**The Catholic High School, Chester**

**Religious Education Department: Curriculum Overview**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Year 7** | **Creation and Covenant**  In this unit students will focus on the mystery of God and how human beings can come to know God: revelation.  Students will explore the Genesis Creation accounts and different interpretations of this scripture.  Students will learn also about Catholic Social Teaching. | **Prophecy and Promise**  In this unit students will study the relationship between scripture, tradition and the magisterium.  Students will learn how God reveals Godself through scripture and tradition.  Students will explore the Bible and the role it plays in the Mass and in prayer. | **Galilee to Jerusalem**  In this unit students will complete an in-depth study of the person of Jesus Christ.  Jesus is the perfect revelation of God, as he is God incarnate.  Students will be able to make connections between belief in the incarnation and the Trinity and the impact that this on prayer and life. | **Desert to Garden**  In this unit students will learn about the seven sacraments.  They will explore the Sacrament of the Eucharist in detail.  Students will learn that the Liturgy and the sacraments present the Paschal mystery of Christ’s saving death and resurrection. | **To the ends of the earth**  In this unit students will learn about the importance of the Holy Spirit at key moments in the Gospel of Luke.  Students will explore the Sacrament of Confirmation and the gifts of the Holy Spirit. | **Dialogue and Encounter**  In this unit students will learn that Councils of the Church meet to address theological issues.  Students will complete an in-depth study of Hinduism. |
| **Assessment** | **AFL task** | **End of unit test** | **AFL task** | **End of unit test** | **AFL task** | **End of unit test** |
| **Inclusion for all** | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab. | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab.  Quiz, anagrams, artwork, reflections, bingo. | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab. | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab. | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab. | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab. |
| **Catholic Social**  **Teaching** | **Creation and Environment**  **Common Good**  **Dignity of the person**  **Solidarity**  **Subsidarity** |  | **Favourable Option for the Poor and Vulnerable**  **Solidarity**  **Dignity of Work and Participation** |  |  | **The Common Good**  **Solidarity** |
| **Year 8** | **Creation and Covenant**  In this unit students will study The Fall in Genesis 3 and the implications that it has for human beings and the world.  Students will move on to explore the role of conscience in human freedom.  Students will study the Ten Commandments and the greatest commandment.  Students will learn about the Sacrament of Baptism and how it is the sacrament by which all sins are forgiven. | **Prophecy and Promise**  In this unit students will learn about the season of Advent and Advent devotions.  Students will explore the life of John the Baptist.  Students will carry out a detailed study of a prophetic text. | **Galilee to Jerusalem**  In this unit students will study the ministry of Jesus and his proclamation of the kingdom through his action, miracles and parables.  Students will learn about Jesus’ encounters with the sick and sinful.  Students will learn about the Sacrament of Anointing the Sick. | **Desert to Garden**  In this unit students will study Jesus’ passion and death. They will explore how the Church remembers Jesus’ passion, death and resurrection.  Students will learn about the Sacrament of Penance. | **To the ends of the earth**  In this unit students study an account of the resurrection and St.Paul’s letter to the Corinthians.  Students will learn about the Catholic Funeral Rite and the way that it reflects Catholic belief about resurrection and the hope of immortality. | **Dialogue and Encounter**  In this unit students will explore the Second Vatican Council. They will study how Pope St.Paul VI’s dialogical approach was seen in the Council documents. They will learn how the concentric circles model of dialogue is reflected in Ecclesiam Suam 1964.  Students will complete an in-depth study of Islam. |
| **Assessment** | **AFL task** | **End of unit test** | **AFL task** | **End of unit test** | **AFL task** | **End of unit test** |
| **Inclusion for all** | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab. | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab. | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab. | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab. | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab. | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab. |
| **Catholic Social Teaching** | **Creation and the Environment**  **The Common Good**  **Dignity** | **Peace**  **Solidarity** | **Favourable Option for the Poor and Vulnerable**  **Solidarity**  **Dignity of Work and Participation** | **Option for the poor**  **Creation and environment** | **Dignity** | **The Common Good**  **Solidarity** |
| **Year 9** | **Creation and Covenant**  In this unit students will learn about the dignity of the human person and that we are made in the image of God. Students will explore the Creation accounts and explore the dignity and equality of men and women.  Students will learn about the Sacrament of Matrimony.  Students will make connections between the dignity of the human person and contemporary ethical questions such as abortion and euthanasia. | **Prophecy and Promise**  In this unit students will explore the role of the Blessed Virgin Mary and other women who have played a role throughout salvation history. | **Galilee to Jerusalem**  In this unit students will learn about discipleship through the Gospel of St. Mark.  Students will reflect on the demands of discipleship today.  Students will learn about vocation and discipleship.  Students will learn about the Sacrament of Holy Orders. | **Desert to Garden**  In this unit students will learn how Christ’s depth is redemptive.  They will study the letter to the Hebrews.  Students will explore forgiveness and reconciliation. | **To the ends of the earth**  In this unit students will explore the early Church.  They will study the Church’s teaching on the three states of the Church: The Church on Earth, the Church in heaven, and the Church being purified (purgatory).  Students will explore Catholic practices around prating to the saints and angels. | **Dialogue and Encounter**  In this unit students will learn about the teachings of the Catholic Bishops of England and Wales about intercultural dialogue.  Students will complete an in-depth study of Hinduism (2024 and 2025)  Judaism 2026 onwards. |
| **Assessment** | **AFL task** | **End of unit test** | **AFL task** | **End of unit test** | **AFL task** | **End of unit test** |
| **Inclusion for all** | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab. | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab. | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab. | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab. | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab. | - Keywords for the branch to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  -Knowledge Organiser for the Branch  -Retrieval homeworks  -Review and Retrieval at the start of each lesson.  -Scaffolding for extended tasks  -Red pen ideas for all writing tasks  -Modelling tier 3 vocab. |
| **Catholic Social Teaching** | **Creation and the Environment**  **The Common Good**  **Dignity** |  | **Favourable Option for the Poor and Vulnerable**  **Solidarity**  **Dignity of Work and Participation** | **Peace**  **Common Good** |  | **The Common Good**  **Solidarity** |
| **Year 10** | **GCSE course**  **Edexcel Route A**  **Paper 1: Catholic Christianity**  Unit 1: Beliefs and Teachings  Unit 2: Practices | Unit 2: Practices continued  Unit 3: Sources of Wisdom | Unit 3: Sources of Wisdom continued  Unit 4: Forms of Expression | Unit 4: Forms of Expression continued  **Paper 2: Philosophy and Ethics**  Unit 1: Philosophy | Philosophy continued  Unit 2: Ethics | Ethics continued |
| **Assessment** | **Assessment**  Beliefs and Teachings | **Assessment**  Practices | **Assessment**  Sources of Wisdom | **Assessment**  Forms of Expression | **Assessment**  Philosophy | **Assessment**  Ethics |
| **Inclusion for all** | |  | | --- | | Beliefs and Teachings | | -Keywords for the topic ‘Beliefs and Teachings’ to help with understanding  **-**Topic Signposting for organisation  - Visual aid to explain the concept of the Trinity  -Front end feedback for end of unit tests  -d) question writing frame  -Key word tests  - Revision booklets for end of unit test  - Summary version of the revision booklet with retrieval tasks  - Knowledge organiser used for absent students  - Clips to explain the Paschal Mystery  - Model answers for d) questions  - Film clip to show the Creation story  - Edited versions of Genesis used for Creation | | |  | | --- | | Practices | | - Keywords for the topic ‘Practices’ to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  - d) question writing frame  - Key word tests  - Model answers for d) questions  - Revision booklet for end of unit test  - Summary version of the revision booklet with retrieval tasks  - Knowledge organiser used for absent students  - Laminates on strands of Catholic Social Teaching  - Video clips on pilgrimage | | |  | | --- | | Sources of Wisdom | | - Keywords for the topic ‘Sources of Wisdom’ to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  - d) question writing frame  - Key word tests  - Model answers for d) questions  - Revision booklet for end of unit test  - Knowledge organiser used for absent students  - Summary version of the revision booklet with retrieval tasks | | |  | | --- | | Forms of expression | | -Keywords for the topic ‘Forms of Expression’ to help with understanding  **-** Topic Signposting for organisation  - Front end feedback for end of unit tests  - d) question writing frame  - Key word tests  - Model answers for d) questions  - Revision booklet for end of unit test  - Knowledge organiser used for absent students  - Summary version of the revision booklet with retrieval tasks  - Examples of different types of music played to students  - Clips on the Mystery and passion plays  - Laminates with different examples of artwork  - Diagram and video of church buildings  - Images of key features in a church building | | **Philosophy**  -Topic signposting to help with organisation  -Topic keywords to assist with religious literacy.  -Front end feedback to help with exam technique  -Clips of religious experience to help with understanding.  -Music for reflection on problem of evil topic.  -scaffolding for arguments for the existence of God | **Ethics**  -Topic signposting to help with organisation  -Topic keywords to assist with religious literacy.  Front end feedback to help with exam technique  -clips to help with understanding of topics concerning relationships  -Visual aids to explore the topic of marriage  -Images to help with knowing contraception |
| **Catholic Social**  **Teaching** | Creation and the Environment | All Catholic teaching addressed |  |  |  | **Dignity** |
| **Year 11** | Ethics continued if necessary  **Paper 3: Judaism**  Unit 1: Beliefs and Teachings | **Unit 2: Practices** | **Revision** | **Revision** | **Revision** |  |
| **Assessment** | **Assessment**  Beliefs and Teachings Test | **Assessment**  Practices Test | **Revision** | **Revision** | **Revision** |  |
| **Inclusion for all** | **Philosophy**  -Topic signposting to help with organisation  -Topic keywords to assist with religious literacy.  -Front end feedback to help with exam technique  -Clips of religious experience to help with understanding.  -Music for reflection on problem of evil topic.  -scaffolding for arguments for the existence of God | **Ethics**  Topics signposting to help with organisation  -Topic keywords to assist with religious literacy.  Front end feedback to help with exam technique  -clips to help with understanding of topics concerning relationships  -Visual aids to explore the topic of marriage  -Images to help with knowing contraception | **Beliefs**  Topic signposting to help with organisation  -Topic keywords to assist with religious literacy.  - Front end feedback to help with exam technique  -Visual aids of the synagogue to help with understanding,  -Watching “Strictly Kosher” to develop understanding of divergent groups in Judaism | **Judaism Teachings**  -Topic signposting to help with organisation  -Topic keywords to assist with religious literacy.  -Front end feedback to help with exam technique  -Clips to explain Rites of Passage and Festivals  -Match up activities  -Artefacts to assist learner understand the Jewish faith | -Mind maps, cue cards, diagrams, youtube clips to assist in revision techniques |  |
| **Catholic Social Teaching** | **Dignity**  **Common Good**  **Peace** | **Dignity**  **Common Good**  **Peace** |  |  |  |  |