

<p>Year 9 (38 Weeks)</p>	<p>Introduction to GCSE Skills 'Ten: Ten' – Life to the Full Component 1 (split into 1.1 and 1.2)</p>
<p>Ten: Ten – Life to the Full</p>	<p>Ten Ten's programme, Life to the Full, teaches Relationship, Sex and Health Education (RSHE) within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.</p> <p>We will deliver this teaching through the prism of Catholic RSHE. The framework of our programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.</p>
<p>Introduction to GCSE Skills (3 lessons)</p>	<p>Purpose</p> <p>Prepare pupils for the course by looking at the 4 types of questions that they will be asked at GCSE.</p> <p>Look at the skills required to respond to the 4 types of questions that are asked at GCSE. They will also look at various methods of learning and revision in order to support as they begin their GCSE course.</p>
<p>ASPIRATIONAL OBJECTIVE</p>	<p>Suggested Content</p>
<p>Evaluate how to respond to statements in GCSE RS.</p>	<p>Identify the meaning of 'key concepts' Describe how to approach 5 mark questions Explain the structure for 8 mark questions Evaluate how to respond to statements in GCSE RS.</p> <p>Learning Scientist – how to use certain styles of learning when approaching work and revision.</p>
<p>Evaluate how to respond to statements in GCSE RS.</p>	<p>Identify the meaning of 'key concepts' Describe how to approach 5 mark questions Explain the structure for 8 mark questions Evaluate how to respond to statements in GCSE RS.</p> <p>Pupils will look at the skillset needed to be demonstrated on each type of question and how pupils will be assessed on them. Pupils will be taught the structure needed on each type of question.</p>
<p>Justify your favoured source of authority</p>	<p>Identify the meaning of 'authority' Describe how people refer to different sources of authority. Explain the reasons for sources of authority. Justify your favoured source of authority</p> <p>Pupils will be able to identify what is meant by 'authority' and how this is referred to in lessons. Pupils will be able to identify different sources of authority for different people and why they are considered to be sources of authority.</p>

<p>COMPONENT 1.1 (15 weeks) 30 lessons</p>	<p>TITLE ORIGINS AND MEANING</p>
<p>BIG QUESTIONS</p>	<p>Could life on earth exist due to blind chance? Is there any purpose to human life? Can you be a Catholic Christian <i>and</i> an Evolutionary Scientist? If God created all life, do humans ever have the right to take it away? Is human life 'sacred'? When does life begin? Why should we care about planet earth? Is the Bible really the 'Word of God'? Is there any point in inter-faith dialogue? Who is 'my neighbour'?</p>
<p>CORE LEARNING/OVERVIEW</p>	<ul style="list-style-type: none"> • Understand how the Bible is considered the 'word of God'. • Understand that the Bible is compiled of a collection books written in different literary forms. • Be able to compare Catholic and Fundamentalist Christian interpretations of the Bible. • Understand Jewish views about the importance of sacred scriptures • Understand that the two creation stories in Genesis convey different ideas about God • Understand the relationship that should exist between human beings and the rest of creation • Compare Catholic, Humanist and Jewish beliefs about care and respect of the planet and the Environment • Know what St Augustine wrote about creation from 'nothing.' • Be able to compare Catholic, other Christian and non-religious views on the origin of the universe and of human beings, including Hawking's theory of the Big Bang • Understand scientific theories of evolution from Darwin and Dawkins • Be able to explain the Catholic view that creation and evolution are compatible • Be able to explain how the concept of <i>Imago Dei</i> relates to the sanctity of human life • Be able to explain views on abortion and the value of life from Catholic, fundamentalist Christian, Jewish and non-religious viewpoints • Understand how the concept of Imago Dei has influenced Catholic Social Teaching • Be able to explain the importance of justice, peace and reconciliation in the Catholic Church • Be able to explain how the Catholic Church promotes understanding, respect, tolerance

	<p>and harmony between different religions and those with no religious faith</p> <ul style="list-style-type: none"> • Be able to explain how the Catholic charities of CAFOD and the SVP demonstrate love and service of their neighbours, in the work they undertake
HOMEWORK	<p>Exam style assessment throughout the course</p> <p>Regular knowledge checking tests</p>
ASPIRATIONAL OBJECTIVE	SUGGESTED CONTENT
<p>Explain different beliefs regarding ‘origin of the universe and human beings’</p> <p>Justify your own perspective of the origin of the universe and human beings</p> <p>(1 lesson)</p>	<p>Introductory lesson – admin, organisation, course explained</p> <p>Discussion/debate about views regarding the origins of the universe – KWL chart.</p>
<p>Explain ‘revelation’ and ‘inspiration’ with reference to scripture, and explain different views about the <i>interpretation</i> of scripture</p> <p>Evaluate the liberal Catholic and literal Christian view and the Judaic view of the Bible</p> <p>(3 lessons)</p>	<p>Comprehension work to ensure students are clear about the ‘three-legged stool’</p> <p>Explain the key concepts – revelation/inspiration. Produce a fact-file (after research) of the nature of the bible (how is it the ‘word of God’? Explain the different literary forms? Explain the difference between Catholic and Fundamentalist views. Explain Jewish views regarding scripture.)</p> <p>Explain from Catholic Christianity and Judaism or two Christian traditions how the Bible is interpreted (2018)</p>
<p>Explain different Christian beliefs regarding the first and second creation accounts in Genesis</p> <p>Justify the liberal Catholic and literal Christian view of Genesis</p> <p>(1 lesson)</p>	<p>Set text – needs to be read, highlighted, annotated</p> <p>Students to compare both stories – what do we learn from them? How does this affect belief in God’s creation?</p>
<p>Explain different Christian beliefs and teachings regarding the origins of the universe</p> <p>Evaluate the different beliefs and teachings regarding the origins of the universe</p> <p>(3 lessons)</p>	<p>Choose a biblical story (e.g. Feeding of 5000) to illustrate different ways it could be interpreted.</p> <p>Gather student opinion and link to fundamentalist, liberalist</p> <p>Complete a comparison chart – Catholic/fundamentalist beliefs about the Genesis story</p> <p>COMPARE WITH THE JEWISH BELIEF</p> <p>Explain from Catholic Christianity and Judaism or two Christian traditions teachings about the origins of the universe (2018)</p>
<p>Explain Catholic beliefs and teachings regarding the origins of the universe</p> <p>Justify Augustine’s teaching about the origin of the universe.</p>	<p>Introduction – Noah clip (see shared resources)</p> <p>Study the text from St Augustine to explain ‘creation ex nihilo’</p> <p>Link with Genesis story</p> <p>Student opinion and debate- complete KWL chart</p>

(1 lesson)	Describe St Augustine’s teaching about the origin of the universe (2019)
<p>Explain non-religious views regarding the creation of the universe and their compatibility with Catholic beliefs</p> <p>Evaluate the different beliefs and teachings about evolution.</p> <p>(3 lessons)</p>	<p>To prepare for the lesson – students to research EVOLUTION, BIG BANG, STEPHEN HAWKINGS, CHARLES DARWIN, RICHARD DAWKINS. Learning partners to teach each other different sections to consolidate. Discuss and then explain how this challenges Catholic views</p> <p>How could it be compatible? – Set text – Pope JP II message on evolution – annotate and highlight the key points.</p> <p>‘Creation stories are fiction – science must be right’ – What do you think? Debate.</p> <p>Describe Pope John Paul II’s teaching about evolution.</p> <p>‘The theory of evolution is the best explanation for the origin of the universe’. Discuss. (2019)</p>
<p>ASSESSMENT POINT</p> <p>Complete this as a walking talking assessment paper.</p> <p>(2 lessons – 1 for the assessment and 1 for the feedback and purple pen)</p>	<p>a) i) What is meant by ‘transcendence’? (2)</p> <p>a) ii) What is meant by ‘omnipotence’? (2)</p> <p>b) Describe the teaching of the Catholic Church on the scientific theory of evolution. (5)</p> <p>c) Explain from either Catholic Christianity and Judaism OR two Christian traditions, their beliefs about ‘creation’. (8)</p>
<p>Explain Catholic beliefs about the origins and sanctity of human life and the concept of ‘imago dei’</p> <p>Justify Catherine of Siena’s teaching about being made in the image of God</p> <p>(1 lesson)</p>	<p>Link to Genesis story – origins of human beings? What evidence is there?</p> <p>Set text – St Catherine of Siena – annotate and highlight</p> <p>What do we learn? How does it support Catholic beliefs?</p> <p>Explain ‘sanctity of human life’ and support with variety of evidence.</p> <p>Students to discuss how this belief would affect the behaviour and attitude of Catholic to moral issues.</p> <p>Describe St Catherine of Siena’s teaching about being made in the image of God (2018)</p>
<p>Evaluate different views (Catholic, other Christians, non-religious/humanist, Peter Singer) about sanctity of human life and Abortion</p> <p>(4 lessons)</p>	<p>This will be over a couple of lessons and could be a research style activity to discover the different views. K/U needed first regarding abortion and then an evaluation/debate to discuss the validity of the different viewpoints.</p> <p>INCLUDE JEWISH BELIEFS ABOUT ABORTION</p> <p>Evaluation question - <u>‘Since all humans are in <i>imago dei</i>, no abortion should be allowed.’</u></p> <p><u>Discuss this statement showing that you have considered more than one point of view.</u></p> <p>Explain from Catholic Christianity and Judaism or two Christian traditions beliefs about abortion (2019)</p>
<p>Explain Catholic beliefs regarding the nature of human beings and their</p>	<p>Recap the Genesis story- what do we learn about God and humans from this?</p>

<p>relationship with creation, and evaluate different views about 'stewardship'</p> <p>Evaluate the Catholic and Humanist view about preserving the planet. (2 lessons)</p>	<p>Explain key concept – Stewardship</p> <p>Evaluate the Catholic and Humanist view about preserving the planet-ensure each is supported with evidence</p> <p>Explain from either Catholic Christianity and Judaism or two different Christian traditions beliefs about caring for the environment (2019) 'Only humanists have a duty to care for the environment'. Discuss. (2018)</p>
<p>ASSESSMENT POINT</p> <p>Complete as a walking talking assessment</p> <p>(2 lessons – 1 for the assessment and 1 for the feedback and purple pen)</p>	<p>1a) i) What is creation <i>ex nihilo</i>? (2)</p> <p>ii) What is the Bible? (2)</p> <p>b) Describe the teaching of the Catholic Church on the scientific theory of evolution. (5)</p> <p>c) Explain the attitudes of two different religions/religious traditions towards abortion. (8)</p> <p>d) "The world is ours to do what we like with." Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.) (15 + 6) <i>Marks for spelling, punctuation and grammar are allocated to this question.</i></p>
<p>Explain how Michelangelo's 'Creation of Adam' expresses Catholic beliefs</p> <p>Explain how the Tree of Life Apse expresses Catholic beliefs</p> <p>Explain how symbols are used to express Catholic beliefs</p> <p>Justify the use of symbols in expressing beliefs</p> <p>(3 lessons)</p>	<p>Both of these images – (Creation of Adam, Tree of life Apse) can be researched and used as a point of discussion. What can be seen? How do they link with what we have already studied? They are forms of expression – why is this important?</p> <p>Ensure both are clearly labelled and explained.</p> <p>Describe what two of the symbols in the 'Tree of Life' apse mosaic in St Clemente in Rome represent (2018)</p>
<p>Explain how belief in 'imago dei' affects the behavior of Catholic today</p> <p>Evaluate the work of CAFOD and SVP</p> <p>(4 lessons)</p>	<p>Catholic Social Teaching – a couple of lessons to study set text 'Gaudium et spes' and Laudato si. Then to research and then explain the work of CAFOD and SVP. How does this work reflect human dignity?</p> <p>Describe two ways in which the work of CAFOD reflects Catholic teaching about human dignity (2019)</p>

<p>COMPONENT 1.2 (15 weeks) 30 lessons</p>	<p>TITLE GOOD AND EVIL</p>
<p>BIG QUESTIONS</p>	<p>What is God like? If God is good, why is there suffering in the world? Is evil and suffering the price we must pay for having human free will? Can suffering ever be good for us? How should we respond to the existence of evil and suffering in the world? How can three be one and one be three? Did God become human in Jesus? Why is Jesus important to Christians in answering questions about suffering? What should guide our moral behaviour? Can people really be cured of their suffering at Lourdes?</p>
<p>CORE LEARNING/OVERVIEW</p>	<ul style="list-style-type: none"> • Know different Christian, non-Christian and philosophical attempts to answer questions about where different kinds of evil come from and how 'the problem of evil' has been explored • Understand what St Augustine meant when he called evil a 'privation' • Understand what Catholics mean by 'Original Sin' and 'free will' • Understand Catholic beliefs about Christ's suffering • Understand Jewish views about suffering and evil • Know that Catholics believe the world is fundamentally good. • Understand what Catholics mean when they call God "good" • Understand Catholic ambivalence about suffering using the example of the suffering of Jesus to show that it can be beneficial • Understand how the teaching and example of Jesus provide authority for Christian moral behaviour • Know the details of the moral teaching of Jesus in the 'Sermon on the Mount' • Understand beliefs about Natural Law and conscience • Understand how suffering can make people more virtuous • Know that Catholics believe that God is a Trinity of persons: Father, Son and Holy Spirit • Understand why this belief is important to Catholics • Understand where this belief can be found in the scriptures and how it has developed • Understand the importance of St Augustine's metaphor of the love, lover and beloved as an image of the Trinity

	<ul style="list-style-type: none"> • To understand why Jews have no beliefs or teachings about the Trinity • Know the meaning of the word 'incarnation'. • Understand the biblical origins of the belief that Jesus is God incarnate • Understand how this doctrine influences Catholic understandings of the meaning of suffering • Understand what Pope John Paul II said about suffering in <i>Salvifici Doloris</i> • Understand why Catholics have statues in churches and how they aid worship • Be able to evaluate the advantages and disadvantages of using statues in worship • Understand why there are no statues or images of people in Jewish synagogues and why Jews would never depict God. • Understand what Michelangelo's 'Pieta' means as a reflection on God's goodness and human Suffering • Know the meaning of the word 'pilgrimage' • Understand why pilgrimage is important to Catholics • Understand how pilgrimages can be a response to the existence of suffering • Know what a rosary is and how it is prayed • Know the what the Sorrowful Mysteries are • Understand Jewish attitudes to pilgrimage • Understand how the Rosary is used as a Catholic response to suffering
HOMEWORK	Exam style assessment throughout the course Weekly knowledge checking tests Independent Homework Menu
ASPIRATIONAL OBJECTIVE	SUGGESTED CONTENT
Explain the difference between natural and moral evil Justify their own view of the existence of evil meaning there is no God. (1 lesson)	Introductory lesson – admin, organisation, concepts distributed 'The existence of evil in the world means there is no God...discuss!' Examples of the two types (Schindlers' list, Live aid etc) Learning partner discussion and feedback to explain with supporting examples.
Explain what we mean by 'the inconsistent triad' Evaluate the inconsistent triad (1 lesson)	Recap what has been learnt so far about the nature of God. Allow students to work out how the problem of evil and suffering is a problem for religious believers – discuss their ideas of how this could be solved. Explain 'the inconsistent triad'
Explain the Christian and Jewish responses to the problem of evil	Annotate set text – St Augustine, The Enchiridion Research and present the views of Augustine, Irenaeus/Hick, Job, original

Evaluate the responses to the problem of evil (3 lessons)	sin/free will INCLUDE JEWISH RESPONSES Describe what St Augustine taught about the origin of evil (2018)
Explain the non-religious response to the problem of evil Justify their own view on the problem of evil (1 lesson)	Organise and debate the Christian views and how they can be challenged. Comprehension work on the Humanist viewpoint – evaluate and explain their own view with evidence.
Explain the Catholic Church’s attitude to suffering Evaluate how suffering makes you a better person (2 lessons)	Annotate set texts – Isaiah 53 (INCLUDE THE JEWISH VIEW), Pope JP II Salvifici Doloris Discuss their own experience of suffering and how it could be viewed as a positive experience – link to Catholic beliefs. Natural evil is a greater problem for belief in God than moral evil– discuss. Ensure students use key terms and sources of wisdom and authority. Describe Pope John Paul II’s teaching on Suffering. ‘Suffering is not always evil’. Discuss (2018) ‘Suffering makes you a better person’. Discuss. (2019)
ASSESSMENT POINT Complete as a walking talking assessment (2 lessons – 1 for the assessment and 1 for the feedback and purple pen)	a) i) What is Free Will? (2) a) ii) What is privation? (2) b) Describe the difference between moral and natural evil. (5) d) “The existence of suffering proves that there is no God.” Discuss this statement showing that you have considered more than one point of view . (You must refer to religion and belief in your answer) (15)
Evaluate Natural Law and Conscience as a source of moral authority (2 lessons)	Discuss moral dilemmas and the different authorities that influence students – are they rule based or situation based. Explain N Law and conscience/Catholic views and use CCC to support Discuss non-religious view of conscience (Freud) Recap on the different sources of moral authority for Catholics (three legged stool) and the authority for Protestant Christians (main source is the Bible and consensus). Build to evaluative answer – ‘The only authority we should follow is Natural Law’. Discuss this statement showing that you have considered more than one point of view.
Explain the nature of The Trinity Justify the Catholic view of the Trinity (2 lessons)	Discuss and annotate set texts – Nicene Creed, St Augustine de trinitate, Ensure students are clear about the nature of The Trinity and can explain it using words and a diagram. How does it link to key beliefs we have already studied? EXPLAIN JEWISH VIEWS OF THE TRINITY Describe St Augustine’s teaching on the trinity. Explain from either Catholic Christianity and Judaism or two Christian traditions, beliefs about One God in three persons (Trinity). (2019)

<p>Explain the meaning and significance of the belief in Jesus as the Incarnation</p> <p>Evaluate the different views about incarnation</p> <p>(2 lessons)</p>	<p>Recap key concepts</p> <p>Explain and annotate set texts – John 1:1-18, Kenosis hymn Phil 2:5-11</p> <p>Explain from Catholic Christianity and Judaism or two Christian traditions, beliefs about the incarnation (2018)</p>
<p>Explain the authority of Jesus as the fulfilment of the law and a source for moral teaching</p> <p>Evaluate the statement ‘Jesus was no more than a very good man’</p> <p>(3 lessons)</p>	<p>Discuss and annotate set text – Matthew 5-7</p> <p>How does this link to the OT? Explain with examples how Jesus came to fulfil the law not abolish it.</p> <p>Explain the Beatitudes – learn these as evidence</p> <p>Explain the Golden Rule</p> <p>Link what has been studied to the goodness of God even though there is suffering in the world (if time show the Jimmy Mizen clip as an example of turning suffering around –</p> <p>http://forjimmy.org/journey/the-gift-of-hope/</p> <p>https://www.youtube.com/watch?v=4uKYzAosft8</p> <p>‘Jesus was no more than a very good man’. Discuss. (2019)</p>
<p>YEAR 9 MOCKS WEEK</p> <p>(4 LESSONS – 2 TO REVISE, 1 TO COMPLETE THE ASSESSMENT AND 1 TO GIVE FEEDBACK)</p>	<p>Please note this may be moveable dependent on the calendar for the year.</p>
<p>Explain the meaning and significance of sculpture and statues to Catholics</p> <p>Evaluate the use of statues in a Church</p> <p>(2 lessons)</p>	<p>Research, label and explain Michelangelo’s Pieta</p> <p>Explain how sculpture and statues express Catholic beliefs about God’s goodness</p> <p>Evaluate how helpful these can be for worship.</p> <p>EXPLAIN THE JEWISH VIEW OF STATUES</p> <p>‘Having statues in Churches is against the Ten Commandments’.</p> <p>Discuss. (2018)</p>
<p>Explain how a place of pilgrimage can help those who are suffering</p> <p>Evaluate the importance of pilgrimage in demonstrating faith</p> <p>(2 lessons)</p>	<p>Student research work – places of pilgrimage (must include Lourdes)</p> <p>Explain how they could help those who are suffering.</p> <p>‘A pilgrimage is nothing more than an excuse for a holiday.’</p> <p>Discuss this statement showing that you have considered more than one point of view.</p> <p>EXPLAIN THE JEWISH VIEW OF PILGRIMAGE</p>

<p>Explain the meaning and significance of the Rosary for Catholics as a form of popular piety</p> <p>Evaluate the use of rosary beads as a form of prayer rather than as a piece of jewelry</p> <p>(1 lesson)</p>	<p>Pray the Rosary and explain its significance for Catholics – allow students to discover what it is based on and evaluate how helpful it is as a form of worship and devotion – what does it express?</p> <p>Describe two of the sorrowful mysteries of the Rosary (2019)</p>
<p>ASSESSMENT POINT</p> <p>Complete as a walking talking assessment</p> <p>(2 lessons – 1 for the assessment and 1 for the feedback and purple pen)</p>	<p>c) Explain from two different religions/religious traditions whether or not Jesus may be considered the source for moral authority. (8 marks)</p> <p>d) “The only authority we should follow is our own conscience.”</p> <p>Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer) (15)</p>

Year 10 (37 Weeks) (Missing 1 week for WOW)	Component 2 (split into 2.1 and 2.2)
YEAR 10 COMPONENT 2.1 (17 weeks) 34 lessons	TITLE: LIFE AND DEATH
BIG QUESTIONS	<p>Is it possible to die well?</p> <p>Do people have a right to choose how and when to die?</p> <p>Are heaven & hell real?</p> <p>Can a loving God allow hell?</p> <p>Does God judge us just on how we treat others?</p> <p>Can music help people to pray?</p> <p>Is praying simply repeating well-known prayers?</p> <p>Should funerals be sad?</p> <p>Is there any point in praying for the dead?</p>
CORE LEARNING/OVERVIEW	<ul style="list-style-type: none"> • The different sources of authority for Catholics • The different forms of Magisterium • The significance and impact of Second Vatican Council • Catholic teaching on death & dying well • Different attitudes to palliative care, euthanasia and assisted suicide, and the right to die • Different views about death as the end of personal existence • Catholic belief about the resurrection of the body • Catholics beliefs about judgement by God on the basis of moral behaviour • Catholic beliefs and Bible teachings about 'heaven' and 'hell' • Catholic beliefs and teachings about purgatory • How Christian beliefs about eternal life are portrayed in certain artefacts • How Christian beliefs about resurrection are expressed through the use of the paschal candle at Easter and at Catholic baptism • That Catholic worship includes different types of music • That people have different opinions about which types of music are appropriate for worship • The ways in which '<i>Requiem</i>' conveys Catholic beliefs about eternal life • The order of the Catholic funeral rite and how symbols and prayers are used to express beliefs about eternal life • Why prayer is considered important • Different types of prayer • The significance of the Lord's Prayer ('Our Father') • Why Catholics pray and offer Mass for the dead
HOMEWORK	Exam style assessment throughout the course

	Weekly knowledge checking tests Independent Homework Menu
ASPIRATIONAL OBJECTIVE	SUGGESTED CONTENT
Reminder of GCSE Skills (1 week) (2 lessons)	Re-look at the 4 types of questions that are asked at GCSE.
Explain what we mean by the Magisterium and The Second Vatican Council Justify the Magisterium as a source of authority for Catholics (4 lessons)	Key concepts distributed Recap the three legged stool Ensure there is a clear understanding of 'Magisterium' and its authority for Catholics Research and then explain 'The Second Vatican council' – summarise the teaching of the four key documents Explain the importance of the Second Vatican Council. (2019)
Evaluate the moral issues surrounding Euthanasia (6 lessons)	Recap the meaning of 'sanctity of human life' Research the issue of euthanasia – definition, UK law, arguments FOR and AGAINST. Set Text – Evangelium Vitae – annotate and explain Explain the work of the hospice movement and palliative care. Contrast with 'quality of life' and the humanist view. Evaluate and add own opinion – ensure plenty of sources of authority are used to support points 'Euthanasia is never acceptable'. Discuss. (2018) Describe Catholic teaching about the importance of dying well. (2019) 'The quality of life is more important than the sanctity of life'. Discuss. (2019)
Explain Catholic beliefs about 'life after death' Evaluate the concept of life after death (6 lessons)	Set text – 1 Corinthians 15 annotate and explain Explore Catholic beliefs about life after death and resurrection of the body Discuss student views about 'life after death' Explain eschatology – Catholic teaching on heaven and hell Set texts – parables of judgement 'Unmerciful servant' / 'The rich man and Lazarus'- annotate and explain Explore purgatory with reference to Set Text – 1 Corinthians 3:11-15 Evaluate with humanist view – debate Describe Catholic beliefs about the resurrection of the body (2018) 'There is no such thing as purgatory'. Discuss. (2018) 'There is life after death'. Discuss. (2019)
ASSESSMENT POINT Complete as a walking talking assessment (2 lessons – 1 for the assessment and 1 for the feedback and purple pen)	a) i) What do Catholics mean by 'Magisterium'? (2) a) ii) What do Catholics mean by 'soul'? (2) b) Describe Catholic teaching about life after death (5). d) 'Euthanasia is always wrong'. Discuss. (15)

<p>Explain Catholic beliefs about 'life after death' that are expressed through symbols</p> <p>Evaluate the use of artefacts such as the paschal candle and sarcophagi to express beliefs</p> <p>(3 lessons)</p>	<p>Explore the concept of symbolism and its importance for worship</p> <p>Label and explain a Paschal Candle and link to belief in the resurrection</p> <p>Label and explain the sarcophagus with scenes of the passion (Museo Pio Cristiano)</p>
<p>Explain Catholic beliefs about 'life after death' that are expressed in the funeral rite in Britain</p> <p>Justify the Catholic view of praying for the dead</p> <p>(3 lessons)</p>	<p>Comprehension work on the funeral rite to explore the symbolism of each section.</p> <p>Discussion regarding 'praying for the dead' – the significance of Catholic belief in this and offering Masses for the dead</p> <p>Explain three features of a Catholic funeral rite (2018)</p>
<p>Explain Catholic beliefs about 'life after death' that are expressed through music</p> <p>Evaluate the use of music to reflect belief in life after death</p> <p>(4 lessons)</p>	<p>Explore the importance of music in everyday life – student experience, types of music etc</p> <p>Listen to and discuss different types of music used by Catholics – Taize, plainchant, hymns for different occasions</p> <p>Explore what is being expressed through Faure's requiem – ensure they can explain how it reflects belief in life after death</p>
<p>Explain the significance of prayer for Catholic communities</p> <p>Justify the significance of the Lord's Prayer</p> <p>Evaluate formulaic and extempore prayer</p> <p>(2 lessons)</p>	<p>Reflection on the role of prayer in students' lives – (could have a prayer service if time)</p> <p>Comprehension work on different types of prayer (adoration, thanksgiving, repentance, intercession, petition)</p> <p>Explain and evaluate the two different methods – formulaic and extempore</p> <p>Explain in full the meaning of 'The Our Father' to include its significance for Catholics and how it's used in worship</p>
<p>ASSESSMENT POINT</p> <p>Complete as a walking talking assessment</p> <p>(2 lessons – 1 for the assessment and 1 for the feedback and purple pen)</p>	<p>a) What is meant by 'soul'? (2)</p> <p>b) Describe how Faure's requiem reflects Catholic belief in life after death (5)</p> <p>c) Explain three features of the Catholic funeral rite. (8)</p> <p>d) "There is no purgatory". Discuss (15)</p>

<p>YEAR 10 COMPONENT 2.2 (18 weeks – 16 for 2.2 and then there are 2 weeks for Mock Exams in this period of study as well). (32 lessons plus 4 lessons)</p>	<p>TITLE: SIN AND FORGIVENESS</p>
<p>BIG QUESTIONS</p>	<p>Is 'sin' just a religious word for 'crime'? Can or should people always forgive? Is the death penalty sometimes the right type of punishment? How can Jesus save? Would a loving God send someone to hell? What is the Body of Christ? Can everyone be part of it? How can church buildings reflect Catholic belief? What are the sacraments? Why do we need them? Does the bread and wine really become Jesus' body and blood? Should missionary work be allowed in a secular and multi-faith society?</p>
<p>CORE LEARNING/OVERVIEW</p>	<ul style="list-style-type: none"> • The difference between crime and sin • The different rationales for punishment and their strengths and weaknesses • Christian teaching on forgiveness • Catholic teaching on capital punishment • Arguments for and against capital punishment • The meaning and significance of salvation and the role of grace and free will • How Jesus saves • Free will and the unconditional love of God • The nature of the Church and Mary as a model of the Church • The meaning and significance of the Church as Body of Christ and People of God • The meaning of the claim that 'outside the Church there is no salvation'. • The architectural features of a Catholic church and how they reflect Catholic belief and facilitate Catholic worship • The sacred objects within a church and how they reflect Catholic beliefs. • The sacramental nature of reality and the meaning and effects of the seven sacraments • The meaning and significance of the Eucharist for Catholics and its role in salvation • Why the Catholic Church is compelled to evangelise • How the Church evangelises today; locally, nationally and globally • The benefits and challenges of mission in an increasingly secular and multi-faith society • The diversity of faith, belief, culture and tradition in Britain, as expressed through laws, festivals and celebrations

HOMEWORK	Exam style assessment throughout the course Weekly knowledge checking tests Independent Homework Menu
ASPIRATIONAL OBJECTIVE	SUGGESTED CONTENT
Explain the difference between crime and sin and their relationship to morality Justify their view on whether everything is forgivable (2 lessons)	Key concepts distributed Exploration of the difference between sin and crime – case studies about forgiveness (see PPT for clips) and discussion/debate around whether everything is forgivable. Set texts – Matthew 18 Matthew 6 – annotate and explain Explore whether students have ‘absolutist’ or ‘relativist’ views about morality Describe Jesus’ teachings about forgiveness in Matthew’s Gospel. (2019) ‘Some actions are always wrong’. Discuss. (2019)
Evaluate the different aims of punishment (1 lesson)	Explain and discuss the strengths and weaknesses of retribution, deterrence, rehabilitation and protection as aims of punishment- ensure you can give an example of each
Evaluate Capital Punishment (8 lessons)	K/U needed about capital punishment – case studies and research Link to catholic teaching Set texts – St Augustine’s letter to Macedonius, Evangelium Vitae, Genesis 9, Exodus 21, Matthew 5 – annotate and explain each linking them to capital punishment Watch Dead Man Walking DVD (2 lessons) Evaluate and debate all arguments including non-religious views Describe Pope John Paul II’s teaching on capital punishment. (2018) Describe Catholic teaching on capital punishment. (2019)
ASSESSMENT POINT Complete as a walking talking assessment (2 lessons – 1 for the assessment and 1 for the feedback and purple pen)	c) Explain how a Catholic would view the different aims of punishing criminals (8) d) ‘Capital punishment is wrong’. Discuss this statement showing that you have considered more than one point of view . (You must refer to religion and belief in your answer) (15)
Explain the meaning and significance of the term ‘salvation’, ‘grace’ and ‘redemption’ for Catholics Justify Catholic belief in the unconditional love of God but also the idea of Hell (3 lessons)	Knowledge check of key concepts Recap Genesis 1 & 2 Read chapter 3 and link to the role of Jesus in our salvation Explore the four key events in Jesus’ life –Incarnation, death, Resurrection, ascension Use the parable of the sheep and goats to explore judgement and then link to ‘grace’ and the Catholic belief in unconditional love of God but also the idea of Hell Explain why the death of Jesus is important to Catholics. (2019)

<p>Explain the meaning and significance of ‘the four marks of the Church’ – ONE, HOLY, CATHOLIC, APOSTOLIC</p> <p>Justify the concept of the nature of the Church for Catholics</p> <p>(2 lessons)</p>	<p>Explain each of these four ideas and link to the life of a Catholic today</p> <p>Describe Catholic teaching on the nature of the Church (2018)</p>
<p>Explain how Mary is a model of the Church</p> <p>Justify Mary as a role model for Catholics</p> <p>(2 lessons)</p>	<p>KWL chart about Mary</p> <p>Explore the different titles that are used and explain what they tell us about her</p> <p>Practice question – Describe Catholic beliefs about Mary (5)</p> <p>Explain how Catholics see Mary as a model of the Church. (2019)</p>
<p>Explain why the Church is referred to as ‘the body of Christ’ and the ‘people of God’</p> <p>Assess the view ‘outside of the Church there is no salvation’</p> <p>(2 lessons)</p>	<p>Explain each of the terms – bible research to help with understanding Set Text – ‘Outside of the Church there is no salvation’ CCC – annotate and explain</p>
<p>Explain how Catholic beliefs about Salvation are represented within a Church</p> <p>Compare and contrast the idea of salvation with the layout and design of Church buildings</p> <p>(2 lessons)</p>	<p>Research the nature of Catholic churches – how do they express belief in salvation?</p> <p>Label and explain sacred objects within the Church with particular focus on the altar and the font</p> <p>Explain how Catholic beliefs about salvation influence the design of Churches (2018)</p>
<p>Explain how the Sacraments express Catholic belief in salvation</p> <p>Explain the meaning and significance of the Eucharist as ‘the source and summit’ of Christian life and its role in salvation</p>	<p>Explain what a sacrament is and link to grace</p> <p>Summary chart for all seven including their symbolism and effects</p> <p>Question practice - <u>Describe how Catholics believe the sacraments lead to salvation. (5)</u></p> <p>More detailed research now needed about the Eucharist as the ‘source and summit’ of Christian life – link to salvation and the events at the Last Supper</p> <p>‘A loving God would not condemn anyone to hell’. Discuss. (2018)</p>

<p>Evaluate the statement ‘a loving God would not condemn anyone to hell’.</p> <p>(3 lessons)</p>	
<p>Explain Catholic teaching on the importance of Evangelisation</p> <p>Explain the benefits and challenges of Evangelisation in Britain and how UK laws, festivals and traditions are rooted in the Christian tradition</p> <p>Evaluate the importance of Churches in the twenty-first century</p> <p>(3 lessons)</p>	<p>Set Text – Evangelii Gaudium – annotate and explain</p> <p>Lots of research available here to explain what the message is and how evangelisation can take place (students could produce a campaign for this)</p> <p>Again – research the results of the 2011 census and religious diversity in Britain</p> <p>Case studies will help here to understand relevance</p> <p>Explanation needed regarding the role of the Church today – UK laws, festivals and traditions etc</p> <p>Question practice – ‘Churches are still important in twenty-first century Britain’ – Discuss this statement showing that you have considered more than one point of view. (15)</p> <p>Explain Catholic teaching about the importance of evangelisation (2018)</p>
<p>ASSESSMENT POINT</p> <p>Complete as a walking talking assessment</p> <p>(2 lessons – 1 for the assessment and 1 for the feedback and purple pen)</p>	<p>a) i) What is sin? (2)</p> <p>a) ii) What is ‘absolute morality’? (2)</p> <p>b) i) Describe the teaching of Jesus on forgiveness. (5)</p> <p>b) ii) Describe how the altar and font represent Catholic beliefs about salvation (5)</p> <p>c) Explain the teaching of the Catholic Church on salvation (8)</p>

YEAR 11 32 weeks (due to them leaving at the Summer Half Term)	Component 3 (split into 3.1 and 3.2)
Component 3 (7 weeks) 21 lessons	TITLE JUDAISM-BELIEFS AND TEACHINGS
BIG QUESTIONS	<p>What is God like?</p> <p>What do Jews believe about the Messiah?</p> <p>Why are Abraham and Moses important today?</p> <p>Do Jews have free-will?</p> <p>Why is life so special?</p> <p>What do Jews believe about the afterlife?</p>
CORE LEARNING/OVERVIEW	<p>Component 3 engages learners in a systematic study of living Judaism. Candidates will learn about-</p> <ul style="list-style-type: none"> the beliefs and teachings AND practices of Judaism as a living world faith eight concepts which are to be seen as overarching and central ideas informing the study of Judaism (these should be understood by learners, who should be able to apply them in relation to this world faith) <p>Learners should be aware that Judaism is one of a diverse range of religious traditions and beliefs in Great Britain today, whilst the main religious tradition in Great Britain is Christianity.</p> <p>Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices</p> <p>References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.</p>
HOMEWORK	<p>Exam style assessment throughout the course</p> <p>Weekly knowledge checking tests</p> <p>Independent Homework Menu</p>
ASPIRATIONAL OBJECTIVE	SUGGESTED CONTENT
<p>Explain the differences in Jewish belief and practice</p> <p>Justify why it is important to study other faiths</p> <p>(2 lessons)</p>	<p>Introductory lesson – admin, organisation, concepts given out etc</p> <p>Discussion/debate about the importance of studying other faiths</p> <p>KWL – Judaism</p> <p>Explanation of the diversity within Judaism-focus on Orthodox and Reform</p>
<p>Explain what Jews believe about G_D and the Shekinah and how it affects their relationship</p> <p>Compare and contrast the Jewish beliefs of the nature of God with those of Christianity</p> <p>(3 lessons)</p>	<p>Discuss and explain the roles of God- one, creator, law-giver, judge</p> <p>Explore the set texts – Genesis, The Shema, Exodus 20</p> <p>Comprehension work on the nature of the Shekinah</p> <p>COMPARE WITH THE BELIEFS FROM 1.1</p> <p>Describe Jewish beliefs about God as Creator (2018)</p>

<p>Explain the different views about the nature and role of the Messiah Compare and contrast the Jewish views of the Messiah with those of Christianity (3 lessons)</p>	<p>Preparatory research work – students to find out what the differences are in belief within Judaism Explore the differences between Orthodox and Reform Jews’ idea of the Messiah COMPARE WITH THE BELIEFS FROM 1.1 Explain different Jewish beliefs about the Messiah (2018)</p>
<p>Evaluate the significance of ‘Covenant’- specifically God’s covenant with Abraham and Moses (4 lessons)</p>	<p>KWL – The story of Abraham Explore the set texts – Genesis 12:1-3, 17:6-8, 17:11-14 Explain the promises made by God and their importance. KWL – Moses Set text – Exodus 3:11-15 – relate it to Pesach Explain Exodus 20:2-14 Set Text– debate ‘The Ten commandments are out of date’. COMPARE WITH THE BELIEFS FROM 1 Describe the Abrahamic Covenant (2019)</p>
<p>Explain what Jews believe about ‘the sanctity of life’ and free-will Judge the implications of free will and mitzvot in relation to evil and suffering (4 lessons)</p>	<p>RECAP AND COMPARE WITH THE BELIEFS FROM 1.1 Set texts – Genesis 1:26-27, Talmud, Psalm 139, Jeremiah 1:5 Explore the meaning and explain the significance and effect of Pikuach Nefesh for a Jew Discuss the implications of Free-Will and Mitzvot, and link to ‘evil and suffering’ ‘All Jews should keep the 613 mitzvot (duties)’. Discuss. (2019)</p>
<p>Explain Jewish beliefs about life after death, judgment and resurrection Evaluate the statement ‘it is more important to think about what you do today than spend thinking about the after-life’ (4 lessons)</p>	<p>Recap on personal beliefs about the afterlife and those of the Catholic Church Explain the Jewish beliefs about the afterlife Evaluate – ‘It’s more important to think about what you do today than spend time thinking about the afterlife’ ‘Belief in the afterlife is not important in Judaism’. Discuss. (2018) Explain different Jewish beliefs about life after death. (2019)</p>
<p>ASSESSMENT POINT Complete as a walking talking assessment (2 lessons – 1 for the assessment and 1 for the feedback and purple pen)</p>	<p>1a) i) State two beliefs about God in Judaism. (2) b) Explain why Moses is important in Judaism. (8) d) “People should work together to establish peace on earth rather than waiting for the Messiah to do it.” Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer). (15)</p>

<p>YEAR 11 COMPONENT 3 (8 weeks) 24 lessons + 2 weeks of Mocks</p>	<p>TITLE JUDAISM-PRACTICES</p>
<p>BIG QUESTIONS</p>	<p>Which is more important – the home or the synagogue? Is keeping Kosher still important for Jews today? Why does a Jewish burial happen as soon as possible after death? What does Pesach celebrate? Do all Jews celebrate Shabbat in the same way?</p>
<p>CORE LEARNING/OVERVIEW</p>	<p>Component 3 engages learners in a systematic study of living Judaism. Candidates will learn about-</p> <ul style="list-style-type: none"> • the beliefs and teachings AND practices of Judaism as a living world faith • eight concepts which are to be seen as overarching and central ideas informing the study of Judaism (these should be understood by learners, who should be able to apply them in relation to this world faith) <p>Learners should be aware that Judaism is one of a diverse range of religious traditions and beliefs in Great Britain today, whilst the main religious tradition in Great Britain is Christianity.</p> <p>Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices</p> <p>References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.</p>
<p>HOMEWORK</p>	<p>Exam style assessment throughout the course Weekly knowledge checking tests Independent Homework Menu</p>
<p>ASPIRATIONAL OBJECTIVE</p>	<p>SUGGESTED CONTENT</p>
<p>Explain the nature and importance of Orthodox and Reform worship Evaluate worship in the home (3 lessons)</p>	<p>This section could involve research into local synagogues and their differences. Explore and explain Shabbat and Amidah Comprehension work about worship in the home including the items worn – tallith, tefillin and kippah Explain why the home is important in Judaism (2018)</p>

	‘Shabbat is the most important celebration for Jews’. Discuss. (2019)
Explain the features of the Synagogue Evaluate worship in the synagogue (3 lessons)	Independent work to research the significance of bimah, aron hakodesh, Torah scrolls, ner tamid, seating, minyan, functions of synagogues Set text – Exodus 20:4-5 Explain why the synagogue is important in Judaism (2019)
Explain the role and importance of Jewish rituals Evaluate the importance of the Jewish rituals (8 lessons)	Each of the following need explaining – film clips would be useful/interviewing those who have taken part or attended etc Brit Milah Bar Mitzvah Bat Mitzvah and Bat Chayil Marriage – set text Genesis 2:24 Mourning rituals
Explain how Jewish laws affect daily life Evaluate the use of Holy Books and Laws (2 lessons)	Explain how the Tenakh and Talmud are used in daily life Explore and explain dietary laws – Set text Leviticus 11:1-23 Research how it is beneficial/challenging in Britain today ‘You have to keep kosher to be Jewish’. Discuss. (2018)
Explain the importance of Jewish festivals in Britain and elsewhere Evaluate the importance of the festivals (6 lessons)	The following need to be explore and their origin and meaning fully explained: <ul style="list-style-type: none"> • Rosh Hashanah • Yom Kippur • Pesach – set text Exodus 12:14 • Sukkot Ensure there is an understanding of the diversity of practice between Jewish traditions Describe how Pesach (Passover) is celebrated (2018) Describe the origin and meaning of Sukkot (2019)
ASSESSMENT POINT Complete as a walking talking assessment (2 lessons – 1 for the assessment and 1 for the feedback and purple pen)	a) What is the meaning of ‘Shekinah’? (2) b) Describe Brit Milah. (5) c) Explain why Pesach is important in Judaism (8) d) “Keeping the Ten Commandments is the most important part of Judaism.” Discuss. (15)
TWO WEEKS OF REVISION FOR THE MOCK EXAMS (2 weeks – 6 lessons).	Please note this is movable depending on school calendar and thus some of the course content may need to be taught after the mock.
EXAM PERIOD AND REFLECTION (2 weeks – 6 lessons)	Potential for extra research/study/DMW??

COURSE COMPLETED- REVISION PROGRAMME BEGINS	
Spring Term split into half term 1 and half term 2 and Summer Term 1	
Half Term 1: Focuses on examination skills and how to respond to the different types of questions.	
Half Term 2 with Summer Term 1: Focuses on revision of the different components of study utilising escape rooms, exam questions, and revision methods throughout and until the examination just after the Easter Holidays.	