

**CHAPTER 1: CREATION AND COVENANT**

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes and mapped to GCSE Eduqas route B	Adaptive Teaching Homework	Further reading and resources
<b>Welcome Back</b>	<b>See Powerpoint</b> <a href="#">1.Welcome to Divinity at Saint Martin's September 2025.pptx</a>	<b>Mission and vision of Divinity Department linked to our Mission Statement, St Martin de Porres our virtues, CST and Pilgrims of Hope in the Jubilee Year.</b>	<b>Imago Dei, CST building on work covered in Year 7 and 8</b>		<a href="#">Jubilee pledge for schools</a>  <a href="#">Knowledge Organiser Catholic Social Teaching.pdf</a>
<b>Chapter 1 1.1</b>	<b>What do the Genesis creation stories teach about human life?</b>	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>The creation of human beings in Genesis 1 and 2: focusing on 1:26–28, 2:7, 2:21–24.</li> </ul> <p><b>Believe</b></p> <ul style="list-style-type: none"> <li>In creating 'male and female' God gives man and woman an equal personal dignity (see CCC 2334).</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.1.1.</b> Describe the passages in Genesis 1 and 2 about the creation of human beings (focusing on 1:26–28, 2:7, 2:21–24), explaining some of the differences between the two accounts of the</p>	<p><a href="#">Year 9 GCSE questions for Source to Summit 2.docx</a></p> <p><b>Understand</b></p> <p><b>Define what is meant by Imago Dei 2 marks</b></p> <p><b>Describe what happens in Genesis 1:26-28; Genesis 2:7; Genesis 2:20-23 (5)</b></p>	<p>Give out Curriculum Intent sheet and go through</p> <p>Year 9 Chapter 1 Knowledge organiser- show how prep must be done. Week 1 homework Divinity 1-5 written out three times and learnt.</p> <p>Year 9 1.1 Activity worksheet <b>Adaptive teaching</b> (Foundation)</p>	<p>Click <a href="#">here</a> or search YouTube for 'How Genesis 1 Communicates What The Whole Bible is About' by BibleProject to watch a video giving an animated overview of Genesis 1.</p> <p>Click <a href="#">here</a> or search YouTube for 'And So It Begins: The Story of Creation (Genesis 1-2)' by The Biggest Story to watch a video giving an animated overview of the creation stories.</p> <p><b>Reading</b></p>

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		<p>creation of human beings in Genesis 1 and 2, with reference to the distinctive authorial voices.</p> <p><b>U9.1.3.</b> Explain why the Church teaches that man and woman have an equal personal dignity, making links with the accounts of the creation of human beings in Genesis 1 and 2. (RVE)</p> <p><b>R9.1.2.</b> Reflect on the mystery of <i>imago Dei</i> and the difference this makes to their relationship with themselves, with others and with the wider community.</p>	<p><b>1</b></p> <p><b>a</b> In Genesis 1:26–28, God creates humans as male and female in God's image and likeness. God gives humans dominion over all the animals. God blesses the humans and tells them to reproduce and to subdue the earth.</p> <p><b>b</b> In Genesis 2:7, God makes the man out of the dust of the earth and then breathes life into his nostrils. When God does this, the man becomes alive.</p> <p><b>c</b> In Genesis 2:20–23, God puts the man into a deep sleep and takes out one of his ribs. From this God creates woman. The man names her the woman.</p> <p><b>(b) Describe two characteristics of God that are shown in the Genesis creation stories. [5]</b></p> <p>One characteristic of God that is shown in the Genesis creation accounts is his omnipotence. This is shown in Genesis 1, when God creates the universe out of nothing (ex nihilo) by the power of his word.</p> <p>The creation accounts also show God as a creator. In</p>		<p><a href="#">Love the stranger</a></p>

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			<p>Genesis 1, God creates the whole universe over a period of six days before resting on the seventh. In Genesis 2, it describes God making a man (Adam) from dust and breathing life into him before making a woman (Eve) out of Adam's rib.</p> <p><b>(b) Describe two characteristics of humans that are shown in the Genesis creation stories. [5]</b></p> <p>One characteristic of humans that is</p>		

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			<p>shown in the Genesis creation accounts is that they are made imago Dei (in the image of God). This is shown in Genesis 2 by God breathing life into Adam, while in Genesis 1 it says, 'God created mankind in his own image'.</p> <p>The creation accounts also show humans having a responsibility to be stewards. In Genesis 1, humans are implied to be stewards by virtue of being given mastery/dominion over the other animals. In Genesis 2, the stewardship</p>		

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			<p>role of humans is more explicit, with man placed in Eden 'to work it and care for it'.</p> <p><b>Explain how the author's voice differs in the accounts of Genesis 1 and 2?</b></p> <p>In Genesis 1, God creates humans by spoken command, but in Genesis 2, God creates man by shaping him from the earth and breathing life into him. Another difference is that in Genesis 1, the man and woman are created at the same time, but in Genesis 2, man is created</p>		

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			<p>first and woman is created second, from man</p> <p><b>Why does the Church teach that men and women have equal dignity? Use a quotation from each of Genesis 1 and 2 to explain your answer.</b></p> <p>The Church teaches that men and women have equal dignity since they both share equally in God's purposes for the world. In Genesis 1, God creates man and woman at the same time, and both are created imago Dei: 'So God created man in his</p>		

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			<p>own image ... male and female he created them.' In Genesis 2, God creates woman from man 'bone of my bones and flesh of my flesh', showing their interconnectedness and equality.</p> <p><b>Discern question</b></p> <p>'Humans are God's most important creation.' 15 marks</p>		

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			<p><b>Discern</b></p> <p>5 Students may say: I think that humans are God's most important creation and the Genesis accounts support this. In Genesis 1 this is made clear in several ways. Firstly, humans are the last of all that God creates. This emphasises that humans are the pinnacle of creation. Also, humans are given the duty to care for all creation, showing that they are the most important creation. Genesis 1 says 'And let them have dominion over the fish of the sea and over the birds of the heavens.' In Genesis 2, humans are shown to be the most important creation since God breathes life into man and forms woman from man. When God breathes life into man, God gives man his soul which God does not give to any other animal, which shows how important humans are.</p> <p>Some people might disagree since in Genesis 1, God is shown to make all of creation. This might lead some people to say that humans are the same as the rest of creation as everything comes from God. They might also say that in Genesis 2, it seems that man but not woman is God's most important creation since man is made first and then woman is made second, from man. This makes her seem less important, since she was made second and from man's body.</p> <p>Overall I do agree that humans are God's most important creation since God created humans imago Dei: 'Let us make man in our image, after our likeness.' Nothing else is imago Dei and so it shows how important humans are.</p> <p><b>Respond</b></p> <p>How does the idea that human life is a particularly special thing make you feel? What could you do in School, at home or in your wider community this week for others as a random act of kindness?</p> <p>Write a tweet that could be used for our website in Divinity.</p>		



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			<p>Read information on the following link  <a href="#">Secondary Worship ES 2025</a> for Education  Sunday 14<sup>th</sup>  September 2025</p> <p><b><u>Links to Art at GCSE</u></b>  ; recap from Year 7  Source to Summit  <a href="#">GCSE RE (Eduqas) - Creation of Adam 5min recap</a></p> <p><b><u>Understand</u></b>  <b>(b) Describe how Catholic teachings are shown in Michelangelo's <i>Creation of Adam</i>. [5]</b></p> <p>One way Catholic teachings are shown in this painting is through the muscular form of God. This conveys</p>		

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			<p>the Catholic teaching that God is omnipotent, as understood by his ability to create <i>ex nihilo</i> (as shown in the Genesis creation stories).</p> <p>Another way is through the physical similarities between God and Adam (i.e. they're both human-like). This conveys the Catholic teaching that humans are made <i>imago Dei</i>. The positioning of the hands of Adam and God also conveys the Catholic teaching that it is God who gives humans life and that humans are dependent on God.</p> <p><b><u>Discern</u></b></p>		

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			<p>(d)  <b>'Michelangelo's <i>The Creation of Adam</i> is an accurate representation of our human nature and origins.'</b>  <b>Discuss.</b></p> <p>Catholics would have a mixed view about this statement. On the one hand, they would agree that Michelangelo's painting conveys certain truths about our origins. For example, God's outstretched hand conveys that life comes from God, which Catholics agree with, while Adam's limp hand also suggests something Catholics would accept (i.e. that humans are spiritually sluggish and in need</p>		

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			<p>of God's help to do good). Furthermore, the similarity in form between God and Adam would be seen to accurately show that humans are made in God's image (<i>imago Dei</i>). However, since Catholics don't read Genesis 2 literally, they don't really believe that the creation of Adam is an historical event, accepting the theory of evolution instead (as made clear by, for example, Pope John Paul II). As such, Catholics would say that the painting is historically and scientifically inaccurate regarding our origins.</p> <p>Fundamentalist Christians would be happier with the historical and scientific accuracy of the painting, as they</p>		

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			<p>do read Genesis 2 literally. They would also agree with the symbolic meanings that Catholics accept about the painting. However, Fundamentalists would see inaccuracy in the way God brings Adam to life with his hand, as Gen. 2 describes God doing this by breathing into Adam's nostrils. Also, the woman placed next to God in the picture is thought by many to represent Eve. If this is true, Fundamentalists would see this as an inaccurate depiction of female origins as Genesis describes Eve being formed by God from Adam's rib.</p> <p>Humanists and other atheists would completely disagree with the statement. One reason is because they accept</p>		


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			<p>the theory of evolution. This is Darwin's idea that humans emerged following a process of mutation and natural selection that led to changes in species over time. This is not what is conveyed in Michelangelo's painting. Moreover, Richard Dawkins has suggested evolution points to a lack of design. He says all organisms are just 'packets of genes' trying to survive. If life lacks design, it must also lack the designer of life suggested in Michelangelo's <i>Creation of Adam</i>.</p> <p>In conclusion, I would disagree with the statement. I find the Catholic view strong and the Fundamentalist view weak for the same reason - while the painting may have</p>		


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			<p>theological accuracy in identifying God as our creator and us as creatures made in His image, its images are metaphorical and unscientific. Fossil records provide plenty of evidence that evolution plays a significant part in explaining our origins, so the absence of evolution from the painting means it has some inaccuracy in terms of representing our origins. However, I think there is a weakness in the view that evolution must mean there is no God. Evolution explains how life developed, but it does not explain how it started</p> <p>*</p> <p><b><u>Homework 1</u></b> Learn 5 key terms; write out three times in prep book; evidence</p>		

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			must be shown in class.		
1.2	<b>Why is creation <i>imago Dei</i> important?</b>	<p><b>Believe</b></p> <ul style="list-style-type: none"> <li>The dignity of the human person is rooted in being created in the image and likeness of God (see CCC 1700).</li> <li>The mystery of <i>imago Dei</i> reveals certain truths about human beings, for example that they are: <ul style="list-style-type: none"> <li>Persons: 'not just something, but someone' (CCC 357)</li> <li>Relational: they have a vocation to love and beatitude (see CCC 1604, 1700, 1719)</li> <li>Rational and volitional: they have a capacity for reasoning, including moral reasoning, and for freedom and responsibility (see CCC 1705, 1730)</li> </ul> </li> </ul> <p><b>Outcomes</b></p> <p><b>U9.1.4.</b> Describe how the mystery of <i>imago Dei</i> reveals certain truths about</p>	<p><b>U9.1.4. R9.1.1. Do Now</b></p> <p>Write out the definitions of <i>Imago Dei</i>,</p> <p>Sanctity of Life</p> <p>Relational,</p> <p>Volitional</p> <p>Rational</p> <p>Read p12-13</p> <p><b>Understand</b></p> <p>1. Describe what Catholics believe about being created 'Imago Dei' and how this enables them to have dignity and value which has been given to them by God. (5)</p>	<p>Year 9 1.2 Activity worksheet (Foundation)</p> <p>Year 9 Chapter 1 Activities answers guidance</p>	<p>Click <a href="#">here</a> or search the BBC Bitesize website for 'Creation: Image of God' to read a short summary of the concept of <i>imago Dei</i>.</p> <p>Click <a href="#">here</a> or search YouTube for 'GCSE Human Dignity animation' by CAFOD to watch an animation introducing the concept of <i>imago Dei</i> and the Catholic Social Teaching principle of human dignity.</p> <p>For teachers, click <a href="#">here</a> or search the Vatican website for '<i>Communion and Stewardship: Human Persons Created in the Image of God</i>' to read this document from the International Theological Commission.</p> <p>For teachers, click <a href="#">here</a> or search the Catholic Answers website for 'Made in His Image and</p>



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		<p>human beings (e.g., that they are, for example: persons, relational, rational, and free) and explain the moral implications of these truths (e.g., that every human life is sacred; that humans are stewards, not owners, of life...)...</p> <p><b>R9.1.1.</b> Reflect on the extent to which they recognise their own and other's dignity, irrespective of appearances, actions and feeling. (RVE)</p>	<p>2. Being created imago Dei makes a person ...</p> <p>a Someone not something because God chose to create them through love which gives that person meaning and purpose. b Relational since people are made to reflect God's love by loving others and being loved, forming relationships. c Volitional because God gave the person free choice, meaning they can choose to do good or wrong but God will guide them to do good. d Rational because God has given them the ability to think in a reasoned and logical way as part of being created imago Dei.</p> <p><b>Discern</b></p>		<p>Likeness' to read an article on creation <i>imago Dei</i> by Kenneth Hensley.</p>

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			<p>"The world would be a better place if everyone remembered that humans are created Imago Dei."</p> <p><b>Discern</b> </p> <p>5 Students may say: <i>I think the world would be a better place if everyone remembered that humans are created imago Dei because in remembering this, we will treat others with dignity and respect, which will improve how we treat each other. Catholics would agree too, because God has created humans to be someone, not something – this gives our lives great value and meaning but also encourages us to treat other humans as individuals. The world would be a better place if we thought of people in this way since people wouldn't use other people as if they were objects. If we remember that all people are made imago Dei, we believe that all life is sacred, which would have an impact on people's attitude to the most vulnerable, such as people who are ill or disabled.</i></p> <p>Or: <i>I am not convinced that the world would be a better place if everyone remembered that humans are created imago Dei because this could cause people to think that humans are better than every other living thing – as they are the only creatures to be created in God's likeness – which could lead to the mistreatment of animals and the destruction of the environment. It is also a religious belief that not everyone shares, so perhaps a more effective way to make the world a better place is to appeal to an ideal that is more universal, like justice or peace.</i></p> <p>Respond- This week look again at CARJ <a href="#">CARJ-Catholic Association for Racial Justice</a> which shows the importance of Imago Dei for all people irrespective of colour, creed, race, religion.</p>		

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			<p>Also re read <a href="#">Love the stranger</a> a reminder we looked at this in Year 8 and this will remind you that Sunday 21<sup>st</sup> September is International Day of Peace. Light a candle on this Sunday and pray for Peace.</p> <p><b>Add in information on St Catherine of Sienna</b></p> <p>The sanctity and value of human life</p> <ul style="list-style-type: none"> <li>Christians believe humans are made image Dei (in the image of God), which means having some of his characteristics (being creative etc.)</li> <li>Genesis 1:26-27 describes God making humans uniquely in his own image</li> <li>Fundamentalists take these words literally, while Catholics would say it's a poetic way of expressing a truth about humans</li> <li>Both would say that being made image Dei gives humans dignity and value</li> <li>Catholic believe in the sanctity of life - the idea that life is sacred because it comes from God and should therefore be protected</li> <li>Human life is sacred because from its beginning it involves the creative action of God (CCC) - this is the basis of Catholic opposition to things like abortion and euthanasia</li> <li>For Jewish ideas about the sanctity of life, see revision section 3.5 (Glossary/Notes)</li> <li>St Catherine of Siena wrote ideas about what being made in God's image means in 'The Dialogue of Divine Providence' (a set text for this topic)</li> <li>She said the soul's dignity is that of her creator? (i.e. humans are precious because God made them)</li> <li>She said that being made by God gives us some understanding of his goodness and an ability to develop a conscience that recognises our faults</li> <li>She suggests we were created through and for love and to return to God, so life is sacred in both origin and destiny</li> <li>O.K. Chesterton says that since everyone bears the image of God, all (however sinful) are equally precious, just as all pennies (however damaged) have equal worth</li> </ul>  <p><b>(b) Describe St Catherine of Siena's teaching about being made in the image of God. [5]</b></p>		

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			<p>St Catherine of Siena taught that the soul's dignity 'is that of her creation'. This means that being made in the image of God (<i>imago Dei</i>) makes us precious and gives us dignity. She also taught that being made in God's image means we can recognise goodness (as God is good). This allows us to develop a conscience that tells us right from wrong and allows us to recognise our faults. She further taught that God made us in his image through love and for love. These teachings are found in <i>The Dialogue of Divine Providence</i></p>		


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			<p>(c) Explain, from either Catholic Christianity and Judaism or two different Christian traditions, belief in humanity as created <i>imago Dei</i>. [8 marks]</p> <p>Catholic Christians believe that being made <i>imago Dei</i> (in the image of God) allows us to develop certain qualities (e.g. being loving, creative etc.) that God has. For example, St Catherine of Siena suggested in <i>The Dialogue of Divine Providence</i> that God made us out of love and for love. She also said that, like God, we can recognise right from wrong because we</p>		


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			<p>can look in the 'mirror of the goodness of God'. Catholics also believe that being made <i>imago Dei</i> gives us all dignity and value, with G.K. Chesterton comparing us to pennies - all are equally valuable, even if some are more damaged than others.</p> <p>Fundamentalists also believe humans are made in God's image. They take a literal approach to reading the Bible, and it describes God making humans in his own image and likeness in the Genesis creation accounts. As such, Fundamentalists would agree with</p>		

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			Catholics about the value and dignity of human life.		
1.3	What's the value of morality and freedom?	<p><b>Live</b></p> <ul style="list-style-type: none"> <li>Because human beings are <i>imago Dei</i>: <ul style="list-style-type: none"> <li>The moral life has a communal dimension (see CCC 1738, 1740, 1869)</li> <li>They are able to discern the morality of human acts, with reference to the sources of morality (see CCC 1750–54)</li> </ul> </li> </ul> <p><b>Outcomes</b></p> <p><b>U9.1.4.</b> Describe how the mystery of <i>imago Dei</i> reveals certain truths about human beings (e.g., that they are, for example: persons, relational, rational, and free) and explain the moral implications of these truths (e.g. ... that moral life has a communal dimension; that human beings are able to discern the morality of human acts)...</p>	<p><b>U9.1.4.</b></p> <p><b>Do Now</b></p> <p>Write out the definitions of <i>Imago Dei</i>,</p> <p>Sanctity of Life</p> <p>Relational,</p> <p>Volitional</p> <p>Rational</p> <p>Read p12-13</p> <p><b>Understand</b></p> <p>1. Describe what Catholics believe about being created 'Imago Dei' and how this enables them to have dignity and value which has been given to them by God. (5)</p>	<p>Year 9 1.3 Activity worksheet (Foundation)</p> <p>Year 9 Chapter 1 Activities answers guidance</p>	<p>Click <a href="#">here</a> or search YouTube for 'What does the Catholic Church say about freedom and morality?' by Real+True to watch a video on the idea of freedom with responsibility.</p> <p>Click <a href="#">here</a> or search YouTube for 'I, Daniel Blake – Clip "Shoplifting" I HD I IFC Films' by IFC Films to watch a clip from the film <i>I, Daniel Blake</i> of a woman shoplifting (she steals sanitary products for her own use so she can afford to buy what she needs for her children).</p> <p>Click <a href="#">here</a> or search YouTube for 'Food Bank scene' by Gordon M to watch another clip from the film <i>I, Daniel Blake</i> showing the hunger and desperation of the same woman. Students could discuss these two clips</p>

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			<p>2. Being created imago Dei makes a person ...</p> <p>a Someone not something because God chose to create them through love which gives that person meaning and purpose. b Relational since people are made to reflect God's love by loving others and being loved, forming relationships. c Volitional because God gave the person free choice, meaning they can choose to do good or wrong but God will guide them to do good. d Rational because God has given them the ability to think in a reasoned and logical way as part of being created imago Dei.</p> <p><b>Discern</b></p>		when thinking about how to make moral choices.



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			<p>"The world would be a better place if everyone remembered that humans are created Imago Dei."</p> <p><b>Discern</b> </p> <p>5 Students may say: <i>I think the world would be a better place if everyone remembered that humans are created imago Dei because in remembering this, we will treat others with dignity and respect, which will improve how we treat each other. Catholics would agree too, because God has created humans to be someone, not something – this gives our lives great value and meaning but also encourages us to treat other humans as individuals. The world would be a better place if we thought of people in this way since people wouldn't use other people as if they were objects. If we remember that all people are made imago Dei, we believe that all life is sacred, which would have an impact on people's attitude to the most vulnerable, such as people who are ill or disabled.</i></p> <p>Or: <i>I am not convinced that the world would be a better place if everyone remembered that humans are created imago Dei because this could cause people to think that humans are better than every other living thing – as they are the only creatures to be created in God's likeness – which could lead to the mistreatment of animals and the destruction of the environment. It is also a religious belief that not everyone shares, so perhaps a more effective way to make the world a better place is to appeal to an ideal that is more universal, like justice or peace.</i></p> <p>Respond- This week look again at CARJ <a href="#">CARJ-Catholic Association for Racial Justice</a> which shows the importance of Imago Dei for all people irrespective of colour, creed, race, religion.</p>		

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			<p>Also re read <a href="#">Love the stranger</a> a reminder we looked at this in Year 8 and this will remind you that Sunday 21<sup>st</sup> September is International Day of Peace. Light a candle on this Sunday and pray for Peace.</p> <p><b>Add in information on St Catherine of Sienna</b></p> <p>The sanctity and value of human life</p> <ul style="list-style-type: none"> <li>Christians believe humans are made image Dei (in the image of God), which means having some of his characteristics (being creative etc.)</li> <li>Genesis 1:26-27 describes God making humans uniquely in his own image</li> <li>Fundamentalists take these words literally, while Catholics would say it's a poetic way of expressing a truth about humans</li> <li>Both would say that being made image Dei gives humans dignity and value</li> <li>Catholics believe in the sanctity of life - the idea that life is sacred because it comes from God and should therefore be protected</li> <li>Human life is sacred because from its beginning it involves the creative action of God (CCC) - this is the basis of Catholic opposition to things like abortion and euthanasia</li> <li>For details about the sanctity of life, see revision section 5.8 (Glossary/Notes)</li> <li>St Catherine of Siena wrote ideas about what being made in God's image means in 'The Dialogue of Divine Providence' (a set text for this topic)</li> <li>She said the soul's dignity is that of her creator? (i.e. humans are precious because God made them)</li> <li>She said that being made by God gives us some understanding of his goodness and an ability to develop a conscience that recognises our faults</li> <li>She suggests we were created through and for love and to return to God, so life is sacred in both origin and destiny</li> <li>O.K. Chesterton says that since everyone bears the image of God, all (however sinful) are equally precious, just as all pennies (however damaged) have equal worth</li> </ul>  <p><b>(b) Describe St Catherine of Siena's teaching about being made in the image of God. [5]</b></p>		

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			<p>St Catherine of Siena taught that the soul's dignity 'is that of her creation'. This means that being made in the image of God (<i>imago Dei</i>) makes us precious and gives us dignity. She also taught that being made in God's image means we can recognise goodness (as God is good). This allows us to develop a conscience that tells us right from wrong and allows us to recognise our faults. She further taught that God made us in his image through love and for love. These teachings are found in <i>The Dialogue of Divine Providence</i></p>		

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			<p>(c) Explain, from either Catholic Christianity and Judaism or two different Christian traditions, belief in humanity as created <i>imago Dei</i>. [8 marks]</p> <p>Catholic Christians believe that being made <i>imago Dei</i> (in the image of God) allows us to develop certain qualities (e.g. being loving, creative etc.) that God has. For example, St Catherine of Siena suggested in <i>The Dialogue of Divine Providence</i> that God made us out of love and for love. She also said that, like God, we can recognise right from wrong because we</p>		

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			<p>can look in the 'mirror of the goodness of God'. Catholics also believe that being made <i>imago Dei</i> gives us all dignity and value, with G.K. Chesterton comparing us to pennies - all are equally valuable, even if some are more damaged than others.</p> <p>Fundamentalists also believe humans are made in God's image. They take a literal approach to reading the Bible, and it describes God making humans in his own image and likeness in the Genesis creation accounts. As such, Fundamentalists would agree with</p>		

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			Catholics about the value and dignity of human life.		
1.4	What is the sanctity of life?	<p><b>Live</b></p> <ul style="list-style-type: none"> <li>Because human beings are <i>imago Dei</i>: <ul style="list-style-type: none"> <li>Every human life is sacred and every human being therefore has a 'right to life and physical integrity from the moment of conception until death' (CCC 2273)</li> <li>Humans are stewards, not owners, of the life God has entrusted to them (see CCC 2280)</li> </ul> </li> </ul> <p><b>Outcomes</b></p> <p><b>D9.1.1.</b> Consider the claim that the human right to life begins at conception. Present arguments for and against the claim, including a Catholic response (with reference to the mystery of <i>imago Dei</i>) weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments. (RVE)</p>	<p><b>D9.1.1.</b> – Activity 6</p> <p><b>R9.1.3.</b> – Activity 7</p>	<p>Year 9 1.4 Activity worksheet (Foundation)</p> <p>Year 9 Chapter 1 Activities answers guidance</p>	<p>Click <a href="#">here</a> or search the RE:QUEST website for 'The Sanctity of Life' to read a summary of why belief in the sanctity of life is important to Catholics.</p> <p>Click <a href="#">here</a> or search YouTube for 'Pro-Life Issues   Catholic Central' by Catholic Central to watch a video discussing sanctity of life.</p> <p>For teachers, click <a href="#">here</a> or search YouTube for 'Bishop Barron on Abortion and Health Care' by Bishop Robert Barron to listen to Bishop Barron discussing abortion.</p> <p>For teachers, click <a href="#">here</a> or search the CERC website for 'The Sanctity of Human Life' to read an article by Fr. William Saunders on the history of the</p>

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		<b>R9.1.3.</b> Consider their own response to the belief that all human life is sacred from the moment of conception.			Church's stance on abortion.
<b>1.5</b>	<b>What does St Paul teach about the dignity of the human body?</b>	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>St Paul's teaching on the dignity of the human body in 1 Cor 6:12–20.</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.1.2.</b> Explain why the Church teaches that every human being has an inalienable dignity, making links with the accounts of the creation of human beings in Genesis 1 and 2. (RVE)</p> <p><b>U9.1.4.</b> Describe how the mystery of imago Dei reveals certain truths about human beings... and explain the moral implications of these truths (e.g. that every human life is sacred... that human beings are able to discern the morality of human acts), making links with St Paul's teaching on the dignity of the human body in 1 Cor 6:12–20.</p>	<p><b>U9.1.2.</b> – Activities 1, 2</p> <p><b>U9.1.4.</b> – Activities 3</p>	<p>Year 9 1.5 Activity worksheet (Foundation)</p> <p>Year 9 Chapter 1 Activities answers guidance</p>	<p>Click <a href="#">here</a> or search YouTube for 'God's Dwelling Place   1 Corinthians 6:19–20   Our Daily Bread Video Devotional' by Our Daily Bread Ministries to watch a video summarising St Paul's teaching on valuing our bodies.</p> <p>For teachers, click <a href="#">here</a> or search YouTube for 'Why God Gave Us Bodies' by Ascension Presents to watch a video of Father Mike Schmitz discussing the theology of the body.</p>

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes and mapped to GCSE Eduqas route B	Adaptive Teaching Homework	Further reading and resources
1.6	What is the Sacrament of Matrimony?	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>Jesus' teaching on marriage in Mk 10:1–12 or parallels.</li> </ul> <p><b>Celebrate</b></p> <ul style="list-style-type: none"> <li>The covenant of marriage is a life-long partnership between a man and woman, freely entered into, which is ordered toward the good of the spouses and the procreation and education of children.</li> <li>Marriage is one of the sacraments at the service of communion and is a symbol of the unconditional love of God for human beings (CCC 1604) and the love of Christ for his Church (CCC 1617): the union of man and woman is a way of imitating in the flesh the Creator's generosity and fecundity (CCC 2335).</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.1.5.</b> Describe what the Church teaches is the nature and purpose of marriage, explaining why it</p>	<p><b>U9.1.5.</b> – Activities 1, 2, 3, 4</p> <p><b>U9.1.6.</b> – Activity 5</p> <p><b>D9.1.2.</b> – Activity 6</p>	<p>Year 9 1.6 Activity worksheet (Foundation)</p> <p>Year 9 Chapter 1 Activities answers guidance</p>	<p>Click <a href="#">here</a> or search YouTube for 'What makes Catholic marriage a sacrament' by Real+True to watch a video giving an animated overview of Catholic beliefs about marriage.</p> <p>Click <a href="#">here</a> or search YouTube for 'Marriage   Catholic Central' by Catholic Central to watch a video giving an overview of Catholic beliefs about marriage.</p> <p>Click <a href="#">here</a> or search the BBC Bitesize website for 'Seven sacraments of the Catholic Church: Marriage' to read a short summary of the Sacrament of Matrimony.</p> <p>Click <a href="#">here</a> or search the My Catholic Life! website for 'Chapter 9 – The Sacrament of Matrimony' to read a longer article about Catholic beliefs about marriage.</p> <p>For teachers, click <a href="#">here</a> or search YouTube for</p>



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		<p>is one of the seven sacraments, making links with Genesis 1 and 2 and Jesus' teaching on marriage in Mk 10:1–12 or parallels.</p> <p><b>U9.1.6.</b> Describe the rite of the Sacrament of Matrimony, explaining... why it is described as a 'sacrament at the service of communion'.</p> <p><b>D9.1.2.</b> Consider the claim that no-one can make a promise that binds them for life. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments. (RVE)</p>			'Bishop Barron on the Sacrament of Marriage' by Bishop Robert Barron to watch a video of Bishop Barron explaining the importance of marriage.
<b>1.7</b>	<b>What happens in a Catholic wedding ceremony?</b>	<p><b>Celebrate</b></p> <ul style="list-style-type: none"> <li>The rites, origins, and meaning of the Sacrament of Matrimony.</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.1.6.</b> Describe the rite of the Sacrament of Matrimony, explaining its origins, meaning, and effects...</p>	<b>U9.1.6.</b> – Activities 1, 3 a, 3b	<p>Year 9 1.7 Activity worksheet (Foundation)</p> <p>Year 9 Chapter 1 Activities answers guidance</p>	Click <a href="#">here</a> or search YouTube for '5 Things You'll NEVER Hear at a Catholic Wedding' by Breaking In The Habit to watch a video giving an overview of the Catholic wedding ceremony.

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1.8	<b>Ethical Option: What are the ethical implications of IVF?</b>	<p><b>Live</b></p> <p>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...</p> <ul style="list-style-type: none"> <li>Ethical and philosophical options, for example: <ul style="list-style-type: none"> <li>Ethical issues connected with the sanctity of life, for example... IVF...</li> </ul> </li> </ul>		<p>Year 9 1.8 Activity worksheet (Foundation)</p> <p>Year 9 Chapter 1 Activities answers guidance</p>	<p>Click <a href="#">here</a> or search YouTube for '17 years later, Nash family opens up about controversial decision to save dying daughter' by Denver7 to watch a news story about Molly and Adam Nash, interviewing their parents.</p> <p>Click <a href="#">here</a> or search YouTube for 'Is it okay to have a child to save another?   Religious Studies – Matters of Life and Death' by BBC Teach to watch a video giving two opposing views on saviour siblings.</p> <p>Click <a href="#">here</a> or search YouTube for 'How IVF Works   The Story of Fertility   BBC Earth Science' to watch a video explaining how IVF works.</p> <p>For teachers, click <a href="#">here</a> or search the Catholics Come Home website for 'What does the Church teach about IVF?' to read an article about the Church's position on</p>

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					IVF and people who use it.
1.9	<b>Artistic Expression Option: How can art reflect human dignity?</b>	<p><b>Live</b></p> <p>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...</p> <ul style="list-style-type: none"> <li>Artistic expressions, for example: <ul style="list-style-type: none"> <li>Art as distinctively human, and bearing a certain likeness to God's activity, to the extent that it is inspired by truth and love of beings (see CCC 2501), as exemplified in figurative painting, decorative marks and hand stencils in ancient cave art – e.g., Sulawesi...</li> </ul> </li> </ul> <p><b>Outcomes</b></p> <p><b>D9.1.5.</b> Offer an interpretation of an example of ancient human art (e.g., Sulawesi cave art) making links with Catholic sources, beliefs and practices relating to</p>	<b>D9.1.5.</b> – Activity 5	<p>Year 9 1.9 Activity worksheet (Foundation)</p> <p>Year 9 Chapter 1 Activities answers guidance</p>	<p>Click <a href="#">here</a> or search the BBC website for 'World's oldest cave art found showing humans and pig' to read a news article on the Sulawesi cave painting.</p> <p>Click <a href="#">here</a> or search YouTube for 'World's oldest animal cave painting in Indonesia – BBC News' to watch a news story on the Sulawesi cave painting.</p> <p>Click <a href="#">here</a> or search YouTube for 'Cueva de las Manos, Río Pinturas (Argentina) / TBS' by UNESCO to watch a short clip showing the <i>Cueva de las Manos</i> cave painting.</p> <p>Click <a href="#">here</a> or search the UNESCO website for 'Cueva de las Manos, Río Pinturas' for information on the Cueva de las Manos.</p>

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		the mystery of <i>imago Dei</i> . (RVE)			
<b>1.10</b>	<b>Lived Religion Option: How does the hospice movement support human dignity?</b>	<b>Live</b> 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... <ul style="list-style-type: none"> <li>Lived religion elements, for example: <ul style="list-style-type: none"> <li>Example of a Christian person or group who/which has defended the basic humanity, dignity and rights of people, for example... the hospice movement.</li> </ul> </li> </ul>		Year 9 1.10 Activity worksheet (Foundation) Year 9 Chapter 1 Activities answers guidance	Click <a href="#">here</a> or search YouTube for 'This is what it's really like inside a hospice – and it might surprise you   ITV News' to watch a news story on hospices. Click <a href="#">here</a> or search YouTube for '1984: DAME CICELY SAUNDERS - Hospice Pioneer   Harty   Inspirational Women   BBC Archive' to watch an interview with Dame Cecily Saunders.
<b>Assessment</b>	<b>Chapter 1: Creation and Covenant</b>			Year 9 Chapter 1 Assessment answer booklet Year 9 Chapter 1 Assessment answer guidance and mark scheme Year 9 Chapter 1 Knowledge quiz Year 9 Chapter 1 Knowledge organiser retrieval quiz	

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	<b>Key vocabulary</b>	All Key Vocabulary terms from the RED	Key vocabulary	Year 9 Chapter 1 Key vocabulary quiz Year 9 Chapter 1 Key vocabulary matching activity worksheet	
	<b>Knowledge check</b>			Year 9 Chapter 1 Assessment answer booklet Year 9 Chapter 1 Assessment answer guidance and mark scheme	
	<b>Extended writing activity</b>			Year 9 Chapter 1 Assessment answer booklet Year 9 Chapter 1 Assessment answer guidance and mark scheme	
<b>CHAPTER 2: PROPHECY AND PROMISE</b>					
<b>Chapter 2</b>				<ul style="list-style-type: none"> <li>Year 9 Chapter 2 Knowledge organiser</li> </ul>	
<b>2.1</b>	<b>How can we read the Bible allegorically?</b>	<b>Hear</b> <ul style="list-style-type: none"> <li>The meaning of 'typology' in the context of the allegorical sense of Scripture.</li> <li>What is meant by describing Adam as a</li> </ul>	<b>U9.2.1.</b> – Activities 2, 3, 4, 5	<ul style="list-style-type: none"> <li>Year 9 2.1 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 2 Activities answers guidance</li> </ul>	Click <a href="#">here</a> or search YouTube for 'Jesus and Mary compared to Adam and Eve' by Catholic Answers to listen to Jimmy Akin explaining how Adam

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		<p>'type' of Christ, and Eve as a 'type' of Mary (see CCC 504, 539, 511, 726, 975, 2618, 1 Cor 15:21–22).</p> <p><b>Outcomes</b></p> <p><b>U9.2.1.</b> Define the meaning of 'typology' in the context of the allegorical sense of scripture, showing some understanding of what is meant by describing Adam as a 'type' of Christ, and Eve as a 'type' of Mary, with reference to the text of Gen 1–3 (particularly the Protoevangelium (3:15)).</p>			<p>and Eve are types of Christ and Mary.</p> <p>Click <a href="#">here</a> or search YouTube for 'Genesis 3:15, The First Gospel, Catholic Bible Study. The Book of Genesis, Fr. Tim Peters' by Fr. Tim Peters - Catholic Biblical Studies (Bible) to watch a video of Fr. Tim Peters briefly explaining Genesis 3:15.</p>
2.2	Who was Hannah?	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>The story of one holy woman of the Old Testament, for example... Hannah (1 Sam 1, 2:1–10)... and some recurring themes in these stories, for example: <ul style="list-style-type: none"> <li>God's choice of the humble and weak to keep 'alive the hope of Israel's salvation' (CCC 64)</li> <li>Faith and constancy</li> <li>Salvation</li> </ul> </li> </ul>	<b>U9.2.3.</b> – Activities 2, 3, 4, 5	<ul style="list-style-type: none"> <li>Year 9 2.2 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 2 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'Book of 1 Samuel Summary: A Complete Animated Overview' by BibleProject to watch a video giving an animated overview of the Book of 1 Samuel.</p> <p>Click <a href="#">here</a> or search the Christianity.com website for 'Who Was Hannah in the Bible? Her Story and Prayer Explained' to read a</p>

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		<b>Outcomes</b> <b>U9.2.3.</b> Describe the story of one holy woman of the Old Testament making links with recurring themes in these stories, e.g., i) God's choice of the humble, weak... iii) faith, constancy... v) salvation...			summary of Hannah's story.
2.3	Why is Hannah important?	<b>Hear</b> <ul style="list-style-type: none"> <li>The story of one holy woman of the Old Testament, for example... Hannah (1 Sam 1, 2:1–10)... and some recurring themes in these stories, for example:               <ul style="list-style-type: none"> <li>– Humility before and exaltation of God</li> <li>– Gratitude and praise</li> <li>– Remarkable reversal</li> </ul> </li> </ul> <b>Outcomes</b> <b>U9.2.3.</b> Describe the story of one holy woman of the Old Testament making links with recurring themes in these stories, e.g. ... ii) humility, exaltation of God; iv) gratitude, praise... v) ...remarkable reversal.	<b>U9.2.3.</b> – Activities 2, 3, 4	<ul style="list-style-type: none"> <li>Year 9 2.3 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 2 Activities answers guidance</li> </ul>	

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2.4	What is the Magnificat?	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>The story of one holy woman of the Old Testament, for example... Hannah (1 Sam 1, 2:1–10)... and some recurring themes in these stories, for example: <ul style="list-style-type: none"> <li>The Magnificat – Lk 1:45–56</li> </ul> </li> </ul> <p><b>Outcomes</b></p> <p><b>U9.2.4.</b> Describe the Magnificat, making relevant connections between at least one holy woman in the Old Testament and Mary, with reference to these recurring themes.</p>	<b>U9.2.4.</b> – Activities 1, 2a, 2b	<ul style="list-style-type: none"> <li>Year 9 2.4 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 2 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search the CAFOD website for 'The Magnificat, a prayer for all time' to read an article about the significance of the Magnificat.</p> <p>Click <a href="#">here</a> or search YouTube for 'Magnificat   Catholic Central' by Catholic Central to watch a video giving an overview of the Magnificat.</p> <p>Click <a href="#">here</a> or search YouTube for 'The Meaning of the Magnificat Prayer' by The Religion Teacher to watch a video explaining the Magnificat.</p>
2.5	How did holy women keep alive the hope of salvation?	<p><b>Believe</b></p> <ul style="list-style-type: none"> <li>'Such holy women as Sarah, Rebecca, Rachel... kept alive the hope of Israel's salvation' (CCC 64), and thus are named, known and remembered, in spite of their seeming insignificance.</li> </ul>	<b>U9.2.5.</b> – Activities 2, 3, 4, 5	<ul style="list-style-type: none"> <li>Year 9 2.5 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 2 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'Women of the Old Testament   Catholic Central' by Catholic Central to watch a video with short sections on Sarah and Rachel.</p> <p>Click <a href="#">here</a> or search the Great Lakes Bay Catholic website for 'The strength of the</p>



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		<b>Outcomes</b> <b>U9.2.5.</b> Make links between how the holy women of the Old Testament 'kept alive the hope of Israel's salvation' (CCC 664) and the Blessed Virgin Mary's role in salvation.			four matriarchs' to read a short article on Sarah, Rebecca, Rachel and Leah.
2.6	How is God's choice of Mary important?	<b>Believe</b> <ul style="list-style-type: none"> <li>From all eternity, God chose 'for the mother of his Son a daughter of Israel, a young Jewish woman of Nazareth in Galilee' (CCC 488): Mary 'the purest of them all' (CCC 64).</li> <li>Beliefs about the Blessed Virgin Mary are based on what the Church affirms about Christ, and what the Church teaches about the Blessed Virgin Mary illumines in turn its faith in Christ (CCC 487).</li> </ul> <b>Outcomes</b> <b>U9.2.2.</b> Describe what the Church teaches about the Blessed Virgin Mary and her importance, making links with the Church's	<b>U9.2.2.</b> – Activities 3, 4, 5 <b>D9.2.1.</b> – Activity 6	<ul style="list-style-type: none"> <li>Year 9 2.6 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 2 Activities answers guidance</li> </ul>	Click <a href="#">here</a> or search YouTube for 'Mary   Catholic Central' by Catholic Central to watch a video explaining the importance of Mary.  Click <a href="#">here</a> or search YouTube for 'The Meaning of the Immaculate Conception' by The Religion Teacher to watch a video explaining the Immaculate Conception.

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		<p>teachings about Christ as the incarnate Son of God, with reference to the four Marian dogmas.</p> <p><b>D9.2.1.</b> Consider the claim that Catholics pay too much attention to Mary. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments.</p>			
2.7	How do Marian dogmas show the importance of Mary?	<p><b>Believe</b></p> <ul style="list-style-type: none"> <li>The four Marian dogmas: Mother of God... Immaculate Conception, Assumption (CCC 490–501).</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.2.2.</b> Describe what the Church teaches about the Blessed Virgin Mary and her importance, making links with the Church's teachings about Christ as the incarnate Son of God, with reference to the four Marian dogmas.</p>	<b>U9.2.2.</b> – Activities 1, 2, 3, 4, 5	<ul style="list-style-type: none"> <li>Year 9 2.7 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 2 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search the Catholic News Agency website for 'The Four Marian Dogmas' to read an article giving an overview of the four Marian dogmas.</p> <p>Click <a href="#">here</a> or search YouTube for '4 Catholic Dogmas of Mary Explained' by Breaking In The Habit to watch a video giving an overview of the Marian dogmas.</p> <p>For teachers, click <a href="#">here</a> or search YouTube for 'Why Catholics Call</p>

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					Mary Their Mother' by Ascension Presents to watch a video of Father Mike Schmitz discussing Catholics' relationship to Mary.
2.8	<b>What does it mean to say Mary is Ever Virgin?</b>	<b>Believe</b> <ul style="list-style-type: none"> <li>The four Marian dogmas... Ever Virgin... (CCC 490–501).</li> </ul> <b>Outcomes</b> <p><b>U9.2.2.</b> Describe what the Church teaches about the Blessed Virgin Mary and her importance, making links with the Church's teachings about Christ as the incarnate Son of God, with reference to the four Marian dogmas.</p>	<b>U9.2.2.</b> – Activities 2, 3, 4, 5	<ul style="list-style-type: none"> <li>Year 9 2.8 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 2 Activities answers guidance</li> </ul>	Click <a href="#">here</a> or search YouTube for 'Did Mary REMAIN A Virgin?' by Breaking In The Habit to watch a video explaining the dogma of Ever Virgin.
2.9	<b>How do Marian titles fulfil Mary's prophecy?</b>	<b>Celebrate</b> <ul style="list-style-type: none"> <li>How devotion to Our Lady is a fulfilment of 'All generations will call me blessed' (Lk 1:48, CCC 971) through one of the following: <ul style="list-style-type: none"> <li>Marian titles, for example, Mother of God, Immaculate Conception, Ever Virgin, Mother of the Church, New Eve, Our Lady.</li> </ul> </li> </ul>	<b>U9.2.6.</b> – Activities 1, 2, 4, 6	<ul style="list-style-type: none"> <li>Year 9 2.9 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 2 Activities answers guidance</li> </ul>	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes and mapped to GCSE Eduqas route B	Adaptive Teaching Homework	Further reading and resources
		<b>Outcomes</b> <b>U9.2.6.</b> Explain why the Church teaches that Our Lady's prophecy ('All generations will call me blessed' (Lk 1:48, CCC 971)) is fulfilled through one of the following... Marian titles.			
2.10	<b>Ethical Option: How does the Magnificat inspire those who are oppressed?</b>	<b>Live</b> 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... <ul style="list-style-type: none"> <li>Ethical and philosophical options, for example:               <ul style="list-style-type: none"> <li>The significance of the Magnificat as a prayer that extols God's raising of the lowly and the humbling of the mighty in the context of the struggles of oppressed peoples for liberation and salvation</li> </ul> </li> </ul> <b>Outcomes</b> <b>R9.2.2.</b> Compare their own and others' responses to questions of belief in the importance of social	<b>R9.2.2.</b> – Activity 5	<ul style="list-style-type: none"> <li>Year 9 2.10 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 2 Activities answers guidance</li> </ul>	Click <a href="#">here</a> or search YouTube for 'Hail Mary, Prophetic Woman' by Breaking In The Habit to watch a video on Mary's assertiveness in the Magnificat. Click <a href="#">here</a> or search YouTube for 'Dietrich Bonhoeffer – What is Grace?' by The Incredible Journey to watch a video giving an overview of Bonhoeffer's life and views.

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes and mapped to GCSE Eduqas route B	Adaptive Teaching Homework	Further reading and resources
		justice, leading to reasonable explanations of their own and others' views, in the light of the word of the Magnificat.			
<b>2.11</b>	<b>Artistic Expression Option: How do devotional images show Catholic beliefs about Mary?</b>	<p><b>Live</b></p> <p>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...</p> <ul style="list-style-type: none"> <li>Artistic expression, for example: <ul style="list-style-type: none"> <li>Famous Marian devotional images/statues, for example, Our Lady of Guadalupe... Our Lady of Walsingham.</li> </ul> </li> </ul> <p><b>Outcomes</b></p> <p><b>D9.2.3.</b> Compare and contrast representations of a Marian art subject... from different cultures, and offer an interpretation of similarities and differences in the representations.</p> <p><b>R9.2.3.</b> Consider a particular Marian artwork which appeals to them and reflect on what meaning it conveys to them.</p>	<p><b>D9.2.3.</b> – Activity 4</p> <p><b>R9.2.3.</b> – Activity 5</p>	<ul style="list-style-type: none"> <li>Year 9 2.11 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 2 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'The Story of Our Lady of Guadalupe' by St. Paul Center to watch a video giving the background to <i>Our Lady of Guadalupe</i>.</p> <p>Click <a href="#">here</a> or search YouTube for 'Our Lady of Guadalupe   Catholic Central' by Catholic Central to watch a video on <i>Our Lady of Guadalupe</i>.</p> <p>Click <a href="#">here</a> or search for the Walsingham.org website to visit the official website of <i>Our Lady of Walsingham</i>.</p> <p>Click <a href="#">here</a> or search YouTube for 'The Mystery of Walsingham - Part 1: Our Lady's Holy House Foundation' by EWTN Great Britain to watch a 30-minute video about <i>Our Lady of Walsingham</i>.</p>

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes and mapped to GCSE Eduqas route B	Adaptive Teaching Homework	Further reading and resources
2.12	<b>Lived Religion Option: How is Josephine Bakhita a woman of the Magnificat?</b>	<p><b>Live</b></p> <p>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...</p> <ul style="list-style-type: none"> <li>Lived religion elements, for example: <ul style="list-style-type: none"> <li>'Women of the Magnificat', for example... St Josephine Bakhita...</li> </ul> </li> </ul> <p><b>Outcomes</b></p> <p><b>D9.2.4.</b> Investigate the life and work of a woman who could be described as one of the 'women of the Magnificat' and assess the extent to which their life and work reflected the Magnificat and the recurring themes in the lives of the holy women of the Old Testament.</p>	<b>D9.2.4.</b> – Activity 5	<ul style="list-style-type: none"> <li>Year 9 2.12 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 2 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'St. Josephine Bakhita HD' by Catholic Online to watch a video about St Josephine Bakhita's life.</p> <p>Click <a href="#">here</a> or search the CAFOD website for 'St Josephine Bakhita prayer card' to read about St Josephine Bakhita and CAFOD's work in South Sudan.</p> <p>For teachers, click <a href="#">here</a> or search the Vatican website for 'Josephine Bakhita' to read about St Josephine Bakhita's life.</p>
<b>Assessment</b>	<b>Chapter 2: Prophecy and Promise</b>			<ul style="list-style-type: none"> <li>Year 9 Chapter 2 Assessment answer booklet</li> <li>Year 9 Chapter 2 Assessment answer guidance and mark scheme</li> </ul>	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes and mapped to GCSE Eduqas route B	Adaptive Teaching Homework	Further reading and resources
				<ul style="list-style-type: none"> <li>Year 9 Chapter 2 Knowledge quiz</li> </ul>	
	<b>Key vocabulary</b>	All Key Vocabulary terms from the RED	Key vocabulary	<ul style="list-style-type: none"> <li>Year 9 Chapter 2 Key vocabulary quiz</li> <li>Year 9 Chapter 2 Key vocabulary matching activity worksheet</li> </ul>	
	<b>Knowledge check</b>			<ul style="list-style-type: none"> <li>Year 9 Chapter 2 Assessment Answer booklet</li> <li>Year 9 Chapter 2 Assessment answer guidance and mark scheme</li> </ul>	
	<b>Extended writing activity</b>			<ul style="list-style-type: none"> <li>Year 9 Chapter 2 Assessment Answer booklet</li> <li>Year 9 Chapter 2 Assessment answer guidance and mark scheme</li> </ul>	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes and mapped to GCSE Eduqas route B	Adaptive Teaching Homework	Further reading and resources
<b>CHAPTER 3: FROM GALILEE TO JERUSALEM</b>					
<b>Chapter 3</b>				<ul style="list-style-type: none"> <li>Year 9 Chapter 3 Knowledge organiser</li> </ul>	
<b>3.1</b>	<b>What does the Gospel of Mark teach about discipleship?</b>	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>The call of the first disciples and the sending out of the Twelve (Mk 1:14–20; 2:13–17; 6:7–13).</li> <li>What scholarship suggests is the historical context and intended audience of Mark's Gospel and the significance of this for the evangelist's theological emphases, particularly with respect to the nature of discipleship.</li> </ul> <p><b>Believe</b></p> <ul style="list-style-type: none"> <li>Jesus calls all people to follow him as his disciples (see CCC 542)...</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.3.1.</b> Describe what scholars suggest is the historical context and intended audience of Mark's Gospel and the</p>	<b>U9.3.1.</b> – Activities 2, 4	<ul style="list-style-type: none"> <li>Year 9 3.1 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 3 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'Gospel of Mark Summary: A Complete Animated Overview' by BibleProject to watch a video giving an animated overview of the Gospel of Mark.</p> <p>Click <a href="#">here</a> or search YouTube for 'The 12 Apostles   Catholic Central' by Catholic Central to watch a video introducing the twelve apostles.</p> <p>For teachers, click <a href="#">here</a> or search YouTube for 'The Mission of the 12 Apostles' by Catholic Productions to watch a video of Dr. Brant Pitre discussing Jesus' relationship with the twelve apostles.</p> <p>For teachers, read the book <i>Mark as Story</i> by David Rhoads, Joanna Dewey and Donald</p>



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		significance of this for the evangelist's reflection on the nature of discipleship.			Michie for an accessible analysis of Mark's Gospel.
<b>3.2</b>	<b>What does the story of the Rich Young Man teach?</b>	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>The story of the rich man (Mk 10:17–31)</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.3.2.</b> Describe the literal sense of key passages from the Gospel of Mark that show the nature of discipleship...</p>	<b>U9.3.2.</b> – Activity 3	<ul style="list-style-type: none"> <li>Year 9 3.2 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 3 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'To Have Jesus, Let Go of Everything Else' by Ascension Presents to watch a video of Fr. Mark-Mary discussing the story of the Rich Young Man and detachment.</p> <p>For teachers, click <a href="#">here</a> or search YouTube for 'The Rich Young Man &amp; the Divinity of Jesus (The Mass Readings Explained Intro)' by Catholic Productions to watch a video of Dr. Brant Pitre discussing the story of the Rich Young Man.</p>
<b>3.3</b>	<b>What are the costs and rewards of discipleship?</b>	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>The cost and rewards of discipleship (Mk 8:27–38; 10:28–31).</li> </ul> <p><b>Believe</b></p> <ul style="list-style-type: none"> <li>Discipleship has costs as well as rewards.</li> </ul> <p><b>Outcomes</b></p>	<p><b>U9.3.2.</b> – Activities 1, 2, 3, 5</p> <p><b>D9.3.3.</b> – Activity 6</p>	<ul style="list-style-type: none"> <li>Year 9 3.3 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 3 Activities answers guidance</li> </ul>	For teachers, click <a href="#">here</a> or search YouTube for 'How to be a Good Disciple of Christ' by Ascension Presents to watch a video of Fr. Mike Schmitz discussing discipleship.

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		<p><b>U9.3.2.</b> Describe the literal sense of key passages from the Gospel of Mark that show the nature of discipleship, focusing especially on the apparent failure of the disciples, making links with what scholarship suggests was the evangelist's historical context and audience.</p> <p><b>D9.3.3.</b> Consider the claim that it is much easier to be a disciple today than it was at the time of Jesus. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments.</p>			
3.4	How did the disciples sometimes fail?	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>The failures of the disciples in Mark's Gospel (Mk 4:35–41; 8:1–21; 14:27–31, 66–72)</li> <li>How scholars explain the apparent failure of the disciples in Mark's Gospel, particularly St Peter, with reference to</li> </ul>	<b>U9.3.2.</b> – Activities 1, 4	<ul style="list-style-type: none"> <li>Year 9 3.4 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 3 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'Jesus Calms the Storm (Meaning &amp; Reflection)' by The Religion Teacher to watch a video explaining one meaning of this parable.</p> <p>Click <a href="#">here</a> or search YouTube for 'Where Did The Papacy Come</p>

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		<p>the historical context of the evangelist and his audience.</p> <p><b>Outcomes</b></p> <p><b>U9.3.2.</b> Describe the literal sense of key passages from the Gospel of Mark that show the nature of discipleship, focusing especially on the apparent failure of the disciples, making links with what scholarship suggests was the evangelist's historical context and audience.</p>			From?' by Breaking In The Habit to watch a video about early Church leadership.
<b>3.5</b>	<b>How were women important in Jesus' ministry?</b>	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>Women in the ministry of Jesus in Mark's Gospel (Mk 7:25–30; Mk 14:3–9).</li> </ul>		<ul style="list-style-type: none"> <li>Year 9 3.5 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 3 Activities answers guidance</li> </ul>	Click <a href="#">here</a> or search YouTube for '61. Jesus and the Syrophoenician Woman - Mark 7:24-30' by The Incredible Journey to watch a video retelling and explaining the story of the Syrophoenician Woman's Faith.
<b>3.6</b>	<b>How did Jesus' female followers demonstrate discipleship?</b>	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>Women in the ministry of Jesus in Mark's Gospel (Mk 15:40–47, 16:1–11).</li> <li>The significance of the fidelity of the women disciples of Jesus, in contrast to the failure</li> </ul>	<b>R9.3.2.</b> – Activity 6	<ul style="list-style-type: none"> <li>Year 9 3.6 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 3 Activities answers guidance</li> </ul>	

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		<p>of the disciples, in Mark's Gospel.</p> <p><b>Outcomes</b></p> <p><b>R9.3.2.</b> Consider ways in which they could be better disciples of Christ in the world today.</p>			
<b>3.7</b>	<b>What is a vocation?</b>	<p><b>Believe</b></p> <ul style="list-style-type: none"> <li>The lay faithful exercise their baptismal priesthood through their participation in Christ's mission, each according to their own vocation, to offer 'some definite service' (St John Henry Newman) in the Church.</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.3.3.</b> Describe what is meant by 'vocation', with reference to the prayer of St John Henry Newman and make links with what the Gospels teach about the nature of discipleship.</p> <p><b>R9.3.1.</b> Consider what their own vocation might be.</p>	<p><b>U9.3.3.</b> – Activities 3, 4, 5</p> <p><b>R9.3.1.</b> – Activity 7</p>	<ul style="list-style-type: none"> <li>Year 9 3.7 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 3 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'A Day in the Life of a Catholic Priest' by Catholic Diocese of Arlington to watch a video giving an overview of priesthood.</p> <p>For teachers, click <a href="#">here</a> or search YouTube for 'What's My Vocation?' by Ascension Presents to watch a video of Fr. Mike Schmitz discussing the idea of vocation.</p>
<b>3.8</b>	<b>What is meant by religious life?</b>	<p><b>Believe</b></p>	<p><b>U9.3.4.</b> – Activities 5, 6</p> <p><b>R9.3.3.</b> – Activity 8</p>	<ul style="list-style-type: none"> <li>Year 9 3.8 Activity worksheet (Foundation)</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'The Catholic Evangelical Counsels' by The</p>

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		<ul style="list-style-type: none"> <li>The nature of religious life, including the evangelical counsels.</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.3.4.</b> Explain the importance of the evangelical counsels for the vocation to religious life, making links with the story of the rich young man in Mark's Gospel.</p> <p><b>R9.3.3.</b> Compare their own and others' responses to the demand for poverty, chastity and obedience for those entering religious life, leading to reasonable explanations of their own and others' views.</p>		<ul style="list-style-type: none"> <li>Year 9 Chapter 3 Activities answers guidance</li> </ul>	<p>Religion Teacher to watch a video giving an overview of the evangelical counsels.</p> <p>Click <a href="#">here</a> or search YouTube for 'What is Consecrated Life?' by Breaking In The Habit to watch a video about different types of religious life.</p> <p>Click <a href="#">here</a> or search YouTube for 'Day in the Life of a Sister' by OrangeDiocese to watch a video showing the lives of Norbertine sisters (Catholic nuns in California).</p> <p>Click <a href="#">here</a> or search for the website of Carmelite Nuns of Great Britain to explore the website of a Catholic order in the UK.</p>
3.9	<b>What is the Sacrament of Holy Orders?</b>	<p><b>Celebrate</b></p> <ul style="list-style-type: none"> <li>The rite, origins and meaning of the Sacrament of Holy Orders, including the three degrees of ordination.</li> </ul> <p><b>Outcomes</b></p>	<b>U9.3.5.</b> – Activities 1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> <li>Year 9 3.9 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 3 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'Sacraments 101: Holy Orders (what ordination means)' by Busted Halo to watch a video explaining Holy Orders.</p> <p>Click <a href="#">here</a> or search YouTube for 'Sacrament</p>

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		<b>U9.3.5.</b> Describe the rite, origins and meaning of the Sacrament of Holy Orders, including the distinction between the three degrees of ordination, explaining why this sacrament, along with matrimony, is described as a sacrament at the service of communion.			of Holy Orders' by Catholic Faith Education to watch a video explaining Holy Orders.  Click <a href="#">here</a> or search YouTube for 'The Sacrament of Orders' by Breaking In The Habit to watch a video explaining Holy Orders.
<b>3.10</b>	<b>Ethical Option: Why are only men ordained as Catholic priests?</b>	<p><b>Live</b></p> <p>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...</p> <ul style="list-style-type: none"> <li>Ethical and philosophical options, for example: <ul style="list-style-type: none"> <li>Issues surrounding the ministry of women in the Church and the arguments for and against the ordination of women.</li> </ul> </li> </ul> <p><b>Outcomes</b></p> <p><b>D9.3.1.</b> Consider the claim that women should be ordained to the priesthood. Present arguments for and against the claim, including a Catholic response,</p>	<b>D9.3.1.</b> – Activity 4	<ul style="list-style-type: none"> <li>Year 9 3.10 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 3 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'Why Can't Women be Ordained in the Catholic Church?' by Breaking In The Habit to watch a video explaining the Church's position on ordination.</p> <p>Click <a href="#">here</a> or search YouTube for 'The women fighting to be priests - BBC World Service Documentaries   100 Women' by BBC World Service to watch a documentary on Catholic women who are choosing to be unofficially ordained as priests.</p> <p>For teachers, click <a href="#">here</a> or search YouTube for '#askfrmmike: Confirmation Sponsors</p>

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		weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments.			<p>&amp; Female Priests' by Ascension Presents to watch a video of Fr. Mike Schmitz discussing (from 3:05) ordination of women.</p> <p>For teachers, click <a href="#">here</a> or search the Vatican website for the short apostolic letter <i>Ordinatio Sacerdotalis</i> to read Pope John Paul II's views on why ordination is reserved for men.</p>
<b>3.11</b>	<b>Artistic Expression Option: How is the calling of the twelve depicted in art?</b>	<p><b>Live</b></p> <p>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...</p> <ul style="list-style-type: none"> <li>Artistic expression of discipleship and vocation, for example: <ul style="list-style-type: none"> <li>He Qi, <i>Jesus Calls His Disciples</i></li> <li>Caravaggio, <i>The Calling of St Matthew</i></li> </ul> </li> </ul> <p><b>Outcomes</b></p> <p><b>D9.3.4.</b> Offer an interpretation of a relevant work of art, making links with Catholic sources,</p>	<b>D9.3.4.</b> – Activities 6, 7	<ul style="list-style-type: none"> <li>Year 9 3.11 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 3 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'A moment of spiritual awakening: Caravaggio's Calling of Saint Matthew' by Smarthistory to watch a video analysing <i>The Calling of St Matthew</i> by Caravaggio.</p>

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		beliefs and practices related to the discipleship and vocation. 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 discipleship and vocation.			
<b>3.12</b>	<b>Lived Religion Option: What is the role of lay people in the Catholic Church?</b>	<p><b>Live</b></p> <p>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...</p> <ul style="list-style-type: none"> <li>Lived religion elements, for example: <ul style="list-style-type: none"> <li>Lay people and the Mission of the Church, lay apostolates and associations (CCC 863-64, 905-06), for example, the Legion of Mary, International Young Catholic Students... Teams of Our Lady</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Year 9 3.12 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 3 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search for the IYCS website to explore the work of the IYCS.</p> <p>Click <a href="#">here</a> or search YouTube for 'Invisible reform: role of lay people' by ROME REPORTS in English to watch a news story about the importance of lay people in Catholicism.</p>
<b>Assessment</b>	<b>Chapter 3: Galilee to Jerusalem</b>			<ul style="list-style-type: none"> <li>Year 9 Chapter 3 Assessment answer booklet</li> </ul>	



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				<ul style="list-style-type: none"> <li>Year 9 Chapter 3 Assessment answer guidance and mark scheme</li> <li>Year 9 Chapter 3 Knowledge quiz</li> </ul>	
	<b>Key vocabulary</b>	All Key Vocabulary terms from the RECD	Key vocabulary	<ul style="list-style-type: none"> <li>Year 9 Chapter 3 Key vocabulary quiz</li> <li>Year 9 Chapter 3 Key vocabulary matching activity worksheet</li> </ul>	
	<b>Knowledge check</b>			<ul style="list-style-type: none"> <li>Year 9 Chapter 3 Assessment Answer booklet</li> <li>Year 9 Chapter 3 Assessment answer guidance and mark scheme</li> </ul>	
	<b>Extended writing activity</b>			<ul style="list-style-type: none"> <li>Year 9 Chapter 3 Assessment Answer booklet</li> <li>Year 9 Chapter 3 Assessment answer guidance and mark scheme</li> </ul>	

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<b>CHAPTER 4: FROM DESERT TO GARDEN</b>					
<b>Chapter 4</b>				<ul style="list-style-type: none"> <li>Year 9 Chapter 4 Knowledge organiser</li> </ul>	
<b>4.1</b>	<b>What was the Temple in Jerusalem?</b>	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>God constituted Israel as God's people through the Sinai covenant, sealed by blood (Ex 24:8).</li> <li>The Temple was the place of sacrifice in Judaism.</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.4.1.</b> Describe some of the key features of Herod's Temple at the time of Jesus, recognising its role as a place of sacrifice, making links with the sealing of covenants by blood (Ex 24:8).</p>	<b>U9.4.1.</b> – Activities 2, 3	<ul style="list-style-type: none"> <li>Year 9 4.1 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 4 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'We Studied the Temple in the Bible (Here's What We Found)' by BibleProject to watch a video exploring how the Temple is God's dwelling place.</p> <p>Click <a href="#">here</a> or search YouTube for 'Solomon's Temple Explained' by Messages of Christ to watch a video explaining the history of the Temple.</p> <p>Click <a href="#">here</a> or search for 'Take a Peek Inside an Ancient Temple!' on the Met website to learn about Solomon's Temple and explore a model of it.</p>
<b>4.2</b>	<b>What was Herod's Temple?</b>	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>A plan of Herod's Temple and some of its features:</li> </ul>	<b>U9.4.1.</b> – Activities 2, 3	<ul style="list-style-type: none"> <li>Year 9 4.2 Activity worksheet (Foundation)</li> </ul>	Click <a href="#">here</a> or search for 'The Temple Mount in the Herodian Period (37 BC–70 A.D.)' on the Biblical Archaeology Society website to read

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes and mapped to GCSE Eduqas route B	Adaptive Teaching Homework	Further reading and resources
		<ul style="list-style-type: none"> <li>– Courts, sanctuary and the most holy place (Holy of Holies)</li> <li>– The Mercy Seat as the place of God's presence (see CCC 433)</li> <li>– The veil separating the Holy of Holies from the rest of the Temple.</li> </ul> <p><b>Outcomes</b>  <b>U9.4.1.</b> Describe some of the key features of Herod's Temple at the time of Jesus...</p>		<ul style="list-style-type: none"> <li>• Year 9 Chapter 4 Activities answers guidance</li> </ul>	<p>about the architecture of the Second Temple.</p> <p>For teachers, click <a href="#">here</a> or search for 'The Temple of Herod' on the Brigham Young University's website to read about the Second Temple and its history.</p>
<b>4.3</b>	<b>Why is the Day of Atonement relevant for Christians?</b>	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>• The role of High Priest and the main features of the Day of Atonement rite in ancient Judaism.</li> <li>• Hebrews 9: The earthly and the heavenly sanctuaries.</li> </ul> <p><b>Outcomes</b>  <b>U9.4.2.</b> Describe the role of High Priest and the main features of the Day of Atonement rite in ancient Judaism, making links with how the author of Hebrews represents Christ's sacrifice as superseding the</p>	<b>U9.4.2.</b> – Activities 1, 3, 4, 5	<ul style="list-style-type: none"> <li>• Year 9 4.3 Activity worksheet (Foundation)</li> <li>• Year 9 Chapter 4 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search the Chabad.org website for 'What is Yom Kippur?' to read an overview of Yom Kippur.</p> <p>For teachers, click <a href="#">here</a> or search the StudyLight website for 'Bible commentaries: Hebrews 9' to read a commentary discussing Hebrews 9, including the Tabernacle and Day of Atonement.</p>

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		Atonement rite in the Temple (Heb 9).			
4.4	Why was Jesus' sacrifice necessary?	<p><b>Believe</b></p> <ul style="list-style-type: none"> <li>The Mystery of Redemption was needful because of the Fall (CCC 389, 407) and completely accomplished by Christ's life, death, and resurrection (CCC 517, 571).</li> <li>Believers are all one in Christ: Christ's sacrifice overcomes sin-related divisions, for example, between God and humankind (Mt 27:51), between slave and free person, Jew and Greek, male and female (Gal 3:28).</li> <li>Through Christ's sacrifice believers can be forgiven their sins, saved from death, and saved for eternal life.</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.4.5.</b> Make relevant links between the Church's teaching that believers are all one in Christ, and that his sacrifice overcomes sin-</p>	<b>U9.4.5.</b> – Activities 4a, b, c	<ul style="list-style-type: none"> <li>Year 9 4.4 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 4 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'Salvation and Redemption   Catholic Central' by Catholic Central to watch a video introducing redemption and salvation.</p> <p>Click <a href="#">here</a> or search YouTube for 'What is the Difference Between Redemption and Salvation?' by Catholic Answers to watch a video discussing the difference between redemption and salvation.</p> <p>Click <a href="#">here</a> or search YouTube for 'GCSE RE Catholic Christianity - Introduction to Redemption   By MrMcMillanREvis' by MrMcMillanREvis to watch a video explaining redemption (for GCSE students).</p>

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		related divisions, and Mt 27:51 and Gal 3:28.			
4.5	What is redemption?	<p><b>Believe</b></p> <ul style="list-style-type: none"> <li>There are different ways to express the Mystery of Redemption, for example, grace (unmerited free gift of God), redemption (buying back), atonement (making one), salvation (saving from and for), reparation (making right a wrong), sanctification (making holy).</li> </ul> <p><b>Outcomes</b></p> <p><b>D9.4.4.</b> Investigate different ways in which the Mystery of Redemption is expressed, (for example, as grace, redemption, atonement, salvation, reparation, sanctification) and assess the extent to which is a faithful expression of the Church's teaching about forgiveness and reconciliation.</p>	<b>D9.4.4.</b> – Activity 2	<ul style="list-style-type: none"> <li>Year 9 4.5 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 4 Activities answers guidance</li> </ul>	
4.6	What is the New Covenant?	<p><b>Believe</b></p> <ul style="list-style-type: none"> <li>The Old Covenant is superseded by a New</li> </ul>	<b>U9.4.3.</b> – Activities 2, 3, 4, 5, 6	<ul style="list-style-type: none"> <li>Year 9 4.6 Activity worksheet (Foundation)</li> </ul>	Click <a href="#">here</a> or search YouTube for 'Biblical Covenants of God' by

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes and mapped to GCSE Eduqas route B	Adaptive Teaching Homework	Further reading and resources
		<p>and Everlasting Covenant, sealed by the blood of Jesus, the Lamb of God, who is the perfect sacrifice.</p> <p><b>Celebrate</b></p> <ul style="list-style-type: none"> <li>The significance of the Agnus Dei and Ecce Agnus Dei in the Mass with reference to Jn 1:29 and Rev 5:6–10.</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.4.3.</b> Explain why the Church teaches that the Old Covenant is superseded by a New and Everlasting Covenant in the blood of Christ, making links to the Agnus Dei and Ecce Agnus Dei prayer during Mass.</p>		<ul style="list-style-type: none"> <li>Year 9 Chapter 4 Activities answers guidance</li> </ul>	<p>Rhett Creative to watch a video giving an overview of the New Covenant (from 6:40).</p> <p>Click <a href="#">here</a> or search YouTube for 'The Covenants - Bible Project' by Thomas Cherian to watch a video giving an explanation of the covenants.</p>
<b>4.7</b>	<b>How is Jesus both High Priest and Temple?</b>	<p><b>Believe</b></p> <ul style="list-style-type: none"> <li>The New Covenant ushers in a new priesthood with Christ as High Priest, and a new way of worship 'in spirit and truth' (Jn 4:24; Mt 27:51).</li> <li>Christ's body is the true temple, 'the place where his glory dwells' (see Jn 2:13–25, CCC 432, 1197).</li> </ul> <p><b>Outcomes</b></p>	<b>U9.4.4.</b> – Activities 1, 2, 3, 4, 5, 6	<ul style="list-style-type: none"> <li>Year 9 4.7 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 4 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search for 'Jesus Is Our Great High Priest — What Does That Mean?' on the National Catholic Register website to read a homily about Jesus as the High Priest.</p>

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		<b>U9.4.4.</b> Describe what the Church means when it teaches that the New Covenant ushers in a new priesthood with Christ as High Priest, and a new way of worship 'in spirit and truth', making links with the belief that Christ's body is the true temple (see Jn 2:13–25).			
<b>4.8</b>	<b>Ethical Option: Can all sins be forgiven?</b>	<p><b>Live</b> 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...</p> <ul style="list-style-type: none"> <li>Ethical and philosophical options, for example: <ul style="list-style-type: none"> <li>The challenge of forgiveness in the face of horrendous evil.</li> </ul> </li> </ul> <p><b>Outcomes</b> <b>D9.4.1.</b> Consider the claim that some deeds are too awful to be forgiven. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an</p>	<p><b>D9.4.1.</b> – Activity 6 <b>R9.4.1.</b> – Activity 7</p>	<ul style="list-style-type: none"> <li>Year 9 4.8 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 4 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'How can the Catholic Church forgive sins?' by Real+True to watch a video about the Church's position on forgiveness.</p> <p>Click <a href="#">here</a> or search YouTube for 'Time to Forgive and Forget?' by Breaking In The Habit to watch a video discussing what forgiveness means.</p> <p>For teachers, click <a href="#">here</a> or search the Catholic Answers website for 'The Forgiveness of Sins' to read an article about forgiveness for Catholics.</p>

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		effective evaluation of the arguments. <b>R9.4.1.</b> Consider their own response to the belief that all sin can be forgiven.			
<b>4.9</b>	<b>Artistic Expression Option: How does art depict reconciliation?</b>	<p><b>Live</b> 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...</p> <ul style="list-style-type: none"> <li>Artistic responses to the mystery of suffering, for example: <ul style="list-style-type: none"> <li>Of reconciliation, e.g., <ul style="list-style-type: none"> <li>Reconciliation, by Josefina de Vasconcellos, in St Michael's Cathedral, Coventry</li> </ul> </li> </ul> </li> </ul> <p><b>Outcomes</b> <b>D9.4.5.</b> Offer an interpretation of a relevant work of art, making links with Catholic sources, beliefs and practices about forgiveness and reconciliation. Compare and contrast it with another relevant artwork. Discuss what the makers could have intended to communicate and how</p>	<p><b>D9.4.5.</b> – Activities 5, 6 <b>R9.4.2.</b> – Activity 7</p>	<ul style="list-style-type: none"> <li>Year 9 4.9 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 4 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search the Coventry City of Peace and Reconciliation website for 'Reconciliation sculpture' to read about <i>Reconciliation</i> and Josefina de Vasconcellos.</p> <p>Click <a href="#">here</a> or search YouTube for 'The Prodigal Son: Luke 9-19' by BibleProject to watch a video explaining the context of the parable of The Prodigal Son.</p>



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		effectively each conveys Catholic beliefs about reconciliation and forgiveness. <b>R9.4.2.</b> Create their own symbol of reconciliation.			
<b>4.10</b>	<b>Lived Religion Option: Who are Pax Christi?</b>	<p><b>Live</b> 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...</p> <ul style="list-style-type: none"> <li>Lived religion elements, for example: <ul style="list-style-type: none"> <li>The work of Pax Christi</li> </ul> </li> </ul> <p><b>Outcomes</b> <b>D9.4.3.</b> Investigate the work of a Catholic organisation that works for justice and peace and assess the extent to which it is a faithful expression of Catholic teachings about forgiveness, reconciliation and redemption. <b>R9.4.3.</b> Explore the work of organisations dedicated to peace, justice and reconciliation and consider in what ways they could support this work.</p>	<p><b>D9.4.3.</b> – Activity 5 <b>R9.4.3.</b> – Activity 6</p>	<ul style="list-style-type: none"> <li>Year 9 4.10 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 4 Activities answers guidance</li> </ul>	Click <a href="#">here</a> or search YouTube for 'Let's Build Peace Together - Celebrating 75 years of Pax Christi International' by Pax Christi International to watch a video by Pax Christi celebrating its history and achievements.

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Assessment	Chapter 4: Desert to Garden			<ul style="list-style-type: none"> <li>Year 9 Chapter 4 Assessment answer booklet</li> <li>Year 9 Chapter 4 Assessment answer guidance and mark scheme</li> <li>Year 9 Chapter 4 Knowledge quiz</li> </ul>	
	Key vocabulary	All Key Vocabulary terms from the RECD	Key vocabulary	<ul style="list-style-type: none"> <li>Year 9 Chapter 4 Key vocabulary quiz</li> <li>Year 9 Chapter 4 Key vocabulary matching activity worksheet</li> </ul>	
	Knowledge check			<ul style="list-style-type: none"> <li>Year 9 Chapter 4 Assessment Answer booklet</li> <li>Year 9 Chapter 4 Assessment answer guidance and mark scheme</li> </ul>	
	Extended writing activity			<ul style="list-style-type: none"> <li>Year 9 Chapter 4 Assessment Answer booklet</li> <li>Year 9 Chapter 4 Assessment answer guidance and mark scheme</li> </ul>	

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<b>CHAPTER 5: TO THE ENDS OF THE EARTH</b>					
<b>Chapter 5</b>				<ul style="list-style-type: none"> <li>Year 9 Chapter 5 Knowledge organiser</li> </ul>	
<b>5.1</b>	<b>What does the Bible teach about the early Church?</b>	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>1 Corinthians 12:27–31.</li> <li>Some characteristics of the Church in First Century Corinth.</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.5.1.</b> Show an understanding of 1 Cor 12:27–31, recognising what scholarship indicates were the characteristics of the Church in First Century Corinth, with reference to, for example, foundation, congregation, disputes, gifts, Paul's complaints and exhortations.</p>	<b>U9.5.1.</b> – Activities 2, 3, 4	<ul style="list-style-type: none"> <li>Year 9 5.1 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 5 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'Book of 1 Corinthians Summary: A Complete Animated Overview' by BibleProject to watch a video giving an animated overview of 1 Corinthians.</p> <p>For teachers, click <a href="#">here</a> or search YouTube for 'Divisions in the Early Church' by Catholic Productions to watch a video of Dr. Brant Pitre discussing St Paul's writings about divisions in the early Church.</p>
<b>5.2</b>	<b>How is the Church the communion of saints?</b>	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>The meaning of 'communion'.</li> </ul> <p><b>Believe</b></p> <ul style="list-style-type: none"> <li>The Church is the communion of saints (see CCC 946, 1474–7, Apostles' Creed Art. 9) and there is a universal</li> </ul>	<p><b>U9.5.2.</b> – Activities 1, 2, 3</p> <p><b>R9.5.1.</b> – Activity 7</p>	<ul style="list-style-type: none"> <li>Year 9 5.2 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 5 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'What is the 'communion of saints'?' by Real+True to watch a video explaining the communion of saints.</p> <p>For teachers, click <a href="#">here</a> or search YouTube for 'Day 130: The Communion of Saints —</p>

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		<p>call to be holy, to be a saint (see CCC 2013).</p> <ul style="list-style-type: none"> <li>There are three states of the Church (see CCC 954): the Church on earth; the Church in heaven; the Church being purified.</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.5.2.</b> Explain what is meant by the Catholic teaching that the Church is the communion of saints, describing the three states of the Church, making links with Paul's first letter to the Church in Corinth.</p> <p><b>R9.5.1.</b> Consider the Catholic belief that all are called to be saints and reflect on what that might mean in their lives.</p>			<p>The Catechism in a Year (with Fr. Mike Schmitz)' by The Catechism in a Year to listen to Fr. Mike Schmitz discussing the communion of saints.</p> <p>For teachers, listen to the episode 'The Communion of Saints' on the Road to Emmaus podcast to learn more about the communion of saints.</p>
5.3	<b>What do Catholics believe about the Church on earth?</b>	<p><b><u>The Church on Earth</u></b></p> <ul style="list-style-type: none"> <li>The visible Church is the 'universal Sacrament of Salvation' (see CCC 775–6).</li> </ul> <p><b>Celebrate</b></p> <ul style="list-style-type: none"> <li>One fruit of Holy Communion is the closer unity with Christ and his Body, the Church (CCC 1396).</li> </ul>	<b>U9.5.3.</b> – Activity 6	<ul style="list-style-type: none"> <li>Year 9 5.3 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 5 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'The 5 Models of the Church' by Breaking In The Habit to watch a video exploring the structure of the Church.</p> <p>For teachers, listen to the episode 'Why Believe in the Catholic Church?' on the Road to Emmaus podcast to</p>

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		<b>Outcomes</b> <b>U9.5.3.</b> Describe the structure of the 'Church on Earth', explaining why the Church teaches that the visible Church is 'the universal Sacrament of Salvation'.			learn more about the significance of the Church.
5.4	Is the Church on earth holy?	<b>The Church on Earth</b> <ul style="list-style-type: none"> <li>The Church is 'at the same time holy and always in need of being purified' (LG 8).</li> </ul> <b>Outcomes</b> <b>D9.5.1.</b> Consider the claim that the belief that the Church is 'holy' contradicts the teaching that the same Church is 'always in need of being purified'. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments, with reference to 1 Corinthians 12:27–31. Arrive at a judgement supported by an effective evaluation of the arguments.	D9.5.1. – Activity 5	<ul style="list-style-type: none"> <li>Year 9 5.4 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 5 Activities answers guidance</li> </ul>	Click <a href="#">here</a> or search YouTube for 'The Church is Holy' by OPWest to watch a video explaining how the Church is holy. Click <a href="#">here</a> or search YouTube for 'One, Holy, Catholic, and Apostolic' by Real+True to watch a video explaining the four marks of the Church.

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5.5	Who leads the Church on earth?	<p><b><u>The Church on Earth</u></b></p> <ul style="list-style-type: none"> <li>Christ willed his Church to be 'governed by the successor of Peter and by the bishops in communion with him' (LG 8).</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.5.3.</b> Describe the structure of the 'Church on Earth'...</p> <p><b>D9.5.3.</b> Consider the claim that Christ, rather than bishops, priests, and deacons, is the only spiritual authority a Christian can accept. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments.</p>	<p><b>U9.5.3.</b> – Activities 3, 4a, 4b</p> <p><b>D9.5.3.</b> – Activity 5</p>	<ul style="list-style-type: none"> <li>Year 9 5.5 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 5 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for '3MC - Episode 55 - What is the structure of the Church?' by Donjojohannes - Birett Ballett – Kathmedia to watch a video explaining Church hierarchy.</p> <p>Click <a href="#">here</a> or search YouTube for 'Popes 101   Catholic Central' by Catholic Central to watch a video giving an overview of the Pope's authority.</p> <p>Click <a href="#">here</a> or search YouTube for 'Why Bishops Matter in the Catholic Church' by Breaking In The Habit to watch a video explaining the role of bishops.</p> <p>For teachers, click <a href="#">here</a> or search YouTube for 'Why Catholics Have a Pope' by Ascension Presents to watch a video of Fr. Mike Schmitz discussing the role of the Pope.</p>

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5.6	What do Catholics believe about the Church in heaven?	<p><b><u>The Church in heaven</u></b></p> <ul style="list-style-type: none"> <li>The Church in heaven is the angels and saints gathered around God (see CPG 29).</li> <li>We can ask the saints to intercede for us and for the whole world (see CCC 2683).</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.5.4.</b> Explain what is meant by 'the Church in heaven', making links with the Church teaching about the intercession of the saints.</p> <p><b>D9.5.2.</b> Consider the claim that the Church is an invisible, spiritual bond between Christians, in which visible structures are irrelevant. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments.</p>	<p><b>U9.5.4.</b> – Activities 2, 6</p> <p><b>D9.5.2.</b> – Activity 7</p>	<ul style="list-style-type: none"> <li>Year 9 5.6 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 5 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'Angels   Catholic Central' by Catholic Central to watch a video giving an overview of Catholic beliefs about angels.</p> <p>Click <a href="#">here</a> or search YouTube for 'How Does Someone Become A Saint?' by Breaking In The Habit to watch a video about how saints are canonised.</p> <p>Click <a href="#">here</a> or search CAFOD's website for 'saint prayer cards' to access a collection of PDFs about different saints and how they link to CAFOD's work.</p> <p>For teachers, click <a href="#">here</a> or search YouTube for 'The Intercession of the Saints' by Catholic Productions to watch a video of Dr. Brant Pitre discussing Hebrews 12 and the intercession of the saints.</p>
5.7	What do Catholics believe about the	<b><u>The Church being purified</u></b>	<b>U9.5.5.</b> – Activities 1, 2, 4, 5	<ul style="list-style-type: none"> <li>Year 9 5.7 Activity worksheet (Foundation)</li> </ul>	Click <a href="#">here</a> or search YouTube for 'Did Catholics Make Up Purgatory?' by Breaking

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	<b>Church being purified?</b>	<ul style="list-style-type: none"> <li>That there is a spiritual state of purification after death – purgatory (see CCC 1030–31).</li> <li>That believers' prayers can assist the faithful departed (see CCC 1032).</li> </ul> <p><b>Outcomes</b>  <b>U9.5.5.</b> Explain what is meant by 'the Church being purified', describing Catholic teaching about purgatory and prayers for the dead.</p>		<ul style="list-style-type: none"> <li>Year 9 Chapter 5 Activities answers guidance</li> </ul>	<p>In The Habit to watch a video explaining Catholic beliefs about purgatory.</p> <p>Click <a href="#">here</a> or search YouTube for 'Purgatory   Catholic Central' by Catholic Central to watch a video explaining Catholic beliefs about purgatory.</p> <p>For teachers, click <a href="#">here</a> or search YouTube for 'Purgatory in the Bible' by Catholic Productions to watch a video of Dr. Brant Pitre discussing purgatory.</p>



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5.8	How do Catholics show devotion to saints and angels in the liturgy?	<p><b><u>The Church in heaven</u></b></p> <ul style="list-style-type: none"> <li>There are some named archangels (Michael, Raphael, Gabriel) and guardian angels (see CCC 328–36).</li> </ul> <p><b>Celebrate</b></p> <ul style="list-style-type: none"> <li>How angels and saints belong in the Liturgy, for example: Eucharistic preface, the Sanctoral Cycle, Michaelmas, and Feast of the Holy Guardian Angels.</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.5.6.</b> Describe how angels and saints belong in the Liturgy... making links with the belief that Church on Earth is united with the Church in heaven.</p> <p><b>R9.5.3.</b> Consider the Catholic belief that each person has their own guardian angel through life and reflect what that might mean in their lives.</p>	<p><b>U9.5.6.</b> – Activity 3</p> <p><b>R9.5.3.</b> – Activity 7</p>	<ul style="list-style-type: none"> <li>Year 9 5.8 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 5 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'Eucharistic Prayer and Communion   Understanding the Mass' by Breaking In The Habit to watch a video giving an overview of the Eucharistic Prayer (the Sanctus is briefly discussed at 2:29).</p> <p>For teachers, click <a href="#">here</a> or search YouTube for 'Why pray to the saints? (#AskBishopBarron)' by Bishop Robert Barron to watch a video of Bishop Barron explaining why Catholics pray to the saints.</p> <p>For teachers, click <a href="#">here</a> or search YouTube for 'How Guardian Angels Actually Work' by Ascension Presents to watch a video of Fr. Mike Schmitz explaining what guardian angels are.</p>
5.9	How do Catholics show devotion to saints and angels in prayer?	<p><b>Celebrate</b></p> <ul style="list-style-type: none"> <li>Examples of Catholic prayers/litanies to saints and angels.</li> </ul> <p><b>Outcomes</b></p>	<p><b>U9.5.6.</b> – Activities 3, 5</p> <p><b>D9.5.4.</b> – Activity 6</p> <p><b>R9.5.2.</b> – Activity 7</p>	<ul style="list-style-type: none"> <li>Year 9 5.9 Activity worksheet (Foundation)</li> </ul>	<p>For teachers, click <a href="#">here</a> or search the Catholic Insight website for 'The Litany of the Saints' to</p>

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes and mapped to GCSE Eduqas route B	Adaptive Teaching Homework	Further reading and resources
		<p><b>U9.5.6.</b> Describe other popular devotions connected to the saints and angels, making links with the belief that Church on Earth is united with the Church in heaven.</p> <p><b>D9.5.4.</b> Consider the claim that praying to saints is worshipping saints. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments.</p> <p><b>R9.5.2.</b> Reflect upon those saints that are of particular importance to them and the reasons for this.</p>		<ul style="list-style-type: none"> <li>Year 9 Chapter 5 Activities answers guidance</li> </ul>	read an article about the Litany of the Saints.
<b>5.10</b>	<b>Ethical Option: Should Catholics use shrines and relics in worship?</b>	<p><b>Live</b></p> <p>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...</p> <ul style="list-style-type: none"> <li>Ethical and philosophical options, for example: <ul style="list-style-type: none"> <li>Issues arising from denominational</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Year 9 5.10 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 5 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'Do Catholics Worship Idols?' by Breaking In The Habit to watch a video explaining veneration versus worship.</p> <p>Click <a href="#">here</a> or search YouTube for 'Why Do Catholics Keep Relics?   Ready Reasons   Joe</p>

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		theological and liturgical differences, concerning, for example... shrines and relics...			<p>Heschmeyer' by Catholic Answers to watch a video discussing why Catholics venerate relics.</p> <p>For teachers, click <a href="#">here</a> or search YouTube for 'Do Catholics Worship Saints?' by Ascension Presents to watch a video of Fr. Mike Schmitz discussing veneration of saints.</p> <p>For teachers, click <a href="#">here</a> or search YouTube for 'Relics: The Sanctity of the Saints' by Catholic Productions to watch a video of Dr. Brant Pitre discussing relics.</p>
<b>5.11</b>	<b>Artistic Expression Option: How are saints represented in art?</b>	<p><b>Live</b></p> <p>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...</p> <ul style="list-style-type: none"> <li>Artistic representations of angels and saints, for example: <ul style="list-style-type: none"> <li>Artistic representations of the communion of</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Year 9 5.11 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 5 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search the Christian Iconography website for 'Andrea di Bonaiuto da Firenze, <i>The Church Militant and the Church Triumphant</i>' to read a summary of what this painting shows.</p>

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		saints and the states of the Church, for example: The Church Militant and the Church Triumphant, fresco by Andrea da Firenze; Communion of Saints Baptistry fresco, Padua.			

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5.12	<b>Lived Religion Option: How do Catholics around the world show devotion to Mary?</b>	<b>Live</b> 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... <ul style="list-style-type: none"> <li>Lived religion elements, for example: <ul style="list-style-type: none"> <li>Different devotional practices connected with the saints from around the world.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Year 9 5.12 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 5 Activities answers guidance</li> </ul>	Click <a href="#">here</a> or search for the National Shrine of Our Lady of Czestochowa to explore the official website of the Czestochowa shrine.  Click <a href="#">here</a> or search for the Sanctuary of Our Lady of Lourdes to explore the official website of the Lourdes shrine.  Click <a href="#">here</a> or search YouTube for 'The Unlikely Story of St. Bernadette' by St. Paul Center to watch a video explaining the origins of the Lourdes shrine.  For teachers, click <a href="#">here</a> or search the Catholic Journal website for 'Our Lady of Czestochowa' to read an article about the Czestochowa shrine.
<b>Assessment</b>	<b>Chapter 5: To the Ends of the Earth</b>			<ul style="list-style-type: none"> <li>Year 9 Chapter 5 Assessment answer booklet</li> <li>Year 9 Chapter 5 Assessment</li> </ul>	

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				answer guidance and mark scheme <ul style="list-style-type: none"> <li>Year 9 Chapter 5 Knowledge quiz</li> </ul>	
	<b>Key vocabulary</b>	All Key Vocabulary terms from the RECD	Key vocabulary	<ul style="list-style-type: none"> <li>Year 9 Chapter 5 Key vocabulary quiz</li> <li>Year 9 Chapter 5 Key vocabulary matching activity worksheet</li> </ul>	
	<b>Knowledge check</b>			<ul style="list-style-type: none"> <li>Year 9 Chapter 5 Assessment Answer booklet</li> <li>Year 9 Chapter 5 Assessment answer guidance and mark scheme</li> </ul>	
	<b>Extended writing activity</b>			<ul style="list-style-type: none"> <li>Year 9 Chapter 5 Assessment Answer booklet</li> <li>Year 9 Chapter 5 Assessment answer guidance and mark scheme</li> </ul>	
<b>CHAPTER 6: DIALOGUE AND ENCOUNTER</b>					
<b>Chapter 6</b>				<ul style="list-style-type: none"> <li>Year 9 Chapter 6 Knowledge organiser</li> </ul>	

Lesson	Title	RED content coverage	Activities covering the RED's expected outcomes and mapped to GCSE Eduqas route B	Adaptive Teaching Homework	Further reading and resources
6.1	<b>What does <i>Meeting God in Friend and Stranger</i> teach?</b>	<p><b>Dialogue</b></p> <ul style="list-style-type: none"> <li>The teachings of the Catholic Bishops of England and Wales about intercultural dialogue expressed in 'Meeting God in Friend and Stranger' (paragraphs 108–114).</li> </ul> <p><b>Outcomes</b></p> <p><b>U9.6.1.</b> Use a range of accurate religious vocabulary to show an understanding of the teachings of the Catholic Bishops of England and Wales about intercultural dialogue expressed in 'Meeting God in Friend and Stranger', paragraphs 108–114 (outlining the dialogue of life, the dialogue of religious experience, the dialogue of action and the dialogue of theological exchange). (RVE)</p> <p><b>R9.6.2.</b> Considering how their own lives and the future of the communities to which they belong could be transformed by interreligious dialogue. Think about the opportunities for dialogue</p>	<p><b>U9.6.1.</b> – Activities 3a, 3b, 3c, 3d, 4</p> <p><b>R9.6.2.</b> – Activity 6</p>	<ul style="list-style-type: none"> <li>Year 9 6.1 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 6 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'The Pope Video - Interreligious Dialogue' by The Pope Video to watch a video of Pope Francis calling for interreligious dialogue.</p> <p>Click <a href="#">here</a> or search YouTube for 'Why Engage in Interreligious Dialogue?' by United States Conference of Catholic Bishops to watch a video explaining why Catholics should engage in interreligious dialogue.</p> <p>Click <a href="#">here</a> or search YouTube for 'Is Ecumenism a Waste of Time?' by Breaking In The Habit to watch a video discussing interreligious dialogue.</p> <p>For teachers, click <a href="#">here</a> or search the Catholic Church in England and Wales website for 'Meeting God in Friend and Stranger' to read <i>Meeting God in Friend and Stranger</i>, along</p>

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		and the barriers to dialogue. (RVE)			with short summaries of it.
6.2	<b>What does a commitment to the common good mean?</b>	<p><b>Dialogue</b></p> <ul style="list-style-type: none"> <li>How fruitful dialogue should engage participants in a balanced dialogue by having a commitment to the common good and its three essential elements (see CCC 1925 &amp; 1907–1909; Dialogue and Proclamation, 47; Educating to Intercultural Dialogue, 13): <ul style="list-style-type: none"> <li>Respect for the person</li> <li>Social wellbeing and development of society</li> <li>Peace and security</li> </ul> </li> </ul> <p><b>Outcomes</b></p> <p><b>U9.6.2.</b> Recognise the essential elements of the commitment to the common good (respect for the person, social wellbeing and development of society, peace and wellbeing). (RVE)</p>	<b>U9.6.2.</b> – Activity 3	<ul style="list-style-type: none"> <li>Year 9 6.2 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 6 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search YouTube for 'What exactly is the Common Good?' by Duquesne University to watch a video giving an overview of the concept of the common good.</p> <p>Click <a href="#">here</a> or search YouTube for 'Catholic Social Teaching: The Common Good   CAFOD' by CAFOD to watch a video explaining why the common good is important.</p> <p>Click <a href="#">here</a> or search YouTube for 'Catholic Social Teaching - Common good' by Room3 Film &amp; Animation - Ethically Produced Media to watch a video exploring the common good in relation to poverty in Brazil.</p> <p>For teachers, click <a href="#">here</a> or search the Catholic Social Thought website</p>



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					for 'The meaning of the common good and social justice' to read an article about the common good.
6.3	How does the CSAN support respect for the person?	<p><b>Dialogue</b></p> <ul style="list-style-type: none"> <li>How fruitful dialogue should engage participants in a balanced dialogue by having a commitment to the common good and its three essential elements (see CCC 1925 &amp; 1907–1909; Dialogue and Proclamation, 47; Educating to Intercultural Dialogue, 13): <ul style="list-style-type: none"> <li>Respect for the person</li> </ul> </li> </ul> <p><b>Outcomes</b></p> <p><b>U9.6.2.</b> Recognise the essential elements of the commitment to the common good (respect for the person...). (RVE)</p> <p><b>U9.6.3.</b> Make relevant connections between the desire to promote the common good and the dialogue of action with</p>	<p><b>U9.6.2.</b> – Activity 1</p> <p><b>U9.6.3.</b> – Activities 3, 4, 5</p> <p><b>R9.6.1.</b> – Activity 7</p>	<ul style="list-style-type: none"> <li>Year 9 6.3 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 6 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search for 'Caritas Social Action Network' to explore the CSAN website.</p> <p>Click <a href="#">here</a> or search for 'CSAN Do Justice' to explore the website of CSAN's Do Justice campaign.</p> <p>Click <a href="#">here</a> or search YouTube for 'CSAN's Message for the Jubilee Year' by CSAN to watch a video introducing the work of CSAN.</p>

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		reference to... national... examples... (RVE) <b>R9.6.1.</b> Reflecting on the meaning of what they have learned for their own lives. (RVE)			
<b>6.4</b>	<b>How does SVP support social wellbeing and development of society?</b>	<p><b>Dialogue</b></p> <ul style="list-style-type: none"> <li>How fruitful dialogue should engage participants in a balanced dialogue by having a commitment to the common good and its three essential elements (see CCC 1925 &amp; 1907–1909; Dialogue and Proclamation, 47; Educating to Intercultural Dialogue, 13): <ul style="list-style-type: none"> <li>Social wellbeing and development of society</li> </ul> </li> </ul> <p><b>Outcomes</b></p> <p><b>U9.6.3.</b> Make relevant connections between the desire to promote the common good and the dialogue of action with reference to local... examples. (RVE)</p> <p><b>D9.6.3.</b> Considering how they would answer the</p>	<p><b>U9.6.3.</b> – Activities 3, 4</p> <p><b>D9.6.3.</b> – Activity 5</p>	<ul style="list-style-type: none"> <li>Year 9 6.4 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 6 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search for 'SVP England and Wales' to explore SVP's website.</p> <p>Click <a href="#">here</a> or search YouTube for 'Why Philly &amp; Danni love volunteering   SVP Wirral' by SVP England and Wales to watch a video of two volunteers explaining their work for SVP.</p> <p>Click <a href="#">here</a> or search YouTube for 'How Ian's homelessness led to helping others   SVP Wirral' by SVP England and Wales to watch a video of a homeless man explaining how SVP helped him.</p>

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		question 'Who is my neighbour?' and what is needed for meaningful engagement to take place, articulating reasons why people may and may not want to support particular groups, for example, people suffering from addiction, displaced people, or homeless people. (RVE)			
6.5	How does CAFOD work for peace and security?	<p><b>Dialogue</b></p> <ul style="list-style-type: none"> <li>How fruitful dialogue should engage participants in a balanced dialogue by having a commitment to the common good and its three essential elements (see CCC 1925 &amp; 1907–1909; Dialogue and Proclamation, 47; Educating to Intercultural Dialogue, 13): <ul style="list-style-type: none"> <li>Peace and security</li> </ul> </li> </ul> <p><b>Outcomes</b></p> <p><b>U9.6.2.</b> Recognise the essential elements of the commitment to the common good (...peace and security). (RVE)</p> <p><b>U9.6.3.</b> Make relevant connections between the</p>	<p><b>U9.6.2.</b> – Activity 3</p> <p><b>U9.6.3.</b> – Activities 4, 5</p> <p><b>R9.6.3.</b> – Activity 7</p>	<ul style="list-style-type: none"> <li>Year 9 6.5 Activity worksheet (Foundation)</li> <li>Year 9 Chapter 6 Activities answers guidance</li> </ul>	<p>Click <a href="#">here</a> or search for CAFOD to explore CAFOD's website.</p> <p>Click <a href="#">here</a> or search YouTube for 'Working for peace in El Salvador   Isabel's story for young people   CAFOD' by CAFOD to watch a video on how CAFOD is promoting peace in El Salvador.</p> <p>Click <a href="#">here</a> or search YouTube for 'A sporting chance: Sports, peace and development' by CAFOD to watch a video on how CAFOD is using sport for peace-building.</p>

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		<p>desire to promote the common good and the dialogue of action with reference to... international examples. (RVE)</p> <p><b>R9.6.3.</b> Considering how they could act to bring about transformation because of their learning, for example, how could they work with people of divergent worldviews towards a common goal, such as caring for our common home. (RVE)</p>			
<b>Assessment</b>	<b>Chapter 6 Dialogue and Encounter</b>			<ul style="list-style-type: none"> <li>Year 9 Chapter 6 Assessment answer booklet</li> <li>Year 9 Chapter 6 Knowledge quiz</li> </ul>	
	<b>Key vocabulary</b>	All Key Vocabulary terms from the RECD	Key vocabulary	<ul style="list-style-type: none"> <li>Year 9 Chapter 6 Key vocabulary quiz</li> <li>Year 9 Chapter 6 Key vocabulary matching activity worksheet</li> </ul>	

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	<b>Knowledge check</b>			<ul style="list-style-type: none"> <li>• Year 9 Chapter 6 Assessment Answer booklet</li> <li>• Year 9 Chapter 6 Assessment answer guidance and mark scheme</li> </ul>	
	<b>Extended writing activity</b>			<ul style="list-style-type: none"> <li>• Year 9 Chapter 6 Assessment Answer booklet</li> <li>• Year 9 Chapter 6 Assessment answer guidance and mark scheme</li> </ul>	