

Year Seven Curriculum Intent Sheet RED (Religious Education Directory)

Curriculum Implementation Year 7 Autumn Term

We start our journey in faith at Saint Martin's by studying an introductory topic 'Welcome to Divinity' knowledge powerpoint 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 meany 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 our InterFaith week in November in Divinity.. We will look at extracts from the Bishops of England and Wales 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.

RED Unit 1 Creation and Covenant

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CHAPTER 1:

CREATION AND COVENANT

Knowledge organiser

Key vocabulary	
God	The one supreme being, who creates and sustains everything.
revelation	The way in which God is made known to humans, which Catholics believe is most perfectly done through Jesus.
literal sense	The meaning of the text as the author intended it to be; this is different to reading a passage literally which means accepting it as word-for-word truth.
literary form	The style of writing used, for example a letter or a poem.
creation	The act of bringing something into existence; or the universe and everything in it (which Catholics believe God created).
creationism	The belief that the Bible accounts of creation are literally true.
scientism	The belief that science can provide all of the answers in life.
prayer	The way in which humans communicate with God.
stewardship	The duty to care for something. Catholics believe that God gave them the duty to care for the earth and everything in it.

OPTIONS	
Ethical	Sustainable development is trying to live in a way which prevents harm to the environment and prevents the earth's resources running out. Catholics support sustainable development because caring for the environment is part of their duty as stewards of creation.
Lived religion	Sister Dorothy Stang worked to protect the Amazon rainforest and help bring settler farmers together to give them greater power in challenging deforestation. She did this because she believed that God gave all humans the duty to be stewards of creation.
Artistic expression	Art is often used in religion to express complicated beliefs. For example, Donald Jackson's Genesis Frontispiece , from the 15th century Bible, shows the first creation story. Each column in the artwork illustrates one day of creation.

The Bible

The Bible is the holy book for Christians. It contains God's Word.

- The **Old Testament** is the part of the Bible written before Jesus' life, and contains the history and faith of the Jewish people.
- The **New Testament** is the part of the Bible written after Jesus' life, and contains accounts of the life, death and resurrection of Jesus and the early history and faith of the Church.

For Christians, the Bible is a form of **revelation** as they believe it is how God speaks to them.

- Catholics believe the Bible is **inspired**, meaning the Holy Spirit guided human writers to write down the truth from God.
- Most Catholics do not read the Bible literally. Instead they aim to understand the **literal sense** of the Bible (the message that God wanted to communicate to them).

Stories from Genesis

Catholics believe that **God created all life** and everything that is created comes from God alone.

- In the **first creation story** God creates the universe and everything in it over six days; God creates using spoken word; God creates *ex nihilo* (out of nothing).
- This story teaches that **God is eternal** (exists beyond time and has no beginning or end); **transcendent** (outside of space and time); and **omnipotent** (all powerful).
- It teaches that **creation is good**.
- It teaches that **humans are created *imago Dei***; they have a responsibility to be **stewards** of creation; they have been **created good**.
- Catholics interpret this as a symbolic story to help answer the questions **'Where did the world and everything in it come from?' and 'Why are we here?'**

- In the **second creation story** God orders chaos and creates harmony; man is created by God from the earth and God breathes life into him; woman is created by God from man's ribs.
- This story teaches that **God is *immanent*** (close to humans and acting in the world).
- It teaches that **creation is *lovingly made for humans*** to live together in a relationship with the world and with each other.
- It teaches that humans have a responsibility to be **stewards** of creation.
- Catholics interpret this as a symbolic story to help answer the question **'What is our purpose?'**

Scientific theories about creation

- The **Big Bang theory** says that the universe began around 13 billion years ago from a hot, dense point of energy.
- The **theory of evolution** suggests that all living things change over many generations to suit their environment, and that this happens because of natural selection.

Most Catholics are not creationists. Instead they believe there is no conflict between science and religion since **science tells us how life exists and religion tells us why life exists**.

How do teachings about God's role in creation impact Catholics today?


- The Catholic Church teaches that we should try to reduce human suffering and increase cooperation and friendship between all people (**Catholic Social Teaching**).
- The four core principles of Catholic Social Teaching are: the dignity of the human person, the common good, subsidiarity, and solidarity.
- Catholics believe they have a duty to care for the world and everything in it (**stewardship**).
- Pope Francis describes stewardship as responding to 'the cry of the earth and the cry of the poor' (*Laudato si'*).
- **Prayer** is the way in which people communicate with God. It is a response to God's **revelation**.
- When Catholics pray, they lift their hearts and minds to God. It is a way of walking with God throughout their lives.



CCC	Knowledge lens content
<p>God and revelation CCC 26-83, 159-231 CCCC 2-14, 37-38 YC 7-10J2, 30-33 YCFK 13,4,8,14,30</p> <p>Science and religion CCC 252-259 YC 41-46 YCFK 16</p> <p>Creation CCC 252-259, 355-370, 385-390 CCCC 69-73 YC 44-48,56-59,67-70 YCFK 22</p> <p>Universal call to prayer CCC 2558-2597 CCCC 534-540 YC 469-473 YCFK 139-141</p> <p>Stewardship CCC 344, 2415-2418 CSDC 451-487 DC 256-269 YCFK 128</p>	<p>Hear</p> <p>By the end of this unit of study, students will have studied the following key texts:</p> <ul style="list-style-type: none"> • Genesis 11-24 • Genesis 25-25 <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • 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>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 works by reflecting on 1) Creation and 2) the human person. • God is the Creator of the universe and of human beings and all that God creates is good. <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"> • 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>Live</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The four core principles of Catholic Social Teaching: dignity of the human person, common good, subsidiarity, and solidarity (see DC 84). <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • The scientific accounts of the origins of the universe and Catholic beliefs about Creation are compatible, challenging both creationist and scientific worldviews (see CCC 158 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' (<i>Laudato Si'</i> 49).

	<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"> – Environmental ethics – Global trade/fair trade – Artificial intelligence – Vegetarianism and veganism (in contrast to Living Simply) – Arguments for the existence of God • Artistic expression of beliefs about God and/or Creation, for example: <ul style="list-style-type: none"> – Sistine chapel ceiling – Samson Kambalu's The Fall of Man – Donald Jackson's Genesis Frontispiece: Creation – Sieger Koeder the story of Creation – stained glass window • Lived religion elements, for example: <ul style="list-style-type: none"> – Harvest festivals – LiveSimply Award – Life of a scientist who was motivated by faith (such as Vatican astronomer) – Life of a person who was committed to living simply, or to the Church's teaching on stewardship
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Key vocabulary
<p>God</p> <p>Revelation</p> <p>literal sense</p> <p>literary form</p> <p>Creation</p> <p>Creationism</p> <p>scientism</p> <p>prayer</p> <p>stewardship</p>

Curriculum Impact

Expected outcomes	
	<p>Understand</p> <p>By the end of this unit of study, pupils will be able to:</p>
U7.1.1.	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).
U7.1.2.	Recognising that when human beings speak about God that 'words always fall short of the mystery of God' (CCC 42), explain what is meant by speaking of God as the Creator and origin of all being (Acts 17:28).
U7.1.3.	Explain the difference between the literal and 'literalist' sense of scripture (see <i>The Interpretation of the Bible in the Church</i> , p. 82), by describing the literary form and the two different authorial voices in the first two chapters of Genesis. (RVE)

U7.14.	Describe what is meant by calling the Genesis Creation accounts 'symbolic stories' by making relevant connections between the first two chapters of Genesis and Catholic beliefs about God, human beings, and Creation.
U7.15.	Explain why Catholic teaching rejects both scientism and fundamentalist interpretations of Genesis ('creationism') in its teaching about the beginnings of the universe and the origin of human beings. (RVE)
U7.16.	Describe what the Church means by 'prayer' and explain why prayer is a feature of many different religions.
U7.17.	Making relevant connections with Genesis 1:1-2:25 and selected extracts from <i>Laudato Si'</i> , explain the demands of stewardship with reference to the four core principles of Catholic Social Teaching: dignity of the human person, common good, subsidiarity, and solidarity (DC 84). (RVE)
 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:	
D7.1.1.	Consider the view that the Genesis accounts of Creation are incompatible with scientific explanations for the origins of human beings and the universe and construct a Catholic response to this. (RVE)
D7.1.2.	Consider the view that pollution is a necessary consequence of economic development and construct a Catholic response to this view, with reference to <i>Laudato Si'</i> and other relevant teaching. (RVE)
D7.1.3.	Offer an interpretation of a relevant work of art, making links with Catholic sources and beliefs about Creation. 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 Creation.
D7.1.4.	Investigate the CAFOD LiveSimply Award, assessing the extent to which it represents a good example of a response to Catholic beliefs about stewardship and human dignity.
D7.1.5.	Investigate the life and work of Sr Dorothy Stang, assessing the extent to which they were a faithful response to Catholic beliefs about stewardship and human dignity.
 Respond During this unit of study, pupils will be invited to, for example:	
R7.1.1.	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)
R7.1.2.	Consider how they could show solidarity with all creatures and respond to the call to care for our common home. (RVE)
R7.1.3.	Consider how their response to the artworks studied might inspire them to think or act differently towards Creation.
R7.1.4.	Reflect on the life of Sr Dorothy Stang and consider how they might be inspired by her life and example.

End of Unit Assessment

Year 7 Curriculum Implementation Prophecy and Promise

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CHAPTER 2:

PROPHECY AND PROMISE

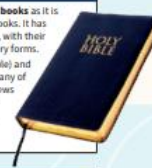
Knowledge organiser

Key vocabulary	
revelation	The way in which God is made known to humans, which Catholics believe is most perfectly done through Jesus.
Dei Verbum	The Latin phrase for 'Word of God'; also a document from the Second Vatican Council explaining how Jesus is the Word of God.
scripture	The holy book(s) of a religion; in Christianity it is the Bible.
tradition	Also known as Apostolic Tradition, these are actions and teachings of Jesus faithfully passed on from one generation of bishops to the next.
magisterium	From the Latin term <i>magister</i> , meaning teacher or master; it is the authority of the Church to teach.
inspired	'God breathed'; the belief that the Holy Spirit guides an individual to act or write what is good and true.
canon	The agreed list of books that make up the Catholic Bible.
Old Testament	The books of the first half of the Bible showing the creation of the world and God's relationship with the Jewish people.
New Testament	The books of the second half of the Bible which tell the story of Jesus' life, ministry and death, and the establishment of the early Church.
Hebrew, Aramaic, Greek	Languages spoken in the area where Jesus grew up; some books of the Bible were written in these languages.
Tanakh	The Jewish Bible.
Liturgy of the Word	The part of Mass where the word of God is proclaimed (announced).

OPTIONS	
Artistic expression	Art is often used in religion to express scripture in a beautiful and engaging way, for example <i>The Book of Kells</i> , which is an ancient and beautiful handwritten book that contains the illuminated Gospels.
Lived religion	Biblical idioms have developed over time to become part of everyday language in the UK. Their presence reflects how influential the Bible has been in the UK. They are used to enhance everyday language and to express deeper meanings in a more interesting way.

The Bible

- **Bible references** are made up of book, chapter and verse. They help Catholics to find specific passages.
- The Bible is **read in translation**, which means that it is not usually read today in the original languages it was written in (Hebrew, Aramaic and Greek), as most people do not speak these languages now.
- Catholics believe the Bible's writers were **inspired by the Holy Spirit**, so the true author of the Bible is God.
- The Bible is like a **library of books** as it is made up of many smaller books. It has around 40 different authors, with their own backgrounds and literary forms.
- The **Tanakh** (the Jewish Bible) and the **Old Testament** share many of the same books, however Jews and Christians arrange and interpret them differently.



How is God's message revealed to Catholics?

Scripture	Tradition
<ul style="list-style-type: none"> • The Bible is also known as sacred scripture. Christians believe it is how God reveals information that will aid humanity's salvation. • Together, the Old Testament and New Testament explain the history of salvation. • The Old Testament reveals prophecies about Jesus and key information about God's plan for salvation. In the New Testament, the prophecies and promises in the Old Testament are fulfilled through Jesus. • The Catechism teaches that the Old Testament has 'intrinsic value', meaning that it is essential and valuable in its own right. • Catholics believe scripture is without error, which means that through it God speaks to humans and gives them key messages about salvation. 	<ul style="list-style-type: none"> • <i>Dei Verbum</i> 9 teaches that sacred tradition is just as important to Catholics as sacred scripture. Both are seen as the word of God. • Tradition comes from the words and actions of the apostles, who were given the Holy Spirit at Pentecost. This gave them authority. • Tradition has developed teachings on the sanctity of life, the sacraments, the Creeds and the Mass. • Tradition is alive, therefore as the Church grows and changes, so does tradition.

The magisterium

- The magisterium is the **teaching authority** of the Catholic Church, which has been given to the Pope and the bishops so they can faithfully and authoritatively teach Catholics how to follow the word of God.
- The authority was given to **St Peter and the apostles** who founded the early Church and started sacred tradition.
- This authority is passed down to **every Pope and the bishops**, who use it to teach the word of God.



How is scripture used by Catholics today?

- The Catholic Church uses scripture as the foundation of Mass. In the **Liturgy of the Word**, Catholics hear Bible readings that help them to feel closer to God and to understand what God expects of them.
- Catholics use scripture in prayer, for example in the **Rosary**, which is connected to key events in the Gospels. Catholics meditate on events in the Gospels when they pray the Mysteries of the Rosary.




CCC	Knowledge lens content
<p>Scripture, tradition, magisterium CCC 74-100 CCCC 11-17 YC 12-13 YCFK 4,8</p> <p>The Bible CCC 101-141 CCCC 18-23 YC 14-18 YCFK 10-12</p> <p>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>Hear</p> <p>By the end of this unit of study, students will have studied the following key texts:</p> <ul style="list-style-type: none"> • <i>Dei Verbum</i> 9: relationship between scripture, tradition, and the magisterium <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' (<i>Dei Verbum</i> 11). • God is revealed in the Old Testament as well as the New and the Old Testament has its own intrinsic value. <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • 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 them differently.

	<p>Celebrate</p> <p>By the end of this unit of study students will know:</p> <ul style="list-style-type: none"> • 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.: <ul style="list-style-type: none"> – 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>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 the two areas of thematic study:</p> <ul style="list-style-type: none"> • Artistic expressions of the meaning and importance of Scripture, for example: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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 the Ten Commandments in civic institutions (especially in America)
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Key vocabulary
Revelation
<i>Dei Verbum</i>
Scripture
tradition
magisterium
inspired
canon
Old Testament
New Testament
Hebrew, Aramaic, Greek
Tanakh
Liturgy of the Word

Curriculum Impact

Expected outcomes	
	Understand By the end of this unit of study, pupils will be able to:
	U7.2.1. Describe the relationship between scripture, tradition and the magisterium, with reference to <i>Dei Verbum</i> 9.
	U7.2.2. 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).
	U7.2.3. Identify the original languages of the Bible, recognising that the Bible is read in translation, that there are many different English translations, and understand the difference a translation can make to how a passage is understood. (RVE Bible in Welsh)
	U7.2.4. Explain what is meant by the canon of scripture, identifying the names and order of the books within it.
	U7.2.5. 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 the Old Testament also make up the Hebrew scriptures (the Tanakh) of the Jewish people, who arrange and interpret them differently. (RVE)
	U7.2.6. Explain what it means to say that scripture is inspired and without error (see 2 Tim 3:16-17 & <i>Dei Verbum</i> 11), describing the relationship between God's authorship of Scripture and its human authors.
	U7.2.7. 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.

	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:
	D7.2.1. Consider the view that the Bible is merely a human creation, and construct a Catholic response to this view, with reference to <i>Dei Verbum</i> 9. (RVE)
	D7.2.2. Assess the extent to which different artistic presentations of Sacred Scripture (such as the Book of Kells, The Lindisfarne Gospels, The Gairima Gospels) is an expression both of the Church's teaching about Sacred Scripture and of a particular Christian community's culture.
	D7.2.3. Consider the view that the words of the text are enough and require no illustrations and construct a Catholic response to this.
	D7.2.4. 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.
	D7.2.5. 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. (RVE)
	Respond During this unit of study, pupils will be invited to, for example:
	R7.2.1. Experience using Scripture in prayer and liturgy.
	R7.2.2. Create an artistic expression of Scripture that reflects its personal meaning for them.
	R7.2.3. Consider how their response to the artistic expression of scripture might inspire them to think or act differently towards Scripture.
	R7.2.4. Reflect on the presence and importance of the Bible, or other sacred texts, in their life or in the life of their families.

End of unit assessment

Unit 3 Galilee to Jerusalem

CHAPTER 3:

GALILEE TO JERUSALEM

Knowledge organiser

Key vocabulary	
Incarnation	Christians believe that God became man in the person of Jesus, truly human and truly divine.
Trinity	God as three in one – Father, Son and Holy Spirit.
Son of Man	A title for Jesus which suggests that he is both divine and human; it connects to the idea of him as a Messiah.
Son of God	A title of Jesus as the second person of the Trinity, reflecting his equal status to God the Father.
Christ	A title for Jesus, which means he was chosen by God.
Lord	A person who has power and authority; a title for God in the Old Testament, also used for Jesus in the New Testament.
Heresy	An opinion or belief that goes against Church teaching, or the denial of a revealed truth.
Arianism	The belief put forward by Arius in the fourth century that Jesus was not divine.
<i>lex orandi, lex credendi</i>	Latin phrase meaning 'the law of prayer is the law of belief'.
service	Supporting the needs of others and putting them before our own; this might include physical and spiritual needs, for example.

OPTIONS	
Ethical	Businesses can act selflessly by showing a commitment to corporate social responsibility : operating in a way that benefits wider society.
Lived religion	Father Mychal Judge was a Franciscan friar who worked for the New York City Fire Department, known for his prayerful life and service to others.
Artistic expression	Andrei Rublev's Trinity reflects the doctrine of the Trinity, depicted as three angels.

Important Catholic doctrines

The Incarnation	The Trinity
<ul style="list-style-type: none"> The Incarnation is a Catholic doctrine which states that Jesus was both truly human and truly divine. 'Incarnate' means 'made flesh'. God became a human being in the person of Jesus, to offer humanity the chance of salvation. 	<ul style="list-style-type: none"> The doctrine of the Trinity teaches that there is one God who is three persons: the Father, the Son (Jesus) and the Holy Spirit. The Trinity is reflected in Catholic prayer, for example in the Sign of the Cross. The Trinity is reflected in the Mass, as Catholics believe the offering that Jesus made to the Father on the cross is made really present by the action of the Holy Spirit. Arius said that Jesus was created by God the Father and therefore God the Father was more powerful. The Church decided this viewpoint was heresy because it goes against the doctrine of the Trinity.



The Nicene Creed

- The **Nicene Creed** is a statement of faith about the core beliefs held by Catholics, such as belief in the Incarnation (e.g. 'For us men and for our salvation he came down from heaven').
- It is said in the Mass during the Liturgy of the Word.
- It is structured around the **three persons of the Trinity**.

Jesus' title	What does the Bible tell us about this title?
Son of God	<ul style="list-style-type: none"> In the Old Testament, there are prophecies that the Messiah will be God's 'son' (e.g. Psalms 2:7). In the New Testament, God the Father calls Jesus his 'beloved Son' during Jesus' baptism. This title shows that Jesus is the Son of the Father and truly God.
Son of Man	<ul style="list-style-type: none"> This title is a reminder that Jesus is a human being who wants to serve others (e.g. in Psalms 8:4 in the Old Testament, and in the story of the Request of James and John in the New Testament). The title is also used to emphasise Jesus' divine power and authority (e.g. when describing the Last Day of Judgement in Mark's Gospel).
Christ and Son of David	<ul style="list-style-type: none"> 'Christ' is a title from the Hebrew 'Messiah', which means anointed one. There are prophecies in the Old Testament about the Messiah, including that the Messiah will be an ancestor of King David (e.g. 1 Kings 9:5). In the New Testament, Jesus is called the Son of David by people who recognise him as the Messiah (e.g. in the story of Palm Sunday).
Lord	<ul style="list-style-type: none"> The early Christians used the title 'Lord' to express their belief that Jesus is God, as in the Old Testament this title is used for God (e.g. Exodus 3:14–15). In the New Testament, the disciples use the title as a term of respect and to recognise that Jesus is God (e.g. John 21:1–13).

How is Jesus an example?

Christians believe that Jesus showed **agape** (a pure and selfless love) when he sacrificed himself on the cross to save humanity.

Catholic Social Teaching encourages Catholics to follow Jesus' example and serve others, e.g. through charitable acts or choosing a career that helps others.



Gaudium et Spes is an important Catholic document which describes Jesus' human qualities and calls him the 'perfect human being'.



CCC	Knowledge lens content
<p>Scripture, tradition, magisterium CCC 74-100 CCCC 11-17 YC 12-13 YCFK 4,8</p> <p>The Bible CCC 101-141 CCCC 18-23 YC 14-18 YCFK 10-12</p> <p>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>Hear</p> <p>By the end of this unit of study, students will have studied the following key texts:</p> <ul style="list-style-type: none"> • <i>Dei Verbum</i> 9: relationship between scripture, tradition, and the magisterium <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' (<i>Dei Verbum</i> 11). • God is revealed in the Old Testament as well as the New and the Old Testament has its own intrinsic value. <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • 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 them differently.

	<p>Celebrate</p> <p>By the end of this unit of study students will know:</p> <ul style="list-style-type: none"> • 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.: <ul style="list-style-type: none"> – 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>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 the two areas of thematic study:</p> <ul style="list-style-type: none"> • Artistic expressions of the meaning and importance of Scripture, for example: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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 the Ten Commandments in civic institutions (especially in America)
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Key vocabulary
Revelation
<i>Dei Verbum</i>
Scripture
tradition
magisterium
inspired
canon
Old Testament
New Testament
Hebrew, Aramaic, Greek
Tanakh
Liturgy of the Word

Expected outcomes	
 Understand By the end of this unit of study, pupils will be able to:	U7.2.1. Describe the relationship between scripture, tradition and the magisterium, with reference to <i>Dei Verbum</i> 9.
	U7.2.2. 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).
	U7.2.3. Identify the original languages of the Bible, recognising that the Bible is read in translation, that there are many different English translations, and understand the difference a translation can make to how a passage is understood. (RVE Bible in Welsh)
	U7.2.4. Explain what is meant by the canon of scripture, identifying the names and order of the books within it.
	U7.2.5. 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 the Old Testament also make up the Hebrew scriptures (the Tanakh) of the Jewish people, who arrange and interpret them differently. (RVE)
	U7.2.6. Explain what it means to say that scripture is inspired and without error (see 2 Tim 3:16-17 & <i>Dei Verbum</i> 11), describing the relationship between God's authorship of Scripture and its human authors.
	U7.2.7. 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.
 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:	D7.2.1. Consider the view that the Bible is merely a human creation, and construct a Catholic response to this view, with reference to <i>Dei Verbum</i> 9. (RVE)
	D7.2.2. Assess the extent to which different artistic presentations of Sacred Scripture (such as the <i>Book of Kells</i> , <i>The Lindisfarne Gospels</i> , <i>The Garima Gospels</i>) is an expression both of the Church's teaching about Sacred Scripture and of a particular Christian community's culture.
	D7.2.3. Consider the view that the words of the text are enough and require no illustrations and construct a Catholic response to this.
	D7.2.4. 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.
	D7.2.5. 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. (RVE)
 Respond During this unit of study, pupils will be invited to, for example:	R7.2.1. Experience using Scripture in prayer and Liturgy.
	R7.2.2. Create an artistic expression of Scripture that reflects its personal meaning for them.
	R7.2.3. Consider how their response to the artistic expression of scripture might inspire them to think or act differently towards Scripture.
	R7.2.4. Reflect on the presence and importance of the Bible, or other sacred texts, in their life or in the life of their families.

End of Unit Assessment

Unit 4 Desert to the Garden

KO

CHAPTER 4:

DESERT TO GARDEN

Knowledge organiser

Key vocabulary	
Paschal Mystery	The belief that Jesus' death and resurrection bring salvation to every human being.
sacrament	Visible signs of God's grace that make real what they symbolise; also the name given to the ceremonies that contain these signs.
Passover	A Jewish festival that celebrates God saving the Jewish people from slavery in Egypt.
Eucharist	The sacrament in which Catholics receive the body and blood of Christ; also called Holy Communion, the Lord's Supper, the Breaking of the Bread and Mass.
Sacrifice of the Mass	The belief that Jesus' sacrifice is really made present to Catholics during the Eucharist.
transubstantiation	The process by which the bread and wine actually become the body and blood of Jesus at the moment of consecration.
Holy Communion	Another name for the Sacrament of Eucharist.
Lord's Supper	Another name for the Sacrament of Eucharist.
Blessed Sacrament	A term that refers to the body and blood of Jesus in the Eucharist.

OPTIONS	
Ethical	The world food crisis presents Catholics with an ethical and religious duty to help those most affected. The Eucharist commits Catholics to serve the poor, and Bishop Theotonius Gomes reminds Catholics that providing basic needs is a way to treat others with respect and dignity.
Artistic expression	The Sacrament of the Eucharist and the Last Supper are two common themes in Catholic art. Different artists focus on different aspects of the sacrament. For example, <i>Life of Jesus Mafa: The Last Supper</i> shows Jesus and the apostles as African men in an everyday environment. <i>Last Supper</i> by Pascal Dagnan-Bouveret is a more traditional painting of the Last Supper.
Lived Religion	One way in which Catholics show their devotion to the Real Presence of Jesus is by holding Eucharistic processions . In these, the Blessed Sacrament is carried in a procession around a holy site. These processions vary between countries as they are influenced by local customs and traditions.

The Paschal Mystery

For the Catholic Church, the term 'Paschal Mystery' means three things:

- The **actual events** of Jesus' arrest, trial, death on the cross and resurrection from the dead.
- The **significance of those events**: Catholics believe that Jesus' death on the cross frees human beings from sin, and that his resurrection opens the way to a new life with God.
- The idea that Jesus' death and resurrection are **made present in the life of the Church today**. They can be experienced by Catholics most directly in the celebration of the Mass and in the seven sacraments.



The seven sacraments

- **Sacraments are visible signs of God's grace**. These religious ceremonies make God's invisible, saving power visible and present to those who receive it.
- Catholics must receive the three **Sacraments of Initiation** to become a full member of the Church: Baptism, Confirmation and Eucharist.
- The **Sacraments of Healing** are Reconciliation and the Anointing of the Sick.
- The **Sacraments at the Service of Communion** are Holy Orders and Matrimony.
- Catholics believe the sacraments **nourish and strengthen their faith**.



The Sacrament of the Eucharist...

- Catholics believe the Eucharist is the most important sacrament. It is **'the source and summit of Christian life'** (CCC 1324).
- The word Eucharist means 'thanksgiving'. The sacrament is known by **many names** including the Lord's Supper, Holy Communion, the Breaking of the Bread, and Mass. Each name gives a different insight into the significance of the sacrament.
- **The Liturgy of the Eucharist** is the high point of the Mass. It is when the bread and wine become the body and blood of Jesus, and these are offered to the congregation.



...and its significance



- The Eucharist is **significant** as it can bring a person closer to God, strengthen faith, and provide forgiveness and protection from sin. It unites Catholics together as the Church, and commits Catholics to serve the poor.
- The **Last Supper** was a meal that Jesus shared with his disciples to celebrate the Jewish Passover. During this meal, Jesus **instituted the Sacrament of the Eucharist**.
- Catholics believe that when they celebrate the Eucharist today, the events of the Last Supper and the sacrifice Jesus made become **really present** for them in the Mass.
- Jesus' sacrifice is **foreshadowed** in the first Passover meal described in the Old Testament.
- **Jesus is present** in the Mass in four ways: in the assembly of the faithful, in the reading of the scripture, in the person of the priest, and in the Blessed Sacrament.
- Most Christians around the world agree that Jesus is present in the Eucharist, but they may have **different views** on how this happens. For example, most Anglicans believe that Jesus is really *spiritually* present.
- Some Christians (such as Baptists) do not believe in the Real Presence of Jesus, and instead believe that the Eucharist is about commemorating the Last Supper.

CCC	Knowledge lens content
<p>The Paschal mystery CCC 595–655 CCCC 117–131 YC 97–108 YCIK 32–40</p> <p>Sacraments CCC 113–114 CCCC 224–232 YC 172–178 YCIK 64</p> <p>Eucharist CCC 1322–1419 CCCC 271–294 YC 208–223 YCIK 74–80</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) <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • 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 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. • Jesus is present in the Eucharist in the assembly of the faithful, in the Word, in the priest and, most especially, in the Blessed Sacrament (see <i>Sacrosanctum Concilium</i> 7). • 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 <i>substantial</i> 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. <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • 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.

CCC	Knowledge lens content
Incarnation CCC 456–483 CCCC 85–92 YC 76–79 YCIK 25 Titles of Jesus CCC 422–455 CCCC 79–84 YC 72–75 YCIK 23–24, 26 Trinity CCC 232–267 CCCC 44–49 YC 35–39 YCIK 27 Christian prayer CCC 2558–2682 CCCC 534–561 YC 469–496 YCIK Christ as the model of human living CCC 356–359, 1691–1715 CCCC 66–67, 357–358 CSDC 108–109 DC 47 YC 56, 58 YCIK 137	Hear By the end of this unit of study, pupils will have studied the following key texts: <ul style="list-style-type: none"> • Texts that refer to titles of Jesus: <ul style="list-style-type: none"> – Son of Man, with reference to the following meanings: <ul style="list-style-type: none"> • Suffering and service, e.g., Mk 10:35–45 • Authority, e.g., Mk 2:1–12 • Eschatology, e.g., Mk 14:53–65 – Son of God, e.g., Mk 1:9–11 – Christ/Son of David, e.g., Mk 10:46–52, Mk 11:1–11 – Lord, e.g., Jn 21:1–13 • The Nicene Creed, Articles 2–4 By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> • The ways in which the titles of Jesus are uniquely ascribed to him when compared with the use of equivalent titles in the Old Testament: Son of Man (e.g., Psalm 8:4, Daniel 7:13–14); Son of God (e.g., Ps 2:7, 2 Sam 7:14); Son of David/Christ (e.g., 1 Kings 9:5, 2 Sam 7:16); Lord (e.g., Ex 3:14, Am 5:18).

	<ul style="list-style-type: none"> • Lived religion elements, for example: <ul style="list-style-type: none"> – The life and work of an individual Christian or religious order committed to living a life of humble service, for example: <ul style="list-style-type: none"> • The Franciscans: e.g., Fr Mychal Judge OFM (1933–2001) • The Passionists: e.g., Venerable Mother Mary Joseph of Jesus: Elizabeth Prout (1820–1864) • Missionaries of Charity: e.g., St Teresa of Kolkata • St Josephine Bakhita • Catholic Worker Movement: e.g., Servant of God, Dorothy Day
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Key vocabulary
Incarnation trinity Son of Man Son of God Christ Lord heresy Arianism lex orandi, lex credendi service

Expected outcomes	
	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:
	D7.3.1. Consider the claim that it is impossible to be fully human and be without sin and construct a Catholic response to this view, with reference to <i>Gaudium et Spes</i> 22, paragraph 2.
	D7.3.2. Consider the view that Jesus was merely a nice man, and construct a Catholic response to this, with reference to the passages studied.
	D7.3.3. 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.
	D7.3.4. 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.
	D7.3.5. Investigate the work of Elizabeth Prout and assess the extent to which her life was modelled on Jesus' example of humble service.
	D7.3.6. Consider the claim that there are no acts that are truly selfless and construct a Catholic response to this view. (RVE)
	Respond During this unit of study, pupils will be invited to, for example:
	R7.3.1. 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.
	R7.3.2. Reflect on the ways they pray and the titles they use in addressing their prayer to God.
	R7.3.3. Examine their own outwardly virtuous behaviour and consider whether it is self-serving or selfless. (RVE)
	R7.3.4. Explore the work of organisations dedicated to humble service (e.g., the Passionists) and consider in what ways they could support this work. (RVE)

Assessment

Unit 5 To the Ends of the Earth

KO

CHAPTER 5:

TO THE ENDS OF THE EARTH

Knowledge organiser

Key vocabulary	
Holy Spirit	The third person of the Trinity, true God, who Christians believe inspires people.
Pentecost	A Christian festival celebrating the time when the Holy Spirit came down to the apostles; also a Jewish festival known as Shavuot, celebrating the harvest and the giving of the Torah at Mount Sinai.
ruah	A Hebrew word meaning wind or breath; God's Spirit that was breathed in Adam to bring him to full life.
People of God	One of the names of the Church, emphasising the whole community of believers, united by their belief in God, the Father, Son and Holy Spirit.
Body of Christ	One of the names of the Church, emphasising the community of all those who are members of Christ's body through Baptism, with Jesus as their head, working together like one body.
Temple of the Holy Spirit	One of the names of the Church, emphasising the community of all those who are led by God's spirit in their lives, given to them through the sacraments.
Confirmation	The Sacrament of Initiation that completes Baptism and strengthens a person's faith by being sealed with the Holy Spirit as a mature member of the Church.
fruits of the Spirit	The behaviours and attitudes that are shown by a person who is filled with the Holy Spirit, such as love, joy and kindness.
OPTIONS	
Ethical	Christians believe they are guided by the Holy Spirit to show the fruits of the Spirit (such as patience and kindness) in the way they live. Although it is sometimes difficult to ignore the works of the flesh (temptations or weaknesses such as anger or jealousy), Christians aim to follow Jesus' example.
Artistic expression	Life of Jesus Mafa: Pentecost shows the apostles as Black Africans, as a way of making Bible stories more meaningful for Black African communities. The painting shows the apostles and Mary joyfully receiving the Holy Spirit in wind and fire. The descent of the Holy Spirit on the apostles and Mary at Pentecost by Elizabeth Wang shows Mary and the apostles, with the light of the Holy Spirit coming from heaven and flames on each person's head. This shows the holiness of the Holy Spirit.
Lived religion	Pentecost is celebrated in different ways around the world, reflecting Christian beliefs and local cultures. For example, red rose petals are scattered to symbolise tongues of fire in Italy, and greenery is used to decorate homes in Poland.

Who is the Holy Spirit?

- The Holy Spirit is the **third person of the Trinity**.
- In the Nicene Creed, the Holy Spirit is described as 'the Lord, the giver of life'.
- **Symbols** are used to communicate beliefs about the Holy Spirit. These symbols are often based on **biblical accounts** of the Holy Spirit (e.g. the dove, fire and wind). Some symbols link to **Christian worship and rituals** (e.g. anointing, the hand and water).
- The Holy Spirit gives Christians **seven gifts**, which are freely given through love: wisdom, understanding, counsel, fortitude, knowledge, piety and fear of the Lord.
- A person shows the impact of the Holy Spirit in their life by displaying the **twelve fruits**: love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, self-control, goodness, modesty and chastity.
- **St Luke** is believed to have written Luke's Gospel and Acts of the Apostles. He described the importance of the Holy Spirit in the life of Jesus and in establishing the Church community.
- **Pentecost** is when the Holy Spirit came to the apostles, filling them with confidence and the ability to speak different languages to spread the Good News. This event is considered to be the birthday of the Church.



The Holy Spirit and Jesus



The Bible shows that the Holy Spirit played an **important role** in Jesus' life and mission:

- Jesus was conceived by the power of the Holy Spirit.
- When Jesus was baptised, the Holy Spirit appeared as a dove.
- In Luke 4:18, Jesus said that God's Spirit had anointed him to do God's work.
- Jesus promised that he would send God's Spirit to the apostles, who had been given the task of spreading the Good News.

The Holy Spirit in the life of the Church

The Holy Spirit has **guided the Church** from its earliest moments:

- The Holy Spirit helped the apostles to carry out the mission given to them by Jesus.
- The Holy Spirit remained with the earliest Church communities to give them strength in the face of persecution.
- The Holy Spirit helped to bring more people into the Church community.
- The Church community is described as a community of God's people (the People of God); a community like a body, with Jesus as the head (the Body of Christ); and a community filled with the Holy Spirit (the Temple of the Holy Spirit).



The Holy Spirit in the life of individual Christians

Individual Christians can feel the Holy Spirit at work in their lives:

- The Holy Spirit guides people in their **vocation**: their call from God to live a particular life.
- Catholics believe that a person is anointed in the Holy Spirit at Baptism, and sealed in the Holy Spirit at Confirmation.
- At Confirmation, a person celebrates receiving the gifts of the Holy Spirit, which help them to live a Christian life and follow God.

Believe

By the end of this unit of study students will know that the Church teaches:

- Jesus, the incarnate God, is the fullness of revelation, in whom God says all there is to say (CCC 65 & 102).
- Jesus is the Word made flesh; the Son of God who became truly human while remaining truly God. Jesus Christ is true God and true man.
- The Word became flesh in order to save us: by revealing God's love to us, by offering a model of holiness and so that we might become partakers of the divine nature (see CCC 456-460).
- God is Trinity, one God in three Divine Persons.
- Jesus is Christ the Lord and the Only Begotten Son of God (the second Person of the Holy Trinity) made flesh, fully God and fully human.

By the end of this unit, students will know:

- The meaning of 'heresy' as defined by the Church (CCC 2089).
- The Nicene Creed expresses the Church's true faith about Jesus, as against Arian teaching about Jesus.

Celebrate

By the end of this unit of study students will know:

- The meaning of the phrase 'lex orandi, lex credendi'.
- That Catholic prayer is always Trinitarian (see CCC 2664).
- How the Church prays her beliefs about the Holy Trinity in the Mass, for example:
 - Sign of the cross in the Name of the Father, Son and Holy Spirit (cf. CCC 233)
 - Nicene Creed
 - Sanctus: 'Holy, Holy, Holy Lord'

Live

By the end of this unit of study students will know that the Church teaches:


- Jesus is the model of perfect human living and that human beings are called to be transformed into his likeness.



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:

- Ethical and philosophical options, for example:
 - Ethical issues arising from the contrast between being self-serving and being selfless in outwardly virtuous behaviour in charity, philanthropy, and business ethics, for example:
 - 'Virtue signalling' and hypocritical behaviour
 - 'Greenwashing'
 - Corporate social responsibility programmes and corporate mission statements
 - Cynical versus genuine apologies
- Artistic expression, for example:
 - Artistic expressions of the Trinity:
 - Rublev's Trinity
 - William Blake Trinity sketch *The Notebook of William Blake - Folio N104*
 - 'After Rublev' - Meg Wroe (Iona Abbey)
 - Scutum Fidei
 - Masaccio's Holy Trinity
 - Marlene Scholz, *Blessed Trinity*

	<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"> Philosophical and ethical options, for example: <ul style="list-style-type: none"> Ethical issues arising from the fruits of the Spirit versus works of the flesh (Gal 5) Artistic representations of the 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, <i>Blessed Trinity</i> Keiko Miura (Japanese, 1935–), <i>Pentecost</i>, 2004. Stained glass window, All Pilgrims Christian Church, Seattle, Washington, USA Adao Watanabe (Japanese, 1913–1996), <i>Pentecost</i>, 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
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Key vocabulary
<p>Holy Spirit</p> <p>Pentecost</p> <p>ruah</p> <p>People of God</p> <p>Body of Christ</p> <p>Temple of the Holy Spirit</p> <p>Confirmation</p> <p>Fruits of the Spirit</p>

Expected outcomes	
	<p>Understand</p> <p>By the end of this unit of study, pupils will be able to:</p>
U7.5.1.	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 Luke-Acts.
U7.5.2.	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.
U7.5.3.	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.
U7.5.4.	Describe Luke's account of Pentecost (Acts 2:1–12), explaining 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.)

Expected outcomes	
U7.5.5.	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.
	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:
D7.5.1.	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.
D7.5.2.	Consider the claim that confirmation is not necessary and construct a Catholic response to this.
D7.5.3.	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).
D7.5.4.	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.
D7.5.5.	Investigate the different ways Pentecost is celebrated around the 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)
D7.5.6.	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.
	Respond During this unit of study, pupils will be invited to, for example:
R7.5.1.	Reflects on the ways in which the Holy Spirit is active in their own life (see YC 120).
R7.5.2.	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.
R7.5.3.	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).
R7.5.4.	Consider the extent to which their own prayer life is Spirit-led.

Assessment

Unit 6 Dialogue and Encounter

KO

CHAPTER 6:

DIALOGUE AND ENCOUNTER

Knowledge organiser

Key vocabulary

ecumenical council	In Catholicism, a meeting of the bishops of the worldwide Church at the invitation of the Pope, to decide on matters of the Church.
schism	A split or division within a group.
dogma	An essential belief which becomes a binding teaching in Catholicism.
reform	To make changes to something.
Christian unity	All Christians are united in common beliefs such as the importance of Jesus and his teachings.
ecumenism	The aim of promoting unity among the Christian Churches of the world.

The Council of Jerusalem

- The Council of Jerusalem was the **first council recorded in the Bible**, in Acts 15 and Galatians 3.
- The **apostles** met to decide whether people who were not Jewish (gentiles) needed to become Jews or follow Jewish Law in order to be followers of Jesus.
- The council decided that **gentiles did not need to become Jews or follow Jewish Law** to be Christian.
- In Acts, St Peter confirms that **both Jews and gentiles are chosen by God** and therefore there is no difference between them.
- In Galatians, St Paul explains that all people become brothers and sisters when they believe in Jesus, so the differences between Jews and gentiles do not matter and all can be followers of Christ.
- The Council of Jerusalem is the first example of **church leaders gathering to resolve a difference** that threatens to split the Church and its members.
- Today, **the bishops and the Pope** continue the work of the apostles and call councils as needed. A modern example of an ecumenical council is the **Second Vatican Council**, called in 1962 by Pope John XXIII to try to modernise the Church.



Different Christian denominations

When different views within the Church cannot be peacefully resolved, this can lead to splits and divides (**schisms**) within the Church. In the past this had led to **different Christian denominations** being founded.

The First Council of Nicaea in AD 325	This was a response to Arianism , which rejected the divinity of Jesus and the Holy Trinity. The council decided that Arianism was incorrect, so the Arians broke away from the main Church.
The Council of Chalcedon in AD 451	This was a response to Nestorianism , which argued that Jesus was a God-inspired man, not God-made-human. The council decided this was incorrect; as the difference could not be resolved, some Christians broke away from the Church.
The Council of Trent in 1543	This was a response to the Reformation , which wanted to reform Catholicism and remove practices the reformers did not agree with, such as selling indulgences. The Council of Trent was part of the Counter-Reformation, which was unsuccessful in stopping the Reformation. This led to some Christians splitting from Catholicism and founding Protestant groups.

Dialogue and encounter

Knowledge lens content

Dialogue

By the end of this unit of study, pupils will know:

- Councils of the Church meet from time to time to address theological questions.
- The first of these councils took place at the time of the apostles. (The Council of Jerusalem. Acts 15, Galatians 2.)
- Councils make authoritative statements that clarify matters of faith and morals (dogma).
- Sometimes, groups have broken away from the Church as differences could not be resolved through dialogue, using one example, e.g.,
 - First Council of Nicaea (325 AD) as a reaction to Arianism
 - Council of Chalcedon (451 AD) as a response to the Nestorian crisis
 - Council of Trent (1545–1563) as a reaction to the reformers Luther, Calvin, Zwingli.
- 'The desire to recover the unity of all Christians is a gift of Christ and a call of the Holy Spirit' (CCC 820).

Encounter

By the end of this unit of study, pupils will have studied one of the religions or worldviews listed in the appendix.

Key vocabulary

Ecumenical Council

schism

dogma

reform

Christian unity

ecumenism



Expected outcomes



Understand

By the end of this unit of study, pupils will be able to:

R7.6.1.	Describe and explain how Councils of the Church meet from time to time to address theological questions and that the first of these councils took place at the time of the apostles. (The Council of Jerusalem. Acts 15, Galatians 2.)
R7.6.2.	Describe and explain that Councils make authoritative statements that clarify matters of faith and morals (dogma) across time and their legacy is recognised by the Church.
R7.6.3.	Use accurate religious and philosophical vocabulary to show an understanding of how an inability to resolve differences has caused groups to break away from the Church in the past giving reasons for the cause and effects of such disagreement. (RVE)
R7.6.4.	Define the term 'ecumenism' and describe ways in which Christians give witness to the ecumenical spirit (e.g., actions for social justice; prayer; dialogue; acknowledging the shared wisdom of Christian traditions; learning about and understanding the traditions of the Christian communities; living gospel values). (RVE)

Expected outcomes	
R7.6.5.	Use a range of contextually accurate religious and philosophical vocabulary to show a coherent understanding of a range of religions, worldviews, beliefs, and actions. (RVE)
R7.6.6.	Within the religions or worldviews studied, make relevant connections between different areas of study (belief, sources, structures, prayer, religious practices, and life), showing how one area influences others. (RVE)
	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:
D7.6.1.	Consider why there are different Christian denominations and investigate the differences between their beliefs and Catholic beliefs. (RVE)
D7.6.2.	Consider what needs to happen for Christian unity 'In word and deed we must obey Christ, who expressly will "that they may all be one" (Jn 17:21) YOUCAT q.131.
D7.6.3.	Investigate ways in which Christians work together or the common good in their school or local community. (RVE)
D7.6.4.	Explore how different religious beliefs influence works of art, music, and other creative pathways considering how these reflect sources and beliefs. (RVE)
D7.6.5.	Use relevant sources of wisdom and authority appropriately as justification, examine the reasons why a council of the Church made a particular decision about a question of doctrine.
	Respond During this unit of study, pupils will be invited to respond to their learning, for example by:
R7.6.1.	Reflecting on the meaning of what they have learned for their own lives, beginning to consider what they believe to be true and why they believe it. (RVE)
R7.6.2.	Considering how their own lives and the future of the communities to which they belong could be transformed by interreligious dialogue.
R7.6.3.	Thinking about the opportunities for dialogue and the barriers to dialogue. (RVE)
R7.6.4.	Considering how they could act to bring about transformation because of their learning, for example, how could they work with people of divergent worldviews. (RVE)

Assessment in Divinity

CMAT baseline assessment

Learning Key vocabulary from KO builds future progress for 2 mark GCSE questions.

Do Now questions

Further green pen responses to Understand and Discern questions

To look at extended writing tasks to build students skills for 5 mark, 8 mark and 15 mark questions at GCSE.

End of Unit Assessment

WCOS Feedback sheets to class

End of Year Exam

Reading Extracts to be set as Homework to increase religious literacy for topics further studied at GCSE

Love the stranger 'Love the Stranger' presents a Catholic response to refugees and migrants. It is a 2023 document of the Department for International Affairs. [Love the Stranger - Catholic Bishops' Conference \(cbcew.org.uk\)](https://cbcew.org.uk)

Laudato Si – Care of the Common Home [Laudato si' - Care for our Common Home - Catholic Bishops' Conference \(cbcew.org.uk\)](https://www.cbcew.org.uk/laudato-si-care-for-our-common-home)

Laudate Deum- Pope Francis to all people of good will on climate crisis [Laudate Deum - "Praise God for all his creatures" - Catholic Bishops' Conference \(cbcew.org.uk\)](https://www.cbcew.org.uk/laudate-deum-praise-god)

Dei Verbum building block to GCSE [Dei Verbum - Word of God - Catholic Bishops' Conference \(cbcew.org.uk\)](https://www.cbcew.org.uk/dei-verbum-word-of-god)

Synod [Seeking Our Hearts' Desire - Catholic Bishops' Conference \(cbcew.org.uk\)](https://www.cbcew.org.uk/seeking-our-hearts-desire)

Year of Prayer, Pilgrims of Hope [The Year of Prayer - Catholic Bishops' Conference \(cbcew.org.uk\)](https://www.cbcew.org.uk/the-year-of-prayer)