

## Curriculum Plans: Year 10 (RE)

	<b>Topic</b>	<b>Knowledge:</b> By the end of the unit students will know:	<b>Skills:</b> What skills will students have developed by the end of this unit?	<b>Key terms:</b> What new key terms and vocabulary will be learnt in this unit?	<b>Summative Assessment:</b> How will pupils be assessed in this unit?
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<p><b>Michaelmas 1/Michaelmas 2</b></p>	<p><b>Creation</b></p>	<ul style="list-style-type: none"> <li>- The origin and structure of the Bible; including different types of books in the Bible and different literary forms.</li> <li>- The meaning and significance of Catholic understanding of inspiration and of the Bible as the revealed Word of God.</li> <li>- The magisterium is the teaching authority of the Catholic Church, and its role in interpreting the Bible for Catholics today</li> <li>- Issues concerning the literary type of the Genesis creation accounts and different Christian understandings of their significance, including a Catholic and fundamentalist approach.</li> <li>- The nature of God expressed in Genesis 1 and 2: God as creator, God as transcendent and omnipotent; the significance of these beliefs for Catholics.</li> <li>- The meaning and significance of the belief that human beings are made in the image of God. The influence of this on Catholic views about: free will, the dignity of human beings and the sanctity of life.</li> <li>- Catholic beliefs about the natural law, including how belief in the goodness of creation leads to Catholic understanding of natural law and how belief in natural law influences Catholic views about the sanctity of life.</li> <li>- An understanding of the meaning of stewardship; how care for the environment is an expression of the greatest commandment to ‘love thy neighbour’.</li> <li>- An understanding of how Catholics can carry out their duty to be stewards at a local, national and global level.</li> <li>- The meaning and significance of CAFOD’s work on sustainability as an expression of Catholic beliefs about the goodness of creation.</li> <li>- The meaning and significance of Michelangelo’s Creation of Adam and how it reflects Catholic beliefs about God as creator and the creation of humanity in the image of God.</li> <li>- The meaning and significance of Hildreth Meiere’s mosaic on creation and how it contrasts with Michelangelo’s creation of Adam</li> </ul>	<p>Debate will form a core part of this module and therefore students will develop their speaking and listening skills. They will analyse arguments and form their own Judgements regarding the big questions in this unit.</p> <p>Students will develop their evaluative skills. They will analyse relevant pieces of scripture and use them to support and develop their arguments.</p> <p>Students should be able to articulate their own judgements successfully and provide reasons to support judgements.</p> <p>Oracy skills – working collaboratively to explore ideas and big questions</p> <p>Develop essay writing skills. Students will learn how to form logical chains of reasoning and reach conclusions.</p> <p>Students should be able to use technical terms accurately</p> <p>Students will be able to compare and contrast key beliefs regarding creation and the origins of the universe.</p> <p>Student should develop analysis skills through analysis and comparison of artwork and its effectiveness in expressing key beliefs.</p>	<p>Creation  Creator  Image of God/imago dei  Natural law  Omnipotent  Stewardship  Sustainability  Transcendent  Magisterium  Sanctity of life  Immanent  Ex-nihilo  Fundamentalist</p>	<p>Mid-module assessment</p> <p>12-mark essay</p>
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<p><b>Michaelmas 2/Lent 1</b></p>	<p><b>Incarnation</b></p>	<ul style="list-style-type: none"> <li>-The meaning of the incarnation for Christians; including the incarnation as demonstration of God’s love for humanity</li> <li>-The meaning and scriptural origins of the belief in Jesus as the incarnate Son including the annunciation to Mary (Luke 1:26-38) and the annunciation to Joseph (Matthew 1:18-34). An understanding of how these present Jesus as the Messiah and Son of God.</li> <li>-The meaning and scriptural origins of the belief in Jesus as the incarnate Son in Johns’ prologue. An understanding of the significance of the presentation of Jesus as the divine word.</li> <li>-An understanding of Jesus as fully human and fully God, including the meaning and significance of the titles ‘Son of God’ and ‘Son of Man’.</li> <li>-Jesus is the fulfilment of the law, a model of virtues and an authoritative source of moral teaching</li> <li>-Jesus’ teaching on the virtues in the ‘Beatitudes’ and his teaching on how Christians should respond to those in need in the ‘Parable of the sheep and goats’.</li> <li>-The meaning and importance of sacred tradition for Catholics</li> <li>-The meaning and significance of ‘the glory of God is a human being, fully alive’ from the writings of Irenaeus</li> <li>-The similarities and differences in the understanding of the incarnation as presented in Dei Verbum 4 and Verbum Domini 12.</li> <li>-The religious significance and relevance of the following Christian symbols: Ichthus, Alpha and Omega, Chi-Rho.</li> <li>-The meaning and significance for Catholics of ‘Christ the redeemer’ and ‘sacred heart’ statues</li> <li>-Different Christian views about sculptures, statues and images of Jesus; and how belief in the incarnation has influenced Catholic views about religious art and imagery.</li> <li>-The meaning and significance of grace and the sacramental nature of reality, including how a belief in the incarnation leads to these beliefs.</li> <li>-The names of the seven sacraments and Catholic beliefs about their effects on living a holy life</li> <li>-What abortion is and different attitudes towards abortion</li> </ul>	<p>Debate will form a core part of this module and therefore students will develop their speaking and listening skills. They will analyse arguments and form their own Judgements regarding the big questions in this unit.</p> <p>Students will develop their evaluative skills. They will analyse relevant pieces of scripture and use them to support and develop their arguments.</p> <p>Students should be able to articulate their own judgements successfully and provide reasons to support judgements.</p> <p>Oracy skills – working collaboratively to explore ideas and big questions</p> <p>Develop essay writing skills. Students will learn how to form logical chains of reasoning and reach conclusions.</p> <p>Students should be able to use technical terms accurately</p> <p>Students will be able to compare and contrast significant common and divergent views between an/or within religion and beliefs</p> <p>Students will be able to construct well-informed and balanced arguments on matters concerned with religious beliefs and values</p>	<p>Doctrine Incarnation Annunciation Angel Grace Hypostatic union Genealogy Emmanuel Virgin birth Trinity Apostolic tradition Abortion</p>	<p>End of module written assessment</p> <p>12-mark essay</p>
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<p><b>Lent 2/Trinity 1</b></p>	<p><b>Redemption</b></p>	<ul style="list-style-type: none"> <li>-The meaning and significance of redemption for Christians</li> <li>-The redemption themes in the story of the death of Jesus as presented in Mark 15:21-39</li> <li>- The redemption themes in the story of the resurrection of Jesus as presented in John 20:1-18</li> <li>The redemption themes in the accounts of the ascension (Acts 1:6-11) and Pentecost (Acts 2:1-4)</li> <li>-The significance of each event in the story of redemption for Christians; The death of Jesus understood as restoration through sacrifice; the resurrection understood as restoration through recreation; the ascension understood as restoration of the cosmic order</li> <li>-The meaning of salvation metaphors presented by Anselm and Irenaeus.</li> <li>- Contrasting Christian views on ‘salvation’ (past, present or future)</li> <li>-The meaning and significance of the conscience as the Voice of God and as a guide for the redeemed with reference to Gaudium et Spes 16 and the Catechism of the Catholic Church</li> <li>-Different Christian understandings of the conscience and its value as a guide</li> <li>- How the architecture, design and decoration of Catholic churches reflect Catholic beliefs and facilitate worship</li> <li>-How the lectern, altar, crucifix and tabernacle express different aspects of the mystery of redemption and facilitate worship</li> <li>-How contrasting architecture and artefacts within a church emphasise different aspects of Catholic belief both for individuals and as a community of believers including table or altar, a plain cross, crucifix or ‘risen Christ’</li> <li>-The structure of the mass and understand how redemption is celebrated in the Mass.</li> <li>-The Mass as the ‘source and summit’ of Christian life including the meaning and significance of the Eucharist for Catholics.</li> <li>-Understanding how the Words of Institution, the Agnus Dei, the ‘Real Presence’ and ‘the sacrifice of the Mass’ are linked.</li> <li>- What is Eucharistic adoration? How belief in the ‘real presence’ influences Eucharistic adoration.</li> <li>-The meaning and significance of the Eucharist for other Christian denominations including Orthodox Christian, Anglicans, Quakers, salvation army and nonconformist Christians.</li> </ul>	<p>Debate will form a core part of this module and therefore students will develop their speaking and listening skills. They will analyse arguments and form their own Judgements regarding the big questions in this unit.</p> <p>Students will develop their evaluative skills. They will analyse relevant pieces of scripture and use them to support and develop their arguments.</p> <p>Students should be able to articulate their own judgements successfully and provide reasons to support judgements.</p> <p>Oracy skills – working collaboratively to explore ideas and big questions</p> <p>Develop essay writing skills. Students will learn how to form logical chains of reasoning and reach conclusions.</p> <p>Students should be able to use technical terms accurately</p> <p>Students will be able to compare and contrast significant common and divergent views between an/or within religion and beliefs</p> <p>Students will develop analysis skills through analysis of features of a Catholic Church and how they express key Catholic beliefs about redemption.</p> <p>Students will be able to construct well-informed and balanced arguments on</p>	<p>Stations of the cross Heavenly banquet Grace Restoration Paschal sacrifice Ascension Redemption Denominations Atonement Redemption Salvation Conscience Transubstantiation Angus Dei</p>	<p>End of module written assessment</p> <p>12-mark essay</p>
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<p><b>Trinity 1/Trinity 2</b></p>	<p><b>Theme A: Religion, relationships and family</b></p>	<ul style="list-style-type: none"> <li>-The nature and purpose of Catholic marriage, including the importance/significance of the marriage vows</li> <li>-Foundational conditions of a valid marriage in the Catholic Church</li> <li>-Catholic teaching on divorce, annulment and re-marriage</li> <li>-Ethical arguments related to the issue of divorce including those based on the sanctity of marriage vows and compassion</li> <li>-Catholic teaching on cohabitation and differing perspectives on Cohabitation in contemporary British society</li> <li>- Differing perspectives in contemporary British society on the nature and purpose of marriage, including the extension of marriage laws to same-sex couples</li> <li>-Foundational biblical understanding of human beings as sexual, male and female</li> <li>-The meaning and significance of Catholic teaching about the nature and purpose of sexual love as marital, unitive and procreative</li> <li>- Catholic teaching on pre-marital and extra-marital sex</li> <li>Different perspectives in contemporary British society on pre-marital sex and adultery</li> <li>-Key features/teachings of John Paul II's Theology of the Body</li> <li>-Catholic teaching on homosexuality, including same-sex marriage and same-sex families. Different perspectives in contemporary British society on these issues</li> <li>- Catholic teaching on family planning; including approaches to artificial contraception and natural family planning</li> <li>- Different perspectives in contemporary British society on the use of artificial contraception</li> <li>-Catholic views on the nature and purpose of the family in the 21st century, including procreation; security and education of children; and the roles and responsibilities within the family of men and women (Ephesians 5:21–6.4)</li> <li>- Catholic teaching on the dignity of work within the home</li> <li>-Different perspectives on the nature and purpose of the family in contemporary British society; including the rights of single people to have children</li> </ul>	<p>Debate will form a core part of this module and therefore students will develop their speaking and listening skills. They will analyse arguments and form their own Judgements regarding the big questions in this unit.</p> <p>Students will develop their evaluative skills. They will analyse relevant pieces of scripture and use them to support and develop their arguments.</p> <p>Students should be able to articulate their own judgements successfully and provide reasons to support judgements.</p> <p>Oracy skills – working collaboratively to explore ideas and big questions</p> <p>Develop essay writing skills. Students will learn how to form logical chains of reasoning and reach conclusions.</p> <p>Students should be able to use technical terms accurately</p> <p>Students will be able to compare and contrast significant common and divergent views between an/or within religion and beliefs</p> <p>Student will be able to apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, which support contemporary religious faith</p> <p>Students will be able to construct well-informed and balanced arguments on matters concerned with religious beliefs and values</p>	<p>Annulment Cohabitation Artificial contraception Family planning Marriage Gender prejudice Divorce Consent Gender Discrimination Remarriage Null and void Extra-marital sex Marital Unitive Consummated Adultery</p>	<p>End of year exam (Judaism)</p> <p>Knowledge test on MS forms</p>
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