

Religious Education – St Joseph’s College

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Subject vision statement

“To inspire the minds of all generations through education, with fearless faith. As a united community we demonstrate our Lasallian values of faith, service and respect.” (SJC Mission Statement, 2023)

Our Religious Education curriculum aims to nurture students' spiritual growth while equipping them with the critical thinking skills to engage deeply with religious and ethical questions, to create young people who are religiously literate, tolerant and respectful of all people. Religious education plays its part in this endeavour by enabling all pupils 'to be confident and secure in their religious faith and knowledgeable and respectful of other religions,' and so play 'a crucial role in building a cohesive society' (Christ at the Centre, 2012, p.9).

Our curriculum is the place where faith seeks understanding and at the same time where all pupils, whether they are believers or not, can increase in their knowledge and understanding of the Catholic faith, where they learn to 'know their creed so well that they can give an account of it'.

The aims of religious education are:

1. to engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life;
2. to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
3. to present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;
4. to give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own;
5. to develop the abilities of pupils to bring clarity to the relationship between faith and life, and between faith and culture;
6. to stimulate pupils' imagination and provoke a desire for personal meaning as believed in the Catholic faith;
7. to enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.

This vision for Religious Education can be summed up in the College's Mission Statement that also embeds the 5 Respects Faith, Learning, Others, Community & College and Self.

Intent statement

What: (building on KS2, key concepts and skills)

KS2:

We recognise and acknowledge that the college has students from many primary schools. Students have had a variety of experiences with Religious Education, with some having no experience of the subject beyond assembly, others will meet the statutory and Bishop's requirement of at least 5% curriculum time. We have stated below both the Croydon SACRE KS2 aims and the RED KS2 aims.

Students from non-Catholic schools (Taken from Croydon SACRE):

- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages, and the rituals which mark important points in life, to reflect on their ideas.
- All year groups are expected to have been taught about Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. Christmas and Easter in each year.
- Discussion questions for Year 3/4 such as 'Why Should we care for our world?' 'Why Do you Judge Me?'
- For Year 5/6 The Importance of Pilgrimage Journey of Life – Exploring changes. At least two visits to a place of worship during the key stage.

Students from Catholic schools (Taken from Religious Education Directory, 2023):

Understanding:

- Show understanding of scripture passages, identifying literary forms and authorial intention.
- Beginning to use specialist (theological, religious, and philosophical) vocabulary to describe and explain the meaning of different religious and secular beliefs, rituals, symbols, and actions.
- Show understanding of beliefs, worship and life, by making relevant links between them.

Discern

- Play with possibilities, asking 'what if?' questions, building logical theories, and imagining different people's responses.
- Appreciate differing points of view are not all equally valid.
- Articulate the reasons which might lead to judgements different to their own, recognising that some questions are difficult to answer.
- Consider people's different worldviews, using evidence to express insight into differences in their responses and offer reasoned arguments why they disagree with some features.

Respond:

- Reflect on the meaning of what they have learned for their own lives. Compare their own and others' experiences and feelings, the things that matter to them, and the ways in which this may lead to different ways of life.

- Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned.
- Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.

By the end of KS3 students will:

Ages 11-14

Understand:

- Show understanding of the literal sense of scripture passages (identifying literary forms, reading them according to the rules that govern its distinctive literary form, understanding how authorial intention affects meaning, including an understanding of the influence of the historical context of the intended audience) and begin to understand the allegorical and anagogical senses of scripture.
- Use a range of contextually accurate religious and philosophical vocabulary to show a coherent understanding of a range of religions, worldviews, beliefs, and actions.
- Make relevant connections between different areas of study (doctrine, sources, structures, worship, and life), showing how one area influences others.

Discern:

- Play with possibilities, asking 'what if?' questions, testing ideas using thought experiments and counterfactual scenarios to deepen insight, critically engaging with different people's responses to these questions.
- Offer an interpretation of the meaning of a variety of relevant creative and artistic expressions (for example, texts, stories, paintings, music, etc), with reference to the historical and cultural context of the maker.
- Compare and contrast how effectively different relevant works of art reflect Catholic sources and beliefs.
- Present an argument for a particular point of view, showing an awareness of different views.
- Assessing the relative validity of different arguments.
- Use relevant sources of wisdom and authority appropriately as justification for particular points of view, considering why different sources have weight for them.
- Arrive at reasoned judgements, recognising the scope and limitations of different ways of reasoning.
- Demonstrate an understanding of the significance and influence of common and divergent worldviews and practices within and between religions.

Respond:

- Reflect on the meaning of what they have learned for their own lives. Begin to explore the experiences and feelings of others, understanding what matters to them and the impact this has on their ways of life.
- Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned.
- Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.

By the end of KS4 students will have the following skills:

Understand

- Remember and apply the meanings of key texts, beliefs, and concepts.
- Provide explanations by making links between religious texts, beliefs, and practices.
- Interpret and analyse the meaning of texts, practices, and rituals and their historical and cultural connections.

Discern

- Think creatively and critically, testing ideas by imagining other possibilities.
- Compare different interpretations of religious expression, different ways of celebrating rites, and different ways of life, explaining differences within and between religions and worldviews.
- Critically evaluate differences to arrive at wise judgements about what is true, what is good, and what is beautiful.

Respond

- Reflect on the meaning of what they have learned for their own lives.
- Dialogue with others to understand themselves and others better.
- Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned.

How: (Pedagogy, literacy, numeracy, assessment)

The Unit of study are informed solely by the knowledge lens set up in the RED (2023). They indicate what should be known by the end of each age-phase. The six 'Knowledge Lenses' of hear, believe, celebrate, and live (the study of the Catholic religion), dialogue, and encounter (the study of other religions and worldviews).

'Ways of Knowing' set out the skills that pupils should be developing as they progress through their curriculum journey. The three ways of knowing are: understand, discern, and respond.

No consideration of religious education is complete without reference to the ministry of Jesus. His teaching was authoritative, challenging, imaginative, memorable, transformative, and consoling.

If education is the leading out on a shared road of exploration, then like Christ, religious education teachers throughout all school years accompany children in their learning, as he accompanied the disciples journeying to Emmaus (Lk 24:13-33).

- Teaching approaches must be dialogical, meeting students where they are (v15),
- exhibiting an openness to uncertainties and doubts (v21),
- but unafraid to recognise the central figure of Jesus and the claims of Catholic teachings (v27).
- While we have noted that not every pupil will respond to the invitation to 'stay awhile' (v29)
- in the precincts of faith, all students are invited to feel their hearts burn within them as religious education fosters a culture of curiosity about religion and what a life of faith might mean (v32).

We read the Bible and other sacred texts as primary sources. Students are encouraged to find meaning and value behind parables, teachings and stories from the Bible and other sacred texts. Students are encouraged to quote these sources of authority.

Why: (what makes this subject unique as a discipline)

It is in faithful and engaging religious education that a student can gradually appreciate other subjects as separate disciplines but find their rationale and unity within a Catholic religious vision of reality. 'Therefore, religious education is never simply one subject among many, but the foundation of the entire educational process.'

But the second is that the voices of those students who identify as non-religious are equally ones what are welcomed into the intercultural exchanges that religious education opens. The inclusion of non-religious perspectives in the conversation is rooted in our vision of Catholic schools as places where 'the integration of faith, culture and life' is sought.

While it is also important to engage with how the Church understands the text and avoid falling into subjective understandings, the Church encourages those who teach to give their pupils regular and 'assiduous contact with the text's themselves'. With such contact, even the very young learn what a Bible is, eventually moving on to discover much more about its history, development, structure and arrangement, and place within a community of faith.

The curriculum emphasizes interreligious dialogue and understanding in Catholic schools, aiming to cultivate respect for diverse beliefs while rooted in Catholic identity. It follows Pope St Paul VI's vision of starting with Christian denominations, then Abrahamic traditions, and finally exploring other cultural and historical religions. Key elements include learning about Christianity alongside encountering various worldviews, promoting dialogue of life, action, and religious experience. Students explore different religions, including Judaism, Islam, and Dharmic pathways, alongside non-religious perspectives. Teachers encourage questioning and dialogue, fostering listening, respect, and discernment. Examples include analysing connections between religions, exploring core beliefs, and understanding ethical frameworks. Through dialogue, students develop a deeper understanding of their own faith and appreciation for others' beliefs.

Key Stage 3:

Year 7

This year's curriculum focuses on revisiting key concepts of Catholicism, particularly for those who did not attend Catholic primary school. The overarching theme is God's revelation, unfolding through salvation history. The curriculum includes understanding general and special revelation, Sacred Scripture's significance, Jesus Christ as the fullness of revelation, the Trinity, sacraments (especially the Eucharist), and the Holy Spirit's presence in the Church. Each unit delves into these aspects to deepen students' understanding of Catholic theology.

Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<u>Creation and Covenant</u> To understand what natural revelation is, how it is revealed in creation, and the impact this has on Catholics	<u>Prophecy and Promise</u> To understand what divine revelation is, the relationship between scripture and tradition, and the role this plays in prayer	<u>Galilee to Jerusalem</u> To understand the incarnation, Jesus' titles and the impacts this has on prayer and life.	<u>Desert to Garden</u> To understand the sacraments, the Passover event, the Last Supper and Mass.	<u>To The Ends of The Earth</u> To briefly understand the giving of the Holy Spirit and the role it plays in Christian's lives, in particular in the sacraments.	<u>Dialogue and Encounter</u> To develop an awareness and understand of the origins and modern practices of Judaism.
Building on (knowledge, concepts and skills) From the RED 2023	Building on the concept of divine revelation introduced in previous years, expanding their understanding of how humans can know God through both natural reason and divine revelation. They are building upon builds upon their previous exposure to scripture and theological vocabulary.	From Y6, students build upon their understanding of divine revelation, particularly focusing on the relationship between scripture, tradition, and the magisterium. They deepen their knowledge of scripture as inspired by God, its faithful transmission of divine truth, and its various forms and translations, while also exploring its use in liturgy and prayer.	This unit expands on previous teachings regarding revelation by emphasizing the Church's assertion that Jesus embodies the complete and ultimate revelation of God. It highlights how Jesus fulfils and perfects the covenants of the Old Testament, with all scripture ultimately pointing towards him and to be interpreted in the context of his resurrection. The unit underscores the belief that in Jesus, God's revelation is fully expressed.	This unit builds on previous teachings by illustrating how the sacraments extend the incarnation of Jesus through time, emphasizing their transformative nature and role in addressing profound human experiences while highlighting the Paschal and Trinitarian dimensions of the Liturgy.	Students are building on their understanding of God's revelation by focusing on the completion of revelation through the Holy Spirit in the Church. They explore the role of the Holy Spirit as the third person of the Trinity, particularly emphasised in Luke-Acts, connecting this understanding to the Church's mission and sacraments, especially Confirmation.	Students are building on their previous knowledge of the Church's historical development and theological deliberations.

<p>Building towards (knowledge, concepts and skills)</p>	<p>Understand: Define "revelation" and explain different ways humans come to know God. Describe God as the Creator and origin of all being. Differentiate between the literal and symbolic interpretation of scripture, using Genesis as an example.</p> <p>Discern: Evaluate perspectives on the compatibility of Genesis with scientific explanations and pollution as a consequence of economic development. Analyse artistic interpretations of Creation and Catholic beliefs.</p> <p>Respond: Reflect on personal responses to the belief in God as the creator and humanity's responsibility for the world. Consider ways to show solidarity with all creatures and care for the environment. Reflect on how artworks studied might inspire different actions towards Creation.</p>	<p>Understand: Describe the relationship between scripture, tradition, and the magisterium. Identify the structure of the Bible, including its various literary forms and the original languages. Explain the concept of the canon of scripture and recognize the difference between the Old and New Testaments.</p> <p>Discern: Evaluate perspectives on the origin and nature of the Bible, including its inspiration and inerrancy. Assess artistic presentations of Sacred Scripture and their cultural and religious significance. Investigate the practical impact of the Bible on families and religious communities.</p> <p>Respond: Engage in using Scripture in prayer and liturgy. Create an artistic expression reflecting personal meaning from Scripture. Reflect on the influence of artistic expressions of scripture</p>	<p>Understand: Describe Catholic beliefs about Jesus and the incarnation. Explain Jesus' titles and their significance in Catholic theology.</p> <p>Discern: Evaluate perspectives on Jesus' humanity and sinlessness. Analyse artistic interpretations of the Trinity and Catholic beliefs.</p> <p>Respond: Reflect on Christ's model of humble service and how to emulate it. Reflect on personal prayer practices and titles used for God. Examine personal behaviour in light of selflessness. Explore ways to support organizations dedicated to humble service.</p>	<p>Understand: Define sacrament and identify the seven sacraments. Describe the significance of the Eucharist as the central sacrament.</p> <p>Discern: Evaluate perspectives on serving the poor versus celebrating the Eucharist. Analyse artistic interpretations of the Eucharist and Catholic beliefs.</p> <p>Respond: Reflect on Blessed Carlo Acutis' life and its impact. Contemplate Jesus' real presence in the Blessed Sacrament. Reflect on the words of dismissal at the end of Mass. Explore how responses to artwork influence perceptions of the Eucharist.</p>	<p>Understand: Recognise theological themes in St. Luke's Gospel, emphasizing the role of the Holy Spirit. Describe the significance of Pentecost in completing Christ's mission and the identity of the Church.</p> <p>Discern: Critically analyse claims about the Church and sacraments, considering Catholic perspectives. Investigate cultural expressions of Pentecost and Catholic Charismatic movements.</p> <p>Respond: Reflect on personal experiences of the Holy Spirit and assess their impact on individual behaviour. Consider potential roles within the Church and the world based on discerned spiritual gifts.</p>	<p>Understand: Comprehend the historical significance of Church Councils in resolving theological issues and defining matters of faith and morality. Understand "ecumenism" and its role in promoting unity among Christian denominations, employing various approaches.</p> <p>Discern: Analyse differences between Christian denominations and Catholic beliefs, reflecting on implications for unity. Explore collaborative efforts among Christians for societal welfare and evaluate the influence of religious beliefs on artistic expression.</p> <p>Respond: Reflect on personal beliefs influenced by learning and potential contributions to interreligious dialogue. Identify obstacles to effective communication and brainstorm actionable steps to promote understanding among diverse worldviews.</p>
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	Reflect on the life of Sr Dorothy Stang and draw inspiration from her example.	and consider personal responses. Reflect on the presence and significance of the Bible in personal or familial life.				
Independent enrichment (wider reading and learning suggestions)	Key texts – Genesis 1:1-2:4 Genesis 2:5-25	Film "The Prince of Egypt"		Film "The Greatest Story Ever Told"		
SMSC	Reflecting on how being God's creation may impact our lives. How can we be good stewards? Studying key texts like Genesis from the Bible will foster an appreciation for the cultural and historical significance of sacred texts within Christianity.	They engage in ethical reflection, character development, and community involvement, fostering a sense of belonging and interfaith dialogue.	Through exploring terms describing Christ's nature, students enhance their theological understanding, contributing to their overall personal and cultural development.	By delving into concepts like sacraments, the Passover event, and the Last Supper, students deepen their spiritual understanding and moral reflection. Additionally, understanding the Sunday Mass enhances their cultural and religious literacy St Joseph's Day Mass – linking their learning	Through exploring the role of the Holy Spirit in Christians' lives, reflecting on the creation narrative, understanding its presence in the Old Testament, and its significance in sacramental theology, particularly in relation to Pentecost and Confirmation.	Exploring the origins and contemporary practices of Judaism, fostering cultural understanding and empathy. Understanding the significance of places of worship in Judaism, fostering cultural literacy and appreciation for religious diversity.
Careers	Ecologist.				International Aid Worker	

Year 8

In this unit, students will explore existential questions surrounding suffering and death. They will examine the account of the Fall in Genesis 3, understanding the concept of 'original sin' and its distinction from 'personal sin'. The unit progresses to the promise of a new covenant and a messiah in response to faithless humanity. Jesus' role in announcing the reign of God and demonstrating signs of restoration through his actions, parables, and miracles is explored. The unit also addresses the mystery of suffering, contextualizing it within Jesus' passion, death, and Resurrection. Finally, students will reflect on the defeat of death in Jesus' Resurrection, anticipating the ultimate restoration of all things.

Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<u>Creation and covenant</u> To explore salvation history, emphasizing human nature in Genesis 3 and its connection to moral law, conscience, and baptism for fidelity to God and resistance to sin.	<u>Prophecy and Promise</u> Students will study prophets during Advent, analysing texts like Amos and exploring global Advent traditions. They'll also examine baptism's connection to Christ's roles and reflect on embodying those roles themselves.	<u>Galilee to Jerusalem</u> To study the ministry of Jesus, focusing on his proclamation of the kingdom reign of God through actions, parables, and miracles. To consider how Christians today are called to care for the poor, sick, and marginalized through acts of mercy.	<u>Desert to Garden</u> To explore the meaning of human suffering through the lens of Christ's passion and death, connecting it with biblical prophecy and liturgical celebrations.	<u>To the ends of the Earth</u> to explore Catholic beliefs in overcoming suffering through eternal life, studying scriptural passages on resurrection, understanding Catholic funeral rites, and comparing these beliefs with other religious perspectives and funeral customs.	<u>Dialogue and Encounter</u> TO grasp the principles of dialogue and proclamation from the Second Vatican Council, Pope St. Paul VI's approach, and the concept of dialogue circles
Building on (knowledge, concepts and skills)	In this topic, students are building on their understanding of salvation history, particularly focusing on the human condition and the figurative nature of the Fall in Genesis 3.	Students are building on their understanding of sin and its impact on human relationships, particularly focusing on the role of prophets in calling people back to covenant fidelity during Advent.	Students transition from studying messianic prophecies to exploring the ministry of Jesus, emphasizing his proclamation of the kingdom of God through actions, parables, and miracles. This builds upon their previous study of Marcan themes and St. Mark's titles for Jesus, offering a deeper understanding of	Students explore the profound question of why God allows human suffering despite His love, contemplating this mystery in light of Jesus' own suffering and death.	Students are building on their understanding of Catholic beliefs and practices regarding suffering, death, resurrection, and eternal life, which were explored in previous units.	Students are building on their foundational knowledge of Catholic Church principles, including dialogue, and fraternity.

			Jesus' role as prophet, priest, and king.			
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<p>Building towards (knowledge, concepts and skills)</p>	<p>Understand: Describe the differences between original sin and personal sin, explain the implications of being created in God's image, define 'covenant' and 'conscience', and describe the rite of Baptism.</p> <p>Discern: Critically evaluate claims regarding original sin, rules and freedom, infant baptism, relevance of the Ten Commandments today, interpret artworks related to conscience, and investigate the lives of individuals standing up to unjust laws.</p> <p>Respond: Reflect on living by the Ten Commandments, consider the relationship between rules and freedom, contemplate standing up for conscience, and reflect on how artwork influences perspectives on conscience.</p>	<p>Understand: Recognise patterns and messianic elements in prophetic texts. Explain common themes in prophetic messages. Understand John the Baptist's role in preparing for Christ.</p> <p>Discern: Evaluate the relevance of prophetic messages and the necessity of Christian identity in prophetic speech. Investigate individuals who demonstrated truth-speaking at personal cost. Explore global Advent traditions and their alignment with Catholic beliefs.</p> <p>Respond: Reflect on personal responses to the call to witness as priests, prophets, and kings. Reflect on personal experiences of speaking truth at personal cost.</p>	<p>Understand: Describe encounters of Jesus with marginalized individuals, explain parables and miracles, define the moral sense of scripture, make connections with Catholic beliefs about the Kingdom, and describe the Anointing of the Sick.</p> <p>Discern: Evaluate claims about Jesus' earthly role, the validity of miracles, and the care for the sick, investigate the life of Mother Elvira Petrozzi and pilgrimages to Lourdes, and analyse artworks depicting the Kingdom.</p> <p>Respond: Reflect on personal perspectives and priorities, compare responses regarding miracles, explore organizations aiding marginalized groups, and consider the impact of artwork on attitudes toward marginalized individuals.</p>	<p>Understand: Students will learn about Jesus' suffering, moral and physical suffering, Old Testament perspectives on suffering, the Church's response, Lenten practices, and the Sacrament of Penance.</p> <p>Discern: Students will critically analyse beliefs about the necessity of confession, theodicy, euthanasia, artistic representations of suffering, and global Lenten traditions.</p> <p>Respond: Students will reflect on Lenten practices, personal growth from challenges, participate in Triduum celebrations, and explore organizations aiding in end-of-life care.</p>	<p>Understand: Students will grasp biblical accounts of Jesus' Resurrection, St. Paul's teachings on its centrality, Catholic beliefs about life after death, elements of Catholic funeral rites, and the significance of baptism for salvation.</p> <p>Discern: They will critically analyse arguments regarding the existence of the soul, life after death, beliefs about purgatory, interpretations of artworks depicting resurrection, and global funeral practices, comparing them with Catholic teachings.</p> <p>Respond: Throughout the unit, students will investigate diverse beliefs about the afterlife, reflect on personal experiences with funerals and visiting graves, and contemplate how their beliefs about life after death influence their present lives and behaviours.</p>	<p>Understand: Students will acquire religious vocabulary to comprehend the concentric circles model of dialogue and grasp the characteristics of non-Latin Catholic Churches and their traditions.</p> <p>Discern: They will critically analyse the benefits and challenges of interreligious dialogue, explore barriers to such dialogue, and understand the diversity within the Eastern Catholic Churches, including their influence on art and music.</p> <p>Respond: Students will reflect on the personal qualities needed for interreligious dialogue, identify personal barriers in encountering different worldviews, and consider common goals for transforming their local community through dialogue and cooperation.</p>
<p>Independent enrichment (wider reading and</p>	<ul style="list-style-type: none"> • Genesis 3. • The Decalogue (Ten Commandments) 	<ul style="list-style-type: none"> • The ways in which the ministry of John the Baptist mirrors the prophetic pattern of call, message and 	<ul style="list-style-type: none"> • Jesus encounters with those on the margins, including sinners (e.g., Jn 8:1-11) 	<ul style="list-style-type: none"> • Is 52:13-53:12 – the Fourth Servant Song • Mk 14:32-15:39 – the Passion and Death of Jesus 	<ul style="list-style-type: none"> • Is 52:13-53:12 – the Fourth Servant Song • Mk 14:32-15:39 – the Passion and Death of Jesus 	<ul style="list-style-type: none"> • One of the accounts of Jesus' resurrection (e.g., Mt 28:1-20; Mk 16:1-20; Lk 24:1-49; Jn 20:1-30).

learning suggestions)	<ul style="list-style-type: none"> • Greatest commandment: Mt 22:34-40. 	fulfilment (Lk 1:5-25, 67-80; 3:1-22).	<ul style="list-style-type: none"> • Parables in the synoptic tradition, including a parable of kingdom growth (e.g., Mk 4:1-9) 			
SMSC	<p>Exploring human nature and moral concepts, encouraging moral reflection by critically evaluating ethical claims. Cultural appreciation is encouraged through the study of biblical texts like Genesis 3 and the Decalogue.</p>	<p>Understanding prophetic messages in societal contexts and evaluating ethical implications, while also reflecting on personal spirituality and exploring cultural expressions within the Advent season.</p> <p>Immaculate conception mass</p>	Delving into Jesus' ministry, teachings, and care for the marginalized prompts spiritual reflection, moral development, and social awareness, enriching cultural understanding.	Reflecting on the meaning of suffering through Christ's passion, exploring responses to suffering, and understanding its impact on individuals and communities encourages spiritual growth, moral empathy, and social compassion while fostering cultural empathy.	Exploring Catholic beliefs in overcoming suffering through eternal life, reflecting on scriptural passages, and comparing religious perspectives on life after death fosters spiritual resilience, moral reflection, social understanding, and cultural appreciation.	Understanding principles of dialogue and proclamation, reflecting on diverse perspectives, and engaging in dialogue promote spiritual engagement, moral responsibility, social empathy, and cultural understanding.
Careers		Social Worker		Counsellor or Therapist, Palliative Care Nurse	,	

Year 9

In Year 9, the focus is on exploring the mystery of the human person through various branches of study. Beginning with a reflection on Creation and the belief in humans being made in the image of God, the curriculum delves into topics such as marriage, discipleship, and redemption. It culminates in an examination of the Church as a community, emphasizing the concept of the communion of saints.

Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic From RECD 2012	<u>The Nature of God</u> To understand major world religions views on how to understand and experience God.	<u>The Problem of Evil</u> To evaluate various religious, mythological and philosophical responses to the problem of evil.	<u>Moral Responsibility and Buddhism</u> To understand religious responses to a variety of modern ethical issues. Then to develop an awareness of the origins of Buddhism	<u>An Introduction to Islam</u> To develop an understanding of the origins and practices of Islam.	<u>War and Peace</u> To evaluate various religious and ethical response to war and the significance of peace.	<u>An Introduction to Philosophy</u> To briefly understand what philosophy is and an introduction to several major philosophical developments.
Building on (knowledge, concepts and skills)	The concepts being built upon include beliefs about God's existence (agnosticism, atheism), human agency (freewill), and personal transformation (conversion). Additionally, students are expanding their understanding of ethics (moral and natural evil), attributes of God (omnibenevolent, omniscient, omnipotent), and religious practices (prayer).	The exploration of the problem of evil builds upon previous knowledge of religious concepts such as sin, the Fall of Adam and Eve, original sin, free will, and determinism. Additionally, it draws upon an understanding of moral and natural suffering and their implications in theological discussions.	From an understanding of moral responsibility and religious perspectives on ethical issues, preparing students to explore responses to contemporary moral dilemmas. It then extends to the origins and key teachings of Buddhism, including concepts such as karma, the Noble Truths, and the Eightfold Path, along with Buddhist festivals and sacred texts.	Builds upon previous knowledge and skills related to understanding monotheistic religions and their key concepts, such as God, prophets, religious texts, and religious practices. It also builds on skills related to cultural awareness, religious literacy, and critical thinking in analysing religious beliefs and practices.	Students building upon their previous knowledge of religious teachings and beliefs from various traditions, particularly Christianity and Islam. Ethical and philosophical concepts related to violence, peace, justice, forgiveness, and reconciliation. Current events and issues related to terrorism, armed conflicts, and efforts towards peacebuilding. The work of religious organisations and individuals in promoting peace and responding to the victims of war.	They draw upon their understanding of visions, miracles, and nature as general revelation. Secondly, the topic builds upon their comprehension of the nature of the divine and revelation, including special revelation, enlightenment, and general revelation, as sources of knowledge about the divine.

<p>Building towards (knowledge, concepts, and skills)</p>	<p>Understanding different beliefs about the existence of God, the nature of human agency, ethical considerations regarding good and evil, attributes of God, and religious practices such as prayer. Additionally, students are developing critical thinking skills to analyse and evaluate these concepts in relation to philosophical and theological perspectives.</p>	<p>A deeper understanding of the theological problem of evil, including its various manifestations such as moral and natural suffering, sin, and the theological implications of the Fall and original sin. This exploration aims to facilitate critical thinking about the nature of evil and its relationship to religious beliefs, human actions, and the concept of free will.</p>	<p>Building towards fostering an understanding of moral responsibility in relation to various ethical issues and religious perspectives. It also aims to develop awareness of the origins and core teachings of Buddhism, enabling students to explore the principles of karma, the Noble Truths, and the Eightfold Path, among other concepts.</p>	<p>Fostering a deeper understanding of the origins, beliefs, and practices of Islam. It aims to cultivate empathy, respect, and tolerance towards the Islamic faith and its followers, as well as to promote interfaith dialogue and cultural appreciation. Additionally, it seeks to equip students with the knowledge and skills necessary for engaging with diverse religious perspectives in an informed and respectful manner.</p>	<p>Builds towards fostering a comprehensive understanding of the multifaceted dynamics of violence, conflict resolution, and peacebuilding, particularly within the context of religious teachings and ethical frameworks. By exploring contrasting perspectives on issues such as violence, weapons of mass destruction, and pacifism across different religious traditions, students develop critical thinking skills and gain insights into the complexities of contemporary conflicts and efforts towards peace.</p>	<p>A deeper understanding of the existence of God and the concept of revelation, particularly in terms of how different religious and philosophical perspectives approach these ideas. By exploring various arguments for and against the existence of God, as well as diverse sources of revelation, students develop critical thinking skills and gain insights into the complexity of religious beliefs and philosophical inquiries.</p>
<p>Independent enrichment (wider reading and learning suggestions)</p>	<p>The Story of God – Netflix</p>	<p>Watching The News and reflecting on different religious perspectives to an issue.</p>	<p>Book – The Puzzle of Ethics, Peter Vardy</p>	<p>BBC documentary – Being Muslim</p>	<p>ITV Documentary - Ross Kemp in Afghanistan Netflix film – They shall not grow Old.</p>	<p>Book – The Puzzle of God, Peter Vardy</p>

SMSC	Fostering discussions on beliefs, values, and morality, exploring spirituality and faith, respecting diverse cultural perspectives, and encouraging reflection on societal interconnectedness. They aim to nurture students' holistic development and understanding of the world.	Fostering empathy and compassion through the exploration of human suffering, encouraging moral reflection on the nature of evil and its impact on individuals and society, promoting social responsibility in addressing injustices and alleviating suffering, and facilitating cultural understanding by examining diverse religious perspectives on the problem of evil.	Students to explore Buddhist teachings on ethical conduct and compassion, reflect on moral responsibility in personal and social contexts, engage in respectful dialogue about religious diversity, and appreciate the cultural significance of Buddhist practices and beliefs. Ash Wednesday Mass	Encouraging students to explore the spiritual teachings of Islam, reflect on moral values such as compassion and justice, engage in respectful dialogue about religious diversity, and appreciate the cultural heritage of Islamic traditions.	Exploring the ethical, moral, and spiritual dimensions of conflict resolution and peacebuilding. It encourages students to consider diverse perspectives on violence, justice, forgiveness, and reconciliation, fostering empathy and understanding of complex global issues. Through examining religious teachings and contemporary events, students develop critical thinking skills and cultural awareness while reflecting on their own values and responsibilities in promoting peace.	Builds on students' understanding of religious teachings and philosophical arguments, emphasizing contrasting perspectives in contemporary British society. Development by prompting students to explore spiritual beliefs, consider moral implications, engage in respectful dialogue, and appreciate cultural diversity.
Careers					Humanitarian Aid Worker	Philosopher

GCSE RE

Year 10

In Year 10 AQA GCSE Religious Studies B (Catholicism & Islam), students embark on an enriching exploration of Islamic beliefs and practices, examining their foundations in sources of wisdom and authority. Concurrently, they delve into Catholic theology, pondering the significance of the Incarnation and the Triune God. These studies are complemented by an exploration of how religion shapes relationships and family dynamics, offering insights into love, marriage, and familial roles. Students will gain profound insights into the intricacies of Islam and Christianity, nurturing a deeper understanding of these diverse faith traditions.

Year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p><u>Paper 2: Islam: Beliefs and Teachings</u></p> <p>To understand and evaluate the key beliefs and teachings of Islam and their basis in sources of wisdom and authority.</p>	<p><u>Paper 2: Islam Practises</u></p> <p>To understand and evaluate the key practices of Islam and their basis in sources of wisdom and authority.</p>	<p><u>Paper 1: Creation</u></p> <p>Explore the origin of the world in religious traditions, focusing on humanity's role and responsibility.</p>	<p><u>Paper 1: Incarnation</u></p> <p>Investigate the belief in God becoming human in Jesus Christ and its significance for Christian faith.</p>	<p><u>Paper 2: Religion, relationships and families</u></p> <p>Explore how religion influences family dynamics and values. Examine religious teachings on love, marriage, and family roles.</p>	<p><u>Paper 1: The Triune God, mission and prayer</u></p> <p>Understand the Christian doctrine of the Trinity, defining God as three persons in one essence.</p>
Building on (knowledge, concepts, and skills)	<ul style="list-style-type: none"> - Building on students' understanding of the 5 pillars of Islam. - The importance of the Qur'an and the Hadith for Muslims. - Understanding of Islamic theology and concepts such as Tawhid (the oneness of God), prophethood, angels, and the Day of Judgment. - Arabic Terminology <p>Skills:</p> <ul style="list-style-type: none"> - Critical thinking - Comparative Analysis - Interpretation - Research - Communication 	<ul style="list-style-type: none"> - Understanding of the Five Pillars of Islam: Shahada, Salat, Zakat, Sawm, and Hajj. - Knowledge of Islamic rituals and practices, such as prayer (Salat), fasting (Sawm), and pilgrimage (Hajj). - Familiarity with Islamic dietary laws (Halal) and rules of hygiene. 	<ul style="list-style-type: none"> - Building on the understanding of the Trinity, Jesus Christ, biblical wisdom, and Christian worship practices developed in earlier years. - Enhancing critical thinking, ethical reasoning, and evaluative skills through the analysis of religious texts and different viewpoints. - Developing effective communication and interpretation skills for discussing and presenting religious topics. 	<ul style="list-style-type: none"> - Understanding Christian symbols (Ichthus, Alpha and Omega, Chi-Rho) and their influence on religious art and imagery. - Knowledge of scriptural origins and the dual nature of Jesus (fully human and fully God). - Jesus as a moral teacher, fulfillment of the law, and significance of Irenaeus' writings. - Significance of grace, sacraments, and the imago dei in Catholic beliefs and practices. 	<ul style="list-style-type: none"> - Students are building on their understanding of relationships, sexuality, and family dynamics within the context of religion, particularly Catholic teachings. They are developing a foundational knowledge of biblical perspectives on human sexuality, marriage, and family roles. - Additionally, they are exploring Catholic doctrines such as the Theology of the Body and guidelines on marriage validity, 	<ul style="list-style-type: none"> - Students are building on prior knowledge of Catholic doctrine, concepts of Jesus' dual nature as fully human and fully God, and the significance of religious symbols and art. - They also develop skills in analyzing scriptural texts, understanding the moral teachings of Jesus, and examining the impact of these beliefs on Catholic practices and social issues.

			- Expanding on ethical principles, moral dilemmas, and social justice issues, with a focus on Christian and Islamic perspectives.		annulment, and divorce. - They are also examining ethical arguments and contrasting perspectives, both within Christianity and from non-religious viewpoints, on contemporary issues such as sex before marriage, homosexuality, cohabitation, and gender equality.	
Building towards (knowledge, concepts, and skills)	- Student will understand Islamic beliefs and teaching and whilst doing so they will engage with Islamic religious sources. - Students will develop a critical analysis of Islamic perspectives, including Sunni and Shi'a views. Students are engaging with Islamic scriptures and theological concepts requires students to develop analytical and interpretive skills. - - They should be able to critically analyse Islamic texts and interpret them within their historical, cultural, and theological contexts.	-Understanding of the Five Pillars of Islam and their significance in Muslim belief and practice. -Knowledge of Islamic rituals, such as prayer (Salat), fasting (Sawm), almsgiving (Zakat), pilgrimage (Hajj), and dietary restrictions (Halal). -Awareness of the cultural, historical, and theological contexts that shape Islamic practices. -Critical analysis, Comparative examination -Interpretation of religious texts, - Application of knowledge of Islamic practises to real-life contexts.	- Enhanced ability to critically analyze and compare different Christian interpretations and artistic expressions of creation. - Improved skills in interpreting scripture and understanding its literary forms and theological implications. - Strengthened ability to apply theological concepts to ethical decision-making and moral reasoning. - Deeper understanding of Catholic doctrines and traditions, such as natural law and the harmony between science and religion.	- Detailed understanding of Jesus' dual nature (fully human and fully divine). - Significance of the incarnation in Catholic theology. - Theological implications of the incarnation. - Influence on Catholic art and sacramental beliefs. - Critical analysis of scripture and art related to the incarnation. - Reflective thinking on Jesus' teachings and personal faith.	- Students are building towards a comprehensive understanding of the intersection between religion, relationships, and families, focusing on Catholic teachings. - They aim to grasp biblical perspectives on human sexuality, marriage, and family roles, alongside Catholic doctrines like the Theology of the Body and guidelines on marriage and divorce. - Additionally, they are exploring contrasting perspectives on contemporary issues such as sex before marriage, homosexuality, cohabitation, and gender equality.	- Students are building towards a deeper understanding of Catholic theology, a more nuanced interpretation of religious texts and symbols, and an ability to articulate and apply Catholic moral teachings. - They are also preparing to engage thoughtfully with diverse Christian views and practices, and to integrate these insights into their own spiritual, moral, social, and cultural contexts.
Independent enrichment (wider reading and learning suggestions)	<ul style="list-style-type: none"> • Gcse Religious Studies For AQA B: Catholic Christianity (OUP) • A Very Short Introduction to Christianity (OUP) • A Very Short Introduction to Islam (OUP) • The Puzzle of God (Peter Vardy) 					

	<ul style="list-style-type: none"> • The Puzzle of Sex (Peter Vardy) • The Puzzle of Ethics (Peter Vardy) • Teach Yourself Philosophy of Religion (Mel Thompson) • BBC News website – for stories connected to crime/punishment, relationships/families, environment/animals/abortion/euthanasia, Islam and Christianity 					
SMSC	<p>S - foster spiritual growth and deepen one's connection to the divine.</p> <p>M - prompt reflection on moral values such as compassion, justice, and integrity.</p> <p>S - encourage a sense of solidarity and compassion towards others.</p> <p>C - enhance understanding of its cultural heritage and its influence on art, architecture, and societal norms.</p>	<p>S - Understanding the significance of Islamic rituals and practices in fostering spiritual connection with Allah.</p> <p>M - Learning about the moral values embedded in Islamic practices, such as charity (Zakat) and compassion. justice, honesty, and social responsibility.</p> <p>S - Understanding the communal aspects of Islamic practices, such as congregational prayer and the Hajj pilgrimage.</p> <p>C - Exploring the cultural diversity within the Muslim world and its influence on Islamic practices.</p>	<p>S: Reflection on beliefs about creation and personal spirituality. Exploration of existential questions and divine significance.</p> <p>M: Examination of moral values and ethical decision-making. Reflection on conscience and implications of religious teachings.</p> <p>S: Understanding communal aspects and social impacts of religious practices. Discussion on empathy, interfaith cooperation, and social cohesion.</p> <p>C: Learning about cultural diversity and its influence on religion. Respect for diverse cultural practices and traditions.</p>	<p>S: Understand the Catholic understanding of incarnation, beliefs about Jesus, and the sacramental nature of reality.</p> <p>M: Explore teachings on moral authority, virtues, and responses to those in need.</p> <p>S: Examine the influence of beliefs on social practices, such as protection of the unborn.</p> <p>C: Learn about the significance of symbols, statuary, and religious art in Catholic culture, as well as differences in Christian views.</p>	<p>S: Reflecting on the significance of relationships and family dynamics within religious contexts, exploring spiritual dimensions of love, commitment, and responsibility.</p> <p>M: Engaging with ethical questions related to sexuality, marriage, and family life, considering the moral implications of different perspectives and decisions.</p> <p>S: Understanding diverse social attitudes towards relationships and families, fostering empathy, tolerance, and respect for differing viewpoints, and exploring the role of families in broader social structures.</p> <p>C: Investigating cultural expressions of family values and gender roles within religious and secular contexts, appreciating the diversity of family structures and dynamics across cultures and societies.</p>	<p>S: Understanding the incarnation, Jesus' dual nature, and the sacramental nature of reality.</p> <p>M: Exploring Jesus' teachings on virtues and moral authority, and their application to real-life situations.</p> <p>S: Examining how Catholic beliefs influence social practices, such as the protection of the unborn.</p> <p>C: Learning about the significance of Christian symbols, religious art, and differing Christian views on images of Jesus.</p>
Careers	Imam.	Imam, Mosque Leader.			Marriage Counsellor.	

Year 11 (2024-2025 only)

In Year 11 AQA GCSE Religious Studies A (Christianity & Islam), students deepen their understanding of Islam by exploring its key practices and their foundations in authoritative sources. They also critically analyse religious teachings and ethical arguments concerning religion and life, as well as relationships and families. Through revision, they consolidate their knowledge gained throughout the two-year course, preparing for exams where they'll demonstrate their comprehension of these vital topics.

Year 11 – FOR 2025-2026 ONLY						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<u>Islam Practises</u> To understand and evaluate the key practices of Islam and their basis in sources of wisdom and authority.	<u>Religion and Life</u> To understand and evaluate religious teachings, and religious, philosophical, and ethical arguments, relating to Religion and life.	<u>Relationships and families</u> To understand and evaluate religious teachings, and religious, philosophical, and ethical arguments, relating to relationships and families.	<u>Revision</u> To consolidate information gained within the GCSE course	<u>Revision & Exam</u> To consolidate information gained within the GCSE course	N/A
Building on (knowledge, concepts, and skills)	-Understanding of the Five Pillars of Islam: Shahada, Salat, Zakat, Sawm, and Hajj. -Knowledge of Islamic rituals and practices, such as prayer (Salat), fasting (Sawm), and pilgrimage (Hajj). -Familiarity with Islamic dietary laws (Halal) and rules of hygiene.	-Christian and Muslim belief surrounding the creation of the Universe -Biblical hermeneutics -Recounting religious perspectives on suffering, death, and the search for meaning and fulfilment in life. -Investigating the relationship between religion, morality, and	- teachings and cultural norms related to marriage, family, and interpersonal relationships. - Familiarity with religious texts and traditions that provide guidance on marriage, parenting, and family dynamics.			

<p>Building towards (knowledge, concepts, and skills)</p>	<p>-Understanding of the Five Pillars of Islam and their significance in Muslim belief and practice. -Knowledge of Islamic rituals, such as prayer (Salat), fasting (Sawm), almsgiving (Zakat), pilgrimage (Hajj), and dietary restrictions (Halal). -Awareness of the cultural, historical, and theological contexts that shape Islamic practices.</p> <p>Skills: -Critical analysis, Comparative examination -Interpretation of religious texts, - Application of knowledge of Islamic practises to real-life contexts.</p>	<p>ethical decision-making.</p> <p>-Knowledge and understanding of Christian and Islamic perspectives on existential questions, morality, and the nature of reality. - Appreciation of diverse religious understandings of existence, human identity, and the afterlife. -Understanding of the interplay between religion, morality, and ethical decision-making.</p> <p>Skills: -Critical analysis, Comparative examination -Interpretation of religious texts, - Application of knowledge of Islamic practises to real-life contexts.</p>	<p>- Knowledge of religious texts and traditions providing guidance on marriage, parenting, and family dynamics. -Awareness of sociological theories and research on relationships, family structures, and social dynamics. - Exploration of religious perspectives on marriage, love, and family life. -Examination of ethical and moral teachings related to gender roles, sexuality, and family responsibilities within religious traditions.</p> <p>Skills: Communication (required for healthy relationships), -Conflict Resolutions</p>			
<p>Independent enrichment (wider reading and learning suggestions)</p>	<ul style="list-style-type: none"> • AQA GCSE Religious Studies A: Christianity and Islam Revision Guide (OUP) • A Very Short Introduction to Christianity (OUP) • A Very Short Introduction to Islam (OUP) • AQA Religious Studies A: Islam textbook (OUP) • AQA Religious Studies A: Christianity textbook (OUP) • The Puzzle of God (Peter Vardy) • The Puzzle of Sex (Peter Vardy) • The Puzzle of Ethics (Peter Vardy) • Teach Yourself Philosophy of Religion (Mel Thompson) • BBC News website – for stories connected to crime/punishment, relationships/families, environment/animals/abortion/euthanasia, Islam, and Christianity 					

<p>SMSC</p>	<p>S - Understanding the significance of Islamic rituals and practices in fostering spiritual connection with Allah. M - Learning about the moral values embedded in Islamic practices, such as charity (Zakat) and compassion, justice, honesty, and social responsibility. S - Understanding the communal aspects of Islamic practices, such as congregational prayer and the Hajj pilgrimage. C - Exploring the cultural diversity within the Muslim world and its influence on Islamic practices.</p>	<p>S - Reflecting on existential questions and exploring religious perspectives on the creation of life. M - Examining ethical dilemmas and considering how religious teachings and philosophical insights inform moral decision-making. S - Exploring the social dimensions of religion, including its role in fostering community, social cohesion, and collective identity. C - Learning about diverse religious and cultural traditions and their contributions to human civilization and heritage.</p>	<p>S - Exploring religious teachings on marriage, parenting, and interpersonal relationships as avenues for spiritual growth. M - Examining ethical principles and moral values embedded in religious teachings on relationships, such as fidelity, respect, and care. S - Learning about the importance of healthy relationships and supportive family environments for individual well-being and social harmony. C - Reflecting on the cultural diversity within families and communities and fostering respect for different cultural practices and perspectives.</p>			
<p>Careers</p>	<p>Imam, Mosque Leader.</p>		<p>Marriage Counsellor.</p>			

Year 11 (Teaching from September 2025)

In Year 11 AQA GCSE Religious Studies B (Catholicism & Islam), students delve into the core themes of Catholic theology, exploring redemption through Jesus Christ's death and resurrection, the nature of the Church, and eschatology. They also investigate religious perspectives on human rights, social justice, and ethics. Through revision, they consolidate their understanding of these concepts, preparing to navigate the complexities of faith and society with depth and insight.

Year 11 – TEACHING FROM 2025						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p><u>Paper 1: Redemption – ransomed, healed, restored, forgiven</u></p> <p>Examine the central Christian theme of salvation through Jesus Christ's death and resurrection.</p>	<p><u>Paper 1: Church and the Kingdom of God</u></p> <p>Explore the nature and mission of the Christian Church, emphasizing its role in spiritual and social life.</p>	<p><u>Paper 2: Religion, human rights and social justice</u></p> <p>Investigate religious perspectives on human rights. Explore religious teachings on social justice and ethics.</p>	<p><u>Paper 1: Eschatology: Christian life, death and eternity</u></p> <p>Reflect on beliefs about the end times and humanity's ultimate destiny in Christian theology.</p>	<u>Revision and Exam</u>	N/A
Building on (knowledge, concepts, and skills)	<p>Students are building on their knowledge of Catholic beliefs and practices, especially those related to the story of redemption, Jesus' death, resurrection, and ascension. They are developing concepts of salvation, grace, and the significance of these events in liturgy. They are also enhancing their skills in interpreting scriptural texts, comparing theological</p>	<p>Students are building on their prior knowledge of Catholic beliefs and practices, particularly related to the Church's mission and the Kingdom of God. They are expanding their understanding of Catholic teachings on justice, peace, and reconciliation, as well as the significance of pilgrimage and dramatised prayer. Additionally, they are enhancing their comprehension of the Church's</p>	<p>Students are building on their understanding of religion's role in human rights and social justice. They're exploring biblical teachings on human dignity and love for others, as well as Catholic perspectives on rights, wealth, poverty, and discrimination. They're also examining contrasting viewpoints within Christianity and from non-religious perspectives, deepening their</p>	<p>Students are building on their prior knowledge of Catholic beliefs about life after death, resurrection, and eschatology. They are expanding their understanding of religious artefacts like the Paschal candle and significant works of art like Michelangelo's "The Last Judgement." They are also enhancing their knowledge of Catholic funeral rites, the four last things (death, judgement,</p>		

	<p>metaphors, and understanding different Christian views on conscience and the Eucharist.</p>	<p>hierarchical structure, the role of the magisterium, and the impact of key Vatican II documents. They are also building skills in interpreting scripture and tradition, understanding Catholic social teachings, and exploring the expressions of faith in various forms of service and vocation.</p>	<p>grasp of ethical responsibilities and social actions.</p>	<p>heaven, and hell), and beliefs about purgatory. Additionally, they are developing skills in interpreting scripture and tradition, understanding the significance of the Second Vatican Council's teachings on eschatology, and exploring the ethical implications of these beliefs for issues like euthanasia and care for the dying.</p>		
<p>Building towards (knowledge, concepts, and skills)</p>	<p>Students are building towards a comprehensive understanding of Catholic teachings on redemption and salvation, the significance of Jesus' death, resurrection, and ascension, and the role of the Eucharist in Catholic worship. They are preparing to articulate and apply these theological concepts, compare and contrast different Christian perspectives, and deepen their spiritual and moral reasoning. This foundation will enable them to engage more thoughtfully and</p>	<p>Students are building towards a comprehensive understanding of the Church's mission and its role in bringing about the Kingdom of God. They aim to grasp the significance of Catholic teachings on justice, peace, and reconciliation, and how these are expressed through various forms of service and vocation. Additionally, they are developing the ability to critically analyse and interpret key Church documents, the structure and authority of the Church, and the importance of</p>	<p>Students are building towards a deeper understanding of the intersection between religion, human rights, and social justice. They aim to grasp foundational biblical teachings on human dignity and love for others, as well as Catholic perspectives on rights, wealth, poverty, and discrimination. Additionally, they are developing knowledge of contrasting viewpoints within Christianity and from non-religious perspectives on these issues. This knowledge equips</p>	<p>Students are building towards a comprehensive understanding of Catholic teachings on eschatology and the afterlife, including beliefs about resurrection, judgement, heaven, hell, and purgatory. They aim to grasp the significance of religious artefacts and artistic representations in expressing these beliefs. Furthermore, they are developing the ability to critically analyse scripture, tradition, and magisterial documents to deepen their understanding of</p>		

	<p>meaningfully with their faith and its practices.</p>	<p>pilgrimage and dramatised prayer in expressing faith. This foundation will enable them to engage deeply with their faith, participate meaningfully in the life of the Church, and apply Catholic social teachings in real-world contexts.</p>	<p>them to critically analyse ethical responsibilities, social actions, and the role of religion in promoting human dignity and social justice.</p>	<p>Catholic eschatology. Ultimately, they are preparing to apply these teachings to evaluate ethical issues such as end-of-life care and euthanasia in light of Catholic moral principles.</p>		
<p>Independent enrichment (wider reading and learning suggestions)</p>	<ul style="list-style-type: none"> • Gcse Religious Studies For AQA B: Catholic Christianity (OUP) • A Very Short Introduction to Christianity (OUP) • A Very Short Introduction to Islam (OUP) • The Puzzle of God (Peter Vardy) • The Puzzle of Sex (Peter Vardy) • The Puzzle of Ethics (Peter Vardy) • Teach Yourself Philosophy of Religion (Mel Thompson) • BBC News website – for stories connected to crime/punishment, relationships/families, environment/animals/abortion/euthanasia, Islam and Christianity 					
<p>SMSC</p>	<p>S: Deepening their understanding of key Catholic beliefs about redemption, salvation, and the Eucharist, enhancing their personal faith and spiritual growth. M: Exploring the moral implications of Jesus' teachings and the concept of conscience as a guide, fostering ethical thinking and behaviour. S: Understanding the communal aspects of Catholic worship, such as the significance of the Eucharist, and how these practices unite the community of believers. C: Learning about different architectural styles and artefacts in churches, and</p>	<p>S: Reflecting on the Church's mission and the Kingdom of God's significance in personal faith journeys. M: Exploring Catholic teachings on justice, peace, and reconciliation, and their application in society. S: Understanding the communal aspects of Catholic worship and community engagement in promoting Kingdom values. C: Learning about the cultural expressions of faith through pilgrimage, dramatised prayer, and Church traditions, and appreciating the diversity within Christian beliefs and practices.</p>	<p>S: Reflecting on religious teachings' role in human rights and social justice, exploring ethical dimensions within religious contexts. M: Engaging with ethical questions on wealth, poverty, prejudice, and discrimination, considering diverse perspectives and moral implications. S: Understanding diverse social attitudes, fostering empathy and tolerance, and exploring religion's role in promoting social justice. C: Investigating cultural expressions of social justice, exploring religion's influence on societal values, and</p>	<p>S: Exploring beliefs about the afterlife and reflecting on the spiritual significance of symbols like the Paschal candle. M: Examining ethical questions surrounding end-of-life care and euthanasia based on Catholic teachings. S: Understanding how beliefs about death impact funeral rituals and how communities support each other in times of loss. C: Exploring cultural expressions of beliefs about the afterlife and how</p>		

	contrasting Christian views on key theological concepts, enriching their appreciation of cultural and religious diversity.		appreciating diversity within communities.	different cultures approach death.		
Careers		Theologian, retreat leader				

A Level Religious Studies

The A Level Religious Studies course is formed of three components: Philosophy of Religion, Religion and Ethics and Developments in Christian Thought. In Philosophy of Religion, students explore arguments about God's existence, religious experiences, and the problem of evil. They analyse philosophical concepts and the works of influential thinkers. Religion and Ethics focus on ethical language and thought, applying theories to issues like euthanasia and business ethics. In Developments in Christian Thought, students study Christianity's beliefs, practices, and responses to contemporary issues, fostering understanding of religious identity and evolution.

Year 12

In Philosophy of Religion, Ancient philosophical influences lay the groundwork for the Philosophy of Religion, alongside concepts like Soul, Mind, and Body. Through studying these, students explore philosophical language and thought via significant concepts and key thinkers' works. Students will critically analyse three contrasting arguments on the existence of God, pivotal in both philosophical discourse and personal belief systems. They will also examine various types of religious experiences, discussing their significance, meaning, and how they influence religious beliefs. Additionally, students will explore the enduring debate surrounding the problem of evil and suffering, which remains relevant and challenging in contemporary contexts.

In Religion and Ethics, this component offers students the chance to delve into fundamental concepts of religion and ethics. They will explore four normative ethical theories, covering deontological, teleological, religious, and non-religious perspectives. These theories will be applied to two significant issues, euthanasia and business ethics, facilitating an examination of contemporary ethical dilemmas and enhancing comprehension of ethical theories.

In Developments of Christian Thought, students will delve into religious beliefs, values, and teachings, tracing their historical development and contemporary relevance. The first section examines human nature, life's purpose, and immortality through the lens of Augustine's philosophy and various Christian interpretations of the afterlife. In "Knowledge of God," students explore natural and revealed theology, contemplating the relationship between faith and reason in Christian understanding. The topic on the person of Jesus Christ delves into historical and theological interpretations of Jesus as the Son of God, teacher, and liberator, offering insight into traditional and modern Christian theology. "Christian Moral Principles" explores how the Bible, Church, and reason shape Christian moral values and practices, fostering an understanding of religious identity and the diversity of Christian traditions. Lastly, "Christian Moral Action" focuses on the ideas and impact of Dietrich Bonhoeffer, grounding moral principles in real-world contexts and making the study of Christianity more tangible for students.

Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<u>Ancient Philosophical Influences.</u> Natural Law	<u>Soul, Mind & Body</u> Situation Ethics	<u>Arguments for God based on reason & experience</u>	<u>The problem of evil</u>	<u>Augustine on human nature</u> <u>Death and Afterlife</u>	<u>Christian Moral Principles</u> <u>Christian Moral Action</u>

			<u>Kantian Ethics</u>	<u>Utilitarianism Euthanasia & Business Ethics</u>	<u>Knowledge of God's existence</u> <u>The person Jesus Christ</u>	
Building on (knowledge, concepts, and skills)	Ancient Philosophical Influences: Historical context of ancient civilizations and philosophical ideas Philosophical concepts and debates (ethics, justice, morality) Critical analysis of ancient texts and arguments Comparative study of philosophical schools (Platonism, Aristotelianism, Stoicism) Natural Law: Conceptual understanding of natural law theory Ethical reasoning based on inherent human nature or natural order Relationship between natural law and legal systems Application of natural law to contemporary issues (human rights, governance, social justice)	Soul, Mind & Body: Exploration of philosophical concepts concerning the nature of the soul, mind, and body Historical and cultural perspectives on the relationship between the body and soul. Examination of ethical implications regarding identity, and free will Situation Ethics: Understanding the foundational principles of situation ethics Application of moral relativism and consequentialism to ethical decision- making Evaluation of the role of context and circumstances in ethical judgments Exploration of critiques and debates surrounding situation ethics.	Arguments for God based on reason & experience: - Arguments supporting the existence of God through reason and empirical evidence - Exploration of the relationship between faith, reason, and religious belief Kantian Ethics: - Analysis of concepts such as autonomy, moral worth, and the role of reason in moral decision-making	The Problem of Evil: - Exploration of the philosophical problem concerning the coexistence of evil and a benevolent, omnipotent God - Analysis of different forms of the problem, including logical, evidential, and emotional arguments - Examination of theological responses and attempts to reconcile the existence of evil with the concept of a loving deity Utilitarianism: - Understanding the hedonism argument. Euthanasia & Business Ethics: - Examination of ethical considerations surrounding euthanasia, including autonomy, suffering, and the sanctity of life	In " Augustine on Human Nature, Death, and Afterlife, " students expand their understanding of Christian beliefs about humanity, sin, salvation, and the afterlife. In " Knowledge of God's Existence, " students deepen their exploration of philosophical arguments for God's existence. In " The Person of Jesus Christ, " students delve into the historical and theological understanding of Jesus' life, teachings, significance, and various interpretations within Christian faith.	Christian Moral Principles Students are building on their understanding of the Bible's teachings, ethical theories, and core Christian values like love and justice. For Christian Moral Action, they will apply these principles to real-life situations, analysing how Christian ethics guide decision- making and behaviour, and develop skills in moral reasoning and practical application of Christian values.

				- Analysis of various ethical theories and principles applied to euthanasia, including utilitarianism, deontology, and virtue ethics		
Building towards (knowledge and concepts)	Critical analysis and evaluation of the works and theories of knowledge of Plato and Aristotle. Critical analysis and evaluation of the St Thomas Aquinas' Natural Law theory.	Critical analysis and evaluation of the works and theories of the soul, body & mind of Plato, Aristotle, Descartes. Critical analysis and evaluation of Joseph Fletcher's Situation ethics	Critical analysis and evaluation of the works and theories of Anselm, Gaunilo, Kant, James. Critical analysis and evaluation of the works and theories of Kant.	Critical analysis and evaluation of the works and theories of Augustine, Irenaeus & Hick. Critical analysis and evaluation of the works and theories of Bentham, Mill, Singer. Application of ethical theories to issues linked to Euthanasia & Business	Critical analysis and evaluation of the works and theories of knowledge of Augustine. Critical analysis and evaluation of the works and theories of Aquinas, John Hick, Augustine. Critical analysis and evaluation of the sources of authority that apply to the person Jesus.	Critical analysis and evaluation of the works and theories of John Hick, Tillich, Pope Francis & Bonhoeffer.
Skills	Rigorous study of sources of evidence Critical analysis skills to construct balances, Informed arguments in response to religious, philosophical, and ethical ideas Evaluation skills Discussion skills					
Independent enrichment (wider reading and learning suggestions)	<p>A Level Textbook and Revision Guide:</p> <ul style="list-style-type: none"> • Year 12 - AS and Year 1 Student Book: Christianity, Philosophy and Ethics • Year 13 - Oxford A Level Religious Studies for OCR: Christianity, Philosophy and Ethics • Year 12 and Year 13 - Oxford A Level Religious Studies for OCR Revision Guide <p>General Books on Philosophy</p> <ul style="list-style-type: none"> • The Puzzle of God by Peter Vardy • The God Delusion by Richard Dawkins • God Matters by Charlotte Vardy and Peter Vardy • Philosophy A Graphic Guide by Dave Johnson and Judy Groves • 50 Philosophy Ideas by Ben Dupre <p>General Books on Developments in Christian Thought</p> <ul style="list-style-type: none"> • The Shack* by William Young • The Story of the Book by Terence Copley • Christianity – A Very Short Introduction* by Linda Woodhead 					

	<ul style="list-style-type: none"> • Teach Yourself Christianity by John Young • History of Christianity by Nick Page <p>General Books on Ethics</p> <ul style="list-style-type: none"> • The Puzzle of Ethics by Peter Vardy • Ethical Studies by Richard Dawkins • Ethics Matters by Charlotte Vardy and Peter Vardy • A very short introduction to Ethics by Simon Blackburn • Teach Yourself Ethics by Mel Thompson 					
SMSC	<p>Spiritual: Students explore existential questions about existence, divinity, and the afterlife, deepening their spiritual inquiry and self-reflection.</p> <p>Moral: Engaging with ethical dilemmas and frameworks cultivates moral reasoning, empathy, and a commitment to ethical action.</p> <p>Social: Discussions on societal norms, justice, and community values foster empathy, solidarity, and active citizenship.</p> <p>Cultural: Students examine diverse cultural perspectives, enhancing their cultural competence and appreciation for human diversity.</p>					
Careers	University lecturer, philosopher, writer.			Entrepreneur.		

Year 13

In *Philosophy of Religion*, students will first study of the nature of God. Students explore the evolution of ideas in the philosophy of religion over time. They compare the concepts presented by key scholars, gaining insight into the diverse perspectives within this field. In the sections focusing on religious language, students grapple with complex questions such as whether religious teachings are best understood symbolically or analogically, and whether religious language should be approached cognitively or non-cognitively.

In *Religion and Ethics*, students will study *Ethical Language: Meta-ethics*, students explore the evolution and interpretation of ethical language over time. They also delve into the significant concept of conscience, comparing the perspectives of Aquinas and Freud. In *Developments in Ethical Thought*, students focus on sexual ethics, a pertinent and engaging field of study. They analyse how attitudes towards premarital, extramarital sex, and homosexuality have evolved in response to religious beliefs, and apply the four normative theories previously studied to these issues.

In *Developments of Christian Thought*, students will explore pluralism and its relevance in today's multicultural context, as well as Christian perspectives on other worldviews. Topics also cover gender roles and feminist theology, encouraging reflection on gender equality and the social impact of religion. Furthermore, the component addresses challenges posed by secularism and diverse Christian responses, highlighting the evolution of beliefs and practices over time.

Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Nature of God Meta Ethics	Religious Language Conscience	Sexual Ethics Religious Pluralism & Theology	Religious Pluralism & Society Gender and Society Gender and Theology	Challenge of Secularism Liberation Theology & Marxism	Exam
Building on (knowledge, concepts, and skills)	Students studying " Nature of God " are building upon their existing knowledge of theological concepts, philosophical arguments for and against the	"Religious Language" builds on the unique vocabulary, symbols, and narratives within religious contexts. As well as how religious language	In " Sexual Ethics ," students are building on their prior knowledge of ethical theories, moral philosophy, and societal norms related to human	In studying " Religious Pluralism & Society ," students build on their previous knowledge of sociology, anthropology, and religious studies. They will have to	In studying the " Challenge of Secularism ," students build upon their understanding and knowledge of secular ideologies, separation of church and state,	

	<p>existence of God, religious texts, and theological perspectives on the divine-human relationship.</p> <p>In the case of "Meta Ethics," students are expanding their understanding of ethical theories, moral philosophy, meta-ethical questions, ethical language, and moral reasoning.</p> <p>They are also developing skills in critically evaluating ethical theories and applying meta-ethical frameworks to contemporary moral issues.</p>	<p>shapes beliefs, practices, and communities, while also examining its role in interpreting sacred texts and rituals.</p> <p>"Conscience" builds on from understanding of the moral compass guiding ethical decision-making.</p>	<p>behaviour and relationships.</p> <p>For "Religious Pluralism & Theology," students are building on their previous knowledge of different religious traditions, including their beliefs, practices, and historical developments. Some will also draw from their understanding of theological concepts such as revelation, salvation, and religious authority, which they have encountered in previous religious studies topics.</p>	<p>draw from their understanding of societal structures, cultural diversity, and the role of religion in shaping communities and social dynamics.</p> <p>For "Gender and Society" and "Gender and Theology," students will build on their prior knowledge and understanding of gender roles, stereotypes, and social constructs.</p>	<p>and secularization processes.</p> <p>For "Liberation Theology & Marxism," students draw from theology, social justice movements, and political philosophy. They use their understanding of class struggle, and theological perspectives on liberation.</p>	
<p>Building towards (knowledge and concepts)</p>	<p>Critical analysis and evaluation of the works and theories of John Hick, Tillich, Pope Francis & Bonhoeffer.</p> <p>Critical analysis and evaluation of the works and theories of Boethius, Anselm, Swinburne.</p> <p>Critical analysis and evaluation of the works and theories of Bradley, Hume, Moore, Ayer, Hare & Stevenson</p>	<p>Critical analysis and evaluation of the works and theories of Aquinas, Tillich.</p> <p>Critical analysis and evaluation of the works and theories of Aquinas, Freud, Fromm, Piaget & Cardinal Newman</p>	<p>Critical analysis and evaluation of the works and theories of Wittgenstein, Flew, Hare & Mitchell.</p> <p>Critical analysis, application and evaluation of Natural Law, Utilitarianism, Kant, and Situation Ethics on issues surrounding extra-marital sex, premarital sex, and homosexuality.</p>	<p>Critical analysis and evaluation of the works and theories of Hick, McGrath & Costa.</p>	<p>Critical analysis and evaluation of the works and theories of Daly & Reuther. Critical analysis and evaluation of the works and theories of Dawkins & Freud. Critical analysis and evaluation of the works and theories of Marx.</p>	

Skills	Rigorous study of sources of evidence Critical analysis skills to construct balances, informed arguments in response to religious, philosophical, and ethical ideas Evaluation skills Discussion skills					
Independent enrichment (wider reading and learning suggestions)	<p>A Level Textbook and Revision Guide:</p> <ul style="list-style-type: none"> • Year 12 - AS and Year 1 Student Book: Christianity, Philosophy and Ethics • Year 13 - Oxford A Level Religious Studies for OCR: Christianity, Philosophy and Ethics • Year 12 and Year 13 - Oxford A Level Religious Studies for OCR Revision Guide <p>General Books on Philosophy</p> <ul style="list-style-type: none"> • The Puzzle of God by Peter Vardy • The God Delusion by Richard Dawkins • God Matters by Charlotte Vardy and Peter Vardy • Philosophy A Graphic Guide by Dave Johnson and Judy Groves • 50 Philosophy Ideas by Ben Dupre <p>General Books on Developments in Christian Thought</p> <ul style="list-style-type: none"> • The Shack* by William Young • The Story of the Book by Terence Copley • Christianity – A Very Short Introduction* by Linda Woodhead • Teach Yourself Christianity by John Young • History of Christianity by Nick Page <p>General Books on Ethics</p> <ul style="list-style-type: none"> • The Puzzle of Ethics by Peter Vardy • Ethical Studies by Richard Dawkins • Ethics Matters by Charlotte Vardy and Peter Vardy • A very short introduction to Ethics by Simon Blackburn • Teach Yourself Ethics by Mel Thompson 					
SMSC	Spiritually, they reflect on beliefs about the divine, personal spirituality, and the use of religious language to express spiritual experiences. Morally, they analyse ethical implications, moral principles, and the role of conscience in decision-making, extending to discussions on sexual ethics. Socially, they delve into communal identity, empathy, interfaith cooperation, and societal impacts of religious pluralism. Culturally, they explore the cultural significance of religious symbols, traditions, and the intersection of religion with gender and society.					
Careers	Philosopher, Lecturer.					

General RE

Year 12

All students in Sixth Form must complete General Religious Education. In 'Being Lasallian,' students will explore the foundational principles of the Lasallian educational tradition, focusing on community, service, and holistic development. They'll delve into metaphysics, pondering questions of identity, existence, and reality. A deep dive into the social, cultural, and political landscape of the United Kingdom awaits, fostering critical thinking and awareness. Students will also examine the role of religion in contemporary society, study ancient world religions, and confront the enduring challenge of the problem of evil, gaining insight into faith and belief systems

General RE - Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<u>Being Lasallian</u> Exploring the principles and values of the Lasallian educational tradition, emphasizing community, service, and holistic development.	<u>Metaphysics/ Who am I?</u> Delving into profound questions about identity, existence, and reality, inviting students to explore philosophical concepts and their implications for personal understanding.	<u>A Study of the UK</u> Providing an in-depth examination of the social, cultural, and political landscape of the United Kingdom, fostering critical thinking and awareness of contemporary issues.	<u>Religion in Contemporary Society I</u> Offering insights into the role and influence of religion in modern society, exploring its impact on individuals, communities, and global affairs.	<u>Ancient World Religions</u> Delving into the origins, beliefs, and practices of ancient religious traditions, offering students a comprehensive understanding of the diversity and complexity of early human spirituality.	<u>The Problem of Evil</u> Confronting one of the most enduring philosophical and theological challenges, probing the existence of evil and suffering in the world and its implications for faith and belief systems.
Building on (knowledge, concepts, and skills)	Students are building knowledge of the history and mission of the Lasallian order, understanding the life and work of St John Baptist de La Salle, and exploring the values of community, service, and	Students are delving into philosophical inquiries about human identity, relationships, and the nature of Britishness. They are developing critical thinking skills to explore concepts of secularism, religion, and faith,	Students are deepening their understanding of the UK's religious landscape, exploring topics such as Christian heritage, humanism, extremism, and human rights. They are developing analytical skills to	Students are examining the changing role of religion in modern society, including expressions of religious identity, responses to poverty, and the work of religious charities. They are honing skills in analyzing societal trends and	Students are expanding their knowledge of ancient religious traditions, including the Inca, Aztec, Mayan, Egyptian, Roman, and British pagan religions. They are developing cultural literacy and an	Students are grappling with complex ethical and theological questions surrounding the problem of evil, including the Holocaust and contemporary genocides. They are developing critical thinking skills to analyse

	inclusivity. They are also developing skills in discernment and understanding the future direction of the Lasallian Order.	and analyzing the impact of these on personal and societal identity.	evaluate social and political issues, including the Troubles in Britain and Ireland.	understanding diverse religious perspectives.	understanding of diverse spiritual practices and beliefs from antiquity.	philosophical theodicies and theological responses to suffering and injustice.
Building towards (knowledge, concepts and skills)	They develop critical thinking skills while exploring the life of St John Baptist de La Salle and discerning the future direction of the Lasallian Order.	They navigate concepts such as Britishness, secularism, and ethics, honing their ability to critically analyze societal and personal beliefs.	They sharpen analytical skills while exploring the complex interplay between religion, society, and politics	They cultivate an understanding of religious diversity and humanitarianism, enhancing their ability to critically evaluate societal trends.	They gain insights into practices of civilizations like the Inca, Aztec, Mayan, Egyptian, Roman, and British pagan, fostering cultural literacy and comparative analysis skills.	Through critical analysis of the Holocaust and contemporary genocides, they refine their ethical reasoning and engage with philosophical and theological perspectives on human suffering.
Independent enrichment (wider reading and learning suggestions)	<ul style="list-style-type: none"> • Read biographies about St John Baptiste de La Salle, • Read books and letters written by St John Baptiste de La Salle, • Plato's 'Republic'. • Follow UK news, occasionally buy the newspapers from different outlets. 					
SMSC	Social: Students learn about community values and service, fostering a sense of belonging and responsibility towards others. Moral: Exploring Lasallian principles encourages reflection on ethical behaviour	Social: Discussions on identity and relationships prompt reflection on social connections and responsibilities towards others. Moral: Exploring concepts like ethics and faith encourages students to consider their	Social: Examining topics like extremism and human rights fosters awareness of social justice issues and encourages civic engagement. Moral: Discussions on human rights and equality prompt reflection on moral	Social: Investigating religious expression and responses to poverty fosters an understanding of social dynamics and community engagement. Moral: Analysing religious ethics and humanitarian efforts	Social: Learning about ancient civilizations and religious practices promotes understanding of historical social structures and cultural dynamics. Moral: Reflecting on ancient moral and ethical codes encourages	Social: Examining responses to suffering and injustice prompts reflection on societal attitudes towards social issues and collective responsibility. Moral: Discussing moral responses to evil and suffering

	<p>and moral decision-making. Spiritual: Delving into the life of St John Baptist de La Salle and discernment activities nurtures students' spiritual growth and self-awareness. Cultural: Learning about the worldwide Lasallian order exposes students to diverse cultural contexts and perspectives within the Lasallian community.</p>	<p>moral values and responsibilities in society. Spiritual: Contemplating questions of existence and faith can foster spiritual exploration and introspection. Cultural: Exploring ideas about Britishness and multiculturalism encourages an appreciation for cultural diversity and identity.</p>	<p>principles and ethical decision-making in society. Spiritual: Exploring religious pluralism and interfaith relations can promote spiritual understanding and tolerance towards diverse beliefs. Cultural: Studying the UK's religious landscape and cultural heritage encourages appreciation for diverse cultural traditions and identities within society.</p>	<p>encourages reflection on moral responsibilities towards others and society. Spiritual: Exploring religious beliefs and practices can deepen spiritual understanding and appreciation for different spiritual traditions. Cultural: Studying religious diversity and charity work exposes students to diverse cultural perspectives and practices within society.</p>	<p>consideration of universal moral principles and ethical behaviour. Spiritual: Exploring ancient religious beliefs and rituals can foster spiritual curiosity and reflection on the human quest for meaning. Cultural: Studying ancient world religions exposes students to diverse cultural traditions and perspectives from different historical periods.</p>	<p>encourages reflection on personal moral values and ethical decision-making. Spiritual: Contemplating questions of suffering and faith can deepen spiritual resilience and understanding of human spirituality. Cultural: Studying historical atrocities and responses to evil exposes students to diverse cultural perspectives on morality, justice, and human suffering.</p>
Careers	Lasallian Brother, education.		Politics and government			Humanitarian work

Year 13

General RE - Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p><u>Hinduism and Buddhism</u> Explore Hinduism's Trimurti and concepts of karma, reincarnation, and Diwali, then transition to Buddhism, understanding the Buddha's life, karma, the 4 Noble Truths, and meditation today.</p>	<p><u>Religion, peace, and conflict</u> Investigate protests including terrorism, reasons for war, nuclear war, just war, holy war, pacifism, and the plight of war victims.</p>	<p><u>Personal and Social Ethics</u> Examine ethics and moral decision-making, law and order, and ethical dilemmas such as consuming animals and worker rights versus consumerism.</p>	<p><u>Religion in Contemporary Society II</u> Reflect on devotion versus extremism, religious discrimination, arranged marriages, inter-faith dialogue, peace efforts, and the relevance of becoming a Lasallian Brother.</p>	End of course	End of course
Building on (knowledge, concepts, and skills)	Students build on their understanding of religious concepts and foundational knowledge of world religions, developing comparative analysis skills to explore similarities and differences between Hinduism and Buddhism.	They draw upon their knowledge of social and political dynamics, applying critical thinking skills to understand the complexities of religious conflicts and peace-building efforts.	Building on their moral reasoning abilities, students apply ethical theories to real-world scenarios, further developing their capacity for ethical decision-making and awareness of social issues.	They expand on their understanding of religious diversity and societal dynamics, refining critical thinking skills to analyze contemporary issues within religious contexts and promote cultural sensitivity and understanding.		

Building towards (knowledge, concepts and skills)	Students are building towards a deeper understanding of Eastern philosophies and religions, cultivating skills in comparative religious analysis and gaining insights into the core tenets and practices of Hinduism and Buddhism.	They're progressing towards a nuanced understanding of the interplay between religion, politics, and conflict, developing critical thinking skills to assess the causes and implications of religious conflicts and exploring strategies for peace-building and conflict resolution	Students are moving towards a more comprehensive ethical framework, integrating theoretical knowledge with practical applications to navigate complex ethical dilemmas in personal, social, and professional contexts.	They're advancing towards a deeper appreciation of the role of religion in modern society, honing critical thinking and cultural sensitivity skills to engage with contemporary religious issues and foster dialogue and understanding across diverse religious perspectives.		
Independent enrichment (wider reading and learning suggestions)	<ul style="list-style-type: none"> • Watch a YouTube video on Hinduism & Buddhism • Read the biographies of Marthin Luther King Jr. • Read "The Looming Tower" by Lawrence Wright or "Terror in the Name of God" by Jessica Stern 					
SMSC	Spiritual: Exploring concepts of karma, reincarnation, and meditation fosters spiritual growth and introspection. Moral: Reflecting on ethical teachings within Hinduism and Buddhism encourages	Spiritual: Contemplating peace-making efforts and non-violent resistance can evoke spiritual reflection and empathy towards others. Moral: Analysing ethical dimensions of war and peace encourages	Spiritual: Reflecting on ethical principles and personal values can stimulate spiritual growth and self-awareness. Moral: Engaging with ethical dilemmas encourages moral reflection and the	Spiritual: Reflecting on personal beliefs and religious practices encourages spiritual exploration and self-discovery. Moral: Examining ethical issues like religious discrimination promotes moral		

	<p>moral reasoning and personal values exploration.</p> <p>Social: Learning about community practices and rituals within Hindu temples and Buddhist traditions promotes social understanding and cohesion.</p> <p>Cultural: Delving into the rich cultural heritage of Hindu festivals like Diwali and Buddhist practices offers insights into diverse cultural traditions.</p>	<p>moral discernment and ethical decision-making.</p> <p>Social: Exploring the impact of conflict on societies and communities promotes social awareness and empathy.</p> <p>Cultural: Investigating diverse religious perspectives on peace and conflict offers insights into cultural values and worldviews.</p>	<p>development of personal integrity.</p> <p>Social: Exploring societal issues like workers' rights and consumerism fosters social awareness and a sense of social responsibility.</p> <p>Cultural: Considering ethical practices across different cultures promotes cultural understanding and tolerance.</p>	<p>reasoning and empathy towards others.</p> <p>Social: Engaging in interfaith dialogue and exploring peace-building initiatives fosters social cohesion and understanding across diverse communities.</p> <p>Cultural: Investigating cultural practices and traditions within different religious communities promotes cultural awareness and appreciation for diversity.</p>		
Careers	Interfaith dialogues initiatives.	Diplomacy, conflict resolution, or peace-building organizations	Law, public policy, or advocacy work,	journalism, media, & research institutions		