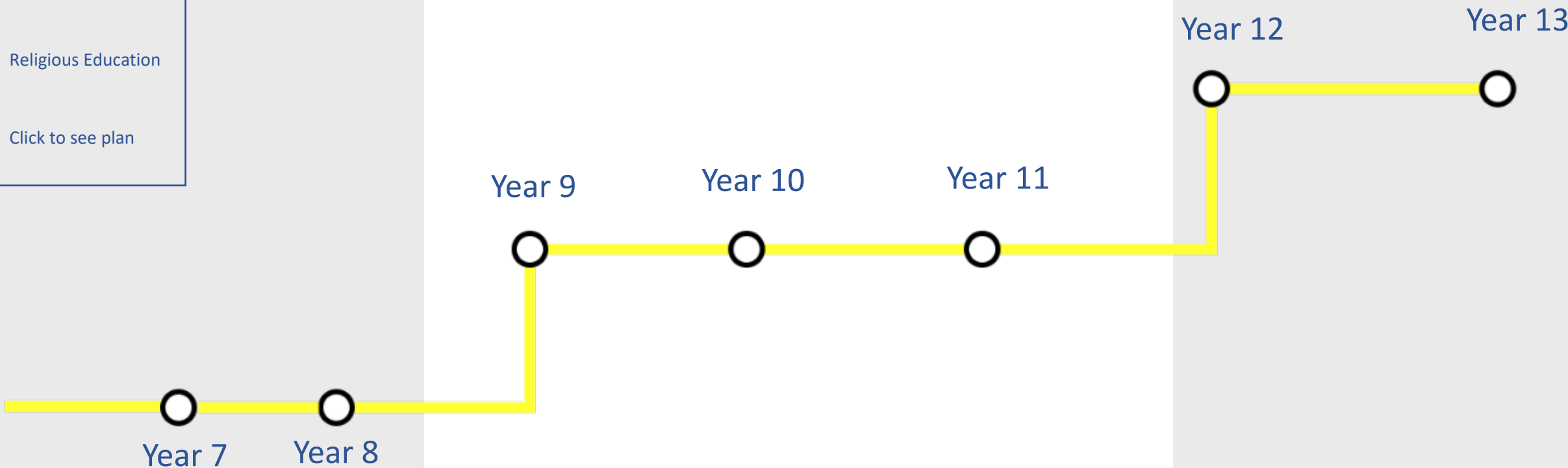


Key

Religious Education

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Religious Education
Curriculum

St Thomas More High School



	Autumn Term	Spring Term	Summer Term
Topics	<u>Creation and Covenant</u> 1.St. Thomas More: life and times. 2.St. Thomas More and sainthood 3.How do we know about God? 4.How should we read the Bible? 5.What does Genesis 1 teach about creation? 6.what does Genesis 2 teach about creation? 7.What do Catholics believe about scientific theories about creation? 8.What makes humans different from to the rest of creation? 9.What spoiled God’s creation? 10.How do Catholics interpret Genesis 3? 11. what is our responsibility to others? 12.what is our responsibility to the world? <u>Prophecy and promise</u> 1. How do you navigate the Bible? 2.Why is the Bible read in translation? 3.How is the Bible a library of books? 4.what is the connection between the Hebrew Bible and the Old Testament? 5.Why is the Old Testament important for Catholics? 6.What does it mean to say that scripture is inspired? 7.What is the relationship between scripture, Tradition and the Magisterium? 8.Why is Jesus the fullness of revelation? 9.How do Catholics use scripture in liturgy? 10.How is scripture used in the Rosary? 11.what is the book of Kells? 12.what are Biblical idioms?	<u>From Galilee to Jerusalem</u> Cinema in education: facts of life 1 Cinema in education facts of life Cinema in education facts of life What is the Incarnation? Who is Jesus, the Son of God? What did Arius teach about Jesus? Who is Jesus, the Son of Man? Who is Jesus, the Christ and Son of David? Who is Jesus, the Lord? What is the Trinity? How does the Trinity feature in Catholic worship? How is Jesus the perfect human being? Ethical Option: Can businesses act selflessly? Artistic Expression Option: What can Catholics learn from Rublev’s Trinity? Lived Religion Option: Who was Father Mychal Judge? <u>Desert to Garden</u> 3. What is the Paschal Mystery? 1.What are the sacraments of the Church? 2.Why was the Last Supper so important? 1.What is the Eucharist? 2.Why are there many names for the Eucharist? 3.How is Jesus present in the Eucharist? 1.Why is the Mass called a sacrifice? 2.Why is the structure of the Mass important? 1.How does the structure of the Mass support worship? 2.How do Catholics carry Jesus into the world? 3. What do different Christians believe about the Eucharist? 1.Ethical option: How can we respond to world hunger? 2.Artistic option: what can art teach us about the Eucharist?	<u>To the Ends of the Earth</u> What is the Holy Spirit? What role did the Holy Spirit play in Jesus’ life? How does the Holy Spirit guide people? Who was St. Luke? Why is Pentecost important? What does the Church teach about the Holy Spirit? How does the Holy Spirit guide vocation? What is the Sacrament of Confirmation? Ethical option: How should we live? Artistic expression: how is the Pentecost shown through art? <u>Dialogues</u> How have councils been important in the Church? what happened at the Council of Jerusalem? Why are there so many Christian denominations? what is ecumenism?
NCC Codes	We will fill this out for you once review matrix is complete	We will fill this out for you once review matrix is complete	We will fill this out for you once review matrix is complete
Assessments	Assessment by unit test	Assessment by unit test	Assessment by unit test
EL	<u>Creation and Covenant</u> The Extended Learning Assessment is: Science contradicts Genesis. Evaluate this statement. (12 marks) The Challenge is: Research the work of CAFOD and create a factsheet. <u>Prophecy and Promise</u> The Extended Learning Assessment is: “Christians don’t need to read the Old Testament”. Evaluate this statement (12 marks) The Challenge is: Research the books of the Old Testament. Create a fact sheet explaining some of the different books.	<u>From Galilee to Jerusalem</u> The Extended Learning Assessment is: “Jesus did not come for those in power”. Evaluate this statement (12 marks) The Challenge is: Create a fact sheet on the seven sacraments. <u>From Desert to Garden</u> The Extended Learning Assessment is: “It is not important whether Catholics go to Mass every week” Evaluate this statement Challenge: research and explain the differences between the Gospels	<u>To the Ends of the Earth</u> The Extended Learning Assessment is: “Pentecost is the most important Christian feast”.Evaluate this statement (12 marks) Challenge: Research Jewish practices around the Sabbath. How do they compare to Christianity? <u>Dialogues</u> The Extended Learning Assessment is: “All forms of Christianity are the same”. Evaluate this statement. (12 marks) Challenge: Research the range of Christian denominations in England. Present your information as a graph.

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	Autumn Term	Spring Term	Summer Term
Topics	<p>Half term 1 CREATION AND COVENANT</p> <p>1.1 What is the story of the Fall</p> <p>1.2 what is the meaning of the Fall?</p> <p>1.3 What is sin?</p> <p>1.4 Why are God’s commands so important?</p> <p>1.5 Why have rules in the first place?</p> <p>1.6 What is conscience?</p> <p>1.7 What is the Sacrament of Baptism?</p> <p>1.8 Who should be baptised?</p> <p>1.9 Ethical option: what does love of neighbour mean today?</p> <p>1.10 Artistic expression option: How do artists depict Moses?</p> <p>1.11 Lived religion option: Why are some Christians conscientious objectors?</p> <p>EL: “It is impossible to be good without God”. Evaluate this statement (12 marks)</p> <p>Challenge: research paintings of sculptures of Moses. Create a powerpoint presentation to teach the class about your research.</p> <p>Half term 2</p> <p>2.1 what is a prophetic text?</p> <p>2.2 How does Jeremiah fulfil the prophetic pattern?</p> <p>2.3 Why do prophecies contain calls to repentance?</p> <p>2.4 How do prophecies call for care of the poor?</p> <p>2.5 why do prophecies criticise external religion?</p> <p>2.6 Why do prophecies make warnings and promises?</p> <p>2.7 How are images and parables used in prophecies?</p> <p>2.8 Why do prophecies talk about a faithful few?</p> <p>2.9 How do prophecies show God as a judge of all nations</p> <p>2.10 Why is John the Baptist important?</p> <p>2.11 How are lay people called to be witness of Christ?</p> <p>2.12 How is Advent connected to prophecy?</p> <p>2.13 ethical option: what does the Church teach about superstition?</p> <p>2.14 Artistic expression: how do Christmas carols reflect prophetic messages?</p> <p>2.15 lived religion option: who was st. Oscar Romero?</p> <p>EL: “The Old Testament prophets are no longer relevant to modern society”. Evaluate this statement.</p> <p>Challenge: research an Old Testament prophet not studied in this unit. Explain their key messages and any symbols they use.</p>	<p>Chapter 3: Galilee to Jerusalem</p> <p>3.1 How should we read scripture?</p> <p>3.2 What is the Kingdom of God?</p> <p>3.3 Who did Jesus encounter in his ministry?</p> <p>3.4 How did Jesus treat marginalised people ?</p> <p>3.5 How did Jesus reach out to gentiles and women?</p> <p>3.6 What are parables?</p> <p>3.7 what did Jesus’ parables teach about eschatology?</p> <p>3.8 What were the miracles of Jesus?</p> <p>3.9 What did Jesus’ miracles over sickness reveal?</p> <p>3.10 How does Jesus’ ministry call us to enter the Kingdom?</p> <p>3.11 What is the Anointing of the Sick?</p> <p>3.12 Ethical option: why are Catholics called to help in the refugee crisis?</p> <p>3.13 Artistic Expression option: How does art express the Kingdom of God?</p> <p>3.14 Loved Religion Option: How did Father Damien of Molokai serve others?</p> <p>EL: “Catholics should study what the Church says about scripture to inform their own views”. Evaluate this statement. (12 marks)</p> <p>Challenge: write about the different types of people Jesus ministered to in the Gospel. Give examples and explain what happened.</p> <p>Half term 4</p> <p>4: Desert to Garden</p> <p>4.1 Why do we suffer?</p> <p>4.2 Is there a meaning to suffering?</p> <p>4.3 Why is Jesus called the suffering servant?</p> <p>4.4 Why did God allow Jesus to suffer?</p> <p>4.5 How do Christians prepare during Lent?</p> <p>4.6 What is the Easter Triduum?</p> <p>4.7 What is the Sacrament of Reconciliation?</p> <p>4.8 Why is the Sacrament of Reconciliation important?</p> <p>4.9 Ethical Option: why does God allow suffering?</p> <p>4.10 Artistic Expression Option: How is the Crucifixion shown through art?</p> <p>4.11 Lived religion option: Who are Margaret and Barry Mizen?</p> <p>EL: “The most important part of lent is giving something up”. Evaluate this statement (12 marks)</p> <p>Challenge: research other famous depictions of the crucifixion. Create a powerpoint to share with the class.</p>	<p>5.1 What does the Bible sat about the Resurrection?</p> <p>5.2 What is the significance of the empty tomb?</p> <p>5.3 How did the disciples react to the Resurrection?</p> <p>5.4 What is the central truth of Christian faith?</p> <p>5.5 Do humans have a soul?</p> <p>5.6 What happens at the end of human life?</p> <p>5.7 Why is Baptism necessary?</p> <p>5.8 What are Catholic funeral rites?</p> <p>5.9 Ethical Option: Is the Catholic belief in purgatory biblical</p> <p>5.10 Artistic Expression Option: How can art teach about the Resurrection?</p> <p>5.11 Lived Religion Option: How do Christian funeral traditions differ?</p> <p>EL: “Human beings do not have a soul”. Evaluate this statement (12 marks)</p> <p>Challenge: research Near Death experiences. Write at least 3 paragraphs about what they teach us about life after death.</p> <p>Chapter 6: Dialogue and Encounter</p> <p>6.1 Why was the Second Vatican Council important?</p> <p>6.2 Why is Ecclesiam Suam important?</p> <p>6.3 Is there more than one Catholic Church?</p> <p>6.4 What is the Ukrainian Greek Catholic Church?</p> <p>EL: “There are so many differences between the 24 Catholic Churches, it’s hard to see how they can be united”. Evaluate this statement. (12 marks).</p> <p>Challenge: Investigate the similarities and differences between Catholics and Orthodox Christians. Write at least paragraph comparing the two denominations.</p>

	Autumn Term	Spring Term	Summer Term
Topics	HT1: Creation and Covenant Imago Dei. Reading Genesis as allegory. Imago Dei and human morality. Human art. Art task. what it means to be human in film. stewardship of life abortion euthanasia IVF Capital punishment life after death. Funeral rite HT2: Introduction to Mary Marian feasts, Marian prayers Lourdes Our Lady of Guadalupe Fatima Lady Altars in Churches Magnificat , Magnificat as political Liberation theology. Magnificat ,Magnificat as political Liberation theology. Women of the Magnificat Mary in musical worship, Mary in art	HT3 From Galilee to Jerusalem Cinema in education: Love, honour, cherish Jesus’ proclamation of the Kingdom of God. Kingdom parables Jesus’ miracles Are miracles real? Miracles and the saints Who enters the Kingdom? Living Kingdom values Personal response to Kingdom HT4 Perspectives on Faith: religion, human rights and social justice Human dignity and religious freedom (13.1) human rights (13.2) Rights and responsibilities (13.3) Responsibilities of wealth (13.4) Wealth creation and exploitation (13.5) Greed, materialism and the sacrifice of wealth (13.6) Catholic teachings about poverty (13.8) Contrasting views on fighting poverty (13.9) the work of CAFOD and Christian Aid (13.9) Racial prejudice and discrimination (13.10) Equality (13.11) Justice, racial equality and racial prejudice (13.12)	HT5 Religion, peace and conflict Biblical perspective on violence and bullying Forgiveness and reconciliation Justice Just war theory Nuclear war and weapons of mass destruction the consequences of modern warfare religion as a reason for violence and war Pacifism the role of religion in conflicts of the twenty-first century terrorism torture, radicalisation and martyrdom conflict resolution and peace-making HT6 Human beings as sexual Pope John Paul’s “theology of the body” Human sexuality and its expression A valid marriage in the Catholic Church Catholic Marriage Annulment, divorce and remarriage Family planning and contraception The nature and purpose of the family Roles and responsibilities within the family Gender equality in the Bible Catholic teaching on the equality of men and women Gender prejudice and discrimination
Exam Spec	AQA Religious Studies B Subject content Component 2: Perspectives on faith		
Assessment	Assessment: end of unit GCSE style test	Assessment: end of unit GCSE style test	Assessment: end of unit GCSE style test
E/L	HT 1:“Abortion is always wrong”. Evaluate this statement. Be sure to include more than one point of view, and refer to Catholic beliefs and teachings in your answer Challenge: Research a specific case of capital punishment that was wrongly administered. Write a piece about why there was a miscarriage of justice. HT2 “It is wrong for the Catholic Church to place so much importance on Mary”. Evaluate this statement. Be sure to include more than one point of view, and refer to Catholic beliefs and teachings in your answer. Challenge: Research a specific example of Marian art or a prayer that you have not studied. Create a fact sheet explaining its meanings.	HT3 “Miracles do not happen”. Evaluate this statement Be sure to include more than one point of view, and refer to Catholic beliefs and teachings in your answer (12 marks) Challenge: Research some modern day miracles. Write an article entitled “Modern miracles”. HT4 “It is wrong for the Catholic Church to be so wealthy when so many people are poor”. Evaluate this statement. Be sure to include more than one point of view, and refer to Catholic beliefs and teachings in your answer. Challenge: Research a specific case of racism that happened recently in the UK. What happened, and how did the victim, authorities and public respond? Present your findings as an article.	HT5: research a war from the twentieth century and explore whether it was a JUST war. Try to consider a range of views and add a conclusion. Challenge: Prepare a presentation on either Aquinas or Augustine, explaining why they are considered so important in our faith. HT6 "Catholic attitudes to sex are no longer relevant“. Evaluate this statement Be sure to include more than one point of view, and refer to Catholic beliefs and teachings in your answer (12 marks) Challenge: Research some countries that allow same-sex marriages - for example the UK, France and Canada - and some countries that forbid them - for example Hungary, Kenya and Poland. Examine the arguments given by both sets of countries for their decisions.

	Autumn Term	Spring Term	Summer Term
Topics	<p>Creation Michelangelo's Creation (1.1) and other Christian art (1.2) Creation and the nature of God in Genesis 1 (1.3) Creation and the nature of humans in Genesis 2 (1.4) The significance of the creation stories for Catholics (1.5) The origins and structure of the Bible (1.6) Inspiration and the Bible as the word of God (1.7) Interpreting Genesis creation stories (1.8) Natural Law and Catholic attitudes towards science (1.9) Caring for the environment (1.10) The meaning of stewardship (1.11) CAFOD and sustainability (1.12)</p> <p>Incarnation Jesus as God incarnate (2.1) God's message to Joseph (2.2) Jesus, the Word of God (2.3) Jesus as both fully human and fully God (2.4) Christian symbols (2.5) How the incarnation affects Catholic attitudes to religious art (2.6) Interpreting statues of Jesus (2.7) The moral teachings of Jesus (2.8) Tradition and St. Irenaeus' writings about Jesus (2.9) Different understandings of the incarnation (2.10) Grace and sacramental nature of reality (2.11) The seven sacraments (2.12) Imago dei and abortion (2.13)</p>	<p>The Triune God Psalms and the use of music in worship (3.1) Music in the liturgy (3.2) Acclamations used in the Mass (3.3) The Triune God explained in the Bible (3.4) The Trinity in the Nicene Creed and Genesis 1 (3.5) The influence of the Trinity on Christians today (3.6) The Trinity in the Bible (3.7) The Trinity and God's Love (3.8) The authority of the Magisterium and its view on the Trinity (3.9) Baptism (3.10)</p> <p>Redemption How church architecture reflects Catholic beliefs (4.1) The main parts of a Catholic church (4.2) Contrasting features and artefacts used by Catholics (4.3) The role of Jesus in restoration through sacrifice (4.4) The significance of Jesus' death, burial, resurrection and ascension (4.5) Salvation (past, present, future) (4.6) redemption in the Bible (1) (4.7) Redemption in the Bible (2) St. Irenaeus and St. Anselm (4.8) The importance of conscience for Christians (4.9) Redemption and the Mass (4.10) Different Christian understanding of the Eucharist (4.11) Prayers in the Mass and adoration (4.12)</p>	<p>Church and the Kingdom of God Pilgrimage and the Stations of the Cross (5.1) Pilgrimage to Rome, Lourdes and Walsingham (5.2) Mission and evangelism in drama (5.3) The Kingdom of God and the Lord's Prayer (5.4) Signs of the Kingdom: justice, peace and reconciliation (5.5) The hierarchy of the Catholic Church and the Second Vatican Council (5.6) The importance of Mary and the Magnificat (5.7) The four marks of the Church and apostolic succession (5.8) The conciliar and pontifical nature of the Church (5.9) The Church as the Body of Christ: the importance of charity for Catholics (5.10) Kingdom values in different vocations (5.11) Kingdom values in the life of a Catholic Church (5.12)</p>
Exam Spec	AQA Religious Studies B Subject content Component 1: Catholic Christianity	AQA Religious Studies B Subject content Component 1: Catholic Christianity	AQA Religious Studies B Subject content Component 1: Catholic Christianity
Assessment	Assessment: end of unit GCSE style test	Assessment: end of unit GCSE style test	Assessment: end of unit GCSE style test
EL	<p>HT1: "Only the Gospels are important for Christians". Evaluate this statement. this statement. Challenge: Investigate one scientific development that resulted from the work of a Catholic Scientist.</p> <p>HT2: It is impossible for Christians to follow Jesus' example and moral teachings". Evaluate this statement Challenge: Choose one of the sacraments and interview a person who has recently received that sacrament. Ask the person how they felt both before and after receiving the sacrament</p>	<p>HT3 "Catholic Churches should only use modern music in their services". Evaluate this statement. Be sure to include more than one point of view, and refer to Catholic teaching in your answer. (12 marks) Research the decisions of the council of Nicea. How can they be seen as reactions to the teachings of Arius?</p> <p>HT4: Extended Learning : "The altar is the most important part of a Catholic Church". Evaluate this statement. Be sure to include more than one point of view and refer to Catholic beliefs and teachings in your answer. (12 marks) Research examples of Christians who have lived and died by following their consciences, such as Oscar Romero or Maximilian Kolbe. Do you think they made the right choices in life? Explain your answer.</p>	<p>The Lord's Prayer is the most important prayer in Catholicism" Evaluate this statement. Be sure to include more than one point of view and refer to Catholic beliefs and teachings in your answer. (12 marks) Challenge Research the work of one Catholic charity that works locally, and one Catholic Church that works nationally and globally. Investigate the sort of activities that they do and how these activities help people. Present your research in an interesting way, such as a colourful information sheet.</p>

	Autumn Term	Spring Term	Summer Term
Topics	HT1: Eschatology The Paschal candle (6.1) Michelangelo's The Last Judgement (6.2) Memorials for the dead (6.3) Eschatology and life after death (6.4) The four last things (6.5) Purgatory and judgement (6.6) Ten Ten theatre life to the full respect The parable of the Rich Man and Lazarus(6.7) Cosmic reconciliation (6.8) the Church's teachings on the end of time (6.9) The Last rites –(6.10) The funeral rite (6.11) The care of the dying and euthanasia(6.12) HT2: Judaism Beliefs and teachings The nature of God: God as one(9.1) The nature of God: God as creator(9.2) The nature of God: God as lawgiver and judge; the divine presence (9.3) Life after death, judgement and resurrection (9.4) The nature and role of the Messiah (9.5) The Promised Land and the covenant with Abraham (9.6) The covenant at Sinai and the Ten Commandments (9.7) Key moral principles in Judaism (9.8) Sanctity of life (9.9) Free will and mitzot (9.10)	Judaism Practices The importance of the synagogue (10.1) Interior features of a synagogue (10.2) Worship in Orthodox and Reform synagogues (10.3) Daily services and prayer (10.4) Shabbat in the synagogue (10.5) Shabbat in the home (10.6) Worship in the home; the written and oral law (10.7) Ceremonies associated with birth (10.8) Bar and Bar Mitzvah (10.9) Marriage (10.10) Mourning for the dead (10.11) Dietary Laws (10.12) Rosh Hashanah and Yom Kippur (10.13) Pesach (10.14)	
Exam Spec w/link	AQA Religious Studies B Subject content Component 1: Catholic Christianity AQA Religious Studies B Subject content Component 2: Perspectives on faith	AQA Religious Studies B Subject content Component 2: Perspectives on faith	
Assessment	Assessment: end of unit GCSE style test	Assessment: end of unit GCSE style test	
EL	Extended Learning: "Funerals should be joyous occasions". Evaluate this statement Challenge: Complete an extra 12 mark question from the textbook or revision guide. "The most important definition of God for Jews is God as lawgiver". Evaluate this statement. Be sure to include more than one point of view, and refer to Jewish beliefs and teachings in your answer. (12 marks) Write an article explaining the differences between Christian and Jewish beliefs about the Messiah.	Extended Learning: "The rules of Shabbat are outdated in the 21 st century". Evaluate this statement. Be sure to include more than one point of view, and refer to Jewish beliefs and teachings in your answer. (12 marks) Challenge: Research the differences between Orthodox and Reformed Jews. Present your information as a fact sheet.	

	Autumn Term	Spring Term	Summer Term
Topics	Arguments for existence of God: design Arguments for the existence of God: cosmological argument Normative ethical theories: intro Sources of wisdom and authority Arguments for the existence of God: the ontological argument Evil and suffering Normative ethical theories: natural moral law God Self, death and afterlife	Religious experience Expressions of religious identity Normative ethical theories: situation ethics Normative ethical theories: Aristotle’s virtue ethics Good conduct and key moral principles Application of ethical theories	Revision Religious Language Meta-ethics
Exam Spec w/link	AQA Religious Studies Subject content Component 1: Philosophy of religion and ethics AQA Religious Studies Subject content Component 2: Study of religion and dialogues	AQA Religious Studies Subject content Component 1: Philosophy of religion and ethics AQA Religious Studies Subject content Component 2: Study of religion and dialogues	AQA Religious Studies Subject content Component 1: Philosophy of religion and ethics AQA Religious Studies Subject content Component 2: Study of religion and dialogues
Assessment	By end of unit timed essay	By end of unit timed essay	By end of unit timed essay
EL	Extended Learning: Essays as set by teacher	Extended Learning: Essays as set by teacher	Prep for summer exam



Autumn Term	Spring Term	Summer Term
Introduction to meta ethics Religion, gender and sexuality Religious language Miracles Free will and moral responsibility Conscience Self and life after death Religion and science	Bentham and Kant Religion and religious pluralism Religion and secularisation	Prep for dialogues Ethical studies and religion Preparation for philosophy of religion and religion
AQA Religious Studies Subject content Component 1: Philosophy of religion and ethics	AQA Religious Studies Subject content Component 1: Philosophy of religion and ethics	AQA Religious Studies Subject content Component 1: Philosophy of religion and ethics
AQA Religious Studies Subject content Component 2: Study of religion and dialogues	AQA Religious Studies Subject content Component 2: Study of religion and dialogues	AQA Religious Studies Subject content Component 2: Study of religion and dialogues
By end of unit timed essay	By end of unit timed essay	By end of unit timed essay
Extended Learning: Essays as set by teacher	Extended Learning: Essays as set by teacher	

Key Stage	Careers in the curriculum
KS3	<ul style="list-style-type: none"> • BCYS – working in the youth service/ Walsingham House • The work of Taize • The work of st. Vincent de Paul • Stewardship and the work of CAFOD, including charity work.
KS4	<ul style="list-style-type: none"> • Caring for the environment, role of CAFOD and sustainability, what CAFOD does. • Kingdom values in different vocations, looking at religious life eg, monks, nuns, priesthood • Caring for the dying, working in a hospice.
KS5	<ul style="list-style-type: none"> • Religious life, the priesthood. • The link between ethics and law

