



# 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

 <p><b>HEAD</b> KNOWLEDGE-RICH</p>	<ul style="list-style-type: none"> <li>• Know the key teachings of the Bible, its structure, and core themes. Students explore both the Old and New Testaments, studying significant events, figures and teachings.</li> <li>• Know some of the rich history and development of Catholic tradition, including the teachings of the early Church Fathers, the development of doctrine, and the role of the Magisterium. Students understand the sacraments, the liturgical year and the lives of the saints.</li> <li>• Know key events, figures and movements that have shaped the Church's history and development, including the Reformation and the Vatican II Council.</li> <li>• Understand the ethical teachings of the Church by examining the Ten Commandments, the Beatitudes, natural law and Catholic Social Teaching. Students learn about social justice issues, human rights, service of others and ethical decision-making.</li> <li>• Know various forms of Catholic prayer and devotion, including the Rosary, liturgical prayers and contemplative practices. They know about the importance of personal prayer and the communal worship of the Church.</li> <li>• Know how to think critically and engage in dialogue about the Catholic faith, addressing common questions, misconceptions and challenges. Students understand and respect other religious traditions, fostering interfaith dialogue and exploring commonalities and differences.</li> </ul>
 <p><b>HEART</b> FAITH, LOVE AND RESPECT</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Begin to discern how biblical and Church teachings form a cohesive moral framework. Students will recognise how religious teachings shape their sense of right and wrong and will apply them to their daily decision-making.</li> <li>• Appreciate how the theological virtues of faith, hope and love find expression in Catholic Social Teaching, particularly through service and acts of social justice.</li> <li>• Engage in critical thinking and reflection about their beliefs and values. This moral reasoning will foster the development of each student's own moral compass.</li> <li>• Understand how respect for human dignity and the common good promote personal development and responsible citizenship, ensuring that the marginalised and disadvantaged are prioritised.</li> <li>• Interact with others who share their beliefs and values, cultivating a sense of community and fellowship through participating in religious practices.</li> </ul>
 <p><b>HANDS</b> APPLICATION OF KNOWLEDGE</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Present diverse beliefs, practices and values accurately and without bias.</li> <li>• Practise the skills of using religious teachings to apply to lifestyle choices and critically analyse a range of viewpoints surrounding religious beliefs and practices.</li> <li>• Use sources of religious and moral authority to solve complex moral issues.</li> <li>• Be equipped to enter into dialogue with people of other or no faith beyond school and in the workplace.</li> <li>• Be motivated to harness the virtues of love, justice, service and compassion to engage in acts of charity and acts of social justice.</li> <li>• Appreciate how faith, the common good, service and compassion find expression through vocations and careers in medicine, religious life, social justice campaigns, teaching and the emergency services, among other careers.</li> </ul>



# CURRICULUM TO CLASSROOM

 <b>HEAD</b> <b>KNOWLEDGE-RICH</b>	<b>KNOWLEDGE FOCUSED</b>	<p>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, content will be delivered via PowerPoint, and this will be complemented by the GCSE textbook. Activities will be exam question focused with modelling via the visualiser or the white board happening frequently. 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.</p>
	<b>EXPERT TEACHERS (EXPLANATIONS)</b>	<p>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 material will be through PowerPoint and content will be presented frequently via bullet point to reduce 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.</p>
	<b>TAUGHT TO BE REMEMBERED</b>	<p>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 or a written 'Do Now' style activity. Activities in lessons are focused on aiding the understanding and retrieval of information taught. In all key stages 'cold call' style questioning is used 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.</p>
<b>HEART</b> <b>FAITH, LOVE AND RESPECT</b>	<b>ENCOURAGING CLASSROOMS BASED ON FAITH, LOVE &amp; RESPECT</b>	<p>Every RE teacher has high expectations in terms of behaviour and quality of work when completing activities in lessons. All students are expected to listen to the teacher, follow the board and the textbook when the class is reading communally. 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.</p>

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	<b>Students will:</b> <ul style="list-style-type: none"> <li>Be able to explain God’s revelation and the way in which this has gradually unfolded through salvation history</li> <li>understand the distinction between general and special revelation, recognising Creation and the existence of human beings as one way in which all human beings can come to know God using their own natural reason.</li> <li>acquire a deeper understanding of the doctrine of the Trinity, since the recognition of Jesus as God by the early Church required a recognition of him as the eternal Son of the Father.</li> <li>be able to explain the continued presence of Christ with the Church through the sacraments and the transformative effect of these sacraments on the lives of the faithful.</li> <li>show a deeper understanding of God’s revelation through the sending of the Holy Spirit and the presence of this Spirit with the Church.</li> </ul>		
	Unit 1: Creation and Covenant	Unit 2: Prophecy and Promise	Unit 3: Galilee to Jerusalem
DESCRIPTION	<p>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.</p> <p><i>Tier 2 Word Focus: Influential, literally, significance</i></p>	<p>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.</p> <p><i>Tier 2 Word Focus: Authority</i></p>	<p>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.</p> <p><i>Tier 2 Word Focus: Valid</i></p>
TOPICS	Unit 4: Desert to Garden	Unit 5: To the Ends of the Earth	Unit 6: Dialogue and Encounter
DESCRIPTION	<p>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.</p>	<p>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.</p> <p><i>Tier 2 Word Focus: Influential</i></p>	<p>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.</p> <p><i>Tier 2 Word Focus: Diverse</i></p>

# LEARNING SEQUENCE – YEAR 8

OUTCOMES	<b>Students will</b> <ul style="list-style-type: none"><li>acquire a deep understanding of the account of the Fall in Genesis 3 and the implications this has for human beings and the world, coming to an understanding of what the Church means when it speaks of ‘original sin’ and how this is distinguished from ‘personal sin’.</li><li>understand and interpret existential questions that lie at the heart of the human condition and reflect on both the meaning of suffering and the meaning of death.</li><li>be able to explain how God tried to deal with faithless humanity by holding out the promise of a new covenant and a coming messiah who would restore human beings to covenant fidelity.</li><li>be able to show a deeper understanding of Jesus who, as the announcer of the reign of God, holds out signs of what this final restoration of all things will look like in his treatment of sinners and outcasts, in his parables of the kingdom, and in his miracles.</li><li>be able to explain how the final consummation of all things and the end to all suffering as death is defeated in the Resurrection of Jesus, the first-born from the dead.</li></ul>			
	TOPICS	Unit 1: Prophecy and Covenant	Unit 2: Prophecy and Promise	Unit 3: Galilee to Jerusalem
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.	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.	
TOPICS	Unit 4: Desert to Garden	Unit 5: To the Ends of the Earth	Unit 6: Dialogue and Encounter	
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, we ask the deeper question about the meaning of human suffering	In this unit, we look to God’s final answer to the mystery of suffering, which is the promise that all suffering will ultimately be overcome	In this unit, students will study contemporary principles of dialogue and proclamation in the Catholic Church were established during the Second Vatican Council. We	

# LEARNING SEQUENCE – YEAR 9

OUTCOMES	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• have an increased understanding of the mystery of the human person. It begins in branch 1, by revisiting the Creation accounts, focusing particularly on the belief that human beings are imago Dei and the implications this has for the principle of the dignity of the human person and the radical equality of man and woman.</li> <li>• be able to explain the equality of men and women as our starting point and focus particularly on the role of the Blessed Virgin Mary in the salvation history narrative.</li> <li>• acquire an understanding the mystery of redemption and students will be expected to come to some understanding of how the Church explains the connection between Christ's sacrificial death and individual redemption from sins.</li> <li>• show a deeper understanding of the human person as one member of a community that spans both heaven and earth in the final branch where we look at the Church as the 'communion of saints', the mystical Body of Christ.</li> </ul>		
TOPICS	<b>Unit 1: Prophecy and Covenant</b>	<b>Unit 2: Prophecy and Promise</b>	<b>Unit 3: Galilee to Jerusalem</b>
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	<b>Unit 4: Desert to Garden</b>	<b>Unit 5: To the Ends of the Earth</b>	<b>Unit 6: Dialogue and Encounter</b>
DESCRIPTION	The main focus of this branch is the question of how Christ's death is redemptive. It builds on the previous unit by considering the connection between the ordained priesthood and Christ as the High Priest of our salvation.	Year 9 by began by looking at the nature of human beings who were made in the image of God, 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.	In this unit students will study the teachings of the Catholic Bishops of England and Wales 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 are 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 are 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

OUTCOMES	<b>Students will:</b> <ul style="list-style-type: none"><li>• be able to explain religious and non-religious beliefs about the origins and value of the universe and human life.</li><li>• be able to make relevant references to scripture, other sources of authority and contrasting scientific and/or nonreligious world-views such as those held by Atheists and Humanists.</li><li>• be able to explain the origins and values of the universe and human life from the perspective of the Jewish religious tradition.</li></ul>			
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

TOPIC	OUTCOMES			
	Death and the Afterlife	Beliefs: Eschatology	Sources: The Magisterium	Forms: Artefacts
EXPLANATION	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• be able to demonstrate an understanding of the influence of religion on individuals, communities and societies.</li> <li>• be able to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts.</li> <li>• show a deeper awareness of how varied interpretations of sources and/or teachings may give rise to diversity within traditions or textual studies on religious, philosophical and ethical studies in the modern world.</li> <li>• show an increasingly deeper understanding and interpretation of different perspectives. These may derive from either different religions or different views/denominations within a particular religion.</li> </ul>			
	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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	Students will:			
	<ul style="list-style-type: none"> <li>be able to explain the philosophical arguments in favour of and against the existence of God by a range of philosophers. They will be able to explain whether talk of God and encounter with God are meaningful.</li> <li>be able to explain how moral language can be interpreted and give a critical evaluation of a range of normative ethical approaches.</li> <li>construct well informed and reasoned arguments about religion and belief, substantiated by relevant evidence on topics concerning Philosophy of Religion and Religion and Ethics.</li> <li>understand, interpret and evaluate critically religious concepts, texts and other sources.</li> </ul>			
TOPIC	Arguments for the Existence of God	Challenges to Religious Belief	Religious Experience	Religious Language
EXPLANATION	A study of why people believe in a God and the reasoned justifications for these beliefs. An examination of the counter-arguments.	An examination of the challenges to belief in a deity from the problem of evil, psychology and the rise of New Atheism. An evaluation of whether the challenges outweigh the 'proofs' in the previous topic.	Assuming the truth of God's existence, an investigation into believers' lived experience through religious experience and miracles. A critical analysis of their veracity.	A study of whether and how it is possible to talk meaningfully about God at all, given the ineffable nature of religious encounters. Symbol, myth and analogy are all considered.
TOPIC	Ethical Thought	Deontological Ethics	Teleological Ethics	
EXPLANATION	An introduction to meta-ethics and how ethical language functions. An investigation into the motivation behind ethical behaviour from God, self-interest or virtue.	Having acquired the language of ethics in the previous module, a study and evaluation of a duty or rules-based normative approach to moral decision-making through natural law.	A contrasting study of a consequentialist approach to normative ethics through the exploration and evaluation of situation ethics and utilitarianism.	



# LEARNING SEQUENCE – YEAR 13

OUTCOMES	<b>Students will:</b> <ul style="list-style-type: none"><li>• extend the skills acquired in Year 12 across a further range of topics, particularly with regard to the study of Christianity.</li><li>• acquire a deep understanding of how the Bible as a sacred text leads to core doctrines which inspire distinctive beliefs and practices.</li><li>• be able to critically evaluate the historical and social developments of religious belief and practice.</li><li>• have an increasingly developed ability to find synoptic links across themes and use philosophical, ethical and religious language to express informed judgements about religion.</li></ul>			
	TOPIC	Determinism and Free Will	Religious Figures and Sacred Texts	Religious Concepts and Religious Life
EXPLANATION	A consideration of whether humans have authentic moral agency at all from theological, philosophical, psychological and scientific perspectives. An evaluation of whether the normative ethical approaches studied are just ‘academic’.	A study of the Bible as the core source of authority in the Christian tradition and the text that shapes religious identity. Jesus’ birth and resurrection narratives as central to the figure of Jesus are studied as they underpin Christology.	An exploration of how sacred texts have led to definitive Christian beliefs around the maleness of God, passivity, atonement, Trinity and justification. A study of how core beliefs find expression in moral principles.	Having considered the content of faith, a study of the social developments in religious thought around issues such as wealth, migration and gender equality. Challenges to modern Christianity from secularisation, science and pluralism are evaluated.
TOPIC	Religious Practices that Shape Religious Identity			
EXPLANATION	A study of how beliefs find expression through festivals such as Baptism, Eucharist, Christmas and Easter. Diversity of practice and responses to modern challenges previously studied are explored through the study of the ecumenical movement, the charismatic movement and liberation theology.			



# 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.