Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
CHAPTER 1: CREATION AND COVENANT					
Introductory lessons **Week 1 powerpoints**		**Baseline assessment from the CMAT** **Vision and Mission power point to accompany** **Welcome to Divinity at Saint Martin.docx (sharepoint.com)** **Look at Curriculum Intent sheet and go through how to complete prep in Divinity using prep sheet. To agree on dates set for Homework** **Week 1** **Week 2** **Week 3** **Week 4** **Week 5**			Links to CSIInspection documents | Catholic Schools Inspectorate

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
Chapter 1				Year 7 Chapter 1 Knowledge organiser	
1.1	**How do humans know about God?**	**Believe** • God exists and is revealed in different ways: first, through the natural light of human reason (in the contemplation	**U7.1.1.** – Activities 1, 2, 3	Year 7 1.1 Activity worksheet (Foundation)	**CLM 2.3** Sense of Community p7

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		of Creation and our experience of being human) and second, through divine revelation (by means of scripture and tradition). **Outcomes** **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).		Use this worksheet to answer the questions from page 11 of Source to Summit Year 7 Student Book. Understand 1 For Catholics, the word 'revelation' means _____ 2 One example of how humans can know God through using reason is by _____ 3 One example of divine revelation is _____ 4 Catholics call the Bible the 'word of God' because _____ 5 The word 'testament' means _____ 6 The covenants reveal that God [Hint: This question is asking what the covenants tell us about God] _____ Year 7 Chapter 1 Activities answers guidance **1.1 How do we know about God?** Understand **1** The word 'revelation' means the ways in which God is made known to people. This is most perfectly done through Jesus, who Catholics believe was God in human form. **2** Humans can know God using reason by finding God in the world around us. For example when they see how well designed the world seems to be, a person may believe God designed it. **3** One example of divine revelation is experiencing God through reading the Bible, which is considered to be the word of God. **4** Catholics call the Bible the word of God because they believe it is how God speaks to them. They believe the people who wrote the Bible were guided by the Holy Spirit. **5** The word testament means 'covenant'. **6** The covenants reveal that God wants to connect with humans, and to guide and help them. They show that God is good and faithful. Discern **7** I agree/disagree [choose one] that the order and beauty of the world are evidence of God because [Give a reason] _____ **8** Some people might say the Bible is the best way for Catholics to know God because [Give a reason] _____ Some people might say the Bible isn't the best way for Catholics to know God because [Give a reason] _____	**CLM 2.4** Inclusivity p7 **RE1.1** Development of Knowledge, understanding and skills p18 **RE1.2** Religious Literacy p18 **CW1.5** Impact p30 **CLM 1.5** Respect for self and others p4 **CLM 1.3** Moral Development **p3** **RE2.6** Spiritual and Moral Development p23 See resources from Magister on shared area

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				Discern **7** Students may say: *I agree that the order and beauty of the world could be evidence of God since order and beauty can't just happen by chance or as a coincidence. There must be a designer behind them which is God.* Or: *I disagree that the beauty and order of the world is evidence of God. I think science gives a better explanation. I think that scientific theories show that everything happens according to a natural pattern that no one controls.* **8** Students may say: *Some people might say the Bible is the best way for Catholics to know God because it is God's word. God's Holy Spirit inspired the Bible's writers to write what was true, so God speaks to people through the Bible and guides them in their lives.* *Some people might say the Bible isn't the best way for Catholics to know God as they feel God's presence in the world instead. For example, when they see how well designed or beautiful the world is, they may feel especially close to God.*	

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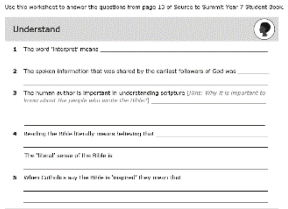
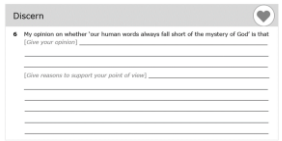
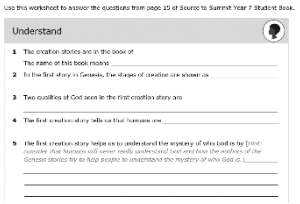
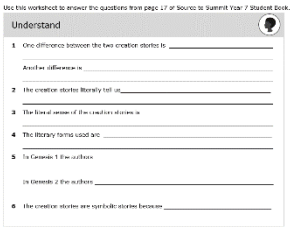
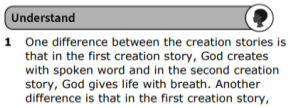
1.2	**How should we read the Bible?**	**Hear** • Reading scripture according to its literal sense is not the same as reading a passage literally. • The literal sense of scripture includes understanding its literary form and the Bible contains different kinds of literary form. • The literal sense also includes being able to identify the authorial voices of the passages. **Believe** • 'Human words always fall short of the mystery of God' (see CCC 42). **Outcomes** **U7.1.3.** Explain the difference between the literal and 'literalist' sense of scripture (see *The Interpretation of the Bible in the Church*, p. 82)… (RVE)	**U7.1.3.** – Activity 4	Year 7 1.2 Activity worksheet (Foundation)  **1.2 How should we read the Bible?** **Understand** **1** The word 'interpret' means to study something in order to find its meaning. **2** The spoken information that was shared by the earliest followers of God was gathered and written down by different people. **3** The role of the human author is important in understanding scripture because it helps us to understand the world that the Bible's writers lived in, and can help us to interpret the meaning of a passage from the Bible in the best way. **4** Reading the Bible literally means believing that the Bible is word-for-word true. The 'literal' sense of the Bible is the message that God inspired the Bible's writers to communicate. **5** When Catholics say the Bible is 'inspired' they mean that the Holy Spirit guided the Bible's writers to write down the truth from God.  **Discern** **6** Students may say: *Human words will always fall short because we aren't God and so cannot understand the mystery of God. Human words are about human matters and God is not a human. God is unlike anything else and so no word can apply to God. However, some might say that if God inspired the writers of the Bible then surely the words are given by God to explain the mystery of God. God became human through Jesus and so human words can be used to describe God. God wants humans to know God, and so words can be used to express the mystery of God.*	**RE1.1** Development of Knowledge, understanding and skills p18 **RE1.2** Religious Literacy p18 **CLM 2.3** Sense of Community p7 **CLM 2.4** Inclusivity p7 **CW1.5** Impact p30 **CLM 1.5** Respect for self and others p4 **CLM 1.3** Moral Development **p3** **RE2.6** Spiritual and Moral Development p23 See resources from Magister on shared area

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
1.3	**What does Genesis 1 teach about Creation?**	**Hear** • Genesis 1:1–2:4. • The Creation accounts exemplify one of these literary forms: symbolic story or hymn. • 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. **Believe** • The one, true God can be known with certainty from	**U7.1.2.** – Activity 5	Year 7 1.3 Activity worksheet (Foundation)  Use this worksheet to answer the questions from page 15 of Source to Summit Year 7 Student Book. Understand 1 The creation stories are in the book of The name of this book means 2 In the first story in Genesis, the stages of creation are shown as 3 Two qualities of God seen in the first creation story are 4 The first creation story tells us that humans are 5 the first creation story helps us to understand the mystery of who God is by [Hint: consider that humans will never really understand God and how the authors of the Genesis stories try to help people to understand the mystery of who God is.]	Click here or search YouTube for 'Genesis 1' by BibleProject to watch an animation explaining Genesis 1. **RE1.1** Development of Knowledge, understanding and skills p18 **RE1.2** Religious Literacy p18

		his works by reflecting on 1) Creation… • God is the Creator of the universe and of human beings and all that God creates is good. **Outcomes** **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).		**1.3 What does Genesis 1 teach about creation?** **Understand** 1 The creation stories are in the book of Genesis. Genesis means 'origin'. 2 In the first Genesis creation story, the stages of creation are shown as days. 3 Two qualities of God seen in the first creation story are that God is eternal and God is transcendent. 4 The first creation story tells us that humans are made by God and are children of God. 5 This creation story helps Catholics to understand the mystery of who God is because it shows them how God creates. This in turn shows them what God is like. For example, the story says that God creates the universe just with spoken word, showing Catholics that God is all powerful. Discern 6 The evidence from Genesis 1:1–2:4 that helps to explain God's creation is good is that 7 I do/don't [Choose one] think a belief in creatio ex nihilo is important because [Give a reason] [Give some evidence or an example] **Discern** 6 The evidence from Genesis 1:1–2:4 that helps to explain God's creation is good is that God describes each stage of creation as 'good', and after God creates humans creation is described as 'very good'. 7 Students may say: *I do think a belief in* creatio ex nihilo *is important since it shows that God is omnipotent. Only an all-powerful God can create from nothing.* Or: *I don't think a belief in* creatio ex nihilo *is important since it's something that humans can't understand. How God created doesn't matter.* Or: *I don't think a belief in* creatio ex nihilo *is important since it's impossible to create something out of nothing, and this backs up the argument that God didn't create the world.*	**CLM 2.3** Sense of Community p7 **CLM 2.4** Inclusivity p7 **RE1.1** Development of Knowledge, understanding and skills p18 **RE1.2** Religious Literacy p18 **CW1.5** Impact p30 **CLM 1.5** Respect for self and others p4 **CLM 1.3** Moral Development **p3** **RE2.6** Spiritual and Moral Development p23 See resources on shared area from Magister

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				Year 7 Chapter 1 Activities answers guidance	
1.4	**What does Genesis 2 teach about creation?**	**Hear** • Genesis 2:5–25. • The Creation accounts exemplify one of these literary forms: symbolic story or hymn. • 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. **Believe** • The one, true God can be known with certainty from his works by reflecting on 1) Creation… • God is the Creator of the universe and of human beings and all that God creates is good. **Outcomes**	**U7.1.3.** Activities 2, 3, 4, 5 **U7.1.4.** – Activity 6	Year 7 1.4 Activity worksheet (Foundation)  Use this worksheet to answer the questions from page 17 of Source to Summit Year 7 Student Book. Understand 1 One difference between the two creation stories is _____ Another difference is _____ 2 The creation stories literally tell us _____ 3 The literal sense of the creation stories is _____ 4 The literary forms used are _____ 5 In Genesis 1 the authors _____ In Genesis 2 the authors _____ 6 The creation stories are symbolic stories because _____  **1.4 What does Genesis 2 teach about creation?** Understand 1 One difference between the creation stories is that in the first creation story, God creates with spoken word and in the second creation story, God gives life with breath. Another difference is that in the first creation story,	**CLM 2.3** Sense of Community p7 **CLM 2.4** Inclusivity p7 **RE1.1** Development of Knowledge, understanding and skills p18 **RE1.2** Religious Literacy p18 **CW1.5** Impact p30 **CLM 1.5** Respect for self and others p4

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		U7.1.3. Explain the difference between the literal and 'literalist' sense of scripture (see *The Interpretation of the Bible in the Church*, p. 82) describing the literary form and the two different authorial voices in the first two chapters of Genesis. (RVE) **U7.1.4.** 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.		God creates humans after all the animals, and in the second creation story, God creates man, then the animals, then woman. **2** The creation stories literally tell us that God created the world and everything in it. **3** The literal sense of the creation stories is that God is the creator of everything in the universe. **4** The literary forms used are a hymn or poem and a story. **5** In Genesis 1 the authors use the idea of God creating with words to help people understand that God is an all powerful creator. In Genesis 2 the authors use the idea of God breathing life into man and giving him a companion to show how God creates and is a loving God. **6** The creation stories are symbolic stories because they are not literally true but paint a picture in our minds that helps us to understand difficult ideas. Discern **7** I disagree that I think the image of the first woman (Eve) being made from Adam's rib is helpful in thinking about the equality of men and women because [Give a reason] **8** I agree/disagree that it is important to study both creation stories because [Give a reason] [Give some evidence or an example] **Discern** **7** Students may say: *The image of Eve being made from Adam's rib is helpful in thinking about equality as it shows that Adam and Eve have a shared physical connection.* Or: *The image of Eve being made from Adam's rib is not helpful in thinking about the equality of men and women as Adam was made first and Eve second, from a part of Adam's body. It makes her seem like she depends on him to live.* **8** Students may say: *I agree that it is important to study both creation stories because they give different beliefs about God. In both of the stories different characteristics of God are shown. For example, in the first story God creates with spoken word, showing God is omnipotent, and in the second story God creates in a hands-on way, showing God is immanent.* Or: *I disagree that it is important to study both creation stories because they both communicate the same belief that God is the creator of life, and that God gives responsibility to humans. There are differences in the details but these don't take away from the key messages that both stories share.*	**CLM 1.3** Moral Development **p3** **RE2.6** Spiritual and Moral Development p23 See resources from Magister on shared area

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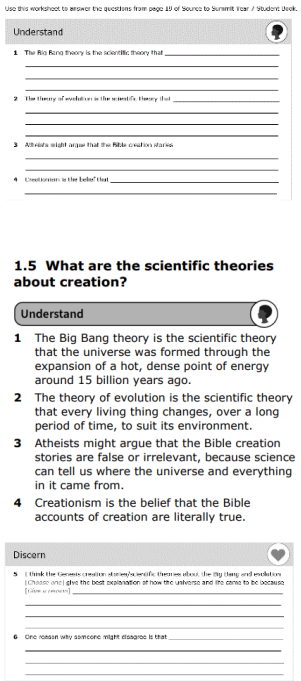
				Year 7 1.4 Engaging with text: Genesis 2:5–25 commentary Year 7 1.4 Engaging with text: Genesis 2:5–25 worksheet Year 7 Chapter 1 Activities answers guidance	
1.5	**What are the scientific theories about creation?**	**Live** • The scientific accounts of the origins of the universe and Catholic beliefs about Creation are compatible, challenging both creationist and scientistic worldviews (see CCC 159 and 283)		Year 7 1.5 Activity worksheet (Foundation)  **1.5 What are the scientific theories about creation?** **Understand** **1** The Big Bang theory is the scientific theory that the universe was formed through the expansion of a hot, dense point of energy around 15 billion years ago. **2** The theory of evolution is the scientific theory that every living thing changes, over a long period of time, to suit its environment. **3** Atheists might argue that the Bible creation stories are false or irrelevant, because science can tell us where the universe and everything in it came from. **4** Creationism is the belief that the Bible accounts of creation are literally true.	Click here or search YouTube for 'Catholics and The Big Bang Theory' by Breaking In The Habit to watch a video explaining the Big Bang theory and why it matters to Catholics. Click here or search YouTube for 'Charles Darwin's theory of evolution explained' by BBC Ideas to watch an animation explaining the theory of evolution **RE1.1** Development of Knowledge, understanding and skills p18

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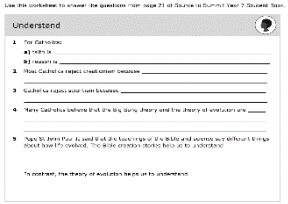
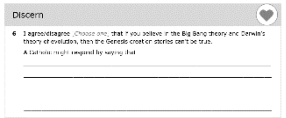
				Discern **5** Students may say: *The Genesis creation stories give the best explanation of how the universe and all life came to be, because they tell us about meaning and purpose. They are a reminder that humans are created* imago Dei, *that God is the source of all life and has a plan for creation.* Or: *Scientific theories give the best explanation of how the universe and all life came to be because they are evidence-based. They are in keeping with a modern understanding of the world.* Or: *Together, both the Genesis creation stories and scientific theories give the best explanation of how the universe and all life came to be. Both are needed to explain how and why life came to be, and to give the fullest explanation of creation.* **6** Students may say: *Someone who disagrees with me might say that scientific theories give the best explanation of how the universe and life came to be because they are evidence-based. They are in keeping with a modern understanding of the world.* Or: *Someone who disagrees with me might say that the Genesis creation stories give the best explanation of how the universe and all life came to be because they tell us about meaning and purpose. They are a reminder that humans are created imago Dei, that God is the source of all life and has a plan for creation.*	**RE1.2** Religious Literacy p18 See resources on shared area from Magister

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				Year 7 Chapter 1 Activities answers guidance	
1.6	**What do Catholics believe about scientific theories about creation?**	**Live** • The scientific accounts of the origins of the universe and Catholic beliefs about Creation are compatible, challenging both creationist and scientistic worldviews (see CCC 159 and 283) **Outcomes** **U7.1.5.** 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) **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)	**U7.1.5.** – Activities 2, 3, 4 **D7.1.1.** – Activity 6	Year 7 1.6 Activity worksheet (Foundation)  **1.6 What do Catholics believe about scientific theories about creation?** Understand 1 **a** For Catholics, faith is belief without total proof. **b** For Catholics, reason is the ability to think in a clear and logical way. 2 Most Catholics reject creationism because they do not believe the creation stories in the Bible are literally true. Instead, most Catholics believe the creation accounts are symbolic stories written to show God's qualities and God's role in creation. 3 Catholics reject scientism because they believe that science can't answer all of the questions we have about the universe and life. Religious teachings are needed to explain the universe and life more fully. 4 Many Catholics believe that the Big Bang theory and the theory of evolution are compatible with their faith in God the creator. 5 Pope St John Paul II said the Bible creation stories reveal the purpose of life (*why* life evolved), and the theory of evolution helps people to understand *how* life evolved. 	**RE1.1** Development of Knowledge, understanding and skills p18 **RE1.2** Religious Literacy p18 See resources from Magister on shared area

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				Discern **6** Students may say: *A Catholic might respond that the Genesis creation stories are true, but a different kind of true – they reveal the nature of God as creator, which is an important truth about the origin of life.* *Some students may suggest that we need both stories to understand the 'how' and the 'why' of creation. The stories give the fullest explanation about the creation of the world. Modern people of faith should not be expected to ignore scientific evidence.* *Other students might say that the Genesis stories are out of date and should be ignored now that science has proof of how the universe was created. The world has moved on in understanding creation and so symbolic stories from ancient communities should be abandoned.* Year 7 Chapter 1 Activities answers guidance	
1.7	**What makes humans different to the rest of creation?**	**Believe** • The one, true God can be known with certainty from his works by reflecting on 1) Creation and 2) the human person.		Year 7 1.7 Activity worksheet (Foundation) Chapter 1 Activities answers guidance	Click here or search YouTube for 'GCSE Human Dignity animation' by CAFOD to watch an animation introducing the concept of *imago Dei* and the Catholic Social Teaching principle of human dignity.

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				1.7 What makes humans different to the rest of creation? **Understand** **1** Catholics can read that humans were created *imago Dei* in Genesis 1:26–27. **2** Creation *imago Dei* means that humans are made in the image of God, or that they reflect God's nature. **3** Belief in creation *imago Dei* could make a Catholic feel close to God since it suggests that all humans come from God. Humans are God's most special creation because they have been made *imago Dei*, so they are precious to God. **4** The belief that humans are created *imago Dei* emphasises that humans have dignity and worth because it means that all humans have come from God and are precious to God, which gives them dignity and worth. *Imago Dei* also means that all humans have equal worth, so they should all be treated with dignity and respect. **5** A Catholic could show that they believe all people are created *imago Dei* by trying to help make sure all people in the world are treated equally and fairly, for example by supporting CAFOD. They can also become involved in environmental work, as being created *imago Dei* means being responsible for the world. **Discern** **6** I agree/disagree [Choose one] that humans are more important than any other part of creation because [Give a reason] _____ [Give some evidence or an example] _____ **Discern** **6** Students may say: *I agree that humans are more important than any other part of creation because they were created in God's image (imago Dei). This makes them different to anything else that God created, so they are the most important part of God's creation.* Or: *I disagree that humans are more important than any other part of creation since all of God's creation is precious to God and was made by God. In the first Genesis account, God describes creation as 'good' and so all of creation is equally important.*	See resources from Magister on shared area
1.8	**What is our responsibility to others?**	**Live** • The four core principles of Catholic Social Teaching: dignity of the human person, common good, subsidiarity, and solidarity (see DC 84).		Year 7 1.8 Activity worksheet (Foundation) Use this worksheet to answer the questions from page 25 of Source to Summit Year 7 Student Book. **Understand** **1** Catholics believe that they have a duty to _____ **2** Through his words and actions, Jesus taught that _____ **3** Catholics believe that _____ Always the same, never changing the world is changing. **4** The four principles of Catholic Social Teaching are: _____ **5** Catholics can use Catholic Social Teaching to be stewards of creation by [Link: Explain how the specific principles of Catholic Social Teaching help Catholics to be stewards].	Click here or search YouTube for 'Catholic Social Teaching in 3 minutes' by CAFOD to watch an animation introducing Catholic Social Teaching. Click here or search YouTube for 'Catholic Social Teaching: Solidarity' by CAFOD to watch an animation introducing the principle of solidarity.

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				1.8 What is our responsibility to others? **Understand** **1** Catholics believe they have a duty to work to improve the world, so that the goodness given by God can be experienced by everyone and evil and suffering can be overcome. **2** Through his words and actions, Jesus taught that we should always love others, no matter who they are. **3** Catholics believe that God's love stays the same, even though the world is changing. **4** The four principles of Catholic Social Teaching are: the dignity of the human person, the common good, subsidiarity, and solidarity. **5** Catholics can be stewards of creation by treating all people equally, as the dignity of the human person says that all people are equal in dignity and worthy of respect because they are created in God's image. Catholics can also be stewards by helping all people to experience the goodness in the world so they can flourish and find happiness in God. Catholics can use the teaching of subsidiarity to help make sure citizens are involved in decision-making. For example, they can support CAFOD, which works with citizens to help them get involved in making decisions that bring about change where they live. Finally, Catholics can be stewards of creation by showing solidary, which is working together with other humans as a community. **Discern** **6** Students may say: *I think that Catholic Social Teaching could change the world because the world is unfair and unjust. Catholic Social Teaching could help this by encouraging people to support those in need and challenge situations that don't respect everyone equally. It could encourage people to support charities such as CAFOD, which works with communities to make sure they get the help they need, or Mary's Meals, which provides meals for school children in developing countries.* Or: *I don't think that Catholic Social Teaching could change the world because not everyone agrees with the four core principles. For example, atheists don't agree that humans were created in God's image and that this is why they should be treated equally. To change the world we need more people to be involved and so it will have limited success.*	Click here or search YouTube for 'Catholic Social Teaching: Subsidiarity' by CAFOD to watch an animation introducing the principle of subsidiarity. Click here or search YouTube for 'Catholic Social Teaching: Common Good' by CAFOD to watch an animation introducing the principle of the common good. The principle of human dignity is introduced by CAFOD in this video. CAFOD has artwork for the above animations on its website under Year 7 RE resources. Click here or search CAFOD's website for 'Climate change photopack' to download a document explaining climate change and linking it to religion and Catholic Social Teaching. **CLM 1.4 Catholic Social Teachingp4**

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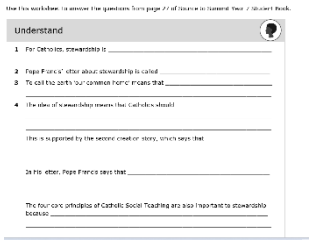
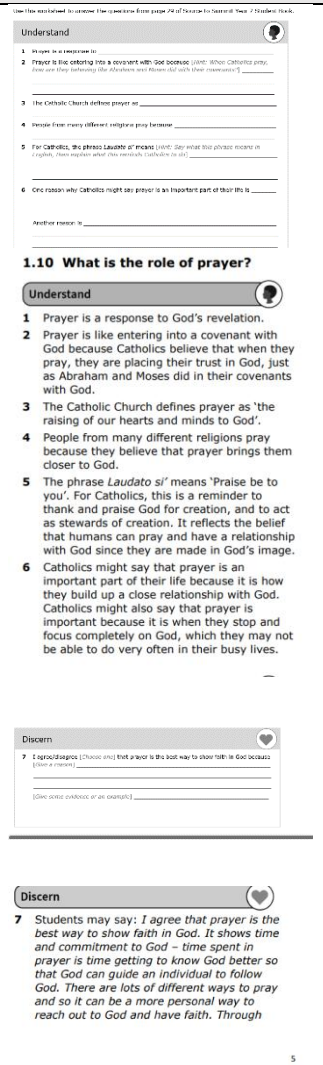
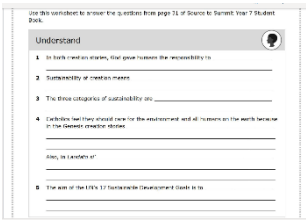
					CLM 2.3 Sense of Community p7 **CLM 2.4** Inclusivity p7 **RE1.1** Development of Knowledge, understanding and skills p18 **RE1.2** Religious Literacy p18 **CW1.5** Impact p30 **CLM 1.5** Respect for self and others p4
				Year 7 Chapter 1 Activities answers guidance	**CLM 1.3** Moral Development **p3** **RE2.6** Spiritual and Moral Development p23

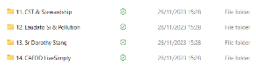
Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
1.9	**What is our responsibility to the world?**	**Live** • Human beings are called to be stewards of Creation; stewardship is a response to both 'the cry of the earth and the cry of the poor' (*Laudato si'* 49). **Outcomes** **U7.1.7.** Making relevant connections with Genesis 1:1-2:25 and selected extracts from *Laudato Si'*, 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). **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)	**U7.1.7.** – Activity 4 **R7.1.1.** – Activity 6	Year 7 1.9 Activity worksheet (Foundation)  **1.9 What is our responsibility to the world?** **Understand** **1** For Catholics, stewardship is the duty that God has given to humans to care for the world and everything in it. **2** Pope Francis' letter about stewardship is called 'Laudato si': On care for our common home'. **3** To call the earth 'our common home' is to say that we all live on the earth and share the earth's resources. **4** Students may say: *Catholics should show stewardship in all of their choices and actions. In Genesis 2, humans are told to tend the earth and they are given the responsibility of naming the animals. This shows that they have a duty to care for the earth and created life. This can be seen in how God creates woman as a companion to man – God shows that stewardship is about how humans care for one another.* *Pope Francis echos this in his letter, Laudato si', by saying that we should listen to the cry of the earth and the cry of the poor. This means that stewardship is about the duty to care for the earth, for example by doing all that is possible to reduce pollution. Also, humans should be concerned for other humans who are poor and suffer the most as a result of environmental damage.*	Click here or search YouTube for 'Laudato Si' animation' by CAFOD to watch an animation introducing *Laudato si'*. **CLM 2.3** Sense of Community p7 **CLM 2.4** Inclusivity p7 **RE1.1** Development of Knowledge, understanding and skills p18 **RE1.2** Religious Literacy p18 **CW1.5** Impact p30 **CLM 1.5** Respect for self and others p4 **CLM 1.3** Moral Development **p3**

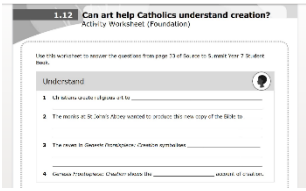
Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				The four core principles of Catholic Social Teaching also guide Catholics on how to be good stewards. The principles are dignity – meaning that humans have a duty to make sure all people are treated with respect; the common good – meaning that Catholics should make sure that all people have access to what they need to develop; subsidiarity – meaning that all people should be involved in making decisions and bringing change and so Catholics should defend peoples' right to have this; and solidarity – meaning that Catholics should stand together with others, particularly those who suffer. Discern 5 I think it's more/equally important/not [Choose one] to care for the world/for other people [Choose one or both] because [Give a reason] [Give another reason] _____ _____ **Discern** **5** Students may say: *I think it's more important to care for other people than the world because they are the best part of God's creation and so they have a priority. If we treat other people well, then they will treat us well and that is the most important thing. There's not much we can do for the world, especially as individuals.* Or: *I think it's equally important to care for the world and other people. This is because we depend on the world to feed us and keep us safe. If we don't care for the world then we will suffer. We also have to care for other people because we are all equal and made in God's image, so we should treat people with dignity, the way we would want to be treated ourselves.*	**RE2.6** Spiritual and Moral Development p23 See resources from Magister on shared area

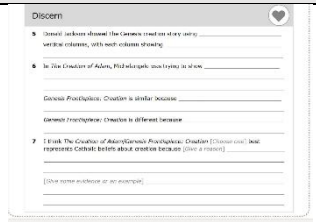
Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				Year 7 Chapter 1 Activities answers guidance	
1.10	**What is the role of prayer?**	**Celebrate** • Prayer is the universal response of human beings to God's self-revelation; 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) **Outcomes** **U7.1.6** Describe what the Church means by 'prayer' and explain why prayer is a feature of many different religions.	**U7.1.6.** – Activities 1, 4	Year 7 1.10 Activity worksheet (Foundation)	**CLM 2.3** Sense of Community p9 **CLM 2.4** Inclusivity p10 **RE1.1** Development of Knowledge, understanding and skills p20 **RE1.2** Religious Literacy p20 **CW1.5** Impact p32 **CW2.9** Families p36 **CLM 1.5** Respect for self and others p7

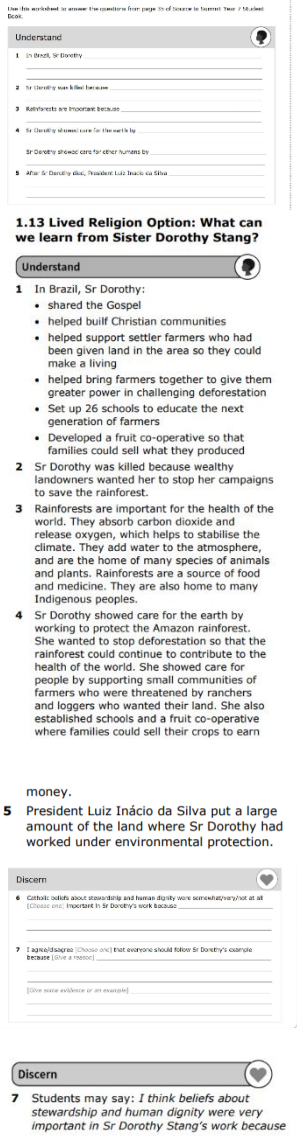
Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				 Understand 1 In prayer is a response to: 2 Prayer is like entering into a covenant with God because [AIM: When Catholics pray, how are they behaving like Abraham and Moses did with their covenants?] _____ 3 The Catholic Church defines prayer as _____ 4 People from many different religions pray because _____ 5 For Catholics, the phrase *Laudato si'* means [AIM: Say what this phrase means in English, then explain what this reminds Catholics to do] _____ 6 One reason why Catholics might say prayer is an important part of their life is _____ Another reason is _____ **1.10 What is the role of prayer?** **Understand** **1** Prayer is a response to God's revelation. **2** Prayer is like entering into a covenant with God because Catholics believe that when they pray, they are placing their trust in God, just as Abraham and Moses did in their covenants with God. **3** The Catholic Church defines prayer as 'the raising of our hearts and minds to God'. **4** People from many different religions pray because they believe that prayer brings them closer to God. **5** The phrase *Laudato si'* means 'Praise be to you'. For Catholics, this is a reminder to thank and praise God for creation, and to act as stewards of creation. It reflects the belief that humans can pray and have a relationship with God since they are made in God's image. **6** Catholics might say that prayer is an important part of their life because it is how they build up a close relationship with God. Catholics might also say that prayer is important because it is when they stop and focus completely on God, which they may not be able to do very often in their busy lives. Discern 7 I agree/disagree [Choose one] that prayer is the best way to show faith in God because [Give a reason] _____ [Give some evidence or an example] _____ **Discern** **7** Students may say: *I agree that prayer is the best way to show faith in God. It shows time and commitment to God – time spent in prayer is time getting to know God better so that God can guide an individual to follow God. There are lots of different ways to pray and so it can be a more personal way to reach out to God and have faith. Through* 5	**CLM 1.3** Moral Development **p6** **RE2.6** Spiritual and Moral Development p25

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				Year 7 Chapter 1 Activities answers guidance	
1.11	**Ethical Option: What can we do to protect creation?**	**Live** 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 … • Ethical and philosophical options, for example: – Environmental ethics **Outcomes** **R7.1.2.** Consider how they could show solidarity with all creatures and respond to the call to care for our common home. (RVE)	**R7.1.2.** – Activity 7	Year 7 1.11 Activity worksheet (Foundation)  	Click here or search YouTube for 'An introduction to LiveSimply for schools' by CAFOD to watch an animation about CAFOD's LiveSimply campaign, which encourages sustainability. **CLM 2.3** Sense of Community p9 **CLM 2.4** Inclusivity p10

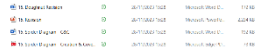
Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				Discern **6** One reason why everyone should focus on sustainability could be: • it means we won't use the earth's resources up • it helps us to make progress and care for the planet at the same time • it supports the world's poorest people • it doesn't harm God's creation • it helps us to protect people's dignity • we all benefit from a safer world that hasn't been harmed. One reason why everyone should not focus on sustainability or only some people should focus on sustainability could be: • Wealthier countries have more of a responsibility to do this as they've caused more of the environmental harm • Wealthier countries also have more money and resources so it's more possible for them to focus on sustainability • We don't need to worry about the future, we should enjoy what we have now • Scientists might find solutions to address sustainability in the future, so we should carry on as we are now.	**RE1.1** Development of Knowledge, understanding and skills p20 **RE1.2** Religious Literacy p20 **CW1.5** Impact p32 **CW2.9** Families p36 **CLM 1.5** Respect for self and others p4 **CLM 1.3** Moral Development **p6** **RE2.6** Spiritual and Moral Development p23 See resources from Magister on shared area 

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				Year 7 Chapter 1 Activities answers guidance	
1.12	**Artistic Expression Option: Can art help Catholics understand creation?**	**Live** 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… • Artistic expression of beliefs about God and/or Creation, for example: – Donald Jackson's Genesis Frontispiece: Creation **Outcomes** **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. **R7.1.3.** Consider how their response to the artworks studied might inspire them to think or act differently towards Creation.	**D7.1.3.** – Activities 5, 6, 7 **R7.1.3.** – Activity 8	Year 7 1.12 Activity worksheet (Foundation)  **1.12 Artistic Expression Option: Can art help Catholics to understand creation?** **Understand** 1 Christians create religious art as a way to express complicated ideas. Art can help people to explore and understand Christian beliefs and teachings, and to feel closer to God. 2 The monks at St John's Abbey wanted to produce this new copy of the Bible to share the story of the Bible and inspire people in the modern world. 3 The raven symbolises prophecy (God's communication to the world). It is a reminder that God is an immanent creator who speaks and is involved with creation. 4 *Genesis Frontispiece: Creation* shows the first Genesis account of creation.	Click here or search YouTube for 'The Saint John's Bible' by Salt and Light Media to find a video introducing students to the Saint John's Bible. Click here or search the Library of Congress website for 'Illuminating the Word: The St John's Bible' to find an online exhibition of the artwork in the St John's Bible. **CLM 2.3** Sense of Community p9 **CLM 2.4** Inclusivity p10 **RE1.1** Development of Knowledge, understanding and skills p20 **RE1.2** Religious Literacy p20

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				 Discern **5** Donald Jackson showed the Genesis creation story using seven vertical columns, with each column reflecting a different day of creation. **6** In *The Creation of Adam* Michaelangelo shows God creating Adam. The artwork focuses on the creation of humans and reminds us that God made humans *imago Dei*, which is described in the second creation account in Genesis. *Genesis Frontispiece* is also about creation, but is focused on the seven days of creation. While *The Creation of Adam* focuses on the creation of humans, in *Genesis Frontispiece* we can see the whole of creation, which is described in the first creation account. **7** Student answers will vary. Year 7 Chapter 1 Activities answers guidance	**CW1.5** Impact p32 **CW2.9** Families p36 **CLM 1.5** Respect for self and others p7 **CLM 1.3** Moral Development **p6** **RE2.6** Spiritual and Moral Development p23
1.13	**Lived Religion Option: What can we learn**	**Live** Pupils will be able to make connections between Catholic sources (Hear) and beliefs	**D7.1.15.** – Activity 6 **R7.1.4.** – Activity 8	Year 7 1.13 Activity worksheet (Foundation)	Click here or search YouTube for 'Remembering Sister Dorothy Stang' by WDTNTV to watch a

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
	from Sr Dorothy Stang?	(Believe) and the way these find expression in the world, by studying… • Lived religion elements, for example: – Life of a person who was committed to living simply, or to the Church's teaching on stewardship **Outcomes** **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. **R7.1.4.** Reflect on the life of Sr Dorothy Stang and consider how they might be inspired by her life and example.		 **1.13 Lived Religion Option: What can we learn from Sister Dorothy Stang?** **Understand** **1** In Brazil, Sr Dorothy: • shared the Gospel • helped builf Christian communities • helped support settler farmers who had been given land in the area so they could make a living • helped bring farmers together to give them greater power in challenging deforestation • Set up 26 schools to educate the next generation of farmers • Developed a fruit co-operative so that families could sell what they produced **2** Sr Dorothy was killed because wealthy landowners wanted her to stop her campaigns to save the rainforest. **3** Rainforests are important for the health of the world. They absorb carbon dioxide and release oxygen, which helps to stabilise the climate. They add water to the atmosphere, and are the home of many species of animals and plants. Rainforests are a source of food and medicine. They are also home to many Indigenous peoples. **4** Sr Dorothy showed care for the earth by working to protect the Amazon rainforest. She wanted to stop deforestation so that the rainforest could continue to contribute to the health of the world. She showed care for people by supporting small communities of farmers who were threatened by ranchers and loggers who wanted their land. She also established schools and a fruit co-operative where families could sell their crops to earn money. **5** President Luiz Inácio da Silva put a large amount of the land where Sr Dorothy had worked under environmental protection. **Discern** **7** Students may say: *I think beliefs about stewardship and human dignity were very important in Sr Dorothy Stang's work because*	short news story where a close friend of Sr Dorothy Stang remembers her life. Click here or search YouTube for 'Go Green with Luana this Harvest' by CAFOD to watch a video on living in the Amazon rainforest (this video was part of CAFOD's 2021 Go Green fundraiser). **CLM 2.3** Sense of Community p7 **CLM 2.4** Inclusivity p7 **RE1.1** Development of Knowledge, understanding and skills p18 **RE1.2** Religious Literacy p18 **CW1.5** Impact p30 **CLM 1.5** Respect for self and others p4

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				she made caring for the rainforest and other people her life's work. *She knew that she had a duty to stop people from destroying the rainforest so she took action on this by bringing local farmers together to give them greater power in challenging deforestation.* *She also knew that she had a duty to care for others and treat them with dignity and respect. She helped to support local communities' ways of life, for example by setting up schools to educate the next generations of farmers and developing a fruit cooperative so that families could sell what they grew.* Or: *I think that Catholic beliefs about stewardship and human dignity were somewhat important in Sr Dorothy Stang's work because her life's work was to care for the rainforest and the people who lived and worked in it.* *She cared for the rainforest by helping local farmers to challenge deforestation. She cared deeply for the local communities who lived in the rainforest and so established schools and a fruit cooperative.* *However, I think Catholic beliefs about justice were seen even more in Sr Dorothy Stang's work. She believed that it was unjust or unfair that people and the rainforest were being treated so badly by those who wanted to use the trees in the rainforest for manufacture and production.* **8** Students may say: *I don't think that everyone should follow Sr Dorothy's example because there are lots of ways to be stewards of creation. We each need to find the way that works for us. Maybe her example will work for some people but not everyone can be as radical and brave as her. We all have to find our own ways to care for the world.* Or: *I agree that everyone should follow Sr Dorothy's example because the world is under a terrible threat and everyone should do all they can to care for the earth. If we follow Sr Dorothy's example and make sacrifices and show bravery, then we can change the world and improve it for future generations.*	**CLM 1.3** Moral Development **p3** **RE2.6** Spiritual and Moral Development p23

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				Year 7 Chapter 1 Activities answers guidance	
Assessment	**Chapter 1: Creation and Covenant**			To prepare students for assessment Go through KO sheet and ensure students know all the key points on this. To look at producing revision mindmaps on key areas we have covered. God, revelation, how we read the Bible, Genesis 1, Genesis 2, scientific theories of Creation, What do Catholics believe about scientific theories of Creation? What makes humans different to the rest of creation? What is our responsibility to others and the world, the role of prayer,	See also resources from Magister on shared area 

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				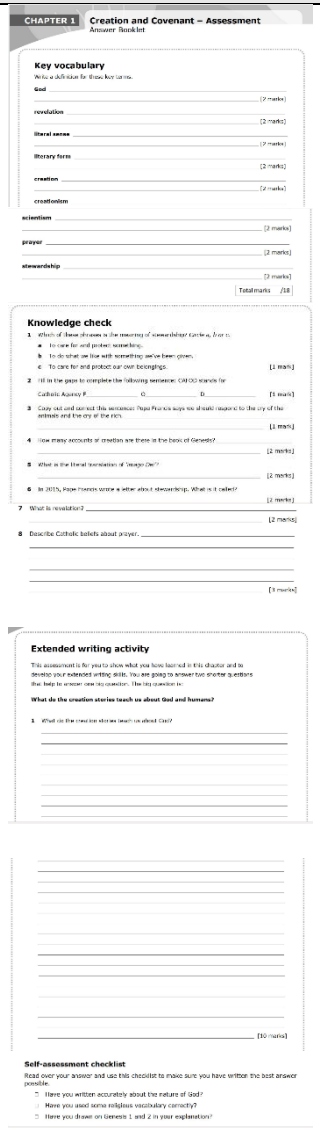 CHAPTER 1 Creation and Covenant – Assessment Answer Booklet **Key vocabulary** Write a definition for these key terms. **God** ____ [2 marks] **revelation** ____ [2 marks] **literal sense** ____ [2 marks] **literary form** ____ [2 marks] **creation** ____ [2 marks] **creationism** ____ [2 marks] **scientism** ____ [2 marks] **prayer** ____ [2 marks] **stewardship** ____ [2 marks] Total marks /18 **Knowledge check** 1 Which of these phrases is the meaning of stewardship? Circle a, b or c. a To care for and protect something. b To do what we like with something we've been given. c To care for and protect our own belongings. [1 mark] 2 Fill in the gaps to complete the following sentence: CAFOD stands for Catholic Agency F____ O____ D____ [1 mark] 3 Copy out and cut out this sentence: Pope Francis says we should respond to the cry of the animals and the cry of the poor. ____ [1 mark] 4 How many accounts of creation are there in the book of Genesis? ____ [2 marks] 5 What is the literal translation of *Imago Dei*? ____ [2 marks] 6 In 2015, Pope Francis wrote a letter about stewardship. What is it called? ____ [2 marks] 7 What is revelation? ____ [2 marks] 8 Describe Catholic beliefs about prayer. ____ [3 marks] **Extended writing activity** This assessment is for you to show what you have learned in this chapter and to develop your extended writing skills. You are going to answer two shorter questions that help to answer one big question. The big question is: **What do the creation stories teach us about God and humans?** 1 What do the creation stories teach us about God? ____ [10 marks] **Self-assessment checklist** Read over your answer and use this checklist to make sure you have written the best answer possible. ☐ Have you written accurately about the nature of God? ☐ Have you used some religious vocabulary correctly? ☐ Have you drawn on Genesis 1 and 2 in your explanation?	

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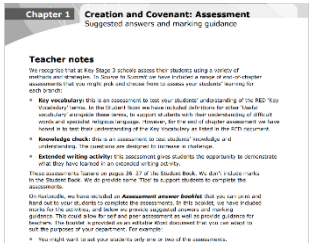
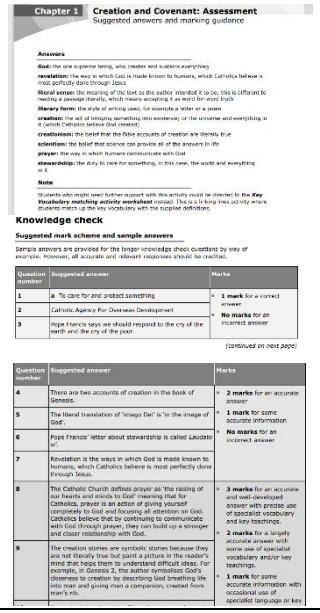
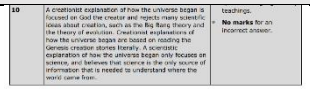
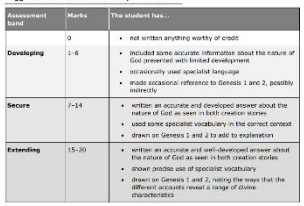
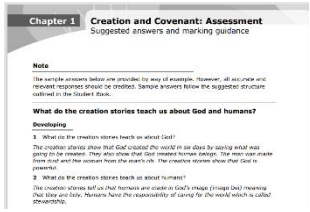
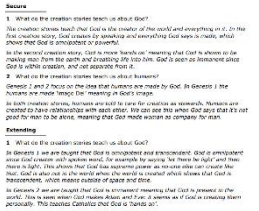
				 Chapter 1 Creation and Covenant: Assessment Suggested answers and marking guidance **Teacher notes** We recognise that at Key Stage 3 schools assess their students using a variety of methods and strategies. In *Source to Summit* we have included a range of end-of-chapter assessments that you might pick and choose from to assess your students' learning for each branch: • **Key vocabulary:** this is an assessment to test your students' understanding of the RED 'Key Vocabulary' terms. In the Student Book we have included definitions for other 'Useful vocabulary' alongside these terms, to support students with their understanding of difficult words and specialist religious language. However, for the end of chapter assessment we have honed in to test their understanding of the Key Vocabulary as listed in the RED document. • **Knowledge check:** this is an assessment to test students' knowledge and understanding. The questions are designed to increase in challenge. • **Extended writing activity:** this assessment gives students the opportunity to demonstrate what they have learned in an extended writing activity. These assessments feature on pages 26–27 of the Student Book. We don't include marks in the Student Book. We do provide some 'Tips' to support students to complete the assessments. On Kerboodle, we have included an ***Assessment answer booklet*** that you can print and hand out to your students to complete the assessments. In this booklet, we have included marks for the activities, and below we provide suggested answers and marking guidance. This could allow for self and peer assessment as well as provide guidance for teachers. The booklet is provided as an editable Word document that you can adapt to suit the purpose of your department. For example: • You might want to ask your students only one or two of the assessments. • You might want to adapt the mark scheme to fit with the way you assess in your department or school. • You might accept to add in further support features for your students. In *Source to Summit*, we have chosen a three-stage assessment approach where students are defined as Developing, Secure or Extending. The majority of students in your cohort should be achieving a Secure assessment. For those students who aren't there yet, they are working towards it (Developing) and you may have some very able students who are working beyond it (Extending). We recognise that schools will have their own methods for assessment so you might want to adapt to suit how you assess in your department. **Key vocabulary** **Suggested mark scheme** • **2 marks** for a correct answer • **1 mark** for a partially correct answer • **No marks** for an incorrect answer  Chapter 1 Creation and Covenant: Assessment Suggested answers and marking guidance **Answers** **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, in this case, the world and everything in it **Note** Students who might need further support with this activity could be directed to the ***Key Vocabulary matching activity worksheet*** (manual). This is a linking line activity where students match up the key vocabulary with the supplied definitions. **Knowledge check** **Suggested mark scheme and sample answers** Sample answers are provided for the longer knowledge check questions by way of example. However, all accurate and relevant responses should be credited. Question number / Suggested answer / Marks 1 / a To care for and protect something / • **1 mark** for a correct answer 2 / Catholic Agency For Overseas Development / • **No marks** for an incorrect answer 3 / Pope Francis says we should respond to the cry of the earth and the cry of the poor. *(continued on next page)* Question number / Suggested answer / Marks 4 / There are two accounts of creation in the book of Genesis. / • **2 marks** for an accurate answer 5 / The literal translation of 'Imago Dei' is 'in the image of God'. / • **1 mark** for some accurate information 6 / Pope Francis' letter about stewardship is called *Laudato si'*. / • **No marks** for an incorrect answer 7 / Revelation is the ways in which God is made known to humans, which Catholics believe is most perfectly done through Jesus. / 8 / The Catholic Church defines prayer as 'the raising of our hearts and minds to God' meaning that for Catholics, prayer is an action of giving yourself completely to God and focusing all attention on God. Catholics believe that by continuing to communicate with God through prayer, they can build up a stronger and closer relationship with God. / • **3 marks** for an accurate and well-developed answer with precise use of specialist vocabulary and key teachings. • **2 marks** for a largely accurate answer with some use of specialist vocabulary and/or key teachings. • **1 mark** for some accurate information with occasional use of specialist language or key 9 / The creation stories are symbolic stories because they are not literally true but paint a picture in the reader's mind that helps them to understand difficult ideas. For example, in Genesis 2, the author symbolises God's closeness to creation by describing God breathing life into man and giving man a companion, created from man's rib. /	

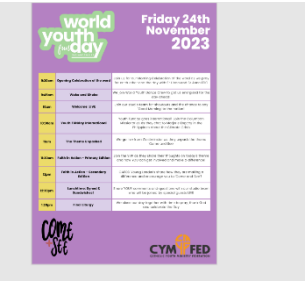
Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				 **10** A creationist explanation of how the universe began is focused on God the creator and rejects many scientific ideas about creation, such as the Big Bang theory and the theory of evolution. Creationist explanations of how the universe began are based on reading the Genesis creation stories literally. A scientific explanation of how the universe began only focuses on science, and believes that science is the only source of information that is needed to understand where the world came from. teachings. • **No marks** for an incorrect answer. **Suggested mark scheme and sample answers**  **Assessment band** / **Marks** / **The student has...** 0 — • not written anything worthy of credit **Developing** 1–6 — • included some accurate information about the nature of God presented with limited development • occasionally used specialist language • made occasional reference to Genesis 1 and 2, possibly indirectly **Secure** 7–14 — • written an accurate and developed answer about the nature of God as seen in both creation stories • used some specialist vocabulary in the correct context • drawn on Genesis 1 and 2 to add to explanation **Extending** 15–20 — • written an accurate and well-developed answer about the nature of God as seen in both creation stories • shown precise use of specialist vocabulary • drawn on Genesis 1 and 2, noting the ways that the different accounts reveal a range of divine characteristics  **Chapter 1** **Creation and Covenant: Assessment** Suggested answers and marking guidance **Note** The sample answers below are provided by way of example. However, all accurate and relevant responses should be credited. Sample answers follow the suggested structure outlined in the Student Book. **What do the creation stories teach us about God and humans?** **Developing** **1** What do the creation stories teach us about God? *The creation stories show that God created the world in six days by saying what was going to be created. They also show that God created human beings. The men was made from dust and the woman from the man's rib. The creation stories show that God is powerful.* **2** What do the creation stories teach us about humans? *The creation stories tell us that humans are made in God's image (image Dei) meaning that they are holy. Humans have the responsibility of caring for the world which is called stewardship.*  **Secure** **1** What do the creation stories teach us about God? *The creation stories teach that God is the creator of the world and everything in it. In the first creation story, God creates by speaking and everything God says is made, which shows that God is omnipotent or powerful.* *In the second creation story, God is more 'hands on' meaning that God is shown to be making man form the earth and breathing life into him. God is seen as immanent since God is within creation, and not separate from it.* **2** What do the creation stories teach us about humans? *Genesis 1 and 2 focus on the idea that humans are made by God. In Genesis 1 the humans are made 'image Dei' meaning in God's image.* *In both creation stories, humans are told to care for creation as stewards. Humans are created to have relationships with each other. We can see this when God says that it's not good for man to be alone, meaning that God made woman as company for man.* **Extending** **1** What do the creation stories teach us about God? *In Genesis 1 we are taught that God is omnipotent and transcendent. God is omnipotent since God creates with spoken word, for example by saying 'let there be light' and then there is light. This shows that God has supreme power as no-one else can create like that. God is also out in the world when the world is created which shows that God is transcendent, which means outside of space and time.* *In Genesis 2 we are taught that God is immanent meaning that God is present in the world. This is seen when God makes Adam and Eve. It seems as if God is creating them personally. This teaches Christies that God is 'hands on'.*	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources

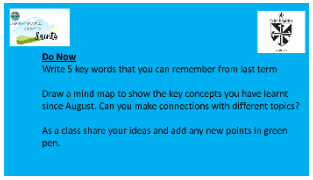
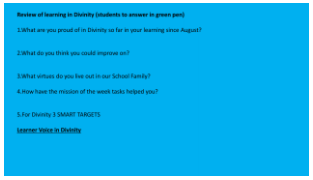
Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources

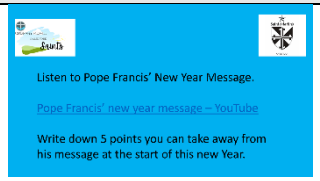
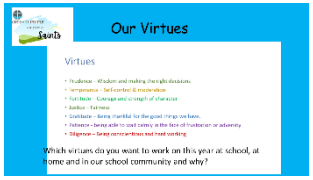
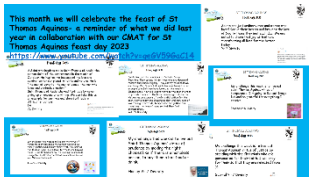
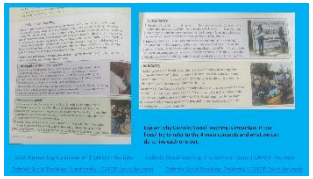
Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				Year 7 Chapter 1 Assessment answer booklet Year 7 Chapter 1 Assessment answer guidance and mark scheme Year 7 Chapter 1 Knowledge quiz Year 7 Chapter 1 Knowledge organiser retrieval quiz	

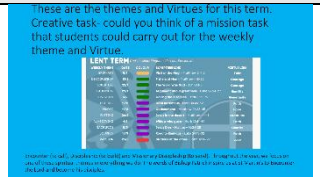
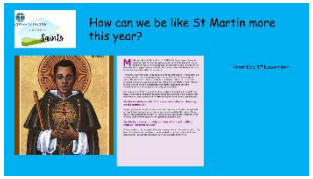
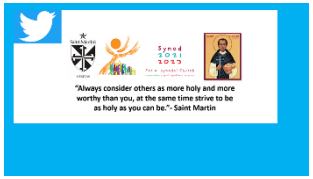
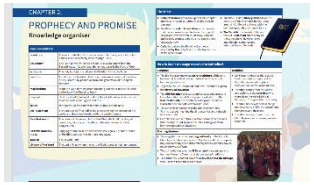
Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
	Key vocabulary	All Key Vocabulary terms from the RED	Key vocabulary	Year 7 Chapter 1 Key vocabulary quiz Year 7 Chapter 1 Key vocabulary matching activity worksheet	
	Knowledge check			Year 7 Chapter 1 Assessment answer booklet Year 7 Chapter 1 Assessment answer guidance and mark scheme	
	Extended writing activity			Year 7 Chapter 1 Assessment answer booklet Year 7 Chapter 1 Assessment answer	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				guidance and mark scheme Creativity [WYD Website (worldyouthsunday.org)](worldyouthsunday.org)  [World Youth Fun Day 2023 - 24th November - 9:30am - 2:00pm - YouTube] To have lessons to introduce students to the importance of Advent. Resources to share with students throughout Advent. Advent links to show to students [WATCH:]	

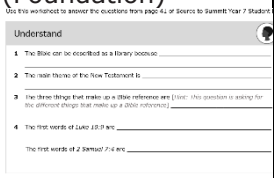
Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				Advent in Two Minutes - Busted Halo Advent resources for secondary schools (cafod.org.uk) Reconciliation_service_.pdf (ctfassets.net) Advent_Celebration_of_the_word_2023_Presentation.pptx (live.com) Advent Resources - Busted Halo there is a variety of resources you may wish to use with your classes. A Lesson in Waiting: An Advent Retreat - Busted Halo The Advent retreat could be used in class or in the Chapel. 3 Ways to Practice Hope - Busted Halo Advent calendar to use in our lessons	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				[Advent calendar for young people 2023 (cafod.org.uk](#) Happy New Year powerpoint shared with all classes   	

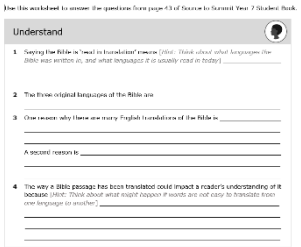
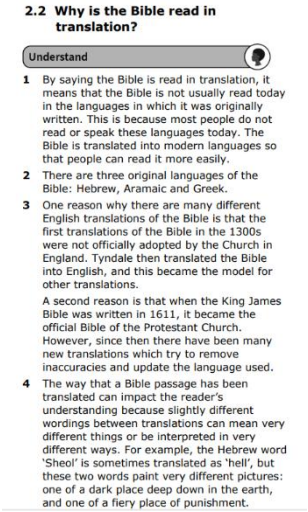
Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				   	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				  	
CHAPTER 2: PROPHECY AND PROMISE					
Chapter 2				• Year 7 Chapter 2 Knowledge organiser  **Key vocabulary** **Homework Sheet**	

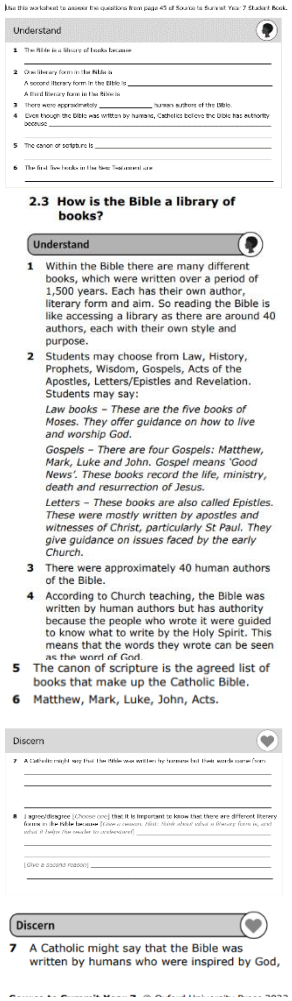
Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				Week 1 learn 1-6 **Week 2 learn 7-12** **Week 3learn 13-19** **Week 4 learn 20-27** **Week 5 learn 28-33** Read through the key vocabulary words and their definitions. THEN a) cover the left-hand column with a sheet of paper. Read the definition and see if you can remember the key	

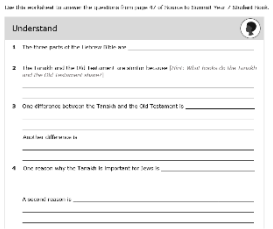
Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				vocabulary term. OR b) cover the right-hand column with a sheet of paper. Read the key vocabulary term and try to describe what it means.	
2.1	**How do you navigate the Bible?**	**Believe** • The Bible is a library of books, written in different literary forms, by different human authors. • How to navigate the Bible and find a Bible reference. **Outcomes** **U7.2.2** Show an understanding of the structure of the Bible by being able to accurately find a passage using a Bible reference…	**U7.2.2.** – Activity 3, 4	• Year 7 2.1 Activity worksheet (Foundation)  Understand 1 The Bible can be described as a library because _____ 2 The main theme of the New Testament is _____ 3 The three things that make up a Bible reference are [Hint: this question is asking for the different things that make up a Bible reference] _____ 4 The first words of Luke 10:9 are _____ The first words of 2 Samuel 7:4 are _____	• See resources from shared area from Magister •

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				2.1 How do you navigate the Bible? **Understand** **1** The Bible is like a library, because it contains many smaller books within itself. **2** The main theme of the New Testament is the New Covenant that God made with humans through Jesus. It describes the life, ministry, death and resurrection of Jesus and shows how the early Church grew. **3** The three things that make up a Bible reference are: book, chapter, verse. For example, in Luke 1:5–25: Luke is the book, 1 shows that this passage can be found in chapter 1 and 5–25 indicate the specific verses this passage covers. **4** The first words of Luke 10:9 are 'Heal the sick in it'. The first words of 2 Samuel 7:4 are 'But that same night' [ESV-CE]. *Note: Words may vary slightly if a different version of the Bible is used.* **Discern** **5** Students may say: *One reason why it is easy to navigate the Bible is that the Bible has a clear order and structure, which means that you know which books can be found in the Old and New Testaments. Also, as each passage has a specific book, chapter and verse, it is easy to find an extract in a long piece of text as passages are clearly labelled.* *One reason why it is difficult to navigate the Bible is that it can be hard to remember which books are in which sections of the Bible. Also, some books of the Bible have very similar names so when looking up a Bible reference you might end up in the wrong book, meaning that you get the wrong passage of scripture.* answer respond question share with the class • Year 7 Chapter 2 Activities answers guidance	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
2.2	**Why is the Bible read in translation?**	**Believe** • That the Bible was written in Hebrew, Aramaic and Greek and that there are many English translations **Outcomes** **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)	**U7.2.3.** – Activities 1, 2, 3, 4	• Year 7 2.2 Activity worksheet (Foundation)  Use this worksheet to answer the questions from page 43 of Source to Summit Year 7 Student Book. Understand 1 Saying the Bible is 'read in translation' means (*Hint: Think about what languages the Bible was written in, and what languages it is usually read in today*) _____ 2 The three original languages of the Bible are _____ 3 One reason why there are many English translations of the Bible is _____ A second reason is _____ 4 The way a Bible passage has been translated could impact a reader's understanding of it because (*Hint: Think about what might happen if words are not easy to translate from one language to another*) _____  2.2 Why is the Bible read in translation? Understand 1 By saying the Bible is read in translation, it means that the Bible is not usually read today in the languages in which it was originally written. This is because most people do not read or speak these languages today. The Bible is translated into modern languages so that people can read it more easily. 2 There are three original languages of the Bible: Hebrew, Aramaic and Greek. 3 One reason why there are many different English translations of the Bible is that the first translations of the Bible in the 1300s were not officially adopted by the Church in England. Tyndale then translated the Bible into English, and this became the model for other translations. A second reason is that when the King James Bible was written in 1611, it became the official Bible of the Protestant Church. However, since then there have been many new translations which try to remove inaccuracies and update the language used. 4 The way that a Bible passage has been translated can impact the reader's understanding because slightly different wordings between translations can mean very different things or be interpreted in very different ways. For example, the Hebrew word 'Sheol' is sometimes translated as 'hell', but these two words paint very different pictures: one of a dark place deep down in the earth, and one of a fiery place of punishment.	Click here or search YouTube for 'History of Bible Translation' by BibleProject to watch a video giving a brief history of the translation of the Bible. Click here or search the Britannica website for 'Biblical translation' to read about the history of the translation of the Bible. See resources from Magister on shared area

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				 Discern **5** Students may say: *I think it is important to recognise that the Bible is a translated text as this means you know there might be some errors in the translation, as some words might have been difficult to translate accurately or exactly. This means you understand that some of the original meaning of the text might have become lost in translation.* Or: *I think it is important to recognise that the Bible is a translated text as it means you understand there is more than just one version of the Bible available. This means you might try reading different translated versions to see which one you prefer.* Or: *I do not think it is important to recognise that the Bible is a translated text as the Bible is the word of God, written by people who were inspired by the Holy Spirit. This means that, even in translation, the Bible still has special authority as it comes from God.* answer respond question share with the class • Year 7 Chapter 2 Activities answers guidance	
2.3	**How is the Bible is a library of books?**	**Believe** • What is meant by the phrase 'the canon of scripture', and	**U7.2.2.** – Activities 1, 2, 3	• Year 7 2.3 Activity worksheet (Foundation)	Click here to read a summary of the

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		the names and order of the books in the canon (see CCC 120). • The Bible is a library of books, written in different literary forms, by different human authors. **Outcomes** **U7.2.2.** Show an understanding of the structure of the Bible… 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). **U7.2.4.** Explain what is meant by the canon of scripture, identifying the names and order of the books within it. **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 *Dei Verbum* 9. (RVE) **R7.2.2.** Create an artistic expression of scripture that reflects its personal meaning for them.	**U7.2.4.** – Activities 5, 6 **D7.2.1.** – Activity 7 **R7.2.2** – Activity 9	• Year 7 Chapter 2 Activities answers guidance  Use this worksheet to answer the questions from page 45 of Source to Summit Year 7 Student Book. Understand 1 The Bible is a library of books because 2 One literary form in the Bible is A second literary form in the Bible is A third literary form in the Bible is 3 There were approximately _____ human authors of the Bible. 4 Even though the Bible was written by humans, Catholics believe the Bible has authority because 5 The canon of scripture is 6 The first five books in the New Testament are 2.3 How is the Bible a library of books? Understand 1 Within the Bible there are many different books, which were written over a period of 1,500 years. Each has their own author, literary form and aim. So reading the Bible is like accessing a library as there are around 40 authors, each with their own style and purpose. 2 Students may choose from Law, History, Prophets, Wisdom, Gospels, Acts of the Apostles, Letters/Epistles and Revelation. Students may say: *Law books – These are the five books of Moses. They offer guidance on how to live and worship God.* *Gospels – There are four Gospels: Matthew, Mark, Luke and John. Gospel means 'Good News'. These books record the life, ministry, death and resurrection of Jesus.* *Letters – These books are also called Epistles. These were mostly written by apostles and witnesses of Christ, particularly St Paul. They give guidance on issues faced by the early Church.* 3 There were approximately 40 human authors of the Bible. 4 According to Church teaching, the Bible was written by human authors but has authority because the people who wrote it were guided to know what to write by the Holy Spirit. This means that the words they wrote can be seen as the word of God. 5 The canon of scripture is the agreed list of books that make up the Catholic Bible. 6 Matthew, Mark, Luke, John, Acts. Discern 7 A Catholic might say that the Bible was written by humans but their words come from 8 I agree/disagree [Choose one] that it is important to know that there are different literary forms in the Bible because [Give a reason. Hint: Think about what a literary form is, and what it helps the reader to understand] [Give a second reason] Discern 7 A Catholic might say that the Bible was written by humans who were inspired by God,	contents of the Bible on the BBC website. Click here or search CAFOD's website for 'Romero Cross reflective activity' for an artistic activity in which students can decorate a cross with symbols of their community. See resources also on shared area from Magister •

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				therefore every word they wrote is exactly what God wanted them to write. *Dei Verbum* says, 'Sacred Scripture is the word of God inasmuch as it is consigned to writing under the inspiration of the divine Spirit.' This means that humans did create the Bible, but fundamentally the words in the Bible are God's – and due to the guidance of the Holy Spirit, the Bible writers made no errors. **8** Students may say: *Yes, it is important to understand that there are different literary forms in the Bible, because it can help people to understand what each book is trying to teach and convey. It can help people use the Bible more effectively in their everyday lives, as they are not taking the words of the Bible out of context and using them in a way they were not intended to be used. It can also help people to understand the purpose of each book and what it reveals about God's loving plan of salvation.* Or: *No, I do not think it is important to understand that there are different literary forms in the Bible, as the Bible is the actual word of God. Therefore, the context and intention of the authors is meaningless, as they were guided to know what to write by the Holy Spirit; their context had no effect on the words they wrote.* students to answer respond question and share with the class.	
2.4	**What connects the Hebrew Bible and the Old Testament?**	**Believe** • Many books in the Old Testament also make up the Hebrew scriptures (the Tanakh) of the Jewish people, who arrange and interpret them differently **Outcomes** **U7.2.5.** …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)	**U7.2.5.** – Activities 2, 3	• Year 7 2.4 Activity worksheet (Foundation)  Use this worksheet to answer the questions from page 97 of Source to Summit Year 7 Student book. Understand 1 The three parts of the Hebrew Bible are _____ 2 The Tanakh and the Old Testament are similar because [Give, What books do the Tanakh and the Old Testament share?] _____ 3 One difference between the Tanakh and the Old Testament is _____ Another difference is _____ 4 One reason why the Tanakh is important for Jews is _____ A second reason is _____	Click here or search the Britannica website for 'Hebrew Bible' to read about the contents and significance of the Tanakh. See also resources from Magister on shared area

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				2.4 What connects the Hebrew Bible and the Old Testament? **Understand** **1** The three parts to the Hebrew Bible are: the Torah, the Nevi'im and the Ketuvim. **2** The Tanakh and the Old Testament are similar as they share many of the same books, for example the first five books of the Old Testament are the same as the first five books of the Tanakh. **3** The Tanakh contains 24 books and the Old Testament has 46. The Tanakh is arranged differently as it does not contain the deuterocanonical texts of the Old Testament. **4** One reason why the scriptures of the Tanakh are important for Jews is that they believe scripture is the way that God speaks to and instructs them. A second reason why they are important is that the scriptures in the Torah are believed by many Jews to have been given to Moses directly from God, therefore they have authority. **Discern** **5** Students may say: *Jesus has not made the Old Testament irrelevant for Christians as he has fulfilled the prophecies and promises in the Old Testament. This means that the Old Testament contains information about Jesus that the New Testament does not have. The Old Testament is also the beginning of salvation history, which helps to explain Jesus' role in salvation.* students to answer respond question. • Year 7 Chapter 2 Activities answers guidance	
2.5	**Why is the Old Testament**	**Believe** • God is revealed in the Old Testament as well as the	**U7.2.5.** – Activities 1, 4	• Year 7 2.5 Activity worksheet (Foundation)	Click here for a summary of the contents, role and significance of the

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
	important for Catholics?	New and the Old Testament has its own intrinsic value **Outcomes** **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…		• Year 7 Chapter 2 Activities answers guidance	Bible on the BBC Bitesize website.
2.6	**What does it mean that scripture is inspired?**	**Believe** • 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) **Outcomes** **U7.2.6.** Explain what it means to say that scripture is inspired and without error (see 2 Tim 3:16-17 & *Dei Verbum* 11), describing the relationship between God's authorship of scripture and its human authors.	**U7.2.6.** – Activities 1, 2, 3	• Year 7 2.6 Activity worksheet (Foundation) • Year 7 Chapter 2 Activities answers guidance	Click here to access the full text of *Dei Verbum*.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
2.7	**What is sacred scripture and sacred tradition?**	**Hear** • *Dei Verbum* 9: relationship between scripture, tradition and the magisterium **Believe** God reveals Godself through scripture and tradition, which is called 'special revelation'.		• Year 7 2.7 Activity worksheet (Foundation) • Year 7 Chapter 2 Activities answers guidance	Click here or search YouTube for 'What is the Catholic Magisterium?' by The Religion Teacher to watch a video explaining the magisterium.
2.8	**How are scripture, tradition and the magisterium connected?**	**Hear** • Dei Verbum 9: relationship between scripture, tradition and the magisterium **Outcomes** **U7.2.1.** Describe the relationship between scripture, tradition and the magisterium, with reference to *Dei Verbum* 9.	**U7.2.1.** – Activity 3	• Year 7 2.8 Activity worksheet (Foundation) • Year 7 2.8 Engaging with text: Dei Verbum 9 and 11 commentary • Year 7 2.8 Engaging with text: Dei Verbum 9 and 11 worksheet • Year 7 Chapter 2 Activities answers guidance	
2.9	**How do Catholics use scripture in the Mass?**	**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')	**U7.2.7.** – Activities 2, 3 **R7.2.1.** – Activity 5	• Year 7 2.9 Activity worksheet (Foundation) • Year 7 Chapter 2 Activities answers guidance	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		Outcomes **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. **R7.2.1.** Experience using scripture in prayer and liturgy.			
2.10	**How is scripture used in the Rosary?**	**Celebrate** • One of the ways in which scripture is used in prayer, e.g.: – the Rosary **Outcomes** **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.	**U7.2.7.** – Activities 2, 3	• Year 7 2.10 Activity worksheet (Foundation) • Year 7 Chapter 2 Activities answers guidance	Click here or search YouTube for 'The Meaning of "Rosary" and "Rosary Beads"' by The Religion Teacher to watch a video explaining the meaning of the word 'rosary'. Click here or search the CAFOD website for 'Advent calendar for young people' to learn ways in which some Catholics reflect on scripture during Advent.
2.11	**Artistic Expression Option: How does the Book of Kells reflect the meaning of scripture?**	**Live** 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… • Artistic expressions of the meaning and importance of Scripture, for example:	**D7.2.2.** – Activity 5 **D7.2.3.** – Activity 4 **R7.2.3.** – Activity 6	• Year 7 2.11 Activity worksheet (Foundation) • Year 7 Chapter 2 Activities answers guidance	Click here or click on 'Book of Kells' in the menu bar of the Trinity College Dublin website and scroll down to find a video gallery with some short clips about the historical background of the Book of Kells.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		– Book of Kells (9th century) **Outcomes** **D7.2.2.** 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. **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. **R.7.2.3.** Consider how their response to the artistic expression of scripture might inspire them to think or act differently towards scripture.			
2.12	**Lived Religion Option: What are biblical idioms?**	**Live** 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… • Lived religion elements, for example: – The presence and impact of Biblical idioms in cultural life		• Year 7 2.12 Activity worksheet (Foundation) • Year 7 Chapter 2 Activities answers guidance	Click here or search for '18 everyday expressions borrowed from the Bible' on the Mental Floss website to find more examples of biblical idioms.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
Assessment	**Chapter 2: Prophecy and Promise**			• Year 7 Chapter 2 Assessment answer booklet • Year 7 Chapter 2 Assessment answer guidance and mark scheme • Year 7 Chapter 2 Knowledge quiz	
	Key vocabulary	All Key Vocabulary terms from the RED	Key vocabulary	• Year 7 Chapter 2 Key vocabulary quiz • Year 7 Chapter 2 Key vocabulary matching activity worksheet	
	Knowledge check			• Year 7 Chapter 2 Assessment Answer booklet • Year 7 Chapter 2 Assessment answer guidance and mark scheme	
	Extended writing activity			• Year 7 Chapter 2 Assessment Answer booklet • Year 7 Chapter 2 Assessment answer guidance and mark scheme	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
CHAPTER 3: FROM GALILEE TO JERUSALEM					
Chapter 3				• Year 7 Chapter 3 Knowledge organiser	
3.1	**What is the Incarnation?**	**Hear** • The Nicene Creed, articles 2–4. **Believe** • 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. **Outcomes** **U7.3.1.** Describe Catholic beliefs about Jesus and the incarnation, explaining the Church teaching about why 'the Word became flesh', making links with Articles 2-4 of the Nicene Creed.	**U7.3.1.** – Activity 3	• Year 7 3.1 Activity worksheet (Foundation) • Year 7 Chapter 3 Activities answers guidance	Click here or search YouTube for 'The Meaning of the Incarnation in Christianity' by The Religion Teacher to watch a video explaining the Incarnation. Click here to read a summary of Catholic beliefs about the Incarnation in the Catechism of the Catholic Church (CCC 456–483).
3.2	**Who is Jesus, the Son of God?**	**Hear** • Texts that refer to titles of Jesus: – Son of God, e.g. Mk 1:9-11. • The ways in which the titles of Jesus are uniquely ascribed to him when compared with the use of	**U7.3.3.** – Activity 1 **U7.3.4.** – Activities 2, 3, 4, 5, 6	• Year 7 3.2 Activity worksheet (Foundation) • Year 7 Chapter 3 Activities answers guidance	Click here to read an explanation of Catholic beliefs in Jesus as the Son of God in the Catechism of the Catholic Church (CCC 441–445).

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		equivalent titles in the Old Testament: Son of God (e.g. Ps 2:7, 2 Sam 7:14). **Believe** • 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. **Outcomes** **U7.3.3.** Explain why the Church describes Jesus as …Only Begotten Son of God (see CCC 441-45, YC 74). **U7.3.4.** Describe passages from scripture where each of the following titles of Jesus are used: …Son of God… and explain what the use of each title reveals about Jesus, making relevant connections between these titles when applied to Jesus and their use in the Old Testament.			
3.3	**What did Arius teach about Jesus?**	**Believe** • 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. **Outcomes** **U7.3.2.** Explain what is meant by describing Jesus as 'true God and true man' and why the	**U7.3.2.** – Activities 2, 4	• Year 7 3.3 Activity worksheet (Foundation) • Year 7 Chapter 3 Activities answers guidance	Click here or search YouTube for 'Rowan Williams Arius: Heresy and Tradition' posted by In Unitatem Fidei to listen to Rowan Williams (a former Archbishop of Canterbury) explaining the Trinity and the idea of heresy.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		Church rejected Arius's account of the Son's relationship to the Father.			Click here or search YouTube for 'Early Challenges (Part 3) Father and Son are Equal – Sketchy Catholicism' by SketchyCatholicism to watch a video explaining Arianism.
3.4	**Who is Jesus, the Son of Man?**	**Hear** • Texts that refer to titles of Jesus: – Son of Man, with reference to the following meanings: – Suffering and service, e.g. Mk 10:35-45; Authority, e.g. Mk 2:1-12; Eschatology, e.g. Mk 14:53-65. • 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). **Outcomes** **U7.3.4.** Describe passages from scripture where each of the following titles of Jesus are used: Son of Man… and explain what the use of each title reveals about Jesus, making relevant connections between these titles when applied to Jesus and their use in the Old Testament.	**U7.3.4.** – Activities 1, 2, 3 **D7.3.2.** – Activity 4	• Year 7 3.4 Activity worksheet (Foundation) • Year 7 3.4 Engaging with text: Mark 14:53–65 commentary • Year 7 3.4 Engaging with text: Mark 14:53–65 worksheet • Year 7 Chapter 3 Activities answers guidance	Click here or search YouTube for 'Why Jesus Called Himself the Son of Man' by BibleProject to watch a video exploring the title Son of Man.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		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.			
3.5	**Who is Jesus, the Christ and Son of David?**	**Hear** • Texts that refer to titles of Jesus: – Christ/Son of David, e.g. Mk 10:46-52, Mk 11:1-11. • 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 David/Christ (e.g. 1 Kings 9:5, 2 Sam 7:16)… **Outcomes** **U7.3.3.** Explain why the Church describes Jesus as Christ (see CCC 436-440, YC 73)… **U7.3.4.** Describe passages from scripture where each of the following titles of Jesus are used: …Son of David/Christ… and explain what the use of each title reveals about Jesus, making relevant connections between these titles when applied to Jesus and their use in the Old Testament.	**U7.3.3.** – Activities 1, 2 **U7.3.4.** – Activities 3, 4, 5	• Year 7 3.5 Activity worksheet (Foundation) • Year 7 Chapter 3 Activities answers guidance	Click here to read an explanation of Catholic beliefs in Jesus as Christ in the Catechism of the Catholic Church (CCC 436–440).
3.6	**Who is Jesus, the Lord?**	**Hear** • Texts that refer to titles of Jesus:	**U7.3.3.** – Activity 4 **U7.3.4.** – Activities 1, 2, 3, 5	• Year 7 3.6 Activity worksheet (Foundation)	Click here to read an explanation of Catholic beliefs in Jesus as the Lord in the Catechism

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		– Lord, e.g. Jn 21:1-13. • 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: …Lord (e.g. Ex 3:14, Amos 5:18). **Outcomes** **U7.3.3.** Explain why the Church describes Jesus as …Lord (see CCC 446-451, YC 75)… **U7.3.4.** Describe passages from scripture where each of the following titles of Jesus are used: Son of Man, …Christ, and Lord and explain what the use of each title reveals about Jesus, making relevant connections between these titles when applied to Jesus and their use in the Old Testament.		• Year 7 Chapter 3 Activities answers guidance	of the Catholic Church (CCC 446–451).
3.7	**What is the Trinity?**	**Believe** • God is Trinity, one God in three Divine persons. **Outcomes** **U7.3.5.** 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**.**	**U7.3.5.** – Activities 1, 4	• Year 7 3.7 Activity worksheet (Foundation) • Year 7 Chapter 3 Activities answers guidance	Click here to read a summary of the Trinity on the BBC Bitesize website.
3.8	**How does Catholic worship reflect**	**Celebrate** • The meaning of the phrase 'lex orandi, lex credendi'.	**U7.3.6.** – Activities 1, 2, 3, 4, 5, 6	• Year 7 3.8 Activity worksheet (Foundation)	Click here or search YouTube for 'The Meaning of the Sign of

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
	belief in the Trinity?	• 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'. **Outcomes** **U7.3.6.** Describe the meaning of the phrase 'lex orandi, lex credendi' and give examples to show that Christian prayer is always Trinitarian in character. **R7.3.2.** Reflect on the ways they pray and the titles they use in addressing their prayer to.	**R7.3.2.** – Activity 8	• Year 7 Chapter 3 Activities answers guidance	the Cross' by The Religion Teacher to watch a video explaining the meaning of the Sign of the Cross. Click here to read the section of the Catechism of the Catholic Church titled 'The way of prayer' (CCC 2663–2679).
3.9	**How is Jesus the perfect human being?**	**Believe** • 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). **Live** • Jesus is the model of perfect human living and that human beings are called to be transformed into his likeness.	**U7.3.7.** – Activities 1, 2, 3, 4 **D7.3.1.** – Activity 6 **R7.3.1.** – Activity 8	• Year 7 3.9 Activity worksheet (Foundation) • Year 7 Chapter 3 Activities answers guidance	Click here or search YouTube for 'GCSE Human Dignity animation' by CAFOD to watch an animation introducing the concept of *imago Dei* and the Catholic Social Teaching principle of human dignity. Click here or visit the CAFOD Year 7 RE resources webpage to download a story about a community serving others in the

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		Outcomes **U7.3.7.** 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. (RVE) **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 *Gaudium et Spes* 22, paragraph 2. **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.			Democratic Republic of Congo. Click here to access the whole text of *Gaudium et Spes*.
3.10	**Ethical Option: Can businesses act selflessly?**	**Live** 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: • 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: – 'Greenwashing'	**D7.3.6.** – Activity 6 **R7.3.3.** – Activity 7	• Year 7 3.10 Activity worksheet (Foundation) • Year 7 Chapter 3 Activities answers guidance	Click here or visit the Fairtrade Foundation website to learn more about Fairtrade.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		– Corporate social responsibility programmes and corporate mission statements **Outcomes** **D7.3.6.** Consider the claim that there are no acts that are truly selfless and construct a Catholic response to this. (RVE) **R7.3.3.** Examine their own outwardly virtuous behaviour and consider whether it is self-serving or selfless. (RVE)			
3.11	**Artistic Expression Option: What can Catholics learn from Rublev's *Trinity*?**	**Live** 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: • Artistic expressions of the Trinity: – Rublev's Trinity – 'After Rublev' – Meg Wroe (Iona Abbey) **Outcomes** **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	**D7.3.3.** – Activity 5 **D7.3.4.** – Activity 6	• Year 7 3.11 Activity worksheet (Foundation) • Year 7 Chapter 3 Activities answers guidance	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		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.			
3.12	**Lived Religion Option: Who was Father Mychal Judge?**	**Live** 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: • The life and work of an individual Christian or religious order committed to living a life of humble service, for example: – the Franciscans: e.g. Fr Mychal Judge OFM (1933–2001). **Outcomes** **R7.3.4.** Explore the work of organisations dedicated to humble service and consider in what ways they could support this work. (RVE)	**R7.3.4.** – Activity 8	• Year 7 3.12 Activity worksheet (Foundation) • Year 7 Chapter 3 Activities answers guidance	
Assessment	**Chapter 3: Galilee to Jerusalem**			• Year 7 Chapter 3 Assessment answer booklet • Year 7 Chapter 3 Assessment answer	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				guidance and mark scheme • Year 7 Chapter 3 Knowledge quiz	
	Key vocabulary	All Key Vocabulary terms from the RECD	Key vocabulary	• Year 7 Chapter 3 Key vocabulary quiz • Year 7 Chapter 3 Key vocabulary matching activity worksheet	
	Knowledge check			• Year 7 Chapter 3 Assessment Answer booklet • Year 7 Chapter 3 Assessment answer guidance and mark scheme	
	Extended writing activity			• Year 7 Chapter 3 Assessment Answer booklet • Year 7 Chapter 3 Assessment answer guidance and mark scheme	
CHAPTER 4: FROM DESERT TO GARDEN					
Chapter 4				• Year 7 Chapter 4 Knowledge organiser	
4.1	**What is the Paschal Mystery?**	**Believe** • The Paschal mystery of Christ's cross and resurrection stand at the centre of the Good News the	**U7.4.1.** – Activity 3	• Year 7 4.1 Activity worksheet (Foundation)	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		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. **Celebrate** • The liturgy and the sacraments make present the Paschal mystery of Christ's saving death and resurrection: they are effective signs of salvation. **Outcomes** **U7.4.1.** Explain what the Church means when it teaches that the sacraments make present the Paschal mystery of Christ's saving death and resurrection.		• Year 7 Chapter 4 Activities answers guidance	
4.2	**What are the sacraments of the Church?**	**Celebrate** • 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. **Outcomes** **U7.4.1.** Define a 'sacrament', identifying the seven sacraments.	**U7.4.1.** – Activities 1, 2, 3, 4, 5	• Year 7 4.2 Activity worksheet (Foundation) • Year 7 Chapter 4 Activities answers guidance	Click here or search YouTube for 'Sketchy Catholicism: Sacraments' by SketchyCatholicism to watch a video about the sacraments and their effects. Click here or search for 'Each sacramental person' on the CAFOD website to download a story and poem about what it means for something to be 'sacramental'.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
4.3	**Why was the Last Supper so important?**	**Hear** • The Passover Ex 12:1-14. • Institution of the Eucharist (Lk 22:14-20). • 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. **Outcomes** **U7.4.4.** Recognise 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.	**U7.4.4.** – Activities 3, 4, 5	• Year 7 4.3 Activity worksheet (Foundation) • Year 7 Chapter 4 Activities answers guidance	Click here or search YouTube for 'Passover and the Mass: Remembrance Meal and Sacrifice' by Catholic Productions to watch Dr Brant Pitre, a Catholic Bible scholar, explain how Jews at the time of Christ viewed Passover.
4.4	**What is the Eucharist?**	**Celebrate** • 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. **Outcomes** **U7.4.2.** 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.	**U7.4.2.** – Activities 1, 3, 4	• Year 7 4.4 Activity worksheet (Foundation) • Year 7 Chapter 4 Activities answers guidance	Click here or search YouTube for 'Sophia SketchPad: The Eucharist' by Sophia Institute for Teachers to watch a video on the Eucharist and its connection to the Last Supper. Click here or search YouTube for 'The Meaning of the Eucharist in the Catholic Church' by The Religion Teacher to watch a video explaining the

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
					meaning of the Eucharist.
4.5	**Why are there many names for the Eucharist?**	**Celebrate** • 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. **Outcomes** **U7.4.6.** 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'.	**U7.4.6.** – Activities 1, 2, 3, 4, 5	• Year 7 4.5 Activity worksheet (Foundation) • Year 7 Chapter 4 Activities answers guidance	Click here or search the CAFOD website for 'Unit 4 Year 7 Emmaus journey' to download a PowerPoint illustrating the story of the disciples meeting Jesus on the road to Emmaus.
4.6	**How is Jesus present in the Eucharist?**	**Celebrate** • 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 *Sacrosanctum Concilium 7*). • The presence of Jesus in the Blessed Sacrament is described as the 'real presence' not because the other modes of presence are	**U7.4.3.** – Activity 1, 2 **U7.4.6.** – Activities 3, 4 **R7.4.2.** – Activity 6	• Year 7 4.6 Activity worksheet (Foundation) • Year 7 Chapter 4 Activities answers guidance	Click here or search YouTube for 'The Meaning of Transubstantiation in the Catholic Church' by The Religion Teacher to watch a video explaining transubstantiation.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		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) • The essential signs of the Eucharist and its impact on those who receive it. **Outcomes** **U7.4.3.** 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'... **U7.4.6.** Describe the essential signs and effects of the sacrament… **R7.4.2.** Reflect on the Catholic belief that Jesus is really present in the Blessed Sacrament and its meaning for them.			
4.7	**Why is the Mass called a sacrifice?**	**Celebrate** • 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. **Outcomes**	**U7.4.3.** – Activities 2, 3	• Year 7 4.7 Activity worksheet (Foundation) • Year 7 Chapter 4 Activities answers guidance	Click here or search YouTube for 'Is the Mass a Sacrifice?' by Catholic Productions to watch Dr Brant Pitre, a Catholic Bible scholar, discuss whether or not the Mass is a sacrifice.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		U7.4.3. Describe the ways in which the Church teaches Jesus is present in the celebration of the Eucharist …explaining why it is therefore referred to as the 'Sacrifice of the Mass'.			
4.8	**Why is the structure of the Mass important?**	**Celebrate** • 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). **Outcomes** **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 (see CCC 1346), making relevant links to St Justin Martyr's letter to Antoninus Pius, AD 155 (see CCC 1345).	**U7.4.5.** – Activities 1, 2, 3, 4	• Year 7 4.8 Activity worksheet (Foundation) • Year 7 Chapter 4 Activities answers guidance	
4.9	**How do Catholics carry Jesus into the world?**	**Outcomes** **D7.4.1.** Consider the view that it is more important to serve the poor than celebrate the Eucharist and construct a Catholic response to this. **R7.4.3.** Consider the words of dismissal at the end of Mass and how they could respond to the different exhortations that each presents.	**D7.4.1.** Activities 5, 6 **R7.4.3.** – Activity 7	• Year 7 4.9 Activity worksheet (Foundation) • Year 7 Chapter 4 Activities answers guidance	
4.10	**What do different Christians**	**Celebrate** • The difference between Catholic beliefs about the	**U7.4.7.** – Activities 1, 2	• Year 7 4.10 Activity worksheet (Foundation)	Click here or search the CAFOD website for 'Unit 4 Year 7

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
	believe about the Eucharist?	Eucharist and the beliefs of other Christian denominations about celebrations of the Lord's Supper. **Outcomes** **U7.4.7.** Compare and contrast Catholic beliefs about the Eucharist with the beliefs of other Christian denominations about celebrations of the Lord's Supper. (RVE) **D7.4.6.** 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.	**D7.4.6.** – Activity 4	• Year 7 Chapter 4 Activities answers guidance	Eucharistic banner activity' to download an artistic activity from CAFOD, creating a Eucharistic banner based on the words of dismissal.
4.11	**Ethical Option: How can we respond to world hunger?**	**Live** 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… • Ethical and philosophical options, for example: – Ethical issues surrounding hunger and food security (with reference to Bishop Theotonius Gomes CSC, Bangladesh)		• Year 7 4.11 Activity worksheet (Foundation) • Year 7 Chapter 4 Activities answers guidance	Click here or search YouTube for 'Step Up To The Plate' by CAFOD to watch an animation outlining injustices within the global food system. Click here or search the CAFOD website for 'Food resources for young people' for CAFOD resources linked to food security, including references to food in scripture and CST.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
4.12	**Artistic Expression Option: What can art teach us about the Eucharist?**	**Live** 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… • Artistic expressions of the Last Supper and Eucharist: – *The Life of Jesus Mafa: The Golden Bowl* – *Last Supper* by Dagnan-Bouveret, 1896 **Outcomes** **D7.4.3.** 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. **R7.4.4.** Consider how their response to the artwork might influence how they think about the Eucharist and their practice in relation to it.	**D7.4.3.** – Activities 4, 5 **R7.4.4.** – Activity 6	• Year 7 4.12 Activity worksheet (Foundation) • Year 7 Chapter 4 Activities answers guidance	Click here or search YouTube for 'Southwark Romero Cross for GCSE RE' by CAFOD to watch a video about the Southwark Romero Cross, by the artist Fernando Llort, and consider what its depiction of the Eucharist says about El Salvador and the faith of its people.
4.13	**Lived Religion Option: How to processions of the Blessed**	**Live** Pupils will be able to make connections between Catholic sources (Hear) and beliefs (Believe) and the way these find	**D7.4.4.** – Activity 6	• Year 7 4.13 Activity worksheet (Foundation)	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
	Sacrament honour Jesus?	expression in the world, by studying… • Lived religion elements, for example: – Cultural expressions of reverence for Christ's presence in the Eucharist, e.g. Blessed Sacrament and Corpus Christi processions from around the world **Outcomes** **D7.4.4.** Investigate different practices inspired by Catholic Eucharistic beliefs (such as Corpus Christi 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.		• Year 7 Chapter 4 Activities answers guidance	
Assessment	**Chapter 4: Desert to Garden**			• Year 7 Chapter 4 Assessment answer booklet • Year 7 Chapter 4 Assessment answer guidance and mark scheme • Year 7 Chapter 4 Knowledge quiz	
	Key vocabulary	All Key Vocabulary terms from the RECD	Key vocabulary	• Year 7 Chapter 4 Key vocabulary quiz • Year 7 Chapter 4 Key vocabulary	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				matching activity worksheet	
	Knowledge check			• Year 7 Chapter 4 Assessment Answer booklet • Year 7 Chapter 4 Assessment answer guidance and mark scheme	
	Extended writing activity			• Year 7 Chapter 4 Assessment Answer booklet • Year 7 Chapter 4 Assessment answer guidance and mark scheme	
CHAPTER 5: TO THE ENDS OF THE EARTH					
Chapter 5				• Year 7 Chapter 5 Knowledge organiser	
5.1	**Who was St Luke?**	**Hear** • Those texts that show the significance of the Holy Spirit at key moments in Luke-Acts: Pentecost (Acts 2:1–12). • 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	**U7.5.1.** – Activities 3, 5, 6	• Year 7 5.1 Activity worksheet (Foundation) • Year 7 Chapter 5 Activities answers guidance	Click here or search YouTube for 'Gospel of Luke Summary: A Complete Animated Overview' by BibleProject to watch a video giving an overview of Luke's Gospel.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		St Luke, particularly with reference to the role of the Holy Spirit in Luke-Acts. **Outcomes** **U7.5.1.** Identify what scholarship suggests are the main theological emphases of St Luke's Gospel...			
5.2	**Who is the Holy Spirit?**	**Believe** • 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)). **Outcomes** **R7.5.4.** Consider the extent to which their own prayer life is Spirit-led.	**R7.5.4.** – Activity 7	• Year 7 5.2 Activity worksheet (Foundation) • Year 7 Chapter 5 Activities answers guidance	Click here or search YouTube for 'Holy Spirit' by BibleProject to watch a video explaining who is the Holy Spirit. Click here or search YouTube for 'The Symbols for the Holy Spirit' by The Religion Teacher to watch a video explaining the most common symbols for the Holy Spirit.
5.3	**What role did the Holy Spirit play in Jesus' life?**	**Hear** • 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). **Outcomes** **U7.5.1.** Identify what scholarship suggests are the	**U7.5.1.** – Activities 1, 2, 3, 4, 5	• Year 7 5.3 Activity worksheet (Foundation) • Year 7 Chapter 5 Activities answers guidance	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		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.			
5.4	**What is the story of Pentecost?**	**Hear** • Pentecost (Acts 2:1–12). **Outcomes** **U7.5.4.** Describe Luke's account of Pentecost (Acts 2:1–12)…	**U7.5.4.** – Activity 5	• Year 7 5.4 Activity worksheet (Foundation) • Year 7 Chapter 5 Activities answers guidance	Click here or search YouTube for 'Pentecost: Acts 1–7' by BibleProject to watch a video exploring the story of Pentecost. Click here or search YouTube for 'The Holy Spirit: Story of Pentecost for Kids' by Bible Kids to watch a video animating the story of Pentecost. Click here to download a PowerPoint that illustrates the story of Pentecost with photos that feature CAFOD's work globally.
5.5	**Why is Pentecost important?**	**Hear** • Those texts that show the significance of the Holy Spirit at key moments in Luke-Acts: Pentecost (Acts 2:1–12); the beginning of the mission to the Gentiles (Acts 10:44-48). **Believe** • 'The mission of Christ and the Holy Spirit is brought to	**U7.5.4.** – Activities 4, 5	• Year 7 5.5 Activity worksheet (Foundation) • Year 7 Chapter 5 Activities answers guidance	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		completion in the Church' (see CCC 737). **Outcomes** **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.)			
5.6	**What does the Church teach about the Holy Spirit?**	**Hear** • The Nicene Creed, Articles 8 and 9. **Believe** • 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 'with the Father and the Son is adored and glorified'. **Outcomes** **U7.5.2.** Explain what is meant when the Church teaches that the Holy Spirit was 'at work with	**U7.5.2.** – Activities 1, 2, 5, 6, 7 **U7.5.3.** – Activities 3, 4, 5	• Year 7 5.6 Activity worksheet (Foundation) • Year 7 Chapter 5 Activities answers guidance	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		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.			
5.7	**What is the Church?**	**Believe** • 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). **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. **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.	**U7.5.5.** – Activities 1, 2, 4, 5, 6 **D7.5.1.** – Activity 7	• Year 7 5.7 Activity worksheet (Foundation) • Year 7 Chapter 5 Activities answers guidance	Click here or search the CAFOD website for 'The Church as Body of Christ' to read stories from CAFOD that explore ways in which the Church is the Body of Christ. Click here or search YouTube for 'The Meaning of Body of Christ' by The Religion Teacher to watch a video explaining different meanings of the Body of Christ.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
5.8	**What is the Sacrament of Confirmation?**	**Celebrate** • The origins, rite, meaning, and effect of the Sacrament of Confirmation. **Outcomes** **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. **D7.5.2.** Consider the claim that Confirmation is not necessary and construct a Catholic response to this.	**U7.5.6.** – Activities 1, 2, 3, 4, 5, 6 **D7.5.2.** – Activity 7	• Year 7 5.8 Activity worksheet (Foundation) • Year 7 Chapter 5 Activities answers guidance	Click here or search YouTube for 'Bishop Barron on the Sacrament of Confirmation' by Bishop Robert Barron to watch a video of Bishop Robert Barron talking about some of the key points in his Confirmation sermon. Click here or search YouTube for 'Confirmation – Flame of Faith' by Archdiocese of Brisbane to watch a video giving an introduction to the Sacrament of Confirmation.
5.9	**Why is the Sacrament of Confirmation important?**	**Believe** • The gifts (Is 11:2–3) and the fruits (CCC 1832, cf. Gal 5:22–23) of the Holy Spirit. • 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.	**R7.5.1.** – Activity 7 **R7.5.2.** – Activity 8	• Year 7 5.9 Activity worksheet (Foundation) • Year 7 Chapter 5 Activities answers guidance	Click here or search the CAFOD website for 'Confirmation: The Holy Spirit resources' to access activities linked to Confirmation, exploring what it means to put faith into action and reflect on the presence of the Holy Spirit.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		Celebrate • The origins, rite, meaning, and effect of the Sacrament of Confirmation. **Outcomes** **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.			
5.10	**Ethical Option: How should we live?**	**Live** 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… • Ethical and philosophical options, for example • Ethical issues arising from the fruits of the Spirit versus works of the flesh (Gal 5) **Outcomes** **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	**D7.5.3.** – Activity 7 **R7.5.3.** – Activity 8	• Year 7 5.10 Activity worksheet (Foundation) • Year 7 Chapter 5 Activities answers guidance	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		learned about the fruits of the Spirit. **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).			
5.11	**Artistic Expression Option: How is Pentecost shown through art?**	**Live** 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… • Artistic representations of the symbols of the Holy Spirit, for example: – Jesus Mafa Pentecost image **Outcomes** **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.	**D7.5.6.** – Activities 6, 7	• Year 7 5.11 Activity worksheet (Foundation) • Year 7 Chapter 5 Activities answers guidance	Click here or search for 'Pictures for the feast of Pentecost, Year B' on the LiturgyTools.net website for a collection of paintings and images illustrating Pentecost. Click here or search for 'What Lies Beneath: The Descent of the Holy Spirit on the Apostles and Mary at Pentecost by Elizabeth Wang' on the Independent.ie website to read a short article about Elizabeth Wang.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
5.12	**Lived Religion Option: How is Pentecost celebrated in different countries?**	**Live** 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… • Lived religion elements, for example: – How the feast of Pentecost is celebrated around the world **Outcomes** **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)	**D7.5.5.** – Activity 6	• Year 7 5.12 Activity worksheet (Foundation) • Year 7 Chapter 5 Activities answers guidance	
Assessment	**Chapter 5: To the Ends of the Earth**			• Year 7 Chapter 5 Assessment answer booklet • Year 7 Chapter 5 Assessment answer guidance and mark scheme • Year 7 Chapter 5 Knowledge quiz	
	Key vocabulary	All Key Vocabulary terms from the RECD	Key vocabulary	• Year 7 Chapter 5 Key vocabulary quiz • Year 7 Chapter 5 Key vocabulary	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
				matching activity worksheet	
	Knowledge check			• Year 7 Chapter 5 Assessment Answer booklet • Year 7 Chapter 5 Assessment answer guidance and mark scheme	
	Extended writing activity			• Year 7 Chapter 5 Assessment Answer booklet • Year 7 Chapter 5 Assessment answer guidance and mark scheme	
CHAPTER 6: DIALOGUE AND ENCOUNTER					
Chapter 6				• Year 7 Chapter 6 Knowledge organiser	
6.1	**How have councils been important in the Church?**	**Dialogue** • Councils of the Church meet from time to time to address theological questions. • Councils make authoritative statements that clarify matters of faith and morals (dogma). **Outcomes** **U7.6.1.** Describe and explain how Councils of the Church	**U7.6.1. –** Activities 1, 2 **U7.6.2. –** Activity 3 **R7.6.3.** – Activity 5	• Year 7 6.1 Activity worksheet (Foundation) • Year 7 Chapter 6 Activities answers guidance	Click here or search for 'council (Christianity)' on the Britannica website to read about Church councils.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		meet from time to time to address theological questions… **U7.6.2.** 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.** Thinking about the opportunities for dialogue and the barriers to dialogue. (RVE)			
6.2	**What happened at the Council of Jerusalem?**	**Dialogue** • 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). **Outcomes** **U7.6.1.** 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) **U7.6.2.** Describe and explain that Councils make authoritative statements that clarify matters	**U7.6.1. –** Activities 2, 3 **U7.6.2.** – Activities 4a, 4b, 5 **R7.6.3.** – Activity 7		Click here or search YouTube for 'Animated Bible Stories: The Council of Jerusalem-New Testament' by Animated Bible Stories to watch a video telling the story of the Council of Jerusalem.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		of faith and morals (dogma) across time and their legacy is recognised by the Church. **R7.6.3.** Thinking about the opportunities for dialogue and the barriers to dialogue. (RVE)			
6.3	**Why are there so many Christian denominations?**	**Dialogue** • 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 **Outcomes** **U7.6.3.** 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 of effects of such disagreement. (RVE) **D7.6.1.** Consider why there are different Christian denominations and investigate	**U7.6.3. –** Activity 1a, 1b, 1c, 1d **D7.6.5.** – Activity 2 **D7.6.1.** – Activity 3 **R7.6.1.** – Activity 4	• Year 7 6.3 Activity worksheet (Foundation) • Year 7 Chapter 6 Activities answers guidance	Click here to read a summary of the three main Christian denominations on the BBC Bitesize website.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		the differences between their beliefs and Catholic 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. **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)			
6.4	**What is ecumenism?**	**Dialogue** • 'The desire to recover the unity of all Christians is a gift of Christ and a call of the Holy Spirit' (CCC 820). **Outcomes** **U7.6.4.** 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) **D7.6.2.** Consider what needs to happen for Christian unity 'In word and deed we must obey Christ, who expressly wills "that	**U7.6.4.** – Activities 1, 2 **D7.6.2.** – Activity 5 **D7.6.3.** – Activity 4 **R7.6.2**. – Activity 6 **R7.6.3**. – Activity 6	• Year 7 6.4 Activity worksheet (Foundation) • Year 7 Chapter 6 Activities answers guidance	Click here or search YouTube for '#PopeFrancis at ecumenical prayer in #SouthSudan: "A Christian always chooses peace"' by ROME REPORTS in English to watch a news report about the 2023 visit to South Sudan by Pope Francis, the Archbishop of Canterbury and the Moderator of the General Assembly of the Church of Scotland to promote justice, dialogue and peace. Click here to read about ecumenism and ecumenical

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
		they may all be one"' (Jn 17:21) YOUCAT 131 **D7.6.3.** Investigate ways in which Christians work together for the common good in their school or local community. (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.** Think about the opportunities for dialogue and the barriers to dialogue. (RVE)			communities on the BBC Bitesize website.
Assessment	**Chapter 6 Dialogue and Encounter**			• Year 7 Chapter 6 Assessment answer booklet • Year 7 Chapter 6 Knowledge quiz	
	Key vocabulary	All Key Vocabulary terms from the RECD	Key vocabulary	• Year 7 Chapter 6 Key vocabulary quiz • Year 7 Chapter 6 Key vocabulary matching activity worksheet	
	Knowledge check			• Year 7 Chapter 6 Assessment Answer booklet • Year 7 Chapter 6 Assessment answer guidance and mark scheme	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes	Kerboodle support	Further reading and resources
	Extended writing activity			• Year 7 Chapter 6 Assessment Answer booklet • Year 7 Chapter 6 Assessment answer guidance and mark scheme	