



CURRICULUM INTENT

RELIGIOUS EDUCATION



Through Religious Education students will foster a deep understanding and personal relationship with God, rooted in the teachings of Jesus Christ and the Catholic Church. It aims to guide students in developing a strong moral compass, cultivating virtues such as love, compassion and forgiveness. The curriculum seeks to instil a sense of reverence for the sacraments, scriptures and the Catholic tradition, while promoting critical thinking and engaging students in dialogue about their faith. It also emphasises the importance of social justice, encouraging students to actively live out their faith and respect the faith of others in a multicultural and pluralistic society.



CURRICULUM INTENT OVERVIEW



HEAD KNOWLEDGE-RICH

- Know the key teachings of Scripture, its structure and importance within the Catholic tradition. Students explore the Old and New Testaments, studying significant figures, covenants, events and teachings that reveal God's relationship with humanity and the story of salvation.
- Know the rich history and development of Catholic tradition, including the growth of the early Church, the role of the apostles, the teachings of the Church Fathers, and the importance of the Magisterium. Students develop their understanding of the sacraments, the liturgical year, prayer and the lives of the saints.
- Know key events, figures and movements that have shaped the development of Christianity, from the early Christian communities to significant moments of change such as the Reformation and Vatican II. Students explore how the Church continues its mission in the world today.
- Understand Catholic moral teaching by examining Scripture, the teachings of Jesus, the Ten Commandments, the Beatitudes, Natural Law and Catholic Social Teaching. Students explore how these teachings guide responses to ethical issues, human dignity, justice and care for creation.
- Know how Catholics express their faith through worship, prayer and action. Students examine different forms of prayer and devotion, including the Rosary, liturgical celebrations and personal reflection, recognising how these practices shape Catholic identity and discipleship.
- Develop the ability to think critically and engage respectfully with questions about faith, belief and the modern world. Students study other religious traditions, particularly Judaism, exploring similarities and differences while developing understanding, respect and dialogue.
- Develop a secure understanding of Catholic Social Teaching, exploring principles such as human dignity, the common good, solidarity, stewardship and preferential option for the poor. Students consider how these teachings inspire Catholics to live out their faith through service, justice and care for others.

Students will:

- Begin to understand how Scripture, Catholic tradition and the teachings of Jesus help shape personal values, conscience and moral decision-making. Students reflect on how religious teachings can inspire them to show compassion, forgiveness and love within their own lives and communities.
- Appreciate how the virtues of faith, hope and love are expressed through the lives of biblical figures, saints and people of faith. Students recognise how these examples inspire Catholics today to live out their beliefs through service, kindness and a commitment to others.
- Engage in personal reflection about questions of meaning, purpose, belief and identity. Students develop the ability to consider different perspectives, reflect on their own values and form thoughtful responses to moral and religious questions.
- Understand how belief in the dignity of every person influences Catholic responses to issues of justice, equality and the treatment of others. Students reflect on how teachings such as Imago Dei and the common good encourage responsibility towards those who are vulnerable or disadvantaged.
- Recognise the importance of belonging, community and shared faith through studying the Church, worship, prayer and religious practices. Students consider how participation in communities can develop a sense of identity, responsibility and connection with others.
- Reflect on the values promoted through Catholic Social Teaching, recognising the call to protect human dignity, show solidarity with others and care for creation. Students develop empathy and consider how they can contribute positively to the world around them.

Students will:

- Apply their knowledge of Scripture, Catholic teaching and different religious traditions to understand how faith influences actions and choices. Students use religious teachings and sources of authority to consider responses to moral issues and make informed decisions about the world around them.
- Develop the ability to engage respectfully with people of different beliefs, values and traditions. Students apply their understanding of Christianity, Judaism and other worldviews to promote dialogue, respect and cooperation within a diverse society.
- Use their understanding of Catholic moral teaching, including the Ten Commandments, the teachings of Jesus and Catholic Social Teaching, to analyse contemporary issues and consider how people of faith respond to challenges in the modern world.
- Be inspired to put virtues such as faith, hope, love, justice and compassion into action. Students recognise opportunities to demonstrate kindness, forgiveness and service within their school, local and global communities.
- Appreciate how faith can be lived out through vocation and service to others. Students explore how beliefs inspire people to contribute through careers and commitments such as medicine, education, religious life, charity work and social justice campaigns.
- Apply the principles of Catholic Social Teaching by recognising their responsibility to protect human dignity, promote the common good, care for creation and challenge injustice. Students are encouraged to become active citizens who make a positive difference in the **world**.



CURRICULUM TO CLASSROOM

 HEAD KNOWLEDGE-RICH	KNOWLEDGE FOCUSED	Students in key stage 3 will each have a knowledge organiser along with an e-copy of the textbook for use at home. Lessons will be taught through PowerPoint and the activities within the PowerPoint will be recall focused. The information from the PowerPoint or the textbook will be communally read with teacher explanation throughout. At key stage 4, students will have access to knowledge organisers while highlighting alongside the teacher the core knowledge. Activities will have a strong focus on developing exam technique, with teachers modelling high-quality responses using the interactive whiteboard and visualiser. The visualiser will also be used to showcase excellent student work, highlight effective practice, and model the structure and content needed for successful exam answers. At key stage 5, each student will have a knowledge book along with a textbook. The knowledge book will be read communally with teacher explanations happening throughout. This will enable the students to annotate their booklets with further explanation. Lesson and homework activities will be focused on retaining information from their knowledge book and their textbook.
	EXPERT TEACHERS (EXPLANATIONS)	Teachers deliver content via PowerPoint which is then complemented by their knowledge organiser at key stage 3. PowerPoint will not be text heavy and will contain a breakdown of the information from the textbook in bullet point form. Teachers will provide expert explanations of all content, and activities will be focused on retaining of information delivered. At Key Stage 4, delivery of content will be supported through the use of knowledge books. Teachers will explicitly identify the core knowledge required for each topic, with students underlining or highlighting key information in their knowledge organisers. This ensures students focus on the essential content needed for success while supporting knowledge retention and reducing cognitive overload. At key stage 5, teachers will guide students through the new content in the knowledge books by providing thorough explanations of all content covered.
	TAUGHT TO BE REMEMBERED	Every lesson at key stage 3 and 4 will start with a 'Do Now' activity or a key word test as a form of retrieval. At the end of each unit at key stage 3 and 4, students will sit a summative assessment which will test key words, key knowledge and exam question's structure. At key stage 5, lessons usually start with a series of questions from previous lessons. Activities in lessons are focused on aiding the understanding and retrieval of information taught. In all key stages 'cold call' style questioning is used during immediate recall to keep students engaged and attentive because they never know when they might be called upon. This can help reduce distractions and promote active listening.

HEART FAITH, LOVE AND RESPECT	ENCOURAGING CLASSROOMS BASED ON FAITH, LOVE & RESPECT	Every RE teacher has high expectations in terms of behaviour and quality of work when completing activities in lessons. The school's behaviour policy, FOCUS, will be consistently referenced and reinforced by all teachers to establish clear expectations, maintain a positive learning environment, and ensure students are fully engaged in their learning. Every RE teacher believes in the potential of all students in their classrooms and provide the necessary support and challenge to help them reach their fullest potential. Teachers create an inclusive and motivating learning environment where students are empowered to strive for excellence.
HANDS APPLICATION OF KNOWLEDGE	EXPERT TEACHERS (MODELLING)	Modelling of exam answers will happen frequently in RE lessons. Students will be asked first to either write or verbalise potential arguments or points that could be used in the model answer. Teachers will then demonstrate how to answer a question correctly by using clear and concise language along with step-by-step explanations either through the white board or visualisers. As the teacher models the answer, they will "think aloud" to show students their thought process. Teachers will explain why they are taking certain steps or using specific terminology. This will help the students understand the reasoning behind their structure and wording of arguments. After modelling the answer, teachers will instruct students to practise the skill themselves using an exam style question.
	DELIBERATE PRACTICE	Exam style questions are used to assess student understanding for homework and for classwork. Teachers will circulate around the classroom during classwork activities where they can provide immediate feedback and guidance to students. This helps students make corrections and improvements in their work while the lesson is still fresh in their minds. The visualiser may be used to showcase student work with the teacher annotating or highlighting specific parts of the answer, drawing attention to key points.



LEARNING SEQUENCE – YEAR 7

OUTCOMES	Students will:		
	• Be able to explain the importance of Creation and Covenant within salvation history, recognising the belief that God creates out of love and calls humanity into relationship with Him. Students will understand the significance of being created <i>imago Dei</i> and how this influences Catholic beliefs about human dignity, responsibility and care for creation. • Develop an understanding of how God’s relationship with humanity is revealed through key biblical figures and events. Students will examine the role of prophecy, the promises made through the Old Testament, and how these prepare Christians for the coming of Jesus Christ. • Be able to explain the significance of Jesus’ life and teachings through the study of the Gospels. Students will understand how Jesus’ words, actions and encounters reveal the Kingdom of God and continue to influence the beliefs and actions of Christians today. • Acquire an understanding of the mystery of salvation by exploring the events of Jesus’ passion, death and resurrection. Students will consider how these events shape Christian beliefs about forgiveness, sacrifice, redemption and new life. • Develop an understanding of the growth and mission of the Church through the work of the Holy Spirit. Students will examine how the early Church spread the message of Jesus and how Catholics continue this mission through discipleship, worship and service. • Be able to recognise the importance of dialogue and encounter by studying different religious traditions and worldviews. Students will develop respect for others while recognising shared values and differences between faith communities.		
TOPICS	Unit 1: Creation and Covenant	Unit 2: Prophecy and Promise	Unit 3: Galilee to Jerusalem
DESCRIPTION	The first two units focus on the mystery of God and how human beings come to know God: revelation. Across the first two branches of Year 7, students will gain an understanding that the Church teaches that there are two kinds of revelation. <i>Tier 2 Word Focus: Influential, literally, significance</i>	Unit 2 focuses on the mystery of God and how human beings come to know God through divine revelation. The first branch dealt with that which can be known about God through the natural light of human reason; this one deals with a second order of revelation. <i>Tier 2 Word Focus: Authority</i>	This unit builds on the learning about revelation in the previous two units, by arriving at the Church’s profession that Jesus is the full and final revelation of God. <i>Tier 2 Word Focus: Valid</i>

TOPICS	Unit 4: Desert to Garden	Unit 5: To the Ends of the Earth	Unit 6: Dialogue and Encounter
DESCRIPTION	In the last unit, students learned about the Trinitarian nature of Christian prayer and now they come to understand the Liturgy and the sacraments, in which all Christian prayer finds its source and goal, as Paschal as well as Trinitarian.	In this unit, we come to the completion of God’s revelation through the giving of the Holy Spirit in the Church. Students will learn about the role the Spirit plays in the life of the Church and in the lives of individuals. <i>Tier 2 Word Focus: Influential</i>	In this final unit, students will learn about how the Church works to resolve disagreements through dialogue and how the councils of the Church have been a major form of dialogue. We will explore Hinduism and the impact it has upon the lives of believers and the importance of dialogue between different groups and finding common ground. <i>Tier 2 Word Focus: Diverse</i>



LEARNING SEQUENCE – YEAR 8

OUTCOMES	Students will		
	- Develop a deeper understanding of Creation and Covenant by examining humanity's relationship with God and the consequences of human choices. Students will study the Fall in Genesis and explore Catholic beliefs about sin, free will, forgiveness and the need for reconciliation with God and others. - Be able to reflect on key questions about human existence, including the meaning of life, suffering and death. Students will examine how religious beliefs provide answers to these questions and influence the way people understand their purpose and relationship with God. - Understand how God's promises are revealed throughout salvation history, exploring the role of the prophets and the expectation of a Messiah. Students will recognise how Christians believe these promises are fulfilled through the life and mission of Jesus. - Develop a deeper understanding of Jesus as the one who announces the Kingdom of God through his teachings, miracles and encounters with others. Students will explore how Jesus' treatment of sinners and those who were marginalised reveals God's mercy, forgiveness and call to discipleship. - Be able to explain the significance of Jesus' suffering, death and resurrection within the Paschal Mystery. Students will understand how Christians believe Jesus' victory over sin and death offers hope, redemption and the promise of eternal life. - Understand how the Church continues the mission of Jesus through the power of the Holy Spirit. Students will explore the importance of the sacraments, Christian service and dialogue with other religions and worldviews in building the Kingdom of God today.		
	TOPICS	Unit 1: Prophecy and Covenant	Unit 2: Prophecy and Promise
	DESCRIPTION	In this unit students will return to the beginning of the narrative of salvation history but focusing this time on the human condition and how the account of the Fall in Genesis 3 is a figurative reflection on flawed human nature. Students then study the important role of the conscience and the importance of baptism.	In this unit, we look at the sacrament again, but this time focus on how, through the anointing with chrism, a person is able to share in the threefold office of Christ as priest, prophet and king.
	TOPICS	Unit 3: Galilee to Jerusalem	In the previous unit, students studied the prophecies of a coming messiah, who would be prophet, priest, and king. In this unit students study the ministry of Jesus, focusing particularly on his proclamation of the kingdom reign of God through his action, parables and miracles.
DESCRIPTION	TOPICS	Unit 4: Desert to Garden	Unit 5: To the Ends of the Earth
	DESCRIPTION	In the last branch, students looked at Christ's encounters with sinners, the sick, and those who suffer on the margins of society. In this unit,	In this unit, we look to God's final answer to the mystery of suffering, which is the promise that
DESCRIPTION	TOPICS	Unit 6: Dialogue and Encounter	In this unit, students will study contemporary principles of dialogue and proclamation in the
	DESCRIPTION	In the last branch, students looked at Christ's encounters with sinners, the sick, and those who suffer on the margins of society. In this unit,	In this unit, we look to God's final answer to the mystery of suffering, which is the promise that

	we ask the deeper question about the meaning of human suffering and confront the mystery of suffering: if God loves us, why does he allow us to suffer?	all suffering will ultimately be overcome by God's love; death will be defeated, and we shall look upon God face to face.	Catholic Church were established during the Second Vatican Council. We will explore Hinduism and the impact it has upon the lives of believers and the importance of dialogue between different groups and finding common ground.
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LEARNING SEQUENCE – YEAR 9

OUTCOMES	Students will - Develop a deeper understanding of the mystery and dignity of the human person by revisiting the Creation accounts. Students will explore the belief that all people are created <i>imago Dei</i> and consider how this shapes Catholic teaching on equality, human dignity and the responsibility humans have towards themselves, others and creation. - Be able to explain the importance of men and women within salvation history, recognising the equal dignity of all people. Students will study the role of significant figures, with a particular focus on the Blessed Virgin Mary and her unique contribution to God's plan of salvation. - Acquire a deeper understanding of the mystery of redemption through the life, death and resurrection of Jesus Christ. Students will examine how Catholics understand Christ's sacrifice as an act of love that brings forgiveness, restores humanity's relationship with God and offers salvation from sin. - Develop a greater understanding of the Church as a community of believers united across heaven and earth. Students will explore the meaning of the Communion of Saints, the Body of Christ and how Christians are called to continue the mission of Jesus through faith and action. - Begin their GCSE study of Judaism by exploring key Jewish beliefs, teachings and practices. Students will develop an understanding of Jewish identity, the covenant relationship with God, the importance of worship, festivals, rituals and how Jewish beliefs influence the daily lives of believers today.			
	TOPICS	Unit 1: Prophecy and Covenant	Unit 2: Prophecy and Promise	Unit 3: Galilee to Jerusalem
DESCRIPTION		The unit begins by revisiting the Creation accounts last studied in year 7 but focussing particularly on those aspects of the accounts that speak of human dignity and the equality of men and women.	This branch focuses on the role of the Blessed Virgin Mary in the narrative of salvation history. This unit builds on the last by recognising the ways in which Mary is seen to be the fulfilment of the Protoevangelium in Genesis.	Throughout branch 3 in KS3, students have slowly built up an understanding of key themes in the Gospel of Mark. This unit will take a broad reflection on the nature of vocation and discipleship with a focus on priesthood.
TOPICS		Unit 4: Desert to Garden	Unit 5: To the Ends of the Earth	Unit 6: Dialogue and Encounter
DESC		The main focus of this branch is the question of how Christ's death is redemptive. It builds on	Year 9 by began by looking at the nature of human beings who were made in the image of God,	In this unit students will study the teachings of the Catholic Bishops of England and Wales

	the previous unit by considering the connection between the ordained priesthood and Christ as the High Priest of our salvation.	relational beings who are created for communion. We conclude by looking at the nature of that communion that comes into existence through Christ's salvific work which we studied in the last unit: The Church.	about intercultural dialogue expressed in 'Meeting God in Friend and Stranger'. We will explore Judaism and the impact it has upon the lives of believers and the importance of dialogue between different groups and finding common ground.
TOPICS	Judaism: Nature of God	Judaism: Messiah	Judaism: Covenant
DESCRIPTION	In this unit, students will study issues of God as: One and Creator in Genesis 1. They will study the Shema prayer in order to find teaching on God as Law-Giver and Judge. Finally, they will look at the nature and significance of shekinah (the divine presence).	In this unit, we examine different views within Orthodox and Reform Judaism about the nature and role of the Mashiach (Messiah). This links with the previous unit by explaining how the Messianic age will be the culmination of God's plan for creation as law giver and judge.	An examination of the meaning and significance of the Abrahamic covenant in Genesis including the importance of the 'Promised Land'. They will study the meaning and significance of the covenant with Moses at Sinai. This links to the previous unit as Jews is given the mitzvot from God in order to bring about the messianic age.
TOPICS	Judaism: Life on Earth	Judaism: The Afterlife	
DESCRIPTION	An examination of the meaning and significance of the Abrahamic covenant in Genesis including the importance of the 'Promised Land'. They will study the meaning and significance of the covenant with Moses at Sinai. This links to the previous unit as Jews is given the mitzvot from God in order to bring about the messianic age.	A consideration of the beliefs and teachings about the nature and importance of pikuach nefesh (sanctity of life). They will examine the relationship between free will and the 613 mitzvot (duties) between humans and with God. This unit links to the previous unit by looking at the importance of human life and the link between free will and the 613 mitzvot.	



LEARNING SEQUENCE – YEAR 10

TOPIC	Students will:			
	- Be able to explain how religious beliefs influence the lives and practices of believers. Students will develop their understanding of Judaism through the study of key festivals, recognising how events such as Passover, Rosh Hashanah and Yom Kippur reflect Jewish beliefs about covenant, identity, forgiveness and their relationship with God. - Be able to explain religious and non-religious beliefs about the origins and value of the universe and human life. Students will examine Catholic, Jewish, scientific and Humanist perspectives, considering issues such as creation, stewardship, the sanctity of life and humanity's responsibility towards the world. - Be able to use scripture and sources of authority effectively to support their understanding of religious beliefs. Students will apply teachings from the Bible, the Magisterium and Jewish sacred texts to explain different responses to ethical issues, including abortion, euthanasia, suffering and the existence of evil. - Develop an understanding of how religious beliefs shape responses to moral issues in the modern world. Students will compare Catholic, Jewish and non-religious perspectives, analysing different viewpoints and developing the ability to construct balanced and justified arguments.			
OUTCOMES				
TOPIC	Judaism: Worship	Judaism: Synagogue	Judaism: Rituals	Judaism: Festivals
EXPLANATION	A consideration the nature and importance of Orthodox and Reform synagogue services; Shabbat service, the significance of prayer including the standing prayer (Amidah). They will focus on worship in the home.	A study of the features of a synagogue in Britain They will examine the place in which worship takes place and religious items worn. Students will consider worship, social and community functions of synagogues serving Jewish communities in Britain.	An examination the role and importance of Brit Milah and Bar Mitzvah They will focus on features of a marriage ceremony. They will study mourning rituals. This links to the previous unit as the rituals are the holy milestones carried out within the synagogue.	An examination of the origin, meaning and celebration Jewish festivals. A consideration of the diversity of practice between different Jewish traditions This links to the previous branches as the festivals link together the covenants, the mitzvot, the synagogue and the community.
TOPIC	Sources: Bible	Origin and Meaning	Beliefs: Creation	Forms: Painting

EXPLANATION	A study of the Catholic understanding of the nature of revelation and inspiration, with reference to the structure and origins of scripture and its literary forms. A consideration of different Christian views on the literary form of Genesis and the significance of this for the interpretation of the accounts	A consideration of Catholic beliefs and teachings about the origin of the universe. A study of a variety of views on the origin of the universe and the extent to which these conflict. We progress from unit one with the knowledge of biblical interpretation and structure and apply it to creation accounts.	A study of the two creation stories in Genesis and what they reveal about God. Comparison between Catholic, humanist and Jewish views on respect for the environment. A study of what we can learn from creation and our relationship with it.	An examination of the meaning of Michelangelo's Creation of Adam in the Sistine Chapel. To consider the extent to which Michelangelo's Creation of Adam expresses Catholic beliefs about creation, God and human beings. This links to the previous topic as we study how our relationship with creation is depicted in religious art.
TOPIC	Forms: Symbolism	Practices: Loving and Serving in Catholic Communities	Good and Evil and Suffering	Beliefs: The Trinity
EXPLANATION	A study of the use of symbolism and imagery in Christian art. The symbolism joins the creation of Adam with Jesus as the second Adam.	The unit culminates with the application of these beliefs to the local and global society. It considers Catholic Social Teachings and how its principles are applied in the work of SVP and Cafod.	A study of alternative Christian and non-Christian views on the nature and origin of evil and the difference between moral and natural evil.	An examination of the nature of the Trinity as expressed in the Nicene creed – One God in three persons: Father, Son and Spirit.
TOPIC	Beliefs: Incarnation	Sources: Jesus and Moral Authority	Forms: Sculpture and Statuary	Practices: Popular Piety
EXPLANATION	We apply the teaching about suffering and the Trinity to the incarnation and the belief that Jesus is God's response to all suffering.	A consideration of how not only the sacrifice of Jesus provides salvation but also his teachings.	An examination of how sculpture and statuary can be used as an aid to suffering.	A study of human response to suffering studied in topic one and Jesus being the suffering servant.



LEARNING SEQUENCE – YEAR 11

OUTCOMES	Students will: • Be able to demonstrate a secure understanding of how religious beliefs influence individuals, communities and societies. Students will explain how Catholic and Jewish teachings shape responses to key issues explored within Life and Death and Sin and Forgiveness, including the value of human life, the afterlife, morality, justice and forgiveness. • Be able to support their responses using appropriate knowledge and understanding of key sources of wisdom and authority, including Scripture, Church teaching and Jewish sacred texts. Students will apply these teachings effectively to explain and evaluate different religious perspectives. • Develop a deeper awareness of how different interpretations of religious teachings can lead to diversity within and between traditions. Students will examine contrasting views on ethical issues such as abortion, euthanasia, punishment, forgiveness and the relationship between religion and science. • Show an increasingly sophisticated understanding of different religious and non-religious perspectives in the modern world. Students will critically evaluate a range of viewpoints, construct balanced arguments and reach justified conclusions on philosophical, ethical and theological issues.			
TOPIC	Death and the Afterlife	Beliefs: Eschatology	Sources: The Magisterium	Forms: Artefacts
EXPLANATION	An examination of Catholic teaching on the meaning of death, the importance of dying well and the importance of palliative care with reference to Catholic teaching on assisted suicide and euthanasia. A consideration of Catholic belief in resurrection of the body in contrast to popular beliefs about survival of the soul.	A study of Catholic teaching on heaven and hell and purgatory, with reference to the parables of judgement. This branch links with branch one by explaining how our actions can determine our final destination.	A consideration of the nature of the Catholic Magisterium and its exercise in both its ordinary and extraordinary forms. An evaluation of the nature and importance of the Second Vatican Council, its history and four key documents.	A consideration of how Christian beliefs about eternal life influenced the iconography in Christian tradition. A study of how Christian beliefs in the resurrection are expressed through artefacts which are inspired by our beliefs about the afterlife.

TOPIC	Forms: Music and the Funeral Rite	Practices: Prayer within Catholic Communities in Britain and Elsewhere	Crime and Punishment	Beliefs: Redemption
EXPLANATION	This branch discusses which types of music are appropriate for worship and how the funeral rite expresses beliefs about eternal life.	The significance of prayer as both in formulaic and extempore prayers, with particular reference to the Lord's Prayer. This links with eschatology as we examine the meaning and significance of the Catholic practice of praying for the dead.	A consideration of the difference between crime and sin their relationship to morality. Christian teachings about forgiveness, including interpretations of teachings.	An examination of the meaning and significance of the term "salvation" for Catholics and the role of grace and human freedom in Redemption. Finally, a consideration of how Jesus' death brings salvation for sin.
TOPIC	Sources: Church	Forms: Buildings	Practices: Sacraments	Practices: Mission and Evangelisation in Britain and Elsewhere
EXPLANATION	A study of how being part of the body of Christ within the Church offers a route to salvation.	An examination of the way the way in which a church is constructed represents the beliefs of the congregation inside.	A consideration of how the sacraments is stepping stones along the journey of Catholicism towards salvation.	A study of the importance of inviting other to become part of the Church and spread the good news.



LEARNING SEQUENCE – YEAR 12

TOPIC	OUTCOMES			
	Students will: • Be able to explain and analyse key philosophical ideas from the AS specification, including arguments for the existence of God, challenges to religious belief, religious experience and religious language. Students will evaluate the views of key scholars and consider the strengths and weaknesses of different philosophical arguments. • Be able to explain how ethical language and decision-making can be understood through the study of ethical thought, including Divine Command Theory, Virtue Theory, Ethical Egoism and Aquinas' Natural Law. Students will critically evaluate different approaches to moral issues and ethical reasoning. • Construct well-informed and reasoned arguments about religion and belief, supported by relevant evidence from Philosophy, Ethics and Christianity. Students will develop the ability to analyse, evaluate and compare different scholarly perspectives. • Understand, interpret and critically evaluate Christian beliefs, teachings and sources, exploring key theological concepts including the nature of God, Jesus Christ, the Bible, the Early Church and Christian moral principles.			
TOPIC	Arguments for the Existence of God	Challenges to Religious Belief	Religious Experience	Religious Language
EXPLANATION	An exploration of philosophical arguments used to support belief in the existence of God. Students examine inductive arguments including cosmological and teleological arguments, considering key scholars and their reasoning, before critically evaluating the challenges and criticisms raised against these arguments.	An examination of key challenges to religious belief, exploring the problem of evil and suffering and whether it provides evidence against the existence of God. Students analyse religious responses through theodicies, before examining challenges from psychology and atheistic arguments that question the origin and validity of belief in God.	An investigation into believers' claims of encountering the divine through religious experience, exploring the nature and influence of experiences such as visions, conversions, mysticism and prayer. Students critically examine different understandings of religious experience, including the challenges raised by psychology, physiology and alternative explanations, while evaluating their value as evidence for the existence of God.	An exploration of whether religious language can successfully communicate ideas about God. Students examine different challenges to the meaningfulness of religious language, including verification and falsification, before considering responses through approaches such as analogy, symbol and language games. Students critically assess whether human language is capable of expressing religious beliefs and experiences.
TOPIC	Ethical Thought	Deontological Ethics	Teleological Ethics	Determinism and Free Will

EXPLANATION	An exploration of the foundations of ethical thought, examining how moral language can be understood and interpreted through meta-ethical approaches. Students investigate different explanations for moral decision-making, including whether morality is based on God's commands, personal self-interest, or the development of virtuous character.	An exploration of deontological approaches to ethical decision-making, examining the belief that morality should be based on duties, rules and moral obligations rather than consequences. Students investigate Aquinas' Natural Law, including its key principles and application to moral issues, before critically evaluating its strengths and weaknesses as an ethical theory.	An exploration of teleological approaches to ethical decision-making, examining the belief that morality should be based on the most loving outcome rather than fixed rules. Students investigate Joseph Fletcher's Situation Ethics, including the importance of agape love, the four working principles and six fundamental principles, before critically evaluating its strengths and weaknesses as an ethical theory.	An exploration of the debate surrounding human freedom and moral responsibility, examining whether human actions are freely chosen or determined by factors beyond our control. Students investigate religious ideas about predestination, different approaches to determinism and the implications these have for moral responsibility, before critically evaluating whether humans can truly be held accountable for their actions.
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TOPIC	Religious Figures and Sacred Texts	Religious Concepts and Religious Life	Significant social and historical developments in religious thought	Religious practices that shape religious identity
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EXPLANATION	A study of the significant social and historical developments that have shaped Christian thought and practice. Students investigate the challenges of secularisation, the relationship between Christianity and science, and Christian responses to pluralism and diversity, before critically evaluating how effectively Christianity has responded to the changing social and cultural landscape.	A study of religious concepts and religious life, examining the central beliefs that shape Christian identity and practice. Students investigate Christian understandings of the nature of God, the person of Jesus Christ and the Bible as a source of wisdom and authority, before critically evaluating their importance for Christian belief and the lives of believers today.	An investigation into significant social and historical developments in religious thought, examining how Christianity has responded to changes and challenges within society. Students study attitudes towards wealth, the impact of migration on Christianity and the relationship between religion and society, before critically evaluating how these developments have shaped Christian belief and practice today.	A study of religious practices that shape religious identity, examining how Christian beliefs are expressed through the lives of individuals and communities. Students investigate the importance of baptism, the Eucharist and the role of festivals and prayer, before critically evaluating how these practices influence Christian identity and belonging.
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LEARNING SEQUENCE – YEAR 13

OUTCOMES	Students will: • Develop a deeper understanding of philosophical issues by revisiting key themes from Year 12, including arguments for the existence of God, challenges to religious belief, religious experience and religious language. Students will engage with the D, E and F areas of study, analysing more complex scholarly debates and developing increasingly sophisticated evaluation of philosophical arguments. • Extend their understanding of ethical thought by revisiting key approaches to moral decision-making and applying them to more challenging ethical debates. Students will examine further developments within ethical theories, including meta-ethics, Kantian ethics, Utilitarianism and debates surrounding free will and moral responsibility, while critically evaluating their strengths and weaknesses. • Develop a more advanced understanding of Christian theology by revisiting key areas of belief, practice and development within Christianity. Students will critically examine religious concepts, sacred texts, religious identity and the influence of social and historical developments on Christian thought and practice. • Construct mature, well-informed and balanced arguments across Philosophy, Ethics and Christianity, using a wide range of scholarly evidence. Students will refine their ability to analyse, evaluate and justify conclusions in preparation for the demands of A Level examinations.			
TOPIC	Arguments for the Existence of God	Challenges to Religious Belief	Religious Experience	Religious Language
EXPLANATION	An examination of philosophical arguments for the existence of God, building upon previous study by considering further challenges and developments. Students analyse deductive arguments such as the Ontological Argument, examine debates surrounding the nature of religious belief, and critically evaluate whether philosophical reasoning can successfully	An investigation into the challenges raised against religious belief, building upon previous study of the problem of evil and responses to suffering. Students examine challenges from psychology and atheism, including the ideas of Freud, Jung and New Atheist thinkers, before critically evaluating whether these arguments successfully undermine belief in God.	A critical study of religious experience, building upon previous understanding of the nature and influence of encounters with the divine. Students examine different explanations of religious experiences, including their impact on religious practice and belief, before evaluating whether they provide convincing evidence for the existence of God.	An examination of religious language, building upon previous study of whether human language can successfully communicate ideas about God. Students analyse different approaches to understanding religious language, including the use of analogy, symbol and alternative explanations, before critically evaluating whether statements about God can be

	demonstrate the existence of God.			considered meaningful.
TOPIC	Ethical Thought	Deontological Ethics	Teleological Ethics	Determinism and Free Will
EXPLANATION	A study of ethical thought, building upon previous understanding of the foundations of moral decision-making and ethical theories. Students examine developments in ethical language through meta-ethics, considering different approaches to understanding moral statements, before critically evaluating whether ethical language reflects objective truth or human attitudes and experiences.	An examination of deontological ethics, building upon previous study of duty-based approaches to moral decision-making. Students investigate further developments in ethical theory through the study of Kantian Ethics, including the importance of reason, duty and the categorical imperative, before critically evaluating whether moral actions should be guided by universal principles.	An investigation into teleological ethics, building upon previous study of consequence-based approaches to moral decision-making. Students examine further developments in ethical theory through the study of Utilitarianism, including different forms and applications of the theory, before critically evaluating whether the morality of an action should be judged by its outcomes.	A consideration of determinism and free will, building upon previous study of human freedom and moral responsibility. Students examine further developments in the debate, including libertarianism, hard determinism and compatibilism, before critically evaluating whether human beings have genuine moral freedom and can be held accountable for their actions.
TOPIC	Religious Figures and Sacred Texts	Religious Concepts and Religious Life	Significant Social and Historical Developments in Religious Thought	Religious practices that shape religious identity
EXPLANATION	A study of religious figures and sacred texts, building upon previous understanding of the foundations of Christian belief. Students examine the significance of Jesus' birth, resurrection and	An examination of religious concepts and religious life, building upon previous study of the beliefs that shape Christian identity and practice. Students investigate developments in	An investigation into significant social and historical developments in religious thought, building upon previous understanding of Christianity's relationship with the modern world.	A study of religious practices that shape religious identity, building upon previous understanding of how Christian beliefs influence the lives of individuals and communities.

	the Bible as a source of authority, alongside different interpretations of scripture, before critically evaluating their influence on Christian belief, teaching and practice.	Christian thought, including different understandings of the Trinity, the nature of God, and beliefs about life after death, before critically evaluating their importance for Christian theology and the lives of believers today.	Students examine developments including changing roles of men and women, feminist theology and liberation theology, before critically evaluating how these movements have challenged and influenced Christian beliefs and practices.	Students examine the importance of religious expression through baptism, the Eucharist and practices linked to faith and identity, before critically evaluating their significance within Christianity today.
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ENRICHMENT, SUPPORT, EXTRA-CURRICULAR

- Additional teaching resources are made available online through Google Classroom.
- Opportunities to explore faith development in practice are available through school prayer and liturgy, as well as in-school retreats and Briars residentials.
- GCSE drop-in lunchtime sessions are available in Year 11 in preparation for exams.
- Further suggested reading is made available at A level, as well as recommended video tutorials to supplement understanding and offer ideas for super-curricular activities.