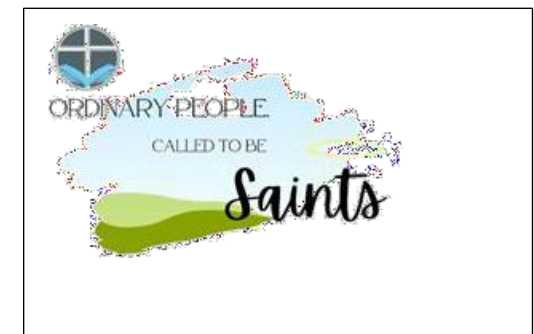
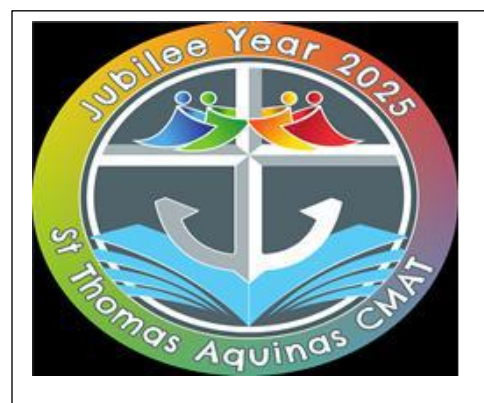




Divinity



Curriculum Plans



| Year group/Term | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------|---------------------------------------|---|---|---|--|--|---|
| Year 7 | Topic | Welcome to Divinity; Interfaith Dialogue | Creation and Covenant RED Source to Summit | Prophecy and Promise RED Source to Summit | Desert to Garden RED Source to Summit | Ends to the Earth RED Source to Summit | Dialogue and Encounter RSHE Ten Ten resources |
| | Core knowledge from this topic | <p>We start our journey in faith at Saint Martin’s by studying an introductory topic ‘Welcome to Divinity’ knowledge Booklet that outlines our Mission and Vision in Divinity; we want you to be ‘Pilgrims of Hope’; ‘Builders of Peace’ and ‘Ordinary people called to be Saints’ our CMAT vision for our St Thomas Aquinas feast day 2024. We want you to know our Mission Statement, our Virtues; the importance of our Dominican charisms, to know about the Word of God, to learn about our faith and how we live out Catholic Social Teaching in our lives and in the subjects you learn so that you can begin to make connections to enable you to be the best version of yourself. (St Catherine of Sienna “Be who God meant you to be and you will set the world on fire”; St Thomas Aquinas “The things we love tell us what we are”; “It is better to illuminate than to shine”, how we can be like St Martin de Porres today and promote racial justice to all that we meet ; the importance of our school badge and why ‘Veritas’, Truth enables us as Jesus said, “I have come so that you can live life to the full 10:10 by following Jesus’s example, “I am the Way, the Truth and the life; no one come to the Father except through me.” Jn 14:6. Through our time at Saint Martin’s we try to live out Bishop Patrick’s themes of ‘Encounter’, ‘Discipleship’ and ‘Missionary Discipleship’. Encounter and dialogue with other faiths is crucial to building a better world so you will learn the key points of major world faiths in a Interfaith Knowledge Booklet at the start of our academic year. We will look at extracts from the Bishops of England and Wales</p> | <p>Hear</p> <ul style="list-style-type: none"> By the end of this unit of study, students will have studied the following key texts: • Genesis 1:1-2:4 • Genesis 2:5-25 <p>By the end of this unit of study, pupils will know: • Reading scripture according to its literal sense is not the same as reading a passage literally. • The literal sense of scripture includes understanding its literary form and the Bible contains different kinds of literary form. • The Creation accounts exemplify one of these literary forms: symbolic story or hymn. • The literal sense also includes being able to identify the authorial voices of the passages. • The two Creation accounts are thought to have been written by different authors with different focuses, communicating some central truths about God, Creation and human beings.</p> <p>Believe</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> God exists and is revealed in different ways: first, through the natural light of human reason (in the contemplation of Creation and our experience of being human) and second, through divine revelation (by means of scripture and tradition). ‘Human words always fall short of the mystery of God’ (see CCC 42). The one, true God can be known with certainty from his | <p>Hear</p> <p>By the end of this unit of study, students will have studied the following key texts: • Dei Verbum 9: relationship between scripture, tradition, and the magisterium</p> <p>Believe</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> God reveals Godself through scripture and tradition, which is called ‘special revelation’. Scripture is inspired (‘God-breathed’): God is its author and God chose human beings with their own gifts, talents and particular contexts as true authors, to write everything and only those things which God wanted. Scripture teaches ‘faithfully and without error that truth which God wanted put into sacred writings for the sake of salvation’ (Dei Verbum 11). God is revealed in the Old Testament as well as the New and the Old Testament has its own intrinsic value. By the end of this unit of study, pupils will know: • The Bible is a library of books, written in different literary forms, by different human authors. • What is meant by the phrase ‘the canon of Scripture’, and the names and order of the books in the canon (see CCC 120). That the Bible was written in Hebrew, Aramaic, and Greek, and that there are many English translations. How to navigate the Bible and find a Bible reference. Many books in the Old Testament also make up the Hebrew scriptures (the Tanakh) of the Jewish people, who arrange and interpret | <p>Adapted version due to amount of coverage; ensure students know the importance of Ash Wednesday, Pope Francis’ Lenten message, What Holy Week is and why it is important.</p> <p>Preparation for assessment in Divinity</p> <p>Hear</p> <p>By the end of this unit of study, pupils will have studied the following key texts:</p> <ul style="list-style-type: none"> The Passover (Ex 12:1-14) Institution of the Eucharist (Lk 22:14-20) By the end of this unit of study, pupils will know that the Church teaches: • The ‘New Testament lies hidden in the Old and the Old Testament is unveiled in the New’ (see CCC 128-130, YC 17-18) and that Christ and his saving action is foreshadowed in the Old Testament. <p>Believe</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> The Paschal mystery of Christ’s cross and resurrection stand at the centre of the Good News the Church proclaims to the world. The Paschal mystery is this: that by his death, Christ liberates us from sin and by rising again, he opens up for us the way to a new life. <p>Celebrate</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> The Liturgy and the sacraments make present the Paschal mystery of Christ’s saving death and resurrection: they are effective signs of salvation. The Eucharist is the ‘source and | <p>Thank you Pope Francis. Prayer reflection.</p> <p>Hear</p> <p>By the end of this unit of study, pupils will have studied the following key texts:</p> <ul style="list-style-type: none"> Those texts that show the significance of the Holy Spirit at key moments in Luke-Acts: at Jesus, conception (Lk 1:34-38); at his baptism (3:21-22); at the beginning of his ministry (4:18-19); at his resurrection and ascension (24:49-53); Pentecost (Acts 2:1-12); the beginning of the mission to the Gentiles (Acts 10:44-48) Pentecost (Acts 2:1-12) The Nicene Creed, Articles 8 and 9 <p>By the end of this unit, students will know:</p> <ul style="list-style-type: none"> The same evangelist was the author of both the Gospel of St Luke and the Acts of the Apostles What scholarship suggests are the main theological emphases of the Gospel of St Luke, particularly with reference to the role of the Holy Spirit in Luke-Acts. <p>Believe</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> The Holy Spirit is the ‘Lord, the giver of life’, the breath (ruah) of God, who was ‘at work with the Father and the Son from the beginning’ (see CCC 686), hovering over the waters of Creation. The Holy spirit ‘has spoken through the prophets’ and inspires the authors of Sacred Scripture, both the Old and New Testaments (see CCC 105). The Holy Spirit is God, the third person of the Holy Trinity who | <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> The teachings of the Catholic Bishops of England and Wales about intercultural dialogue expressed in <p>‘Meeting God in Friend and Stranger’ (paragraphs 108-114).</p> <ul style="list-style-type: none"> How fruitful dialogue should engage participants in a balanced dialogue by having a commitment <p>to the common good and its three essential elements (see CCC 1925 & 1907-1909; Dialogue and</p> <p>Proclamation, 47; Educating to Intercultural Dialogue, 13):</p> <ul style="list-style-type: none"> Respect for the person Social wellbeing and development of society Peace and security <p>By the end of this unit of study,</p> <p>Pupils will know about Hindu gods and goddesses- How can one religion have such a wide range of ideas about God?</p> <p>Sacred texts-Where did Hindu texts come from and what is in them?</p> <p>What do Hindus believe about karma, samsara and moksha?</p> <p>How do Hindus believe that their next lives will be decided?</p> <p>Extraordinary individuals; Who are some of the extraordinary</p> |

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| | | | | | <p>summit’ of the Christian life (CCC 1324); all the other sacraments flow out of it and point back to it because the Eucharist contains Christ himself.</p> <ul style="list-style-type: none">• Jesus is present in the Eucharist in the assembly of the faithful, in the Word, in the priest and, most especially, in the Blessed | <p>‘with the Father and the Son is adored and glorified’.</p> | |
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| | | <p>document ‘Love the Stranger’ which places the human being at the heart of our pastoral outreach, looking beyond statistics and policies to the person – each with a name, a face and a story. To look at Meeting God in Friend and Stranger. This document is from the Bishops of England and Wales and is to help us to “foster respect and mutual understanding between the religions”.</p> | <p>works by reflecting on 1) Creation and 2) the human person.</p> <ul style="list-style-type: none"> • God is the Creator of the universe and of human beings and all that God creates is good. <p>Celebrate By the end of this unit of study, pupils will know that the Church teaches: • Prayer is the universal response of human beings to God’s self-revelation; it is a response to the call to covenant relationship; it is the ‘walking with God’ (CCC 2569) and ‘the raising of the heart and mind to God’ (CCC 2559) that is ‘lived by many righteous people in all religions’. (CCC 2569)</p> <p>Live By the end of this unit of study, pupils will know: • The four core principles of Catholic Social Teaching: dignity of the human person, common good, subsidiarity, and solidarity (see DC 84). By the end of this unit of study, pupils will know that the Church teaches: • The scientific accounts of the origins of the universe and Catholic beliefs about Creation are compatible, challenging both creationist and scientific worldviews (see CCC 159 and 283). • Human beings are called to be stewards of Creation; stewardship is a response to both ‘the cry of the earth and the cry of the poor’ (Laudato Si’ 49)</p> <p>Links to Advent Read information 3.1 What is the incarnation? 3.2 Who is Jesus, the Son of God?</p> | <p>them differently.</p> <p>Celebrate By the end of this unit of study students will know: • How Catholics use scripture in the Liturgy: the structure of the Mass and the place of the Liturgy of the Word as one of the two great parts of the Mass (see CCC 1346, ‘the table of the Word of the Lord and the body of the Lord’) • One of the ways in which scripture is used in prayer, e.g.: – Use of the psalms in prayer, e.g., the prayer of the Church (the divine office) – Lectio Divina – Ignatian contemplation: imaginative prayer – the Jesus prayer – Christian meditation – the Rosary</p> <p>Live By the end of this unit of study, pupils will be able to make connections between Catholic sources (Hear) and beliefs (Believe) and the way these find expression in the world, by studying one option from each of the two areas of thematic study: • Artistic expressions of the meaning and importance of Scripture, for example: – Book of Kells (9th century) – Lindisfarne Gospels (8th century) – Ethiopian illuminated Gospels: Garima Gospels (4th-5th century); Amhara Gospels (14th-15th century) – St John’s Bible (1998) • Lived religion elements, for example: – The extent to which the Bible is part of family life, e.g., family Bibles and their role in family traditions – The extent of the reverence shown to sacred text in different religious traditions – The presence and impact of biblical idioms in cultural life – The role of the Bible in civic life (courts of law for example) and other ceremonies, e.g., swearing on the Bible – The prominence of</p> | <p>Sacrament (see Sacrosanctum Concilium 7).</p> <ul style="list-style-type: none"> • The presence of Jesus in the Blessed Sacrament is described as the ‘real presence’ not because the other modes of presence are not ‘real’ but because it is presence in the fullest sense: it is a substantial presence by which Christ makes himself wholly and entirely present (see CCC 1374). • Every celebration of the Eucharist makes really present the one unique sacrifice Christ offered on the cross (see CCC 1362-1367), which is why it is referred to as the sacrifice of the Mass. By the end of this unit of study, pupils will know: • The meaning of the word ‘sacrament’ as defined by the Church and the names of the seven sacraments and that the Eucharist is one of the sacraments of initiation. • The structure of the Mass, focusing on the Liturgy of the Eucharist as the second of the two great parts of the Mass (see CCC 1346). • The essential signs of the Eucharist and its impact on those who receive it. • The meaning of the word ‘Eucharist’ and that the sacrament is also called ‘the Breaking of Bread’, ‘the Lord’s Supper’, ‘Mass’, and ‘Holy Communion’ (see CCC 1328-1332), focusing on the different emphases conveyed by each of these titles. • The difference between Catholic beliefs about the Eucharist and the beliefs of other Christian denominations about celebrations of the Lord’s Supper. <p>Live By the end of this unit of study, pupils will be able to make connections between Catholic sources (Hear) and beliefs (Believe) and the way these find</p> | <ul style="list-style-type: none"> • ‘The mission of Christ and the Holy Spirit is brought to completion in the Church’ (see CCC 737). • The Church is the Sacrament of communion with the Holy Trinity (CCC 738) and is the People of God (see CCC 781-786), The Church is the Body of Christ (see CCC 787-796), The Church is the Temple of the Holy Spirit (see CCC 797-799). • The Holy Spirit who was given at Pentecost remains with the Church, calling people into ‘some definite service’ in the Church and in the world (see YC 119, 205), sending them the necessary gifts (see 1 Cor 12:4-11) to carry out their vocation. By the end of this unit of study pupils will know: • The meaning of the symbols of the Spirit (water, anointing, fire, cloud and light, the seal, the hand, the finger, the dove (see CCC 694-701)). • The gifts (Is 11:2-3) and the fruits (CCC 1832, cf. Gal 5:22-23) of the Holy Spirit. <p>Celebrate By the end of this unit of study, pupils will know: • The origins, rite, meaning, and effect of the Sacrament of Confirmation.</p> <p>Live By the end of this unit of study, pupils will be able to make connections between Catholic sources (Hear) and beliefs (Believe) and the way these find expression in the world, by studying one option from each of two of the three areas of thematic study: • Philosophical and ethical options, for example: – Ethical issues arising from the fruits of the Spirit versus works of the flesh (Gal 5) • Artistic representations of the</p> | <p>individuals who inspire Hindus?</p> <p>Manu; Shankara; Caitanya, Mata Amritanandanayi Devi</p> <p>Forms and places of worship- How do the features of a mandir help Hindu worship?</p> <p>How do Hindu’s worship at home?</p> <p>Places of pilgrimage. Pilgrimages are long and difficult journeys. Why do Hindu’s undertake them?</p> <p>Gender equality- Do Hindu women have a different role from men?</p> <p>Hindu festivals- What are the meanings of the Hindu festivals?</p> <p>What are Hindu attitudes to the environment? Can ancient teachings show Hindus how to respond to environmental problems?</p> <p>RSHE Ten Ten 6 lessons</p> <p>Year 7 Who Am I?</p> <p>Changing Bodies</p> <p>Healthy Inside and Out</p> <p>Where We Come From</p> <p>Family and Friends</p> <p>My Life on Screen</p> <p>Living Responsibly</p> |
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| | | | 3.3 What did Arius teach about Jesus? 3.4 Who is Jesus, the Son of Man? 3.5 Who is Jesus the Christ and Son of David? | the Ten Commandments in civic institutions (especially in America | expression in the world, by studying one option from each of two of the three areas of thematic study: <ul style="list-style-type: none">• Ethical and philosophical options, for example: – Ethical issues surrounding hunger and food security• Artistic expressions of the Last Supper and Eucharist: – Last Supper by Dagnan-Bouveret, 1896 – Maximino Cerezo Barredo by Emmaus Triptych, 2014 – Huling Salo Salo by Jose V Blanco – The Life of Jesus Mafa – The Golden Bowl – First Supper Last Supper by Susan Dorothea White• Lived religion elements, for example: – An example of a person (historical or contemporary) for whom the Eucharist was central to their life and work (e.g., Blessed Carlo Acutis, Venerable Nguyễn Văn Thuấn, St Therese of Lisieux) – Mass in times of persecution (Reformation Masses and the tradition of priest holes, Nguyễn Văn Thuấn, contemporary examples of clandestine Masses) – Work of Aid to the Church in Need – Cultural expressions of reverence for Christ’s presence in the Eucharist, e.g., Blessed Sacrament and Corpus Christi processions from around the world | symbols of the Holy Spirit, for example: <ul style="list-style-type: none">– Pentecost bronze in the Vatican Museum of modern art– Jesus Mafa Pentecost image– Marlene Scholz, Blessed Trinity– Keiko Miura (Japanese, 1935–), Pentecost, 2004. Stained glass window, All Pilgrims Christian Church, Seattle, Washington, USA– Adao Watanabe (Japanese, 1913–1996), Pentecost, 1965. Hand-coloured kappazuri-dyed stencil print on washi paper• Lived religion elements, for example:<ul style="list-style-type: none">– How the feast of Pentecost is celebrated around the world– What do the gifts of the Spirit look like in a contemporary setting: wisdom, understanding, fortitude, etc.– Charismatic movements within the mainstream Christian Churches– A religious order dedicated to the Holy Spirit: The Spiritans <p>Galilee to Jerusalem</p> <p>RED Source to Summit To look at the following units to coincide with Trinity Sunday and June devoted to the Sacred Heart of Jesus</p> <p>3.6 Who is Jesus the Lord? 3.7 What is the Trinity? 3.8 How does Catholic worship reflect belief in the Trinity? 3.9 How is Jesus the perfect human being? 3.10 Can businesses act selflessly? 3.11 What can Catholics learn from Rublev’s Trinity? 3.12 Who was Father Mykal</p> | |
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| | <p>Links to RED CCC and or Documents from Bishops of England and Wales</p> | <p>Bishops Conference of England and Wales Love the Stranger</p> | <p>God and revelation CCC 26-83, 199-231 CCCC 2-14, 37-38 YC 7-10,12, 30-33 YCfK 1,3,4,8,14,16 Science and religion CCC 282-289 YC 41-46 YCfK 16 Creation CCC 282-289, 355-370, 385- 390 CCCC 66-73 YC 44-48,56- 59,67-70 YCfK 22 Universal call to prayer CCC 2558- 2597 CCCC 534- 540 YC 469-473 YCfK 138-141 Stewardship CCC 344, 2415-2418 CSDC 451-487 DC 256-269 YCfK 128</p> | <p>Scripture, tradition, magisterium CCC 74-100 CCCC 11-17 YC 12-13 YCfK 4,8 The Bible CCC 101-141 CCCC 18-23 YC 14-18 YCfK 10-12 The use of the scriptures in prayer and Liturgy CCC 131-133, 1153-1155, 1349 CCCC 24, 238, 277 YC 182,214 YCfK 76, 140</p> | <p>The Paschal mystery CCC 595-655 CCCC 117-131 YC 97-108 YCfK 32-40 Sacraments CCC 1113-1134 CCCC 224-232 YC 172-178 YCfK 64 Eucharist CCC 1322-1419 CCCC 271-294 YC 208-223 YCfK 74-80</p> | <p>The Holy Spirit CCC: 484-486, 683-747 CCCC 94, 136-146 YC 80, 113-120 YCfK 28-29, 47-49 The Holy Catholic Church CCC 748-810 CCCC 147-160 YC 121-128 YCfK 50-54 The Holy Spirit and the sacraments CCC 1091-1112 CCCC 223 YC 170 YCfK 64 Confirmation CCC 1285-1321, 1830-1832 CCCC 265- 270, 389-390 YC 203-207 YCfK 70-73</p> | <p>Bishops of England and Wales on RSHE. https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKewiio-jD7f6JAxX-S0EAHdLjl-kQFnoECBcQAQ&url=https%3A%2F%2Fwww.cbcew.org.uk%2Fconsultation-on-re-and-relationship-and-sex-education-in-wales%2F&usg=AOvVaw2qDIOxBVXCIEFNcoYdnr1Z&opi=89978449</p> <p>Bishops Conference of England and Wales</p> <p>CHAPTER 3: DIALOGUE AND THE TEACHING OF THE CATHOLIC CHURCH This traces the development of Catholic teaching and spirituality about interreligious dialogue since Vatican II and outlines the principles on which the Church’s theological position today is based. Summary: The Vatican II document <i>Nostra Aetate</i> gave new life to the Church’s relationship with other religions. Members of other religions were presented as people with whom Christians should engage in dialogue and collaboration, and from whose spiritual lives inspiration can be drawn. This relationship has been actively fostered, particularly by recent Popes who have further expounded Church teaching through their pronouncements and actions. The Church has different relationships with each religion, but first among these is the relationship with the Jewish people. The Church’s roots are in the history of God’s relationship with the Jewish people. <i>Nostra Aetate</i> makes clear that the Jews remain especially beloved by God and categorically rejects all forms of anti-Semitism. Nostra Aetate recognises that there are elements of truth and holiness in other religions and acknowledges that the Holy Spirit is at work in them. Other religions contain ‘seeds of the Word’ and ‘a ray of the one Truth’. God’s good plan, and the promise of eternal life, applies to every human being. At the same time, Christ is the only one through whom it is possible to come to this eternal life. What is true and holy in other religions does not replace the Good News of Christianity but can create a fertile environment for it.</p> <p>Imago Dei; Dignity of the human person</p> <p>British Values PSHE;Science, PSHE Tolerance and Mutual Respect, Health</p> |
| | <p>Links to CST</p> | <p>Dignity of the human person; Common Good; Solidarity; Subsidiarity; Social Justice; Dignity of workers</p> | <p>Imago Dei; Dignity of the human person; Common good-responsibility to others; Stewardship- What is our responsibility to the world? What can we do to protect our world; Social Justice; Solidarity standing together with those who suffer.</p> | <p>Imago Dei; Dignity of the human person</p> | <p>Imago Dei; Dignity of the human person</p> | <p>Imago Dei; Dignity of the human person</p> <p>Stewardship; Dignity of workers; social justice; subsidiarity</p> | |
| | <p>Links to other subjects Catholic Curriculum</p> | <p>Geography, Business Studies, PSHE Tolerance and Mutual Respect</p> | <p>Science, Geography, Art</p> | <p>Chaplaincy, Art</p> | <p>Chaplaincy, Art, MFL</p> | <p>Chaplaincy, Art, Business Studies</p> | |

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| | <p>Topics are built on in Year 8 RED and Year 9 RED and sequenced to GCSE RE Eduqas route B</p> | <p>Origins and Meaning Component 1 Practices: Loving and Serving in Catholic communities in Britain and elsewhere.</p> <p>The influence of the concept of imago Dei on Catholic Social Teaching about justice, peace and reconciliation</p> <p>Links to Bishop Patrick’s themes of Encounter, Discipleship and Missionary Discipleship link to Sin and Forgiveness Component 2 Practices: Mission and Evangelisation in Britain and elsewhere</p> <p>Catholic teaching on the imperative to evangelise and the forms this should take, with reference to Pope Francis’ Evangelii Gaudium 15, 48-49, 197-198, 264-265 .</p> <p>How Catholic beliefs about the relationship between faith and salvation influence attitudes to mission and evangelisation locally, nationally and globally. Evangelising in Britain; benefits and challenges. Results of the 2011 census compared to the 2001 census, show an increase in diverse religious and non-religious beliefs and practices (including those of Christianity; Buddhism; Hinduism; Islam; Judaism; Sikhism; Humanism and Atheism), whilst also showing that over half of those who responded considered themselves Christian. U.K. laws, festivals and traditions are rooted in the Christian tradition. However, festivals, beliefs and cultures of other religious and non-religious traditions are also recognised and celebrated.</p> | <p>Origins and Meaning Component 1 Beliefs Creation</p> <p>Comparison of the first (Genesis 1:1-2:3) and second (Genesis 2:4-24) creation accounts, and their respective representations of God and human beings</p> <p>The significance of the Creation narratives with regards to Catholic beliefs about the nature of human beings and their relationship with creation</p> <p>The Bible</p> <p>The Catholic understanding of the nature of revelation and inspiration, with reference to the structure and origins of scripture and its literary forms. Different Christian views on the literary form of Genesis and the significance of this for the interpretation of the accounts</p> <p>Practices: Loving and Serving in Catholic communities in Britain and elsewhere</p> <p>The influence of the concept of imago Dei on Catholic Social Teaching about justice, peace and reconciliation, with reference to Gaudium et Spes 29 & 78</p> <p>The extent to which the work of one Catholic charity, such as CAFOD and one local charity, such as SVP, reflect Catholic beliefs about the dignity of human beings, the importance of loving one’s neighbour, and respecting creation</p> | <p>Origins and Meaning Component 1 Sources: The Bible</p> <p>The Catholic understanding of the nature of revelation and inspiration, with reference to the structure and origins of scripture and its literary forms. Different Christian views on the literary form of Genesis and the significance of this for the interpretation of the accounts</p> | <p>Sin and Forgiveness Component 2 Beliefs: Redemption</p> <p>The meaning and significance of the term “salvation” for Catholics and the role of grace and human freedom in redemption. How do Catholics believe the life, death, resurrection and ascension of Jesus saves them?</p> <p>Practices: Sacraments</p> <p>The Catholic belief in the sacramental nature of the whole of reality and its connection to the seven sacraments: their names, meanings and effects; the meaning and significance of sacraments for a Catholic understanding of salvation</p> <p>The meaning and significance of the Eucharist as “the source and summit” of Christian life and the role it plays in Catholic understanding of salvation.</p> | <p>Links to Bishop Patrick’s themes of Encounter, Discipleship and Missionary Discipleship link to Sin and Forgiveness Component 2 Practices: Mission and Evangelisation in Britain and elsewhere</p> <p>Catholic teaching on the imperative to evangelise and the forms this should take, with reference to Pope Francis’ Evangelii Gaudium 15, 48-49, 197-198, 264-265 .</p> <p>How Catholic beliefs about the relationship between faith and salvation influence attitudes to mission and evangelisation locally, nationally and globally.</p> | <p>and Social Care</p> <p>Dignity and sanctity of life in Judaism Beliefs; Origins and Meaning 1</p> <p>Origins and Meaning Component 1 Practices: Loving and Serving in Catholic communities in Britain and elsewhere</p> <p>The importance of the role of the Catholic Church in inter-faith dialogue to promote understanding, respect, tolerance and harmony between the different religious and non-religious traditions in Great Britain, including: Christianity; Buddhism; Hinduism; Islam; Judaism; Sikhism; Humanism and Atheism</p> |
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| | Links to Comparative Judgements | | Origins and Meaning Component 1 Practices: Loving and Serving in Catholic communities in Britain and elsewhere The importance of the role of the Catholic Church in inter-faith dialogue to promote understanding, respect, tolerance and harmony between the different religious and non-religious traditions in Great Britain, including: Christianity; Buddhism; Hinduism; Islam; Judaism; Sikhism; Humanism and Atheism Development of Knowledge and understanding; religious literacy. Recall and questions, independence and concentration; Engagement; | | Development of Knowledge and understanding; religious literacy. Recall and questions, independence and concentration; Engagement; | | Development of Knowledge and understanding; religious literacy. Recall and questions, independence and concentration; Engagement. | | Development of Knowledge and understanding; religious literacy. Recall and questions, independence and concentration; Engagement; | | Development of Knowledge and understanding; religious literacy. Recall and questions, independence and concentration; Engagement. | | | |
| | Previous content that this topic builds upon | | Bridges the gap between those who attended a Catholic primary school and those who didn't. | | Builds on CST principles in Welcome to Divinity Booklet. | | Builds on information from Interfaith Dialogue booklet where we looked at Christianity as a religion. | | Following on from looking at the importance of the Bible, this focuses on Jesus’ passion, death and resurrection as celebrated today by Catholics. | | If Jesus died for our salvation (previous topic), this topic looks at our personal salvation/our personal Pentecost. This draws upon the teaching of Bible, the Gospels and Jesus’ passion to look at why, as Christians and citizens of the World, we should care for Others; how we use our gifts and talents as Pilgrims of Hope for the Jubilee Year. | | Topics in RSHE build on Imago Dei studied in Welcome to Divinity; unit 1 Creation and Covenant. This builds on Interfaith Dialogue booklet at the beginning of the year and also InterFaith week in November. | |
| | Key vocabulary | | Mission statement Bishop Patrick’s themes Encounter, Discipleship, Missionary Discipleship; Pilgrims of Hope | Veritas Dominican Way of life; Saint Martin CST | God Revelation literal sense literary form Creation Creationism scientism prayer stewardship | | Revelation Dei Verbum Scripture tradition magisterium inspired canon Old Testament New Testament Hebrew, Aramaic, Greek Tanakh Liturgy of the Word | | Paschal mystery sacrament Passover Eucharist Sacrifice of the Mass | Transubstantiation Holy Communion Lord’s Supper Blessed Sacrament | Holy Spirit Pentecost ruach People of God Body of Christ Temple of the Holy Spirit Confirmation Fruits of the Spirit | | Body Soul Imago Dei Puberty Personal Hygiene Self Esteem Sexual Reproduction Social Responsibility Avatar, Brahman, Deity, Meditation | Darshan Mandir Mantra Murti |

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| | | | | | | | | | | | | Monotheism Shaiva Trimurti Vaishnava Mahabharata Purana Ramayana Karma Moksha Samsara reincarnation | Puja tirtha Diwali Kavadi Ratha Yatra Thaipusam Bhumi devi Dharti |
| | Development of cultural capital | Understanding the importance of our Dominican faith Awareness of religious customs and practices in other faiths; we are called to be pilgrims of hope; builders of peace; ordinary people called to be extra ordinary. Reading Love the stranger Document | Understand that the document Laudato Si can apply to all people of all faiths, | Understanding the world’s best-selling book and looking at some key passages that have become part of British society. | Understand the role of ritual and celebration across the globe. | Speaker from Aid to the Church in Need and Cafod | Speaker from Hindu faith to come in | | | | | | |
| | Development of reading | Bishops of England and Wales document Love the Stranger Love the Stranger - Catholic Bishops' Conference | Reading Laudato Si; Laudato si' (24 May 2015) Francis Laudato Deum " Laudate Deum ": Apostolic Exhortation to all people of good will on the climate crisis (4 October 2023) Francis | Pope Francis message for New Year 2025 and World Day of Peace. Reading parables and historical explanations | Reading the relevant Gospel passages and missal linked to the Last Supper. Pope Francis message for Lent 2025 | Reading resources from Cafod, ACN, | Reading passages from the sacred texts of the Vedas; the Mahabharata and Ramayana. Reading about inspirational Hindu men and women. | | | | | | |
| | Gospel Reading | Each week in form a Bible reading is used as Lectio Divina every Friday. | | | | | | | | | | | |
| | Expected outcomes | To know how denominations developed To understand why religions have festivals and rituals To be able to explain the need for traditions | Understand By the end of this unit of study, pupils will be able to: Define what the Catholic Church means by ‘revelation’ and describe different ways human beings can come to know God: through the natural light of human reason and through divine revelation (see CCC 31-50). Discern By the end of this unit of study, pupils will be able to think critically and creatively about what they have studied, for example, by being able to consider different views on Creation; consider the impact of Laudato Si in the world and what we are called to do; offer relevant interpretation of art through creation; investigate the work of Cafod and Sr Dorothy Stang. | Understand By the end of this unit of study, pupils will be able to: Describe the relationship between scripture, tradition and the magisterium, with reference to Dei Verbum. Show an understanding of the structure of the Bible by being able to accurately find a passage using a Bible reference, recognising that the books of the Bible are written by different human authors and identifying different literary forms within it (e.g., law, prophecy, Gospel, letters). Describe the difference between the Old and New Testament and recognise the value the Church places on the Old Testament as an indispensable part of revelation, recognising that many books in | Understand By the end of this unit of study, pupils will be able to: Define a ‘sacrament’, identifying the seven sacraments, and explain what the Church means when it teaches that the sacraments make present the Paschal mystery of Christ’s saving death and resurrection. Identify the Sacrament of the Eucharist as one of the sacraments of Initiation and explain why the Church describes it as the ‘source and summit’ of the Christian life. Describe the ways in which the Church teaches Jesus is present in the celebration of the Eucharist and why his presence in the Blessed Sacrament is described as ‘real presence’, explaining why it is therefore referred to as the ‘Sacrifice of the Mass’. Recognise | Understand By the end of this unit of study, pupils will be able to: Identify what scholarship suggests are the main theological emphases of St Luke’s Gospel, describing those passages that show the significance of the Holy Spirit at key moments in LukeActs. Explain what is meant when the Church teaches that the Holy Spirit was ‘at work with the Father and the Son from the beginning’ (CCC 686), inspiring the authors of both the Old and New Testaments, making links with Article 8 of the Nicene Creed. Explain why the Church teaches that the Holy Spirit is God, the third person of the Holy Trinity, making links with Article 8 of the Nicene Creed and Gal 4:6. Describe Luke’s account of Pentecost (Acts 2:1-12), explaining | By the end of this unit, Year 7 pupils should be able to demonstrate knowledge of: Religious understanding of the body: The belief that humans are created in the image of God (Imago Dei) The belief that humans are one person, made of body and soul. All people have value and dignity (should be treated with respect) How to recognise respect for themselves and others Changes in puberty: The physical and emotional changes | | | | | | |

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| | | | <p>Respond During this unit of study, pupils will be invited to, for example: Reflect on their own response to the Catholic belief that the world is made by God and that human beings have a responsibility for it. (RVE) Consider how they could show solidarity with all creatures and respond to the call to care for our common home. Consider how their response to the artworks studied might inspire them to think or act differently towards Creation. Reflect on the life of Sr Dorothy Stang and consider how they might be inspired by her life and example.</p> | <p>the Old Testament also make up the Hebrew scriptures (the Tanakh) of the Jewish people, who arrange and interpret them differently. Explain what it means to say that scripture is inspired and without error. Describe one of the ways in which Scripture is used in prayer and explain its importance throughout the celebration of Mass, and particularly in the Liturgy of the Word.</p> <p>Discern By the end of this unit of study, pupils will be able to think critically and creatively about what they have studied, for example, by being able to: Consider the view that the Bible is merely a human creation, and construct a Catholic response to this view, with reference to Dei Verbum 9.</p> <p>Assess the extent to which different artistic presentations of Sacred Scripture (such as the Book of Kells, The Lindisfarne Gospels, The Garima Gospels) is an expression both of the Church's teaching about Sacred Scripture and of a particular Christian community's culture. Consider the view that the words of the text are enough and require no illustrations and construct a Catholic response to this. Investigate the ways in which the Bible is part of the life of families in their school or local area and assess the extent to which this makes a difference to the members of the family. Investigate the ways sacred texts are revered in different religious traditions, and the extent to which this has an impact on how members of those communities live and work in the world.</p> | <p>that Christ and his saving action is foreshadowed in the Old Testament, by making relevant connections between the Jewish Passover (Ex 12:1-14) and the Last Supper (Lk 22:14-20), with reference to CCC 1340. U7.4.5. Describe the structure of the Mass, focusing particularly on the Liturgy of Eucharist as the second of the two great parts of the Mass</p> <p>Describe the essential signs and effects of the sacrament, explaining why the sacrament is called 'Eucharist' and the meaning of the other names by which it is known: 'the Breaking of Bread', 'the Lord's Supper', 'Holy Communion', 'Mass'. Compare and contrast Catholic beliefs about the Eucharist with the beliefs of other Christian denominations about celebrations of the Lord's Supper.</p> <p>Discern By the end of this unit of study, pupils will be able to think critically and creatively about what they have studied, for example, by being able to: Consider the view that it is more important to serve the poor than celebrate the Eucharist and construct a Catholic response to this. Consider the view that the set structure of Mass necessarily removes spontaneity, making it a dull form of worship and construct a Catholic response to this. Offer an interpretation of a relevant work of art, making links with Catholic sources, beliefs and practices related to the Eucharist. Compare and contrast it with another relevant artwork. Discuss what the makers could have intended to communicate and how effectively each conveys Catholic beliefs about the Eucharist. Investigate different practices inspired by Catholic Eucharistic beliefs (such as Corpus Christi</p> | <p>what the Church means when she teaches that the 'mission of Christ and the Holy Spirit is brought to completion in the Church'. (See CCC 737.)</p> <p>Explain why the Church is referred to as: the People of God (see CCC 781-786); the Body of Christ (see CCC 787-796); the Temple of the Holy Spirit (see CCC 797-799), making links with the doctrine of the Trinity. U7.5.6. Describe the rite of Confirmation (one of the three sacraments of initiation), explaining its origins, meaning and effects, making relevant connections between the Sacrament of Confirmation, Pentecost (Acts 2:1-12), and the symbols of the Holy Spirit.</p> <p>Discern By the end of this unit of study, pupils will be able to think critically and creatively about what they have studied, for example, by being able to: Consider the claim that the Church can't be the Body of Christ if it is filled with sinners and construct a Catholic response to this. Consider the claim that confirmation is not necessary and construct a Catholic response to this. Consider the claim that the widespread use of social media leads to envy and jealousy. Present arguments for and against the claim, including a Catholic response (with reference to what you have learned about the fruits of the Spirit). Investigate 'Celebrate', as an example of a Spirit led Catholic Charismatic movement and the extent to which it is a faithful reflection of the role of the Holy Spirit in scripture and the life of the Church. Investigate the different ways Pentecost is celebrated around the</p> | <p>people go through during puberty</p> <p>How to look after their changing bodies (how to stay healthy)</p> <p>How to take responsibility for personal hygiene</p> <p>Understand that people will have different body shapes, sizes, and attributes</p> <p>What contributes to self-esteem:</p> <p>How self esteem can affect a person's confidence</p> <p>How body image can lead to high or low self esteem</p> <p>Different techniques that can help to increase a person's self esteem</p> <p>Where we come from:</p> <p>Sexual intercourse within a scientific, moral, and religious context</p> <p>How humans reproduce</p> <p>The terms fertility and menstrual cycle</p> <p>Family and Friends</p> <p>The features of positive and stable relationships between family and friends</p> <p>The different family structures within society</p> <p>How to deal with conflict, where to seek support and the qualities of true friendship</p> <p>My life on screen (this lesson is</p> |
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| | | | | <p>Respond During this unit of study, pupils will be invited to, for example: Experience using Scripture in prayer and Liturgy. Create an artistic expression of Scripture that reflects its personal meaning for them. Consider how their response to the artistic expression of scripture might inspire them to think or act differently towards Scripture. Reflect on the presence and importance of the Bible, or other sacred texts, in their life or in the life of their families.</p> | <p>processions) from around the world and assess the extent to which they are expressions both of Catholic beliefs about the Eucharistic and of a particular Christian community's culture. Investigate the life of Blessed Carlo Acutis, assessing the extent to which it was a faithful response to Catholic beliefs about the Eucharist. Investigate the Eucharistic practices of different Christian denominations and assess the extent to which their Churches, artefacts and styles of worship reflect their Eucharistic beliefs.</p> <p>Respond During this unit of study, pupils will be invited to, for example: Reflect on the life of Carlo Acutis and consider how they might be inspired by him. Reflect on the Catholic belief that Jesus is really present in the Blessed Sacrament and its meaning for them. Consider the words of dismissal at the end of Mass and how they could respond to the different exhortations that each presents. Consider how their response to the artwork might influence how they think about the Eucharist and their practice in relation to it.</p> | <p>world (e.g., Italy, France, Russia, Poland, Hungary) and assess the extent to which they are expressions both of Catholic beliefs about the Holy Spirit and of a particular Christian community's culture. (RVE) Offer an interpretation of a relevant work of art, making links with Catholic sources, beliefs and practices related to the Holy Spirit. Compare and contrast it with another relevant artwork. Discuss what the makers could have intended to communicate and how effectively each conveys Catholic beliefs about the Holy Spirit.</p> <p>Respond During this unit of study, pupils will be invited to, for example: Reflects on the ways in which the Holy Spirit is active in their own life (see YC 120). Reflect on their own gifts and begin to discern which definite service God may be calling them to in the Church and in the world. Reflect on their own behaviour, and consider the extent to which it reflects the fruits of the Spirit or the works of the flesh (see Gal 5, YC 120). Consider the extent to which their own prayer life is Spirit-led</p> <p>Galilee to Jerusalem</p> <p>RED Source to Summit To look at the following units to coincide with Trinity Sunday and June devoted to the Sacred Heart of Jesus</p> <p>3.6 Who is Jesus the Lord? 3.7 What is the Trinity? 3.8 How does Catholic worship reflect belief in the Trinity? 3.9 How is Jesus the perfect human being? 3.10 Can businesses act selflessly? 3.11 What can Catholics learn from Rublev's</p> | <p>taught in addition to a wider online safety curriculum)</p> <p>What a positive digital life looks like</p> <p>How images and attitudes online can affect self esteem</p> <p>How to stay safe online and minimise risky behaviour</p> <p>Living Responsibly:</p> <p>How to show respect to others and themselves</p> <p>How to play a responsible part in the community</p> <p>What is meant by social responsibility?</p> <p>To have a more detailed understanding of what it means to be a Hindu.</p> |
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| | | | | | | <p>Trinity? 3.12 Who was Father Michal Judge?</p> <p>Understand By the end of this unit of study, pupils will be able to:</p> <p>Describe what the Church understands by the doctrine of the Trinity: one God in three Divine Persons, explaining the connection between the doctrines of the Trinity and the incarnation. Describe the meaning of the phrase ‘lex orandi, lex credendi’ and give examples to show that Christian prayer is always Trinitarian in character. Explain why the Church teaches that Jesus is the model of perfect human living, making links with the Catholic Social Teaching principle of the dignity of the human person.</p> <p>Discern Offer an interpretation of an artistic expression of the Trinity, making links with the Catholic sources and beliefs about the Trinity. Compare and contrast it with another relevant artwork. Discuss what the makers could have intended to communicate and how effectively each conveys Catholic beliefs about the Trinity. Consider the claim that artistic expressions of the Trinity are more distorting than helpful in expressing belief about the Trinity and construct a Catholic response to this view.</p> <p>Respond During this unit of study, pupils will be invited to, for example: Consider how Christ came ‘not to be served but to serve’ (Mk 10:45) and how they could respond to the call to serve God in others. Reflect on the ways they pray and the titles they use in addressing their prayer to God.</p> | |
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| | | | | | | <p>Examine their own outwardly virtuous behaviour and consider whether it is self-serving or selfless. (RVE)</p> <p>Explore the work of organisations dedicated to humble service (e.g., the Passionists) and consider in what ways they could support this work.</p> | |
| | Extra Curricular activities in Divinity | <p>Light candles with your family for World Day of Migrants and Refugees 29th September; (respect for dignity of the human person; standing in solidarity; common good)</p> <p>Our Lady of the Rosary 7th October 2024 livestream with Bishop Patrick and pupils from St Elizabeth’s Catholic Academy Belper.</p> <p>Design Jubilee Logo to incorporate STA CMAT and Pilgrims of Hope logo ; Mission Day in School based on Our Mission Statement; Interfaith week; Red Wednesday live stream; light candles at home to support Red Wednesday and to pray for peace in our world;.Youth Fun day live stream event; Design our Lady of Hope Icon for CMAT competition.</p> | <p>Briars Retreat through Chaplaincy Advent Chapel Reflections produced by Lucy and Chris. Bringing in food to support Hinckley food bank (preferential love for the poor)</p> <p>Visit from Alex Jarman City of Leicester Sanctuary to share his work with migrants and refugees.</p> | <p>Jubilee Launch Day for Cafod Friday January 24th Live stream</p> <p>Jubilee 2025: What it takes to be a pilgrim - Vatican News</p> <p>Launch Pilgrims of Hope activities designed by Year 8 Divinity group.</p> <p>St Thomas Aquinas Feast Day; Live stream event</p> | <p>3rd-8th March 2025 Divinity Careers week linked to Pilgrims of Hope; builders of Peace; Ordinary people called to be Saints.</p> <p>14th March 2025 Cafod Lent Family Fast</p> <p>15th March 2025 Flame</p> <p>Stations of the Cross in the Chapel</p> | <p>Rosary with our families; bringing flowers into the Chapel to be given to families who may be suffering to place flowers in front of Our Lady in the Chapel; email petition to Lourdes</p> <p>Vocations Sunday 11th May 2025; invite religious people into school to speak about their vocations.</p> <p>Laudato Si Week, 16th- 24th May 2025. The theme for this year's season is 'Hope and Act With Creation'. 10th Anniversary of Laudato Si.</p> <p>Young Catholic writer of the Year competition</p> | <p>Refugee Week, 16–22 June 2025, Theme to unleash the superpower of our community.</p> <p>Speakers from Hindu faith to come in and build on Interfaith week in Divinity.</p> <p>Spirited Arts Competition 2025</p> <p>Enter Spirited Arts NATRE Competition</p> <p>Entries in (almost!) any art form your pupils can think of, including:</p> <ul style="list-style-type: none"> • Art (painting, drawing, sketching, etc) • Poetry • Photography • Dance • Music • Drama • Sculpture <p>Based on the following themes</p> <p>1. Living in a diverse world</p> <p>2. Stories that change lives</p> <p>3. Thinking about God?</p> <p>4. Sacred Places</p> <p>5. All God's Creatures?</p> <p>6. Making sense of life</p> |
| | Assessments | Baseline assessment | Understand, Discern and Respond questions to each of the activities in | Understand, Discern and Respond | Understand, Discern and Respond questions to each of the activities in | Understand, Discern and Respond questions to each of the activities in | Questions completed in knowledge |

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| | | Extended writing tasks Understand, Discern and Respond questions to each of the activities in Source to Summit. | Source to Summit. Assessment introducing 2,5,8,15 mark questions | questions to each of the activities in Source to Summit. | Source to Summit. Assessment questions 2,5,8,15 mark question | Source to Summit. End of unit questions | Booklet based on Ten Ten topics and discussions from the lessons. |
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| Year 8 | Topic | Welcome to Divinity; Dialogue and Encounter: Islam | Dialogue and Encounter: Islam; Prophecy and Promise RED Source to Summit | Galilee to Jerusalem RED Source to Summit; | Desert to Garden RED Source to Summit | Ends of the Earth RED Source to Summit | Dialogue and Encounter RED Source to Summit |
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| | Core knowledge from this topic | <p>We start our journey in Year 8 by welcoming our students back to Divinity; we recap our Mission and Vision in Divinity; our Mission statement-“To know we are loved by God; to learn the best that has been thought and said and to lead a life of virtue”. To recap on Bishop Patrick’s key themes of Encounter, Discipleship and Missionary Discipleship; to understand what is meant by Veritas; to recap on our school virtues what are the key principles from CST that we looked at in Year 7; to review our learning from last year; to understand what is the Year of Prayer; the importance of the symbols on the Jubilee logo and how we are called to be Pilgrims of Hope, ‘ordinary people called to be saints,’ to follow in the footsteps of St Martin who was patron saint of racial justice.</p> <p>As a result of student, parent/carer voice from last year as well as the riots in August, we decided as a Department to study Interfaith Dialogue and the Church’s response to refugees and Migrants ‘Love the Stranger’ in response to respecting Imago Dei of each other and building a better society of mutual respect and tolerance linked to Bishop Patrick’s theme of Encounter.</p> <p>To engage in a study of Islam</p> <p>Curriculum outcomes Students will each work learn words from KO as part of their homework and in their knowledge booklet read key information, annotate key points and then we check their</p> | <p>To complete work on Islam</p> <p>The Five Pillars</p> <ol style="list-style-type: none"> 1. What are the names of the Five Pillars in Islam? 2. How often do Muslims pray? 3. Which of the Five Pillars means literally ‘that which purifies’? Why is this pillar important? 4. What do Muslims believe are the benefits of fasting? <p>Extended writing task preparation for 15 mark task at GCSE Why do you think the Shahadah is the most important of the Five Pillars? Discuss this statement.</p> <p>Prayer and the mosque</p> <ol style="list-style-type: none"> 1. Why is prayer important to Muslims, and when and where is it done? 2. What is the role of the muezzin and the adhan? 3. What is wudu? 4. How do Muslims perform salah? <p>Describe the features that mosques often have in common?</p> <p>Ramadan and Eid ul-Fitr</p> <ol style="list-style-type: none"> 1. What must Muslims do and not do during Ramadan? 2. Name three groups of people who do not have to fast? 3. Why do Muslims fast during Ramadan? 4. How are the dates of Ramadan decided and how does this affect those fasting? <p>Describe what happens at the end of the month of Ramadan.</p> <p>What happens on hajj?</p> <ol style="list-style-type: none"> 1. Who is and who is not required to go on hajj? 2. When does hajj take place and how might a Muslim prepare for | <p>Hear By the end of this unit of study, students will have studied the following key texts:</p> <ul style="list-style-type: none"> • Proclamation of the kingdom, including Mk 1:14-15 (or synoptic equivalents). • Jesus encounters with those on the margins, including sinners (e.g., Jn 8:1-11), the ritually unclean (e.g., Mk 5:25-34), gentiles (e.g., Mk 7:25-30), women (e.g., Jn 20:11-18), the neglected (e.g., Mk 12:41-44), the sick (e.g., Mk 8:22-25). • Parables in the synoptic tradition, including a parable of kingdom growth (e.g., Mk 4:1-9) a parable of mercy (e.g., Luke Lk 15:11-32) and an eschatological parable (e.g., Matthew Matt 25:31-46). • Miracles in the synoptic tradition, including a miracle that shows power over evil (e.g., Mk 5:1-20), power over nature (e.g., Mk 4:35-41), power over sickness (e.g., Mk 2:1-12), power over death (e.g., Mk 5:21-24, 35-43). <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The moral sense of scripture is one of the spiritual senses of scripture. • Reading scripture according to its moral sense means drawing from the passage what people must do today in order to act justly (see CCC 117). <p>Believe By the end of this unit of study of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • Everyone is called to enter the kingdom. • The kingdom belongs especially to the poor and lowly and that Christ makes active love | <p>To continue with the Kingdom. Adapted version due to amount of coverage; ensure students know the importance of Ash Wednesday, Pope Francis’ Lenten message, What Holy Week is and why it is important.</p> <p>Preparation for assessment in Divinity</p> <p>Hear By the end of this unit of study, pupils will have studied the following key texts:</p> <ul style="list-style-type: none"> • Is 52:13-53:12 – the Fourth Servant Song • Mk 14:32-15:39 – the Passion and Death of Jesus. <p>Believe By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • Human beings have always been confronted with the problem of suffering and evil (CCC 309, 1500). • The disobedience of our first parents resulted in tragic consequences, including evil (physical and moral), suffering and death (CCC 400-2). • As part of the human condition, a person will experience unavoidable physical and moral suffering (SD 5). • The Old Testament contemplates the meaning of suffering and evil (see CCC 1502, SD 6), for example: – As punishment for sin (e.g., Gen 3, Ex 15:26)– As calling to conversion (e.g., Joel 2: 12-14, Ps 32)– As mysterious (e.g., the example of Job) – As redemptive for others (e.g., Is 52:13-53:12) • Jesus is identified as the ‘suffering servant’ of Isaiah (see | <p>Thank you Pope Francis-.</p> <p>Hear By the end of this unit of study, students will have studied the following key texts:</p> <ul style="list-style-type: none"> • One of the accounts of Jesus’ resurrection (e.g., Mt 28:1-20; Mk 16:1-20; Lk 24:1-49; Jn 20:1-30). • 1 Cor 15:1-58: The resurrection of the dead. <p>Believe By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • Belief in the resurrection is the central and crowning truth of the Christian faith; without it, all Christian faith is in vain (1 Cor 15:14). • Christ’s resurrection is a real historical event which left the tomb, in which Jesus was laid, empty. The empty tomb and the linen cloths signify that Christ’s body has escaped death and corruption. • It is Christ’s body that is raised, the same body that was crucified, but in being raised, it has been glorified and is no longer limited by space and time. • Christ’s resurrection is not merely a return to earthly life (as with Lazarus): in his risen body he passes from a state of death to another life beyond time and space. • Christ’s resurrection is the source of Christian hope, since, as the ‘first-fruit of all those who have fallen asleep’ (1 Cor 15:20) we have the assurance of the resurrection of our own mortal bodies at the end of time. • Human beings are both corporeal and spiritual (see CCC 355) and their immortal souls | <p>RSHE Ten Ten resources</p> <p>Created and Chosen</p> <p>Appreciating Differences</p> <p>Feelings</p> <p>Before I Was Born</p> <p>Tough Relationships</p> <p>Think Before You Share</p> <p>Wider World</p> <p>The Trouble with Max</p> <p>Trust the Truth – Part One</p> <p>Trust the Truth – Part Two</p> |

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| | | | | <p>CCC 601, SD 17-19).</p> <ul style="list-style-type: none">• By his resurrection, Jesus opens up the hope in ‘the resurrection of the body and the life everlasting’ (see Rev 21:1-4).• By the mystery of his passion, death and resurrection, Jesus gives a new meaning to suffering so that when united with Jesus, a person’s suffering can be offered for the sake of others (Colossians 1:24, CCC 793 and 1521). | <p>will live on after death and be reunited to their resurrected bodies at the final resurrection</p> | |
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| | <p>understanding to the following questions</p> <p>How did Islam rise to influence?</p> <ol style="list-style-type: none">1. Why did Muhammad disapprove of idol worship?2. How did the leaders of Muhammad’s tribe react when he told them there was one true God?3. Describe what happened to Bial.4. What was the Constitution of Medina? <p>Extended writing task preparation for GCSE 15 mark question</p> <p>“Was Muhammad a prophet, a politician or a warrior?”</p> <p>Why did Islam split?</p> <ol style="list-style-type: none">1. What did Abu Bakr do while he was a caliph?2. How did Umar initially feel about Islam and what did he achieve as caliph?3. Why was there a war between Muslims during Ali’s rule?4. Do Sunni and Shi’a Muslims agree on who should have succeeded Muhammad? Explain your answer. <p>“The caliphs played an important role in the development of Islam”, Discuss this statement.</p> <p>What is the Qur’an?</p> <ol style="list-style-type: none">1. What does the Arabic word ‘qur’an mean?2. In what language must the Qur’an be recited and why?3. How was the Qur’an originally passed between people and recorded?4. Describe two differences between the Qur’an and the Bible. <p>Explain how Muslims show respect to the Qur’an?</p> <p>What do Muslims believe about God?</p> <ol style="list-style-type: none">1. Why did Muhammad’s | <p>it?</p> <ol style="list-style-type: none">3. Explain what Muslims do and do not do while in a state of ihram and why?4. Describe what happens on hajj and explain why these things are done. <p>Extended writing task preparation for GCSE 15 mark questions</p> <p>“All religious people should go on pilgrimage”. Discuss this statement</p> <p>Assessment on Islam</p> <p>To look at Year 8 module 2 Source to Summit RED which links specifically to Advent</p> <p>Hear</p> <p>By the end of this unit of study, students will know:</p> <ul style="list-style-type: none">• That prophetic texts in the Bible have an overall pattern of call, message, and fulfilment.• What it means to describe a prophetic text as messianic. <p>By the end of this unit of study, pupils will have studied the following texts:</p> <ul style="list-style-type: none">• One example of a text that describes the call and sending of a prophet by God (e.g., Is 6:1-13, Ez 2:1-3:15, Jer 1:1-10).• One example of how, in the life and message of a biblical prophet, common prophetic themes emerge, e.g., call to repentance (Am 5:14-15); critique of the rich and the call to care for the poor (Am 6:1-7, 7:4-8); criticism of external religion (Am 5:21-27); warning and promise (Am 6:16-17, 9:11-15); use of parables and images (Am 7:7-9); a faithful remnant preserved (Am 5:14-15, | <p>for the poor of every kind a condition for entering his kingdom (see CCC544).</p> <ul style="list-style-type: none">• The terms ‘kingdom of God’ and ‘reign of God’ are ways of describing complementary aspects of the same reality.• Jesus is the one who ‘inaugurated the Kingdom of heaven on earth’ (LG 3).• The miracles and parables of Jesus reveal the nature of God’s reign and who Jesus is.• The Church is ‘the kingdom of Christ now present in mystery’ (LG 3) and the ‘seed and beginning of this kingdom’ (CCC 567, 669).• There are conditions for entering the Kingdom (CCC 543-546, TDC 18) and Kingdom dispositions (Mt 5:1-12, CCC 1716, 1724). <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none">• ‘The preferential love for the poor’ means considering the needs of the poorest and most vulnerable first. <p>Celebrate</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none">• The origins, rite, meaning and effect of the Anointing of the Sick, one of the two Sacraments of Healing. <p>Live</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none">• The corporal and spiritual works of mercy. <p>By the end of this unit of study, pupils will be able to make connections between Catholic sources (Hear) and beliefs (Believe) and the way these find expression in the world, by studying one option from each of two of the three areas of thematic study:</p> <ul style="list-style-type: none">• Ethical and philosophical options, for example:<ul style="list-style-type: none">– Issues arising from encounters with those on the margins today: | <ul style="list-style-type: none">• Christians should actively respond to alleviate suffering (see CCC 2448). <p>Celebrate</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none">• Christians prepare for the celebration of Easter through the disciplines of fasting, almsgiving, and prayer during Lent, which express conversion in relation to oneself (fasting), in relation to God (prayer) and in relation to others (almsgiving).• How the Church enters into the Paschal mystery of Christ’s death and resurrection through different aspects of the celebration of the Triduum.• The origins, rite, meanings, and effect of the Sacrament of Penance (Reconciliation), one of the two sacraments of healing.• The difference between active and passive mortification, and their respective roles in conversion of heart. <p>Live</p> <p>By the end of this unit of study, pupils will be able to make connections between Catholic sources (Hear) and beliefs (Believe) and the way these find expression in the world, by studying one option from each of two of the three areas of thematic study:</p> <ul style="list-style-type: none">• Ethical and philosophical options, for example:<ul style="list-style-type: none">– Questions and responses arising from the mystery of suffering, for example:• Why do the innocent e.g., children, virtuous suffer?• How can the scale of some suffering/horrors ever be meaningful?• What, if anything, is unique about human suffering?• Artistic responses to the mystery of suffering, for example:<ul style="list-style-type: none">– Artistic expressions of the Crucifixion, including in | <p>(see CCC 366).</p> <ul style="list-style-type: none">• There are four last things: death, judgement, heaven, and hell and that every person will experience a particular judgement (cf CCC 1021-22). <p>Celebrate</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none">• The main elements of a funeral rite, and the ways in which they reflect Catholic beliefs about resurrection and life eternal. <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none">• Baptism is necessary for salvation, but that the fruits of baptism can be brought about by an implicit or explicit desire for baptism (see CCC 1257-1261). <p>Live</p> <p>By the end of this unit of study, pupils will be able to make connections between Catholic sources (Hear) and beliefs (Believe) and the way these find expression in the world, by studying one option from each of two of the three areas of thematic study:</p> <ul style="list-style-type: none">• Ethical and philosophical options, for example:<ul style="list-style-type: none">– Philosophical objections to the existence of the soul and Catholic responses to these objections– Comparison of beliefs about life after death within different religious and non-religious traditions– Disputes with other Christian denominations about the scriptural justification for a belief in purgatory• Artistic representations of Christ’s resurrection, for example:<ul style="list-style-type: none">– Caravaggio, The Incredulity of St Thomas– Piero della Francesca, | |
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| | | <p>message about God cause conflict?</p> <p>2. Explain three things that Muslims believe about God?</p> <p>3. Explain what Muslims mean by tawhid.</p> <p>4. Explain what is meant by shirk. Give examples</p> <p>“It is impossible to describe God.” Discuss this statement.</p> | <p>9:8-15); God as judge of all nations (Am 1-2).</p> <ul style="list-style-type: none"> • One example of a prophetic text that points to a messianic fulfilment, e.g., Is 11:1-10 <p>Model curriculum 213 2.4</p> <p>Believe</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • There is a cycle of prophecy pointing to Christ that begins with Elijah and is concluded in John the Baptist (see CCC 717-719). <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The ways in which the ministry of John the Baptist mirrors the prophetic pattern of call, message and fulfilment (Lk 1:5-25, 67-80; 3:1-22). <p>Celebrate</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • ‘Jesus fulfilled the messianic hope of Israel in his threefold office of priest, prophet and king’ (CCC 436). • That through the Sacrament of Baptism, a believer is anointed with chrism and so shares in Christ’s threefold office of priest, prophet and king (CCC 1268). • That by virtue of their prophetic mission, lay people are called to be witnesses to Christ in the world (CCC 940-942). <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • What the Church understands by the threefold office of priest, prophet and king. • One way in which the | <ul style="list-style-type: none"> • Those seeking asylum and refuge • The elderly • Those living with physical and mental disability (visible and invisible) • Those living without a permanent home • The way ‘structures of sin’ (see CCC 1869) often lead to people being marginalised in multiple, interconnected ways. <p>– The philosophical and theological challenges to miracles and the religious responses to these challenges</p> <ul style="list-style-type: none"> • Artistic expression of Jesus’ ministry, for example: <p>– Sieger Köder, The Jesus table</p> <p>– Azaria Mbatha, The Hunger Cloth</p> <p>– Encounter (Magdala chapel) – Daniel Cariola</p> <p>– Women with haemorrhage – Santi Marcellino and Pietro catacombs</p> <p>– Alfred Thomas, Calming the Storm</p> <p>– Henry Ossawa Tanner, Christ and His Disciples on the Sea of Galilee</p> <ul style="list-style-type: none"> • Lived religion elements, for example: <p>– Pilgrimage to Lourdes and the example of St Bernadette</p> <p>– World Day of the Sick</p> <p>– Life and work of a person who was committed to serving marginalised people, in response to Christ’s teaching and example (for example: Mother Elvira Petrozzi, and the Cenacolo community; St Teresa of Calcutta; St Oscar Romero; Fr Damien of Molokai; Jackie Pullinger, and the St Stephen’s society; Dorothy Day, and the Catholic Worker Movement</p> | <p>iconography</p> <p>– Artistic representations of the story of Job</p> <p>– The use of art as a therapy for people who have experienced trauma</p> <ul style="list-style-type: none"> • Lived religion elements, for example: <p>– Examples of how Christians respond to suffering, e.g.:</p> <ul style="list-style-type: none"> • The Art of Dying Well (https://www.artofdyingwell.org/) • SMART (safe and dignified) burial teams in Sierra Leone during Ebola outbreak • Mashambanzou Care Trust, Harare – caring for people living with HIV and AIDS • The Mizen foundation – Margaret and Barry Mizen) <p>– Lenten cultural practices from around the world:</p> <ul style="list-style-type: none"> • Green Thursday in the Czech Republic • Great Lent Fast from meat, dairy, fish, olive oil and alcohol in the Middle East • The Passion plays Mystery plays at Wintershall and Oberammergau • La Samaritana in Mexico • Hot Cross Buns in Britain <p>– The ongoing secular significance of giving something up for Lent.</p> | <p>Resurrection</p> <p>– Sir Edward Coley Burne-Jones, The Morning of the Resurrection</p> <p>– Evelyn de Morgan, The Red Cross</p> <p>– He Qi, The Road to Emmaus, Supper at Emmaus</p> <p>– Sadao Watanabe, Emmaus</p> <ul style="list-style-type: none"> • Lived religion elements, for example: <p>– Christian funeral traditions from around the world, e.g.:</p> <ul style="list-style-type: none"> • The cultural significance of Christian cemeteries in the UK and Europe • The hanging coffins of Sagada (the Philippines) • Famadihana (Madagascar) • Jazz funerals (New Orleans) • Candles, flowers, and the bringing of gifts to wakes in the home (Guatemala) | |
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| | | <p>Church reflects on the importance of the prophetic texts in the Liturgy of the Church and/or popular devotions during Advent, for example:</p> <ul style="list-style-type: none">– The Advent liturgical antiphons and responses in the divine office: The O Antiphons; the Rorate Coeli; the Benedictus– Other popular Advent devotions: the Jesse tree, Advent wreaths, Advent calendars and Candles. <p>Live</p> <p>By the end of this unit of study, pupils will be able to make connections between Catholic sources (Hear) and beliefs (Believe) and the way these find expression in the world, by studying one option from each of two of the three areas of thematic study:</p> <ul style="list-style-type: none">• Ethical and philosophical options, for example:<ul style="list-style-type: none">– Those on the side of truth (cf. Jn 18:37): people who speak the truth, for truth’s sake, at cost to themselves and for the good of others (e.g., Dr Li Wenliang and the Covid outbreak, Davi Kopenawa Yanomami’s advocacy for indigenous people in the Amazon)– Contemporary dangers of superstition with regard to prayer and worship (cf. CCC 2111)• Artistic expression of Advent themes, for example:<ul style="list-style-type: none">– Various artistic representations of the Jesse tree– Michelangelo’s representations of various | | | | | |
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| | | | <p>prophets in the Sistine Chapel</p> <ul style="list-style-type: none">– Compare representations of Elijah and John the Baptist in the Eastern Christian icon <p>• Artistic expression of Advent themes, for example:</p> <ul style="list-style-type: none">– Various artistic representations of the Jesse tree– Michelangelo’s representations of various prophets in the Sistine Chapel– Compare representations of Elijah and John the Baptist in the Eastern Christian icons– The prophetic message in Christmas carols (e.g., O Come, O Come, Emmanuel; God rest ye ‘tidings of comfort and joy’; Gaudete reference to Ezekiel; See amid the winter’s snow ‘promised from eternal years’; Angels from the realms of glory ‘Suddenly the Lord, descending/ In his temple shall appear’)– The O Antiphons in art, e.g., O Antiphons by the Benedictine Sisters of Turvey Abbey <p>• Lived religion elements, for example:</p> <ul style="list-style-type: none">– Advent traditions: Advent calendars, Jesse tree, Advent wreaths, Christmas trees– Advent traditions from around the world: Las Posadas, Santons, Szopka, Nativity plays,– The life of a person who has a prophetic voice today, e.g., Oscar Romero; Joseph Moeono-Kolio; Malawi Catholic Bishops, 1992, ‘Living our Faith’, Lenten Pastoral letter | | | | |
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| Links to RED CCC and or documents from the Bishops of England and Wales; | Love the Stranger | Prophecy CCC 702-747 CCCC 140-145 YC 116-119 YCfK 12, 47 Advent CCC 522-524 CCCC 102 YC 186 YCfK 109 Priest, prophet, and king CCC 897-913, 940-942 CCCC 188-191 YC 139 | The Kingdom CCC 535-570 CCCC 105-111 YC 87-93 YCfK 31 Love for the poor CCC 2443- 2449 CCCC 520 YC 449-451 YCfK 137 Anointing of the Sick CCC 1499-1532 CCCC 313-320 YC 242-247 YCfK 88-91 | Passion and death of Jesus CCC 571-637 CCCC 112-125 YC 95-103 YCfK 32-36 The mystery of suffering CCC 309-314, 324, 15000- 1502 CCCC 57-58, 313 YC 51, 240 YCfK 22 Sacrament of Reconciliation CCC 1420-1498 CCCC 295-312 YC 224-239 YCfK 81-87 Lent and penance CCC 538-540, 1095, 1430-1439 CCCC 106, 300-301 YC 345 YCfK 109 | Resurrection CCC 624-667 CCCC 124-132 YC 103-112 YCfK 37-39 Life eternal CCC 355-367, 668-682, 988- 1060 CCCC 66-70, 133-135, 202- 216 YC 62-63, 152-163 YCfK 40 The funeral rite CCC 1680-1690 CCCC 354- 356 YC 278 | https://www.catholiceducation.org.uk/images/Learning2love.pdf.pdf RSE in Catholic Schools.pdf |
| Previous content that this topic links to | Year 7 was focused on understanding the basics of the Bible as the Word of God and Catholic Social Teaching. This module aims recap on key beliefs that are at the heart of everything that we do at Saint Martin's. | Year 7 focused on Prophets as messengers from God. Links to charities such as Cafod ; SVP; Mary's meals. | Love the Stranger focus on Catholic Church teaching on Migrants and Refugees; Candles lit by our families for World Day for Migrants and refugees. | Build on information studied in Year 7 Galilee to Jerusalem. | Previous link to topic in Year 7 | Builds on Ten Ten in Year 7 Who Am I? Changing Bodies Healthy Inside and Out Where We Come From Family and Friends My Life on Screen Living Responsibly |

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| | | <p>Catholic teaching on the imperative to evangelise and the forms this should take, with reference to Pope Francis' Evangelii Gaudium 15, 48-49, 197-198, 264-265 .</p> <p>How Catholic beliefs about the relationship between faith and salvation influence attitudes to mission and evangelisation locally, nationally and globally. Evangelising in Britain; benefits and challenges. Results of the 2011 census compared to the 2001 census, show an increase in diverse religious and non-religious beliefs and practices (including those of Christianity; Buddhism; Hinduism; Islam; Judaism; Sikhism; Humanism and Atheism), whilst also showing that over half of those who responded considered themselves Christian.</p> <p>U.K. laws, festivals and traditions are rooted in the Christian tradition. However, festivals, beliefs and cultures of other religious and non-religious traditions are also recognised and celebrated.</p> | | <p>origins of scripture and its literary forms.</p> <p>Component 2 Life and Death The importance of dying well and the importance of palliative care.</p> <p>Component 2 Sin and Forgiveness Practices: Sacraments The Catholic belief in the sacramental nature of the whole of reality and its connection to the seven sacraments: their names, meanings and effects; the meaning and significance of sacraments for a Catholic understanding of salvation ➤ The meaning and significance of the Eucharist as “the source and summit” of Christian life and the role it plays in Catholic understanding of salvation.</p> | <p>believe the life, death, resurrection and ascension of Jesus saves them? The compatibility of a belief in Hell and a belief in the unconditional love of God and the universal nature of God’s mercy</p> | <p>parables of judgement (Matthew 18:21-35, Luke 16:19-31) Catholic teaching on purgatory with reference to 1 Cor. 3:11-15</p> <p>Forms Funeral rites The symbols, prayers and texts of the Catholic funeral rite in Britain and how these express Catholic beliefs about eternal life</p> | <p>The physical and emotional changes people go through during puberty</p> <p>How to look after their changing bodies (how to stay healthy)</p> <p>How to take responsibility for personal hygiene</p> <p>Understand that people will have different body shapes, sizes, and attributes</p> <p>What contributes to self-esteem:</p> <p>How self esteem can affect a person’s confidence</p> <p>How body image can lead to high or low self esteem</p> <p>Different techniques that can help to increase a person’s self esteem</p> <p>Where we come from:</p> <p>Sexual intercourse within a scientific, moral, and religious context</p> <p>How humans reproduce</p> <p>The terms fertility and menstrual cycle</p> <p>Family and Friends</p> <p>The features of positive and stable relationships between family and friends</p> <p>The different family structures within society</p> <p>How to deal with conflict, where to seek support and the qualities of true friendship</p> <p>My life on screen (this lesson is taught in addition to a wider online safety curriculum)</p> |
| | <p>Links to Comparative Judgements Previous content that this topic builds upon</p> | <p>Development of Knowledge and understanding; religious literacy. Recall and questions, independence and concentration; Engagement;</p> | <p>Development of Knowledge and understanding; religious literacy. Recall and questions, independence and concentration; Engagement;</p> | <p>Development of Knowledge and understanding; religious literacy. Recall and questions, independence and concentration; Engagement</p> | <p>Development of Knowledge and understanding; religious literacy. Recall and questions, independence and concentration; Engagement</p> | <p>Development of Knowledge and understanding; religious literacy. Recall and questions, independence and concentration; Engagement</p> | |

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| | | <p>Bible Reading</p> <p>Each week in form on a Friday morning, a Bible reading is used as Lectio Divina.</p> | <p>Each week in form on a Friday morning, a Bible reading is used as Lectio Divina.</p> | <p>Each week in form on a Friday morning, a Bible reading is used as Lectio Divina.</p> | <p>Each week in form on a Friday morning, a Bible reading is used as Lectio Divina.</p> | <p>Each week in form on a Friday morning, a Bible reading is used as Lectio Divina.</p> | <p>Each week in form on a Friday morning, a Bible reading is used as Lectio Divina.</p> |
| | <p>Expected outcomes</p> | <p>To understand that interfaith Dialogue is crucial to building social cohesion in communities and in the world.</p> <p>To know what we can do as Pilgrims of Hope based on reading Love the Stranger and how this links to CST.</p> | <p>By the end of this unit of study, pupils will be able to:</p> <p>Understand Describe the pattern of prophetic texts in the Bible, with reference to one biblical prophet (e.g., Isaiah Is 6:1-13, Ez 2:1-3:15 or Jer 1:1-10) and explain what is meant by describing a prophetic text as messianic, with reference to one prophetic text (e.g., Isaiah Is 11:1-10). Describe common prophetic themes with reference to the life and work of one biblical prophet, e.g., call to repentance (Am 5:14-15); critique of the rich and the call to care for the poor (Am 6:1-7, 7:4-8); criticism of external religion (Am 5:21-27); warning and promise (Am 6:16-17, 9:11-15); use of parables and images (Am 7:7-9); a remnant preserved (Am 5:14-15, 9:8-15); God as judge of all nations (Am 1-2). Describe the ways in which the ministry of John the Baptist mirrors the pattern of call, message and fulfilment, with reference to Lk 1:5-25, 67-80; 3:1-22, recognising that there is a cycle of prophecy pointing to Christ that begins with Elijah and is concluded in John the Baptist (see CCC 717-719). Describe the ways in which lay people are called, through their baptism, to be witnesses to Christ in the world, by participating in the threefold office of Christ as priest, prophet and king (CCC 942). Describe one of the ways in which the Church reflects on the importance of the prophetic texts in the Liturgy of the Church and popular devotions during Advent.</p> <p>Discern</p> | <p>By the end of this unit of study, pupils will be able to:</p> <p>Understand Describe one example from the gospels of Jesus’ encounters with those on the margins (sinners; the ritually unclean; gentiles; women; the neglected; and the sick), explaining the literal sense of one of the scripture passages studied, including a recognition of the role of author, literary form, context, and audience. Show understanding at least one parable relating to: (i) Kingdom growth (e.g., Mk 4:1-9); (ii) mercy (e.g., Lk 15:11-32); (iii) eschatology (e.g., Matt 25:31-46), explaining the literal sense of one of the scripture passages studied, including a recognition of the role of author, literary form, context and audience. Show understanding of at least one miracle, explaining how it shows either Jesus’ power: (i) over evil (e.g., Mk 5:1-20); or (ii) over sickness (e.g., Mk 2:1-12); or (iii) over death (e.g., Mk 5:21-24, 35-43); or (iv) over nature (e.g. Mk 4:35-41). Describe what is meant by the moral sense of scripture, explaining how through the care he shows for the lost, the sick and the outcast, Jesus also reveals something about who he is and God’s special care for marginalised people, making links with the Catholic belief that the kingdom belongs especially to the poor and the lowly. Make relevant connections between the parables and miracles of Jesus, Catholic beliefs about the Kingdom and the belief the Church is both ‘the kingdom</p> | <p>By the end of this unit of study, pupils will be able to:</p> <p>Understand By the end of this unit of study, pupils will be able to: Describe the suffering of Jesus in Mk 14:32-15:39, making links with the Servant in the Fourth Servant Song Is 52:13-53:12. Recognise human beings have always pondered the mystery of suffering and evil (see CCC 309 1500-02) and describe the distinction between physical suffering and moral suffering (e.g., worry, fear, loneliness). Describe some of the ways the Old Testament contemplates the meaning of suffering and evil, including the belief that the disobedience of our first parents resulted in the tragic consequences of evil (physical and moral), suffering, and death (CCC 400-02). Describe how the Church responds to the mystery of suffering and death with reference to the belief that when united with Jesus, a person’s suffering can be offered for the sake of others (see Colossians 1:24, CCC 1521). Describe how the Church enters into the Paschal mystery of Christ’s death and resurrection, by explaining the meaning of one symbol used in the Triduum liturgies that link to Catholic beliefs about the mystery of Christ’s passion, death, and resurrection (e.g., Procession to the altar of repose, the veneration of the cross, the Easter fire). Describe how and explain why Christians should practise the disciplines of fasting, almsgiving, and prayer, particularly during the season of Lent. Describe the rite of the</p> | <p>By the end of this unit of study, pupils will be able to:</p> <p>Understand Describe one of the accounts of the Resurrection, explaining the literal sense of one of the scripture passages studied, including a recognition of the role of author, literary form, context, and audience. With reference to St Paul’s teaching about the resurrection of the dead in 1 Cor 15:1-58, explain why the resurrection is the central and crowning truth of the Christian faith. Explain why the empty tomb is an important part of resurrection belief for Catholics, making links with the Resurrection accounts that show the reality of Jesus’ physical resurrection. Describe Catholic beliefs about the Resurrection of Jesus, making links to Catholic beliefs about what happens to a person after they die, including reference to the four last things. Describe the main elements of a Catholic funeral rite, making links with Catholic beliefs about the resurrection of the body and life everlasting. Explain why the Church teaches that baptism is necessary for salvation, making links with the use of holy water during the reception of a body into Church, and describe what is meant by a ‘baptism of desire’.</p> <p>Discern By the end of this unit of study, pupils will be able to think critically and creatively about</p> | <p>By the end of the RSE unit in Year 8 pupils should be able to demonstrate knowledge of:</p> <p>Created and Chosen:</p> <p>The belief that humans were created and chosen by God</p> <p>The science of being unique</p> <p>Issues associated with fitting in and standing out (e.g., fitting in with a group that may not share your principles or views / standing out due to something that makes you unique/different)</p> <p>Appreciating differences:</p> <p>The differences between male and females</p> <p>Issues surrounding gender stereotypes, identity, and dysphoria</p> <p>The importance of equality and celebrating our uniqueness</p> <p>Different perspectives regarding gender and transgender identity</p> <p>How bullying and marginalising people is always wrong</p> <p>Feelings:</p> <p>What is meant by sexual attraction</p> <p>The importance of self-control, mutual respect, and kindness</p> <p>The Catholic belief about the importance and value of sex and sexual attraction</p> <p>Before I was born:</p> |
| | | | By the end of this unit of study, | of Christ now present in mystery | | | |

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| | | | <p>pupils will be able to think critically and creatively about what they have studied, for example, by being able to:</p> <p>Consider the claim that the words of the prophets are not relevant today. Present arguments for and against the claim, including a Catholic response (with reference to what you have learned about prophecy), weighing the strengths and weaknesses of the arguments.</p> <p>Consider the claim that you can only speak with a prophetic voice if you are a Christian. Present arguments for and against the claim, including a Catholic response (with reference to what you have learned about prophecy), weighing the strengths and weaknesses of the arguments.</p> <p>Investigate the life of a person who spoke the truth, for truth's sake, at cost to themselves and for the good of others and assess the extent to which their lives mirrored patterns of biblical prophecy.</p> <p>Investigate the different ways Advent is celebrated around the world (e.g., Las Posadas, Santons, Szopka, Nativity plays) and assess the extent to which they are expressions both of Catholic beliefs about Advent and of a particular Christian community's culture.</p> <p>Offer an interpretation of a relevant work of art, making links with Catholic sources, beliefs and practices related to Advent or Advent devotions. Compare and contrast it with another relevant artwork. Discuss what the makers could have intended to communicate and how effectively each conveys Catholic beliefs about Advent.</p> <p>Respond</p> <p>During this unit of study, pupils will be invited to, for example:</p> <p>Consider how they could respond to the call to be priests, prophet and king in their own life.</p> | <p>(LG 3) and the 'seed and beginning of this kingdom' (CCC 567, 669).</p> <p>Describe the rite of the Anointing of the Sick (one of two sacraments of healing), explaining its origins, meaning and effects, making relevant connections between the Anointing of the Sick and the kingdom passages studied, with reference to CCC 1504-05.</p> <p>Discern</p> <p>By the end of this unit of study, pupils will be able to think critically and creatively about what they have studied, for example, by being able to:</p> <p>Consider the claim Jesus was merely an earthly leader who sought religious and political change.</p> <p>Present arguments for and against the claim, including a Catholic response (with reference to what you have learned about the kingdom), weighing the strengths and weaknesses of the arguments.</p> <p>Consider the claim that science has disproved miracles. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments.</p> <p>Consider the view that the only care a sick person needs is medical and construct a Catholic response to this view, with reference to the corporal and spiritual works of mercy. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments.</p> <p>Investigate the life and work of Mother Elvira Petrozzi and assess the extent to which her life and work are faithful reflections of Christ's own encounters with those on the margins of society. Investigate pilgrimages to Lourdes and assess the extent to</p> | <p>Sacrament of Penance (one of two sacraments of healing), explaining its origins, meaning and effects, why it is of particular importance during the season of Lent, making links with the importance of both active (penance) and passive mortification (offering up).</p> <p>Discern</p> <p>By the end of this unit of study, pupils will be able to think critically and creatively about what they have studied, for example, by being able to consider the view that there is no need for the Sacrament of Reconciliation. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Consider the claim that a good and loving God would never allow the innocent to suffer. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Consider the claim that euthanasia is the most compassionate response to those suffering from a terminal illness. Present arguments for and against the claim, including a Catholic response (with reference to the Art of Dying Well), weighing the strengths and weaknesses of the arguments. Explore the development of the artistic representations of the crucifix through time and make links with the different beliefs these express about the meaning of suffering. Investigate the different ways Lent is celebrated around the world (e.g., Green Thursday, La Samaritana, Oberammergau) and assess the extent to which they are expressions both of Catholic beliefs about the meaning of suffering and of a particular</p> | <p>what they have studied, for example, by being able to:</p> <p>Consider the view that human beings are merely physical and do not have souls. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments.</p> <p>Consider the view that life after death is a contradiction in terms. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments.</p> <p>Consider the claim that a belief in purgatory is contrary to the scriptural witness regarding the four last things. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Offer an interpretation of a relevant work of art, making links with Catholic sources, beliefs, and practices related to the resurrection and life after death. Compare and contrast it with another relevant artwork. Discuss what the makers could have intended to communicate and how effectively each conveys Catholic beliefs about resurrection and life eternal. Investigate the different ways funerals are celebrated around the world and assess the extent to which they are expressions both of Catholic beliefs about resurrection and life eternal, and of a particular Christian community's culture.</p> <p>Respond</p> <p>During this unit of study, pupils will be invited to, for example:</p> | <p>The miracle of life from conception to birth</p> <p>The ending of pregnancy prematurely through miscarriage or deliberately through abortion</p> <p>The different beliefs people hold about when life begins</p> <p>Tough relationships:</p> <p>The terms prejudice and discrimination (historical and current)</p> <p>The term privilege and the protected characteristics</p> <p>How to resist judgement of others</p> <p>British values of tolerance and mutual respect</p> <p>Think before you share:</p> <p>The social, personal, and legal consequences of sharing images of a sexual nature</p> <p>Their own digital footprint and the impact this may have in the future</p> <p>Issues surrounding pornography and online exploitation</p> <p>Wider World:</p> <p>The issues of prejudice, discrimination, and homophobic bullying</p> <p>The value and dignity of humans irrespective of culture, race, religion, sexual orientation, choices, and attitudes</p> |
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| | | <p>when they have had to speak the truth for the sake of others to their own cost. Create a piece of art that helps a Christian participate in the Advent season of waiting. Reflect on the Advent traditions of their own family, culture, or community and consider how this helps them to participate in the Advent season of waiting.</p> | <p>manifestations of the corporal and spiritual works of mercy. Offer an interpretation of a relevant work of art, making links with Catholic sources, beliefs and practices related to the kingdom. Compare and contrast it with another relevant artwork. Discuss what the makers could have intended to communicate and how effectively each conveys Catholic beliefs about the kingdom.</p> <p>Respond During this unit of study, pupils will be invited to, for example: Consider the change of personal perspective and priorities when earthly life is seen as a pilgrim journey rather than an end in itself. Compare their own and others' responses to questions about the possibility of miracles, leading to reasonable explanations of their own and others' views, in the light of the texts studied. Explore the work of organisations dedicated to reaching out to marginalised people (e.g., SVP /The Passage, Missio, International Prison Outreach, Pax Christi) and consider in what ways they could support this work. Consider how their response to the artwork might inspire them to think or act differently towards marginalised people.</p> | <p>Christian community's culture.</p> <p>Respond During this unit of study, pupils will be invited to, for example: Consider what the Lenten emphasis on self-denial and self-giving means for them, and ways in which they could respond. Reflect on an example of when challenges and difficulties have led to personal growth.</p> | <p>the beliefs of family members, about what happens to a person after they die, comparing these with the Catholic teachings. Reflect on their own experience of attending a funeral service and the extent to which the symbols and rituals were a source of comfort or hope. Reflect on their own experience of visiting the graves of loved ones, and the reasons why human beings treat the remains of their dead loved ones with respect. Consider their own beliefs about what happens to a person after they die, and how this affects the way they live their lives now.</p> | |
| Extra Curricular activities in Divinity | <p>Light candles with your family for World Day of Migrants and Refugees 29th September; (respect for dignity of the human person; standing in solidarity; common good)</p> <p>Design Jubilee Logo to incorporate STA CMAT and Pilgrims of Hope logo ; Bishop Patrick's livestream Our Lady of the Rosary, Mission Day in School</p> | <p>Opportunities to be part of Christmas Carol Concert organized by Miss Clensy's Tuesday choir and Mephsis choir;</p> <p>Advent Chapel Reflections produced by Lucy and Chris. Bringing in food to support Hinckley food bank (preferential love for the poor) links to incarnation, Christ born homeless.</p> | <p>Possible Competition entry Columban Competition The Columbans are looking for students in Britain and Ireland (aged 13-18 inclusive) to submit an original piece of writing or an original image on the theme: A Jubilee is a special year of forgiveness and reconciliation in the Catholic Church. A pilgrim makes a journey of moral or</p> | <p>3rd-8th March 2025 Divinity Careers week linked to Pilgrims of Hope; builders of Peace; Ordinary people called to be Saints.</p> <p>Stations of the Cross in the Chapel.</p> | <p>Rosary with our families; bringing flowers in to the Chapel to be given to families who may be suffering to place flowers in front of Our Lady in the Chapel; email petition to Lourdes</p> <p>Vocations Sunday 11th May 2025; invite religious people into school to speak about their vocations.</p> | <p>Refugee Week, 16–22 June 2025, Theme to unleash the superpower of our community.</p> <p>Spirited Arts Competition 2025</p> <p>Enter Spirited Arts NATRE Competition</p> |

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| | | <p>based on Our Mission Statement; Interfaith week; Red Wednesday live stream; light candles at home to support Red Wednesday and to pray for peace in our world;. Youth Fun day live stream event; Design our Lady of Hope Icon for CMAT competition.</p> | <p>Visit from Alex Jarman City of Leicester Sanctuary to share his work with migrants and refugees. This continues from work that students did in Year 7 for Refugee Week in May and at the beginning of the Year when messages of Hope From students were sent to Bishop McAleenan – Bishop for Migrants and Refugees in England and Wales.</p> | <p>spiritual significance. 'Pilgrims of Hope' refers to a community or group with the goal of making a difference locally, nationally or globally.</p> <p>Young people are invited to highlight one community or group bringing hope in the world. This might be one they are part of or one that inspires them. To give some examples: carers, teachers, food bank volunteers, climate campaigners, or supporters of migrants and refugees.</p> <p>Cafod Launch Day for the Jubilee Friday 24th January 2024</p> <p>CMAT Feast Day St Thomas Aquinas livestream;</p> <p>To look at introducing Jubilee Year of activities devised by Year 8 Divinity class.</p> <p>Our Lady of Lourdes Feast day World Day of the Sick; to design Jubilee cards for Hosanna House as Pilgrims of Hope.</p> | <p>14th March 2025 Cafod Lent Family Fast</p> <p>15th March 2025 Flame</p> | <p>Laudato Si Week, 16th- 24th May 2025. The theme for this year's season is 'Hope and Act With Creation'.</p> <p>10th Anniversary of Laudato Si.</p> <p>Young Catholic writer of the Year Competition.</p> | <p>Entries in (almost!) any art form your pupils can think of, including:</p> <ul style="list-style-type: none"> • Art (painting, drawing, sketching, etc) • Poetry • Photography • Dance • Music • Drama • Sculpture <p>Based on the following themes</p> <p>1. Living in a diverse world</p> <p>2. Stories that change lives</p> <p>3. Thinking about God?</p> <p>4. Sacred Places</p> <p>5. All God's Creatures?</p> <p>6. Making sense of life</p> <p>Key questions in Knowledge Booklet for students to answer based on the discussion questions from Ten Ten</p> |
| | Assessments | <p>Extended writing tasks</p> <p>Examples of 2,5,8, 15 mark questions linked to key questions in Islam Knowledge Booklet. Students close the gap by adding further answers in green pen.</p> | <p>Assessment on Islam</p> <p>2,5,8,15 mark questions Students close the gap by adding further answers in green pen.</p> | <p>Understand, Discern and Respond questions to each of the activities in Source to Summit. Students close the gap by adding further answers in green pen.</p> | <p>Understand, Discern and Respond questions to each of the activities in Source to Summit. Students close the gap by adding further answers in green pen.</p> <p>Assessment in Divinity</p> | <p>Understand, Discern and Respond questions to each of the activities in Source to Summit. Students close the gap by adding further answers in green pen.</p> <p>End of unit questions</p> | |

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| Year 9 Introduction to Eduqas route B Catholic Christianity with Judaism. From September 2025 to use RED Year 9 SOL Source to Summit RED To bridge the gap for this Year the following will be put in place Imago Dei covered in ‘Welcome to Divinity’ linked to CST. Pupils’ sense of worth Marriage to be covered through RSHE Ten Ten topics for Year 9 Search for Love, Love people use things, In control of choices, Fertility and contraception, Marriage, Consent, | Topic | Welcome to Year 9 and introduction to GCSE Eduqas route B Catholic Christianity with Judaism Beliefs and Teachings | Judaism: Beliefs and Teachings | Judaism: Practices | Judaism: Practices | Bridging gap with RED Year 9 | RSHE Ten Ten resources | |
| | Core knowledge from this topic | Welcome to Divinity; we revisit our Mission statement; the importance of the Year of Prayer and the Jubilee logo; our virtues, the importance of Veritas; recap the key principles of CST. As a result of student, parent/carer voice from last year as well as the riots in August, we decided as a department to study Interfaith Dialogue and the Church’s response to refugees and Migrants ‘Love the Stranger’ in response to respecting ‘Imago Dei’ of each other and building a better society of mutual respect and tolerance linked to Bishop Patrick’s theme of Encounter Introduction to GCSE Eduqas Catholic Christianity Route B To go through Curriculum Intent sheet which outlines what the exam content that students study, format of the exam; mark boundaries for 2024; goes through the assessment criteria for Define (2 marks), Describe (5 marks) Explain (8 marks) Discuss (15 marks) how to answer the different types of questions; Example of questions for 2.5 8 and 15 mark questions as well as | The meaning and significance of the Abrahamic Covenant: Genesis 12:1-3, 17:6-8, 17:11-14 including the importance of the ‘Promised Land’ The meaning and significance of the Covenant with Moses at Sinai: Exodus 3:11-15 including the continuing importance of the idea of a ‘Promised Land’ Importance of the Ten Commandments: Exodus 20:2-14 Beliefs and teachings about nature and importance of Pikuach Nefesh (sanctity of life): Genesis 1:26-27, Talmud B Yoma 84b, Psalm 139: 13-15, Jeremiah 1:5 The relationship between freewill and the 613 mitzvot (duties) between humans and with God. The afterlife: Orthodox and Reform beliefs and teachings about life after death, judgement and resurrection; spiritual and/or bodily | Worship: practices in Britain and elsewhere The nature and importance of Orthodox and Reform synagogue services; Shabbat service, the significance of prayer including the standing prayer (Amidah) Worship in the home; siddur, recitation of Shema and Modeh Ani, display of mezuzah. The importance of preparing for and celebrating Shabbat: Exodus 20:8-10 Items worn for worship; tallith, tefillin and kippah The Synagogue: Features of different synagogues in Britain: significance of bimah, aron hakodesh, Torah scrolls, ner tamid, seating, minyan; Exodus 20:4-5 Worship, social and community functions of Orthodox and Reform synagogues serving Jewish communities in Britain. Rituals The role and importance of Brit Milah: Covenant, identity, features of the ceremony Bar Mitzvah: Law and personal responsibility, features of the ceremony | Daily life; Significance of use of the Tenakh and the Talmud in daily life; Dietary laws: kosher/treyfah, parev, the prohibition of milk with meat, requirements of a kosher kitchen: Leviticus 11:1-23 Keeping kosher in Britain: benefits and challenges Festivals: practices in Britain and elsewhere The origin, meaning and celebration of the following festivals among different Jewish communities in Britain ➤ Rosh Hashanah ➤ Yom Kippur ➤ Pesach: Exodus 12:14 ➤ Sukkot ➤ Diversity of practice between different Jewish traditions Preparation for assessments | Thank you Pope Francis-tribute of his life in Divinity lessons, to write an article of thanks to celebrate with Cafod, ACN, Cafod, Missio, CARJ, Nottingham Diocese and the Vatican. Feedback on assessments that took place last term in Divinity. WCOS sheets and to look at examples of where students can improve. Bridging gap with RED Source to Summit Year 9 Textbook published Feb 17 th 2025 so use this to look at key topics Ordination through asking Fr Dave to speak to Year 9 about Vocations. Marriage covered through Ten Ten. | Ten Ten resources The Search for Love Love People, Use Things In Control of My Choices Fertility And Contraception Marriage Knowing My Rights and Responsibilities Love, Honour, Cherish The Gift of Sex The Gift of Self Authentic Freedom Self-Image Beliefs, Values, Attitudes Parenthood Pregnancy and Abortion Abuse Solidarity Babies Responding to an Unexpected Pregnancy Safe Sex or Save Sex? | |

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| | | | | | | To look at Good and evil Unit- this will need to be added to SOL for September for Year 10 depending on where we get. | |
| Rights and | | cognitive revision cards on each | resurrection, immortality of the | Orthodox and Reform views | | | |

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| Responsibiliti es. Marriage Care to be invited in when RSHE is covered. RSHE see R Thompson Vocation, Discipleship and Priesthood to be covered through Pilgrims of Hope March 3rd-7th March 2025 Divinity Careers week- to invite priests in to speak about | | topic studied in class. The nature of God , Issues of God as: One, Creator: Genesis 1: 3-5; 1: 26-28, The Shema, Law-Giver and Judge: Exodus 20:1-15 The nature and significance of shekhinah (the divine presence) Messiah; Different views within Orthodox and Reform Judaism about the nature and role of the Mashiach (Messiah); special person who brings an age of peace, ourselves, his arrival as signaling the end of the world, praying for his coming, with living life according to the mitzvot. | soul and the belief that we must focus on this life in preparation for whatever happens in the next. | regarding Bat Mitzvah and Bat Chayil and features of the ceremonies Marriage: Genesis 2: 24, features of the ceremony Mourning rituals: onan, kaddish, sheva, yarzheit. Role of chevra kaddisha | | | | |
| | Links to RED | Interfaith Dialogue Booklet in Divinity Encounter and Dialogue | Interfaith Dialogue Booklet in Divinity Encounter and Dialogue | Interfaith Dialogue Booklet in Divinity Encounter and Dialogue | Interfaith Dialogue Booklet in Divinity Encounter and Dialogue | | https://www.catholiceducation.org.uk/images/Learning21.pdf RSE in Catholic Schools.pdf | |

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| vocation, Ordination to Priesthood; three themes of Encounter, Discipleship and Missionary Discipleship through Mark’s Gospel.; Pax Christi to be invited into Year 9 lessons , Visiting speaker from Coventry Cathedral. Engagement with the Diocese;. Sanctity of Life covered through Imago Dei, Jewish beliefs and Catholic beliefs, RSHE and visit from Palliative Care nurse Jackie McBlain during our Pilgrims of Hope week. In Pilgrims of Hope week to invite | Previous content that this topic builds upon | Interfaith Dialogue, this is the first of the units that will support the study of topics in year 10 when comparisons have to be made between Catholicism and Judaism on Component 1 paper: Origins and Meaning and Good and Evil.. | | A lot of content links to topics studied in RED Creation and Covenant | | | | | | | | |
| | Key vocabulary | Synagogue Shekhinah Shabbat Kosher Torah Mitzvot Messiah Covenant | Monotheism Shema Mezuzah | Tenakh Messianic Age Abraham Moses Promised land Circumcision Ten Commandments Sanctity of Life Pikuach Nefesh Freewill Yetzer ha tov Yetzer ha ra Olam ha-ba Olam ha-ze Immortality of the soul resurrection | Prayer Amidah Minyan Rabbi Shema Wordhip Siddur Modeh Ani Challah Bimah Aron hakodesh Torah scrolls Ner tamid Minyan | Brit Milah Bar Mitzvah Bat Mitzvah Bat Chayil | Marriage Onan Chevra Kaddisha Shiva Yahrzeit Talmud Tenakh Treyfah Parev Rosh Hashanah Atonement Repentance Shofar Yom Kippur Pesach Chametz Elijah Sukkot sukkah | | imago Dei inalienable dignity human person relational rational Vocation sanctity of life marriage Sacrament of Matrimony | | | |
| | Development of cultural capital | Build on links for Interfaith week in Divinity 11 th -15 th June; to invite in Neil Souter progressive Jew; for Year 10 based on their work on Judaism last year to have a teams call with Stuart Diamond CEO of Mitzvah Day. | | Seeing the links between the history of Christianity Judaism, thus improving understanding and tolerance of other faiths. | | Understanding how Jews live and how beliefs, such as following all the mitzvot can restrict choices and lifestyle | | | | | | |

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| speakers from Diocese to speak about Lourdes | Development of reading | Reading of key texts. Jewish Encyclopedia 1901 | | Reading of key texts. Jewish Encyclopedia 1901 | Reading of key texts Jewish Encyclopedia 1901 | Reading of key text Jewish Encyclopedia 1901 | Reading of key text; General Audience of 22 April 2020 - Cathesis on the Occasion of the Fiftieth Earth Day Francis | |
| pilgrimage and the importance of Mary as | Gospel Reading | Each Friday in form a reading is used as Lectio Divina | Each Friday in form a reading is used as Lectio Divina | Each Friday in form a reading is used as Lectio Divina | | | | |
| this is the theme for Nottingham Diocese 2025 ‘With Mary, Pilgrims of Hope.’ To contact Little Company of Mary founded by the Venerable Mary Potter through the Heritage Centre Nottingham Diocese. Engagement with the Diocese | Concepts – what will students be able to do at the end of the topic | <p>Student to know What do Jews believe God is like?(One, Creator, The Shema) What do Jews believe about God as Law-Giver and Judge? What is Shekinah? Why is Shekinah important? Differences between Reform and Orthodox Jews. What is the Mashiach (Messiah)? What do Orthodox Jews believe about the nature and role of the Messiah? What do different groups of Reform Jews believe about the nature and role of the Messiah?</p> | | <p>Students to know Covenant What is the Abrahamic Covenant? What is the Covenant with Moses at Sinai? Whythe Ten Commandments are important to Jews? Life on Earth What do Jews believe about the sanctity of life? What are the 613 mitzvot? What is the relationship between the 613 mitzvot and freewill? The Afterlife -What do we understand by life after death? What are Orthodox Jewish beliefs about life after death? What are Reform Jewish beliefs about life after death?</p> | <p>Students to know How do Orthodox Jews worship in the synagogue? How do Reform Jews worship in the synagogue? How do Jews worship in the home? The Synagogue and Daily Life What are the features of a synagogue in Britain? How do British synagogues work to serve Jewish communities in Britain?</p> | <p>Students to know How does a Jew keep Kosher in Britain? Rituals- What is Brit Milah? What is Bar Mitzvah? What are the different views of Bar Mitzvah and Bat Chayil? What are the features of a Jewish marriage ceremony? How do Jews mourn for the dead? Festivals What is Rosh Hashanah? What is Yom Kippur? What is Pesach? What is Sukkot?</p> | <p>Students to know from New RED Reflect on the extent to which they recognise their own and other’s dignity, irrespective of appearances, actions and feeling. Reflect on the mystery of imago Dei and the difference this makes to their relationship with themselves, with others and with the wider community. Consider their own response to the belief that all human life is sacred from the moment of conception.</p> <p>Describe what the Church teaches about the Blessed Virgin Mary and her importance, making links with the Church’s teachings about Christ as the incarnate Son of God, with reference to the four Marian dogmas- students have been sent creative artwork in December as part of CMAT Competition to create an Icon for the Jubilee of Our Lady of Hope.</p> | <p>By the end of the RSE unit in Year 9 pupils should able to demonstrate knowledge of:</p> <p><u>The Search for Love:</u> The different ways in which people love Romantic love, sexual attraction, and intimacy Different views about the purpose of sex The Catholic approach to pre-marital sex</p> <p><u>Love people, use things:</u> Views about sexual desire, casual sex, pornography, and masturbation The we should love people and use things (not vice versa)</p> <p><u>In control of my choices:</u> The difference between love and lust The importance and benefits of delaying sexual activity How values, attitudes and beliefs influence choices</p> <p><u>Fertility and Contraception:</u> Methods of contraception for the purpose of manging or achieving conception The difference between artificial and natural methods of contraception The Catholic Church’s teaching on contraception</p> <p><u>Marriage:</u> Know the different types of committed relationships (civil marriage, civil partnership, forced marriage, monogamy etc) Know the Catholic teaching on marriage as a sacrament</p> <p><u>One Hundred Percent:</u> What is meant by consent? What is meant by non-physical, online, and physical consent The issues surrounding sexting and consent</p> <p><u>Knowing my rights and responsibilities:</u> That sexual exploitation and harassment is always wrong How human rights are there for our protection The typical human rights issues (prisoners voting, teachers searching students etc) How to act against injustice in our school and in the community</p> |
| Extra Curricular activities in Divinity | | Light candles with your family for World Day of Migrants and Refugees 29 th September; (respect for dignity of the human person; standing in solidarity; common good) Design Jubilee Logo to incorporate STA CMAT and Pilgrims of Hope logo ; Bishop Patrick’s livestream Our Lady of the Rosary; Mission Day in School based on Our Mission Statement; | Opportunities to be part of Christmas Carol Concert organized by Miss Clensy’s Tuesday choir and Mephsis choir; | | Columban Competition The Columbans are looking for students in Britain and Ireland (aged 13-18 inclusive) to submit an original piece of writing or an original image on the theme: A Jubilee is a special year of forgiveness and reconciliation in the Catholic Church. A pilgrim makes a journey of moral or | 3 rd -8 th March 2025 Divinity Careers week linked to Pilgrims of Hope; builders of Peace; Ordinary people called to be Saints. | Rosary with our families | Refugee Week, 16–22 June 2025, Theme to u the superpower of our community. |
| | | | Advent Chapel Reflections produced by Lucy and Chris. Bringing in food to support Hinckley food bank (preferential love for the poor) links to incarnation, Christ | | | | Vocations Sunday 11 th May 2025; invite religious people into school to speak about their vocations. | Spirited Arts Competition 2025 Enter Spirited Arts NATRE Competition |
| | | Interfaith week; Red Wednesday | born homeless. | | spiritual significance. 'Pilgrims of | Stations of the Cross in the Chapel. | Laudato Si Week, 16th- 24th May 2025. The theme for this year’s season is 'Hope and Act With Creation'. | Entries in (almost!) any art form your pup can think of, including: |
| | | | | | | | | <ul style="list-style-type: none"> Art (painting, drawing, sketching, e |

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| | | live stream; light candles at home to support Red Wednesday and to pray | Visit from Alex Jarman City of | Hope' refers to a community or group with the goal of making a | 14 th March 2025 Cafod Lent Family Fast | 10 th Anniversary of Laudato Si. | • Poetry |
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| | | for peace in our world;. Youth Fun day live stream event; Design our Lady of Hope Icon for CMAT competition. | Leicester Sanctuary to share his work with migrants and refugees. This continues from work that students did in Year 7 for Refugee Week in May and at the beginning of the Year when messages of Hope From students were sent to Bishop McAleenan – Bishop for Migrants and Refugees in England and Wales | difference locally, nationally or globally. Young people are invited to highlight one community or group bringing hope in the world. This might be one they are part of or one that inspires them. To give some examples: carers, teachers, food bank volunteers, climate campaigners, or supporters of migrants and refugees. Cafod Launch Day for the Jubilee Friday 24 th January 2024 CMAT Feast Day St Thomas Aquinas livestream; | 15 th March 2025 Flame | Young Catholic writer of the Year Competition. | <ul style="list-style-type: none">• Photography• Dance• Music• Drama• Sculpture Based on the following themes 1. Living in a diverse world 2. Stories that change lives 3. Thinking about God? 4. Sacred Places 5. All God's Creatures? 6. Making sense of life |
| Assessments in Divinity | Introduction to GCSE style questions 2,5,8,15 marks | Assessment questions in booklet Assessment questions on Jewish beliefs. Feedback and WCOS sheet | GCSE practice questions in Knowledge booklet | Assessment in Divinity; Feedback WCOS sheets | Assessment in Divinity | | |
| Year 10 | Topic | Origins and Meaning | Origins and Meaning | Origins and Meaning | Complete work on I Good and Evil | Ten Ten RSHE | |

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| WJEC Eduqas Religious Studies Route B | <p>Core knowledge from this topic</p> | <p>Welcome to Divinity; recap on our Mission statement, our Virtues; Year of Prayer; Jubilee logo; recap on work covered in Year 10. How we can be pilgrims of Hope and Welcome the Stranger.</p> <p>As a result of student, parent/carer voice from last year as well as the riots in August, we decided as a department to study Interfaith Dialogue and the Church’s response to refugees and Migrants ‘Love the Stranger’ in response to respecting ‘Imago Dei’ of each other and building a better society of mutual respect and tolerance linked to Bishop Patrick’s theme of Encounter</p> <p>To go through Curriculum Intent sheet on Origins and Meaning; look at format of paper, grade boundaries for 2024 paper, examiners comment on Summer exam; specification content. Reminder of how to answer 2,5,8,15 mark questions, examples of past questions; cognitive cards to</p> | <p>To explore the Origins of the Universe, The Big Bang Theory and the Theory of evolution; The sanctity and value of human life. The relationship between Catholic views, other fundamentalist Christian views and non-religious views about the value of human life, including attitudes toward abortion. Humanist critiques of Catholic beliefs about sanctity of life issues (for example, Peter Singer's views on 'speciesism') and Catholic responses to these challenges Beliefs: Creation-Comparison of the first (Genesis 1:1-2:3) and second (Genesis 2:4-24) creation accounts, and their respective representations of God and human beings. The significance of the Creation narratives with regards to Catholic beliefs about the nature of human beings and their relationship with creation. A comparison of Catholic and Humanist beliefs on the importance of preserving the planet and the environment. The Catholic understanding of the nature of revelation and inspiration, with reference to the structure and origins of scripture and its literary forms.</p> | <p>Christian views on the literary form of Genesis and the significance of this for the interpretation of the accounts Forms: Painting The meaning of Michelangelo’s Creation of Adam in the Sistine chapel The extent to which Michelangelo’s Creation of Adam expresses Catholic beliefs about creation, God and human beings Forms: Symbolism The use of symbolism and imagery in Christian art, with particular reference to the Tree of Life Apse mosaic in San Clemente in Rome and the meanings of the symbols contained within it, for example, the Alpha and Omega, the Chi- Rho, lamb, dove and the four evangelists</p> | <p>The symbol of cross as the tree of life with reference to the theology of Christ as the New Adam and how this is expressed in the San Clemente mosaic Practices: Loving and Serving in Catholic communities in Britain and elsewhere The influence of the concept of imago Dei on Catholic Social Teaching about justice, peace and reconciliation, with reference to Gaudium et Spes 29 & 78 The importance of the role of the Catholic Church in inter-faith dialogue to promote understanding, respect, tolerance and harmony between the different religious and non- religious traditions in Great Britain, including: Christianity; Buddhism; Hinduism; Islam; Judaism; Sikhism; Humanism and Atheism ➤ The extent to which the work of one Catholic charity, such as CAFOD and one local charity, such as SVP, reflect Catholic beliefs about the dignity of human beings, the importance of loving one's neighbour, and respecting creation</p> <p>Preparation for exam Students to be assessed on work covered in Year 9 Judaism and Origins and Meaning.</p> | <p>Complete work on Origins and Meaning Feedback on assessments, WCOS sheets</p> <p>Start Good and Evil booklet The Trinity, The Incarnation, The origin of evil, God’s goodness; The Catholic response to the problem of evil, The Catholic response to suffering, Jesus as Moral authority, Natural Law and Virtues, Catholic Sculptures, Michaelangelo’s Pieta, Pilgrimage to Lourdes, The Rosary.</p> | <p>By the end of the RSE unit in Year 10 pupils should be able to demonstrate knowledge of:</p> <p><u>Authentic Freedom</u> The issues surrounding peer pressure, love, sex and responsibility The objective reality of sex and pregnancy The importance of personal and authentic freedom (sex as a loving gift of self)</p> <p><u>Self-Image:</u> The themes of body image, body shame and both the positive and negative ways of feeling attractive and confident The importance of human dignity (ensuring we have</p> |
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| | | <p>be used for revision set for homework each week. To start knowledge Booklet on Origins and Meaning.</p> <p>Catholic beliefs and teachings about the origin of the universe and the concept of creation ex nihilo as expressed in the writing of St Augustine (specifically Confessions XII, 7). The relationship between Catholic views and other Christian views on the origin of the universe and the extent to which this conflict. The relationship between Catholic and non-religious views about the origins of the universe and of human beings (Stephen Hawking's theory of the Big Bang) and the extent to which these conflict. Comparison of scientific theory of evolution (Charles Darwin, Richard Dawkins), with Catholic beliefs about the purposeful creation of human beings; the extent to which creation and evolution are compatible, with reference to Pope John Paul II's Message To The Pontifical Academy Of Sciences: On Evolution (22 October 1996, paragraphs 3 & 4). Catholic beliefs and teachings about the origin and sanctity of human life and the concept of imago Dei as expressed in the writings of St Catherine of Siena (specifically The Dialogue of St Catherine of Siena, of Discretion)</p> | | | | | <p>value and respect for ourselves and our bodies) Ways in which we can develop confidence in our bodies</p> <p><u>Beliefs, Values and Attitudes:</u> The importance of knowing our own beliefs, values, and attitudes How to make decisions that do not go against our beliefs, values, and attitudes How to interrogate their own core values and consider how faith can offer courage</p> <p><u>Parenthood:</u> What is means to be a parent Key concepts such as love, dedication, obligation, commitment, sacrifice, and responsibility The Catholic belief about marriage as the ideal foundation of parenthood and family life</p> <p><u>Pregnancy and Abortion:</u> Their own opinions and values toward abortion The stages of life in the womb and the teaching of the Catholic Church on abortion The different types of pregnancy, including unplanned and involving disability</p> <p><u>Abuse:</u> The different types of abuse, including physical, emotional, domestic and neglect Issues associated with entrapment, manipulation,</p> |
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| | | | | | | | <p>sexual grooming, cyber-bullying and pornography How to be vigilant to abuse in our own and others relationships / encouraging people to speak out against abuse</p> <p>Solidarity: How small acts of charity can make a difference on a wider scale Catholic Social Teaching of 'integral ecology' How to live wisely, think deeply, and love generously (solidarity)</p> |
| | <p>Links to the RED and Bishops of England and Wales. Many of the topics in RED provide a sequence to studying topics at GCSE.</p> | <p>Eduqas GCSE Route B (approved by CES/RECD) Yr 7 Creation and Covenant What does Genesis 1 teach about Creation? What does Genesis 2 teach about Creation? What are the scientific theories about Creation? What do Catholics believe about the scientific accounts of Creation?</p> | <p>Eduqas GCSE Route B (approved by CES/RECD) Year 7 Creation and Covenant What makes humans different to the rest of Creation? What is our responsibility to others? (CST) What is our responsibility to the world? (stewardship)</p> | <p>Eduqas GCSE Route B (approved by CES/RECD) Yr 8 Creation and Covenant- What is the story of the Fall? What is the meaning of the Fall? What is sin? Yr 8 Desert to Garden- Why do we suffer? Is there a meaning to suffering? Why is Jesus called the suffering servant? Year 8 Galilee to Jerusalem- What is the Trinity?</p> | <p>Eduqas GCSE Route B (approved by CES/RECD) Year 8 Galilee to Jerusalem- How is Jesus the perfect human being?</p> | <p>Eduqas GCSE Route B (approved by CES/RECD)</p> | <p>https://www.catholiceducation.org.uk/images/Learning2love.pdf.pdf RSE in Catholic Schools.pdf</p> |
| | <p>Previous content that this topic builds upon</p> | <p>Students will need to be able to make links between Catholic beliefs and similar views held in Judaism as studied last year.</p> | <p>Students will need to be able to make links between Catholic beliefs and similar views held in Judaism as studied last year.</p> | <p>Much of this topic follows on from the study of Catholic Social Teaching</p> | <p>Much of this topic follows on from the study of Catholic Social Teaching</p> | | <p>Build on key topics from Year 9 Ten Ten</p> |
| | <p>Key vocabulary</p> | <p>Humanist Evaluate Interfaith Fresco Mosaic</p> | <p>Creation ex nihilo Evolution Imago Dei Inspiration Omnipotence Revelation Stewardship Transcendence</p> | <p>Conscience Evil Pieta Goodness Incarnation / incarnate Natural Law Privation Suffering</p> | <p>Pilgrimage Reasonable Meditation Morality Free-will Trinity</p> | | <p>Peer Pressure Authentic Freedom Body Image Values Parenthood Dedication Abortion</p> |
| | <p>Development of cultural capital Development of reading</p> | <p>Exploring that the Catholic Church is not ant-science and understanding the role the church has had in the development of scientific study. Component 1 Route B</p> | <p>exploring one of the most famous frescos in history – Michelangelo's Creation of Adam. Possible pilgrimage to Rome during the GCSE course is run by C Wright and R Thompson.</p> | <p>Reading key texts from scholars and key biblical passages Component 1 Route B FOUNDATIONAL CATHOLIC THEOLOGY.pdf.</p> | <p>Reading key texts from scholars and key biblical passages. Component 1 Route B FOUNDATIONAL CATHOLIC THEOLOGY.pdf</p> | <p>Component 1 Route B FOUNDATIONAL CATHOLIC THEOLOGY.pdf</p> | |

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| | <p>Concepts – what will students be able to do at the end of the topic</p> <p>Extra curricular activities in Divinity</p> | <p>To know different forms of CST To understand that Catholics can accept both the genesis account and the scientific accounts of creation as true.</p> <p>Light candles with your family for World Day of Migrants and Refugees 29th September; (respect for dignity of the human person; standing in solidarity; common good) Design Jubilee Logo to incorporate STA CMAT and Pilgrims of Hope logo; Bishop Patrick’s livestream Our Lady of the Rosary; Mission Day in School based on Our Mission Statement; Interfaith week; Red Wednesday live stream; light candles at home to support Red Wednesday and to pray for peace in our world;. Design our Lady of Hope Icon for CMAT competition.</p> | <p>To be able to articulate the impact of the Catholic belief in Imago Dei.</p> <p>Bringing in food to support Hinckley food bank (preferential love for the poor) links to incarnation, Christ born homeless.</p> | <p>To know what the Trinity and incarnation are.</p> <p>To be able to evaluate whether an all loving God would allow humanity to suffer.</p> <p>Columban Competition The Columbans are looking for students in Britain and Ireland (aged 13-18 inclusive) to submit an original piece of writing or an original image on the theme: A Jubilee is a special year of forgiveness and reconciliation in the Catholic Church. A pilgrim makes a journey of moral or spiritual significance. 'Pilgrims of Hope' refers to a community or group with the goal of making a difference locally, nationally or globally.</p> <p>Young people are invited to highlight one community or group bringing hope in the world. This might be one they are part of or one that inspires them. To give some examples: carers, teachers, food bank volunteers, climate campaigners, or supporters of migrants and refugees.</p> <p>Cafod Launch Day for the Jubilee Friday 24th January 2024</p> <p>CMAT Feast Day St Thomas Aquinas livestream;</p> | <p>To understand the importance of pilgrimage and the rosary to Catholic</p> <p>3rd-8th March 2025 Divinity Careers week linked to Pilgrims of Hope; builders of Peace; Ordinary people called to be Saints.</p> <p>Stations of the Cross in the Chapel.</p> <p>14th March 2025 Cafod Lent Family Fast</p> <p>15th March 2025 Flame</p> | <p>Rosary with our families; bringing flowers in to the Chapel to be given to families who may be suffering to place flowers in front of Our Lady in the Chapel; email petition to Lourdes</p> <p>Vocations Sunday 11th May 2025; invite religious people into school to speak about their vocations.</p> <p>Laudato Si Week, 16th- 24th May 2025. The theme for this year's season is 'Hope and Act With Creation'. 10th Anniversary of Laudato Si.</p> <p>Young Catholic writer of the Year Competition</p> | <p>See information above</p> <p>Refugee Week, 16–22 June 2025, Theme to unleash the superpower of our community.</p> <p>GCSE art students may wish to take part in Spirited Arts Competition 2025 Enter Spirited Arts NATRE Competition</p> <p>Entries in (almost!) any art form your pupils can think of, including:</p> <ul style="list-style-type: none"> • Art (painting, drawing, sketching, etc) • Poetry • Photography • Dance • Music • Drama • Sculpture <p>Based on the following themes</p> <p>1. Living in a diverse world</p> <p>2. Stories that change lives</p> <p>3. Thinking about God?</p> <p>4. Sacred Places</p> <p>5. All God’s Creatures?</p> |
| | Assessments | Key GCSE questions in Knowledge Booklets | GCSE questions in Knowledge booklets; timed exam practice. | End of Unit questions on Origins and Meaning | Preparation for Year 10 exam Judaism Yr 9; Origins and Meaning; | Revision powerpoints on key topics covered so far. Practice exam | 6. Making sense of life |

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| | | | 2.5.8.15 mark questions mini assessment. Whole class feedback sheet. Feedback on assessment. Students to use green pen to add further information. | GCSE questions in Knowledge Booklets on Good and Evil- practice timed questions in class 2.5.8.15 mark questions in class- mini assessment. Feedback on assessment. Whole class feedback sheets. Students use green pen to add further information. | Feedback on exams. Wholeclass Feedback sheets. Students use green pen to add further information. | questions on topics that students are not so confident on based on Year 10 exam. | Key discussion questions in Knowledge Booklet for Year 10 based on Ten Ten |
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| Year 11 | Topic | Applied Catholic Theology: Life and Death | Applied Catholic Theology: Life and Death: Sin and Forgiveness | Revision programme | Revision programme | Revision programme | |
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| | Core knowledge from this topic | <p>Revisit Welcome to Divinity; our Mission Statement, our Virtues, how we are called to be Pilgrims of Hope; What is the Year of Prayer? Revisit CST which is part of Component 1 Origins and Meaning</p> <p>Interfaith Dialogue Booklet to recap on what we have covered that links to Component 3 Judaism; Component 1 The role of the Church in interfaith Dialogue; Component 2 Evangelisation and Evangelisation in Britain with a link to Bishop Patrick's 3 key themes of Encounter, Dialogue and Missionary Discipleship but to look at other World faiths in light of riots in August 2024. To look at Welcoming the stranger; Bishops Document of England and Wales on how we are called to show love, compassion and dignity to migrants and refugees as men, women and children with names, human faces, a story to tell us.</p> <p>A study of Catholic beliefs surrounding death and the afterlife:</p> <ul style="list-style-type: none"> Views on what happens to us when we die and where we may go The debate surrounding the end of life care and euthanasia The purpose of funerals, and artefacts and symbols associated with funerals | <ul style="list-style-type: none"> The role of music and prayer in worship Where Catholic beliefs come from and the impact Second Vatican Council <p>An examination of salvation and how we can all be redeemed:</p> <ul style="list-style-type: none"> Views on punishment and forgiveness – should a Catholic forgive some crimes or are some crimes always wrong The debate surrounding whether the death penalty should be permitted <p>The Catholic belief in Jesus' role in salvation</p> <ul style="list-style-type: none"> The importance of the sacraments in Salvation and redemption <p>The nature of the church and the need for evangelisation</p> | Revision sessions planned in class Timed practice questions each lesson; revision powerpoints; | Revision sessions planned in class Timed practice questions each lesson; revision powerpoints; | Revision sessions planned in class Timed practice questions each lesson; revision powerpoints; | |
| | Links to the RED | <p>Eduqas GCSE Route B (approved by CES/RED)</p> <p>Year 8 Galilee to Jerusalem- What is the Anointing of the Sick? What did Jesus' parables teach about eschatology?</p> <p>Year 8 To the Ends of the Earth; What does the Bible say about Resurrection? What is the significance of the Empty tomb? What is the central truth of Christian faith? What happens at the end of human life? Why is Baptism necessary? What are Catholic funeral rites?</p> | <p>Eduqas GCSE Route B (approved by CES/RED)</p> <p>Year 8 Desert to Garden- What is the Paschal Mystery? What are the Sacraments of the Church? Why was the Last Supper so important? What is the Eucharist? Why are there so many names for the Eucharist? How is Jesus present in the Eucharist? Why is the Mass called a sacrifice? Why is the structure of the Mass so important? What do different Christians believe about the Eucharist?</p> | <p>Eduqas GCSE Route B (approved by CES/RED) for the future Year 7 2024 onwards Source to Summit RED</p> <p>Creation and Covenant</p> <p>How do we know about God? How should we read the Bible? What does genesis 1 teach about Creation? What does Genesis 2 teach about Creation? What are the scientific theories about creation? What do Catholics believe about scientific theories of Creation? What makes humans different to the rest of Creation? What is our</p> | <p>Eduqas GCSE Route B (approved by CES/RED) for the future from Yr 8 2024</p> <p>Year 8 Source to Summit RED</p> <p>Creation and Covenant</p> <p>What is the story of the Fall? What is the meaning of the Fall? What is sin? What is conscience? What is the Sacrament of Baptism?</p> <p>Year 8 Source to Summit RED</p> <p>Prophecy and Promise</p> <p>How do prophecies call for care for the poor?</p> <p>How are Lay people called to be</p> | | |

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| | | <p>Year 8 Dialogue and Encounter- Why was the Second Vatican Council important?</p> <p>Year 7 Prophecy and Promise What is sacred scripture and sacred tradition? How are scripture, tradition and the magisterium connected? How do Catholics use Scripture in the Mass?</p> | | <p>responsibility to others? What is our responsibility to the world? What is the role of Prayer?</p> <p>Year 7 Prophecy and Promise What does it mean to say that Scripture is inspired? What is sacred scripture and sacred tradition? How are scripture, tradition and the magisterium connected? How is scripture used in the Rosary?</p> <p>Year 7 Galilee to Jerusalem What is the incarnation? Who is Jesus, the Son of God, Man, the Lord? What is the Trinity? How is Jesus the perfect human being?</p> <p>Year 7 Desert to Galilee What is the Paschal Mystery? What are the Sacraments of the Church? What is the Eucharist? Why is the Mass called a sacrifice? What do different Christians believe about the Eucharist?</p> <p>Year 7 To the Ends of the Earth What is the story of Pentecost? What is the Church? What is the Sacrament of Confirmation?</p> | <p>witnesses of Christ?</p> <p>Year 8 Galilee to Jerusalem What did Jesus’ parables teach about eschatology? What were the miracles of Jesus? What is the Anointing of the Sick?</p> <p>Year 8 Source to Summit RED Desert to Garden Why do we suffer? Is there a meaning to suffering? Why is Jesus called the suffering servant? Why did God allow Jesus to suffer? How do Christians prepare during Lent? What is the Easter Triduum? What is the Sacrament of Reconciliation?</p> <p>Year 8 Source to Summit To the Ends of the Earth What does the Bible say about the Resurrection? What is the significance of the Empty tomb? What is the central truth of the Christian faith? Do humans have a soul? What happens at the end of human life? Why is Baptism necessary? What are Catholic funeral rites?</p> <p>Year 8 Source to Summit Dialogue and Encounter</p> <p>Why was the Second Vatican Council important?</p> <p>Year 9 Source to Summit RED Creation and Covenant What do the Gensis stories teach about human life? Why is creation Imago Dei so important? What is the sanctity of life? What does it mean to say that all human life has dignity? How can we protect the dignity of all people? What is the Sacrament of Matrimony?</p> <p>Year 9 Source to Summit RED Prophecy and Promise</p> | | |
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| | | | | | <p>How is God’s choice of Mary important?</p> <p>How do Marian dogmas show the importance of Mary?</p> <p>Year 9 Source to Summit Galilee to Jerusalem What is the significance of the story of the Rich Young Man? What are the costs and rewards of discipleship? What is a vocation? What is meant by religious life? What is the Sacrament of Holy Orders?</p> <p>Year 9 Source to Summit RED Why was Jesus’ sacrifice necessary? What is redemption? What is the New Covenant? What is the connection between justice and peace?</p> <p>Year 9 Source to Summit RED To the Ends of the earth? How is the Church the communion of Saints? What do Catholics believe about the Church on Earth? How is the Church on earth holy? Who leads the Church on earth? What do Catholics believe about the Church in heaven? What do Catholics believe about the Church being purified? How do Catholics show devotion to saints and angels in the Mass? How do Catholics show devotion to Saints and angels in Prayers?</p> <p>Year 9 Source to Summit Dialogue and Encounter What does Meeting God in Friend and Stranger mean? What does respect for the person mean in the Common Good? What does peace and security mean in the common good?</p> | | |
| | Previous content that this topic builds upon | The year 10 topics provide a basis of Catholic belief, this topics looks to apply that belief to the issues of life | This topic follows on the idea that Catholics believe in an afterlife and focus The focus on salvation links to content studied in Life & Death, and Good & Evil on how we attain | Revision on all key topics that we have studied | Revision on all key topics that we have studied | Previous topics from Ten Ten RSHE | |

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| | Key vocabulary | Heaven Judgement Magisterium Resurrection Eschatology Pall Death Hell Soul Resurrection Euthanasia Sarcophagus | Eternal Life Tier 2 Punishment Relative / relativism Absolute / absolutism Sin Forgiveness Tier 3 Eucharist Evangelisation Salvation Penance Proselytise redemption | All KO and SOWA to be revisited. | All KO and SOWA to be revisited. | All KO and SOWA to be revisited | |
| | Development of cultural capital | An understanding of end of life care, links back to Jackie Bain who gave talk during our CST Careers week in Divinity 2024 on Palliative Care. | | Possible visit from past student to speak about their role in the prison services- to help with revision on Crime and Punishment on Sin and Forgiveness Unit. Possible visit from Fr D Cairns to go over revision on Sacraments, pilgrimage and importance of Mary Possible visit from Fr Frank to go over key areas on Life and Death Unit ; | | | |
| | Development of reading | Reading key texts and passages including 1 Cor 15 and Vatican II documents. | Continue to learn SOWA | making-connections.pdf | making-connections.pdf | making-connections.pdf | |
| | Concepts – what will students be able to do at the end of the topic | To know the documents and impact of the second Vatican council | To understand Catholic beliefs about eschatology | Use PCL to assess what pupils know and what they need to focus on. Use Eduqas document to make connections between Component 1 and 2 https://resource.download.wjec.co.uk/vtc/2020-21/int20-21_1-6/pdf/making-connections.pdf | Use PCL to assess what pupils know and what they need to focus on. Use Eduqas document to make connections between Component 1 and 2 https://resource.download.wjec.co.uk/vtc/2020-21/int20-21_1-6/pdf/making-connections.pdf | Use PCL to assess what pupils know and what they need to focus on. Use Eduqas document to make connections between Component 1 and 2 https://resource.download.wjec.co.uk/vtc/2020-21/int20-21_1-6/pdf/making-connections.pdf | |
| | Extra curricular activities | Helping out with Open Evening Mission Day to fit in with our Patron saint and Mission Statement of our school | Visitor from our interfaith week for Yr 9 Neil Souter will come back to do revision sessions with Yr 11 classes on Judaism Mock exam Origins and Meaning; Good and Evil; Life and Death. Judaism | To look to see if we can get an examiner from Eduqas to go over marginal gains ahead of the exam. Focus on Timed exam Questions in Revision booklet on Sin and Forgiveness. 2 nd Mock in March Component 2 | Focus on timed exam questions in class | Before students leave to focus on Year 11 RSHE Ten Ten Self-Worth Addiction Eating Disorders Birth Control Pornography STIs Coercive Control | |
| | Assessments in Divinity | Practice GCSE questions in class | | | | | |
| | | | To look at revision guide on Sin and | | | | |

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