</u> – see schemes of learning.</p> <p><u>Impact measured by</u></p> <ul style="list-style-type: none"> • Weekly Keyword tests, recorded in planner or on spreadsheet. • Weekly low stakes knowledge tests recorded in planner or on spreadsheet. • Half termly essay question on topics studied. Formatively assessed by teacher feedback and targets given. Second and third drafts completed as necessary • Mock exam
<p><u>Progression:</u> This topic builds on Key Christian and Catholic beliefs studied at GCSE. Also tackles ethical and philosophical issues from a Catholic and wider Christian understanding.</p>	<p><u>Progression:</u> This topic builds on Key Christian and Catholic beliefs studied at GCSE. Also tackles ethical and philosophical issues from a Catholic and wider Christian understanding.</p>	<p><u>Progression:</u> This topic builds on Key Christian and Catholic beliefs studied at GCSE. Also tackles ethical and philosophical issues from a Catholic and wider Christian understanding.</p>

Year 13 A 'level Religious Studies curriculum:

Statement of **intent**: The RE dept at SMW aims for our students to leave SMW with an extensive knowledge of the key teachings of the Catholic Church and The Bible. To understand what the Catholic Church teaches and why and how to live out a Christian faith in the wider world. To consider fundamental philosophical and moral issues and to have the ability to construct an argument.

Autumn Term	Spring Term	Summer term
<p style="text-align: center;">Term 1</p> <p style="text-align: center;"><u>Ethics- Business ethics/Meta ethics</u> <u>DCT- Religious pluralism and theology/religious pluralism and theology</u> <u>Philosophy- Nature and attributes of God</u> <u>Implementation</u> – see schemes of learning.</p> <p><u>Impact measured by:</u></p> <ul style="list-style-type: none"> • Weekly Keyword tests, recorded in planner or on spreadsheet. • Weekly low stakes knowledge tests recorded in planner or on spreadsheet. • Half termly essay question on topics studied. Formatively assessed by teacher feedback and targets given. Second and third drafts completed as necessary 	<p style="text-align: center;">Term 2</p> <p style="text-align: center;"><u>Ethics- Sexual ethics/Conscience</u> <u>DCT- Gender and society/Gender and theology</u> <u>Philosophy- Religious language</u> <u>Implementation</u> – see schemes of learning. <u>Impact measured by</u></p> <ul style="list-style-type: none"> • Weekly Keyword tests, recorded in planner or on spreadsheet. • Weekly low stakes knowledge tests recorded in planner or on spreadsheet. • Half termly essay question on topics studied. Formatively assessed by teacher feedback and targets given. Second and third drafts completed as necessary 	<p style="text-align: center;">Term 3</p> <p style="text-align: center;"><u>Ethics-Conscience</u> <u>DCT- The Challenge of secularism/Liberation theory and Marx</u> <u>Philosophy- Twentieth Century Philosophical influences</u> <u>Implementation</u> – see schemes of learning. <u>Impact measured by</u></p> <ul style="list-style-type: none"> • Weekly Keyword tests, recorded in planner or on spreadsheet. • Weekly low stakes knowledge tests recorded in planner or on spreadsheet. • Half termly essay question on topics studied. Formatively assessed by teacher feedback and targets given. Second and third drafts completed as necessary • Mock exam
<p>Progression: This topic builds on Key Christian and Catholic beliefs studied at GCSE. Also tackles ethical and philosophical issues from a Catholic and wider Christian understanding.</p>	<p>Progression: This topic builds on Key Christian and Catholic beliefs studied at GCSE. Also tackles ethical and philosophical issues from a Catholic and wider Christian understanding.</p>	<p>Progression: This topic builds on Key Christian and Catholic beliefs studied at GCSE. Also tackles ethical and philosophical issues from a Catholic and wider Christian understanding.</p>