

St Edmund Campion Catholic School 5 Year Curriculum Summary: SUBJECT Religious Education

Examinations:			Progress Test 1			Progress Test 2
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KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	Stewardship KWH	Morality and Conscience FTO	Sikhism AMI	The Gospels TOX	Spiritual Quest/Religious Experiences FTO	Social Justice and Human Rights FTO
Core Knowledge:	<ol style="list-style-type: none"> The accounts of creation in Genesis chapters 1 and 2. Why are there two accounts of the creation story? Scientific explanations Michelangelo's <i>Creation of Adam</i> – what is our place in creation? 5 & 6. QWC: Animal rights – what is our responsibility? Climate change, the greenhouse effect – what is it? What is our responsibility? Stewardship of wealth – scripture, Fairtrade 9 & 10. Church teaching – Laudato Si 	<ol style="list-style-type: none"> Who were Adam and Eve? and What is the Fall? What is Original Sin and what did St Augustine teach about it? What is moral and natural evil? How do Catholics respond to the presence of moral evil in the world? How does the presence of evil challenge the existence of God? QWC – letter to God What are the key biblical teachings on moral decisions? What does living the Greatest Commandment look like? and What is Christian Morality? How do Catholics make moral decisions? (Bible, Church/Catechism, Conscience, Natural Law) What is conscience and how does it help us make moral decisions? and What does the formation of conscience involve? 	<ol style="list-style-type: none"> The Catholic Church and Sikhism Why study other Faiths? SIKHISM Beliefs: What are they and why are they important? Places of worship: What are they and why are they important? Festivals: What are they and why are they important? 6 & 7. Sewa – selfless service Sacred Art within Sikhism Sacred Music within Sikhism Architecture within Sikhism 	<ol style="list-style-type: none"> When were the Four Gospels accepted as the Inspired Word of God. Who, what, when, where, why, how were they written? Why are so many of the stories in the first three Gospel's either similar or the same? What are the Synoptic Gospels and why is the Q document so important to them? John's Gospel. What do the Gospels teach us about Heaven, Hell, the Afterlife? The God Who Speaks. 8 & 9 The Passion, Death and Resurrection of Jesus as told by Matthew. 10 What struggles did the Early Christian Community face after the death of Jesus. 	<ol style="list-style-type: none"> Searching for God: Where is God? What is the design argument and does it prove the existence of God? What is the causation argument and does it prove the existence of God? What are Religious experiences and how do they prove the existence of God? Searching for Meaning. What does it mean to be created in the Image of God, Imago Dei? What makes me unique in the eyes of God and in the eyes of others? 7 & 8 Matthew Chapter 5. The Beatitudes. What does Jesus teach about my relationship with God, self and others 9 & 10 Inclusion, equality, diversity What can I do to make the community of St Edmund Campion, Erdington, Birmingham better for all God's people. (QWC) 	<ol style="list-style-type: none"> When Jesus told his disciples to go out to the whole world and proclaim the Good News, what was he really saying? What does it mean to be a Catholic in the 21st century? Is all life valuable? 4 & 5. What is Humanism and how do its teachings on the Sanctity of Life differ to Catholics? What is Catholic Social Justice? What are some of the key principles of Catholic Social Teaching as found in the Pope's encyclicals. What are human rights? How do Human Rights link with Catholic social Teaching? What do the stories of the Good Samaritan, Lazarus and the Rich Man, the Parable of the Sheep and the Goats teach us about CTSJ 10 CAFOD
Core skills: Evaluation, Describe, explain etc	Compare and contrast, interpret, persuade, evaluate	Explain, describe, evaluate	Identify, explain, describe, interpret, compare and contrast	Identify, explain, describe, interpret	Evaluate, investigate, hypothesise	Compare, interpret, evaluate, explain, describe
Title of Assessment Quiz.	Stewardship	Morality	Sikhism	The Gospels	Religious Experience	Social Justice and Human Rights
Independent Learning Project	What do Humanists believe about stewardship?	Media focus – real life stories about moral and natural evil, responses	Tour guide booklet of the Golden Temple at Amritsar	Biography of gospel writer of choice	Investigation into various types of religious experience	Research the work of Amnesty International
(QWC)	Animals Rights – persuasive writing	Letter to God about the problem of evil and suffering	Analysis and evaluation of Sewa with comparison to Catholic actions of 'selfless service' and vocation as the People of God.	Diary entry - Choose a particular part of the Passion story and write a diary account as if you were present.	What can I do to make the community of St Edmund Campion, Erdington, Birmingham better for all God's people?	Similarities and differences between Humanists and Catholics on the sanctity of life

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Resources:	Glossary Booklet Knowledge Organiser	Glossary Booklet Knowledge Organiser	Glossary Booklet Knowledge Organiser	Glossary Booklet Knowledge Organiser	Glossary Booklet Knowledge Organiser	Glossary Booklet Knowledge Organiser
Examinations:			Progress Test 3			Progress Test 4

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	SRE TOX	Hinduism KWH	Community Cohesion KCL	Philosophy KWH	Judaism- Beliefs KCL	Judaism- Practices KCL
Core Knowledge:	<ol style="list-style-type: none"> 1. What is love? Greek Philosophy. What is love in the context of Human Relationships? 2. What is family and why is the family the foundation of society? 3. What does the Catholic church teach about family? 4. What are the Catholic Churches teachings on the following areas. - Marriage 5. Annulment/Divorce 6. Contraception 7. Homosexuality 8. Sex outside of marriage 9. Sanctity of Life and the Dignity of the Human Person. The Theology of the Body. 10. What does the bible teach about love and commitment? 11. Who influences my views on love, sex and commitment? 	<ol style="list-style-type: none"> 1. What do Hindus believe about God? Monotheism 2. The Trimurti 3. The story of Diwali 4. Worship in the home 5. Worship in the mandir, architecture 6 & 7. Reincarnation and funeral practices 8 & 9. Sacred art and symbols, the history of the swastika 10. Modern life and British Hindus 	<ol style="list-style-type: none"> 1. Changing attitudes to gender roles in the UK. 2. Different Christian attitudes to equal rights for women in religion. 3. The UK as a multi-ethnic society. 4. Government actions to promote community cohesion. 5 & 6 The work of the Catholic Church to help asylum seekers and immigrant workers. 7 Why Catholics should promote racial harmony. 8 The UK as a multi-faith society. 9 Ways in which religions promote community cohesion. 10 Presentation of issues on religion and community cohesion in the media. 	<ol style="list-style-type: none"> 1. What is Philosophy? Asking philosophical questions. Thought experiments. 2. Ancient Greece and pre-Socratic philosophy 3. Plato and the cave analogy 4 & 5. How do I know what I know? The brain in a vat. Descartes' method of doubt. Rationalism 6. How do I know what I know? Hume's scepticism. Empiricism 7 & 8. Who am I? Locke's memory, Hume's bundles, Parfit's illusion 9 & 10 Are we bodies or do we have bodies? 	<ol style="list-style-type: none"> 1. What is the Nature of God? 2. What is the messianic age? 3. What is a covenant? 4. What are the Jewish holy books? A history of Judaism 5. Why are the 10 commandments important? 6. What do we mean by Pikauch Nefesh? 7. What's the relationship between Freewill and the Mitzvot? 8. What do Jews believe about an afterlife? 	<ol style="list-style-type: none"> 1. How do Jewish people pray? 2. What is Shabbat? 3. Differences of worship between Orthodox and Reform? 4. Worship in the home 5. Worship in the synagogue and features of the synagogue 6. What are the Jewish rituals Brit Milah Bar/Bat Mitzah or Bat Chayil Marriage Jewish Mourning rituals 7. Dietary Laws 8. 4 main Jewish Festivals Rosh Hashanah Yam Kippur Sukkot Pesach
Core skills: Evaluation, Describe, explain etc	Describe, explain, evaluate, investigate	Compare and contrast, evaluate, describe, explain	Describe, explain, evaluate, investigate	Evaluate, compare, hypothesise, interpret		
Title of Assessment Quiz.	Relationships	Hinduism	Community Cohesion	Philosophy	Judaism Beliefs	Judaism practices
Independent Learning Project	Investigation into changing social norms. "Is marriage an outdated institution?"	Investigation into storytelling with Hinduism	Booklet outlining issues of community cohesion from both governmental and religious points of view	Thought experiments		
(QWC)	Creative writing – personal wedding vows	Report on reincarnation	Explain why the Catholic Church believes it is important to help asylum seekers and refugees	Explain Descartes' declaration "I think, therefore I am".		

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Resources:	Glossary Booklet Knowledge Organiser	Glossary Booklet Knowledge Organiser	Glossary Booklet Knowledge Organiser	Glossary Booklet Knowledge Organiser	Glossary Booklet Knowledge Organiser	Glossary Booklet Knowledge Organiser
Examinations:			Progress Test 5			Progress Test 6

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KS4 GCSE Exam Board:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Component 3. Exam questions.	Component 1- Origins and Meanings	Component 1- Origins and Meanings	Component 1- Good and Evil	Component 1- Good and Evil	Component 2- Life and Death
Core Knowledge:	<p>Dietary Laws 4 main Jewish Festivals Rosh Hashanah Yom Kippur Sukkot Pesach</p> <p>Understand the demands of each question type in the GCSE.</p> <ul style="list-style-type: none"> a) 2 marks-keyword b) 5marks-describe c) 8 marks-explain d) 15 marks-discuss 	<p>Catholic beliefs about the origin of the universe; creation <i>ex nihilo</i> (St Augustine, Confessions XII, 7).</p> <p>The relationship between Catholic views and other fundamentalist Christian views on the origin of the universe and the extent to which these conflict.</p> <p>Catholic and non-religious views about the origins of the universe (Stephen Hawking and the Big Bang) Evolution (Darwin & Dawkins) and Catholic beliefs (John Paul II, To The Pontifical Academy Of Sciences: On Evolution 22.10.96, para 3&4)</p> <p>Catholic beliefs about the sanctity of human life; <i>imago Dei</i> as (St Catherine of Siena, Dialogue 4,13)</p> <p>Catholic views, other fundamentalist Christian views and non-religious views about the value of human life; attitudes toward abortion.</p> <p>Humanist critiques of Catholic beliefs about sanctity of life issues (for example,</p>	<p>Comparison of the first (Genesis 1:1-2:3) and second (Genesis 2:4-24) creation accounts, and their respective representations of God and human beings.</p> <p>The significance of the Creation narratives with regards to Catholic beliefs about the nature of human beings and their relationship with creation.</p> <p>A comparison of Catholic and Humanist beliefs on the importance of preserving the planet and the environment.</p> <p>The Catholic understanding of the nature of revelation and inspiration, with reference to the structure and origins of scripture and its literary forms.</p> <p>Different Christian views on the literary form of Genesis and the significance of this for the interpretation of the accounts about creation.</p> <p>The meaning of Michelangelo's Creation of Adam in the Sistine Chapel.</p>	<p>Catholic perspectives on the origins of evil with reference to St Augustine, The Enchiridion (3.11).</p> <p>Alternative Christian and non-Christian views on the nature and origin of evil and the difference between moral and natural evil.</p> <p>Catholic beliefs about the relationship between God's goodness and the goodness of the created world.</p> <p>Philosophical and non-religious challenges posed by belief in God's goodness, free will and the existence of evil and suffering.</p> <p>The meaning of suffering and Catholic ambivalence towards it, with reference to persons: Father, Son and Spirit. The biblical support and historical development, metaphor of trinity as love, lover and beloved (St Augustine, De Trinitate 8.10)</p> <p>Jesus as Incarnate Son, divine Word, fully God and fully human; its scriptural origins</p>	<p>The importance of the doctrine in framing Catholic responses to the Problem of Evil (John Paul II, Salvifici Doloris 13 & 23)</p> <p>The example and teaching of Jesus as the authoritative source for moral teaching, with reference to Jesus as the fulfilment of the law in Matthew 5-7.</p> <p>The existence of the Natural Law and conscience as evidence as God's goodness and the role of suffering in the development of the virtues.</p> <p>The biblical support and historical development, metaphor of trinity as love, lover and beloved (St Augustine, De Trinitate 8.10)</p> <p>The meaning and significance of sculpture and statues to Catholic tradition and Worship.</p> <p>Sculpture and statuary (Michelangelo's Pieta) as an expression of Catholic belief about God's</p>	<p>Catholic teaching on the meaning of death, on dying well and the importance of palliative care; Catholic teaching on assisted suicide and euthanasia.</p> <p>Contrasting views on quality and sanctity of life and the right to die.</p> <p>Catholic beliefs about life after death, with reference to 1 Cor. 15</p> <p>Catholic belief in resurrection of the body in contrast to popular beliefs about survival of the soul.</p> <p>Contrasting views about death as the end of personal existence</p> <p>Catholic teaching on heaven and hell with reference to the parables of judgement (Matthew 18:21-35, Luke 16:19-31).</p> <p>Catholic teaching on purgatory with reference to 1 Cor. 3:11-15</p>

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		Peter Singer's views on 'speciesism') and Catholic responses to these challenges.	The extent to which Michelangelo's Creation of Adam expresses Catholic beliefs about creation, God and human beings. The Tree of Life Apse mosaic in San Clemente in Rome; the meanings symbols within it: the Alpha and Omega, the Chi-Rho, lamb, dove and the four evangelists. The symbol of cross as the tree of life with reference to the theology of Christ as the New Adam and how this is expressed in the San Clemente mosaic. The influence of the concept of imago Dei on Catholic Social Teaching about justice, peace and reconciliation, with reference to Gaudium et Spes 78 How CAFOD and SVP reflect Catholic beliefs about the dignity of human beings, the importance of loving one's neighbour, and respecting creation.	with reference to John 1:1-18 and the kenosis hymn (Phil 2:5-11)	goodness and the meaning of human suffering. The meaning and significance of pilgrimage for Catholics as a response to human suffering, with particular reference to Lourdes. Popular piety, such as the Rosary as a reflection on the meaning and significance of the Incarnation with particular reference to the Sorrowful Mysteries	
Core skills:	Describe, explain, discuss	Describe, explain, discuss	Describe, explain, discuss	Describe, explain, discuss	Describe, explain, discuss	Describe, explain, discuss
Title of Assessment piece (mini test)						
Title of the Quality of Written		Exam question		Exam question		Exam question

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Communication Task (Essay, Practical write up)						
Resources:		Knowledge organiser	Knowledge organiser	Knowledge organiser	Knowledge organiser	Knowledge organiser
Examinations:	Examination 1 (Component 3- Judaism)		Examination 2 (Component 3 & 1)		Examination 3 (Component 1)	

KS4 GCSE Exam Board:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	Component 2- Life and Death	Component 2- Sin and Forgiveness	Component 2- Sin and Forgiveness	Revision		
Core Knowledge:	The Magisterium; ordinary and extraordinary forms by both popes (pontifical) and councils (conciliar) with reference to Evangelium Vitae (61-62 and 65) The nature and importance of the Second Vatican Council, its history and four key documents.	The difference between crime and sin their relationship to morality, with reference to absolutist and relativistic approaches to the morality of actions. The different rationales given for criminal penalties: retribution, deterrence, rehabilitation	The compatibility of a belief in Hell and a belief in the unconditional love of God and the universal nature of God's mercy. The nature of the Church as one, holy, catholic and apostolic and Mary as a model of the Church. The Church as the 'Body of Christ' and 'the people of God' and the meaning			

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	<p>Christian beliefs about eternal life in the iconography of Sarcophagus with Scenes of the Passion in the Museo Pio Cristiano, Vatican, Rome.</p> <p>How Christian beliefs in the resurrection are expressed by the paschal candle as it is used in the Easter Vigil and during Catholic Baptism.</p> <p>The significance of different forms of music used in worship and how music expresses Catholic beliefs about eternal life, with reference to Faure's Requiem.</p> <p>The symbols, prayers and texts of the Catholic funeral rite in Britain and how these express Catholic beliefs about eternal life.</p> <p>The meaning and significance of the Catholic practice of praying for and offering Masses for the dead.</p>	<p>and a critical evaluation of the justifiability of each.</p> <p>Christian teachings on forgiveness (Matthew 18:21-22, Matthew 6: 14-15); the tension between forgiveness and punishment.</p> <p>The development of Catholic teaching on capital punishment (St Augustine, Letter 153 to Macedonius, 1-3 and John Paul II, Evangelium Vitae 56)</p> <p>Arguments for and against Capital punishment within Christianity, with reference to Genesis 9:6, Exodus 21:24 and Matthew 5:38 and non-religious views freedom in redemption.</p> <p>The meaning of the term 'salvation' for Catholics; the role of grace and freedom in human redemption. How do Catholics believe Jesus saves them?</p>	<p>of the claim "outside the Church there is no salvation" (CCC 846-848)</p> <p>How the sacred objects within a Church represent Catholic beliefs about salvation with particular reference to the altar and the font.</p> <p>How the orientation of Catholic churches and their architectural features facilitate Catholic worship and reflection on the mystery of salvation.</p> <p>The sacramental nature of the whole of reality; the seven sacraments; the meaning and significance of sacraments for a Catholic understanding of salvation.</p> <p>Christian life and the role it plays in Catholic understanding of salvation.</p> <p>The meaning and significance of the Eucharist as "the source and summit" of Christian life and the role it plays in Catholic understanding of salvation.</p> <p>Catholic teaching on the imperative to evangelise and the forms this should take.</p> <p>How Catholic beliefs about the relationship between faith and salvation influence</p>			
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			attitudes to mission and evangelisation locally, nationally and globally			
Core skills:	Describe, explain, discuss	Describe, explain, discuss	Describe, explain, discuss	Knowledge recall, revision techniques embedded throughout the course.		
Title of Assessment piece (mini test)						
Title of the Quality of Written Communication Task (Essay, Practical write up)	Exam question		Exam question			
Resources:	Knowledge organiser	Knowledge organiser	Knowledge organiser			
Examinations:		Mock examinations (Component 2 & 3)		Mock Examinations (Component 1 & 2)	GCSE/BTEC public examinations	GCSE/BTEC public examinations