



Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Component 1:1 Foundational Catholic theology. Origins and Meanings	<p>Examine their understanding of Imago Dei and stewardship.</p> <p>Compare Catholic and other religious views on the creation of the world.</p> <p>Think about how humans have a duty to care and respect the planet.</p> <p>Consider the varying views on abortion and its implications- they will examine the Catholic and other religious views on this.</p> <p>Examine the different interpretations of the bible and the importance in catholic belief in the word of God.</p> <p>Have an opportunity to look at religious artwork and consider how these images show us Imago Dei and symbolic meaning within the tree of life.</p> <p>examine their understanding of Imago Dei and stewardship.</p> <p>Compare Catholic and other religious views on the creation of the world.</p> <p>Think about how humans have a duty to care and respect the planet.</p> <p>Consider the varying views on abortion and its implications- they will examine the Catholic and other religious views on this.</p> <p>Examine the different interpretations of the Bible and the importance in catholic belief in the word of God.</p>	<p>Detailed evaluation of religious beliefs and ideas, as well as social issues such as abortion.</p> <p>Exploring cultural capital through famous works of art.</p> <p>Cross curricular links with art.</p> <p>Personal development of charitable and social endeavours pertaining to Catholic social teaching/stewardship.</p>	<p>Ongoing teacher assessment and questioning.</p> <p>Key words test.</p> <p>Regular homework.</p> <p>Formal mock assessment.</p> <p>Peer/Self-assessment.</p>

	<p>Have an opportunity to look at religious artwork and consider how these images show us Imago Dei and symbolic meaning within the tree of life.</p>		
<p>Component 1:2 Foundational Catholic theology. Good and Evil</p>	<p>Examine Catholic perspectives on the origin of evil. Compare alternative Christian and non-Christian views on the nature and origin of evil and the difference between moral and natural evil.</p> <p>Examine Catholic beliefs about the relationship between God’s goodness and the goodness of the created world</p> <p>Compare philosophical and non-religious challenges posed by belief in God’s goodness, free will and the existence of evil and suffering</p> <p>Examine the meaning of suffering and Catholic ambivalence towards it, with reference to the significance of Christ’s suffering and death and Isaiah 53.</p> <p>Examine their understanding of the nature of the Trinity as expressed in the Nicene creed – One God in three persons: Father, Son and Spirit</p> <p>Examine the biblical support for the doctrine and its historical development.</p> <p>Examine their understanding of the meaning and significance of the belief in Jesus as Incarnate Son, divine Word, fully God and fully human.</p> <p>Consider the importance of the doctrine in framing Catholic responses to the Problem of Evil.</p> <p>Investigate the teaching of Jesus as the authoritative source for moral teaching, with reference to Jesus as the fulfilment of the law.</p>	<p>Detailed evaluation of religious beliefs and ideas.</p> <p>Exploring cultural capital through famous works of art</p> <p>Cross curricular links with art.</p> <p>Personal development in philosophical approaches to dealing with suffering in one’s life.</p>	<p>Ongoing teacher assessment and questioning.</p> <p>Key words test.</p> <p>Homework.</p> <p>Formal mock assessment.</p> <p>Peer/Self-assessment</p>

	<p>Examine existence of the Natural Law and conscience as evidence of God’s goodness and the role of suffering in the development of the virtues. Have an opportunity to look at the meaning and significance of sculpture and statues to Catholic tradition and worship. Think about the meaning and significance of pilgrimage for Catholics as a response to human suffering, with reference to Lourdes. Examine popular piety, such as the Rosary as a reflection on the meaning and significance of the Incarnation with reference to the Sorrowful Mysteries</p>		
<p>Component 2.1. Applied Catholic theology. Life and Death</p>	<p>Examine 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. Compare contrasting views on quality and sanctity of life and the right to die. Examine Catholic beliefs and teachings on life after death. Compare contrasting views about death as the end of personal existence. Examine the nature of the Catholic Magisterium and its exercise in both its ordinary and extraordinary forms. Examine the nature and importance of the Second Vatican Council, its history and four key documents. Think about how Christian beliefs about eternal life influenced the iconography in Christian sarcophagi. Consider how Christian beliefs in the resurrection are expressed by the paschal candle as it is used in the Easter Vigil.</p>	<p>Detailed evaluation of religious beliefs and social issues such as euthanasia. Exploring cultural capital through famous works of art Cross curricular links with art. Personal development of dealing with issues pertaining to death.</p>	<p>Ongoing teacher assessment and questioning. Key words test. Regular homework. Formal mock assessment. Peer/Self-assessment</p>

	<p>Examine the significance of different forms of music used in worship and how music expresses Catholic beliefs about eternal life.</p> <p>Think about the symbols, prayers and texts of the Catholic funeral rite in Britain and how these express Catholic beliefs about eternal life.</p>		
<p>Component 3.1 Judaism Jewish Practices</p>	<p>Examine the belief of God as: One, Creator: The Shema, Law-Giver and Judge.</p> <p>Examine the nature and significance of shekhinah (the divine presence).</p> <p>Consider the different views within Orthodox and Reform Judaism about the nature and role of the Mashiach (Messiah)</p> <p>Examine the meaning and significance of the Abrahamic Covenant: including the importance of the 'Promised Land'</p> <p>Examine the meaning and significance of the Covenant with Moses at Sinai: including the continuing importance of the idea of a 'Promised Land' and the Ten Commandments.</p> <p>Examine beliefs and teachings about the nature and importance of Pikuach Nefesh (sanctity of life).</p> <p>Think about relationship between free will and the 613 mitzvot (duties) between humans and with God.</p> <p>Have an opportunity to compare Orthodox and Reform beliefs and teachings about life after death, judgement and resurrection; spiritual and/or bodily resurrection, immortality of the soul and the belief that we must focus on this life in preparation for whatever happens in the next.</p>	<p>Detailed evaluation of religious beliefs and social issues such as breaking religious rules for the purposes of saving life.</p> <p>Cross curricular links with other areas of the RE curriculum, e.g. creation story.</p> <p>Personal development of dealing with issues pertaining to diversity of beliefs in the world and antisemitism</p>	<p>Ongoing teacher assessment and questioning.</p> <p>Homework.</p> <p>Key word test.</p> <p>Formal mock assessment.</p> <p>Peer/Self-assessment.</p>