

**Subject Area:** *Religious Education*

Year 7	Term 1A– Creation and Covenant Knowledge, skills and key concepts	Term 1B - Prophecy and Promise Knowledge, skills and key concepts	Terms 2A– Galilee to Jerusalem Knowledge, skills and key concepts	Term 2B – Desert to Garden Knowledge, skills and key concepts	Term 3A – To the ends of the Earth Knowledge, skills and key concepts	Term 3B – Dialogue and Encounter Knowledge, skills and key concepts
<p>Students will be able to demonstrate that they know/can;</p>	<ul style="list-style-type: none"> <li>○ We cannot fully understand God – God is a mystery</li> <li>○ Revelation is the ways that God shows himself to us</li> <li>○ The Bible is the Christian scripture and is a form of revelation</li> <li>○ The Bible contains the Old Testament and the New Testament</li> <li>○ The Bible is interpreted differently by different groups of Christians;</li> <li>○ Prayer is communication with God</li> <li>○ Stewardship is important to Christians, and how we can be good stewards</li> </ul>	<ul style="list-style-type: none"> <li>○ Find a Bible reference</li> <li>○ The Bible was written in different languages by many authors over a period of time</li> <li>○ The Bible has been translated into many different languages and formats</li> <li>○ The Bible is the word of God</li> <li>○ The Bible is used in prayer and liturgy</li> </ul>	<ul style="list-style-type: none"> <li>○ Jesus is God incarnate</li> <li>○ Jesus is known by different titles – Son of God, Christ and Lord</li> <li>○ Trinity is the belief that there is 1 God known through father son and Holy spirit</li> <li>○ Jesus is the perfect role model of a human being</li> </ul>	<ul style="list-style-type: none"> <li>○ what a sacrament is</li> <li>○ Eucharist is the ‘source and summit’ of Christian life; Catholics believe Jesus is present in the eucharist</li> <li>○ Eucharist is very important for Catholics</li> <li>○ the importance of eucharist to Carlo Acutis</li> </ul>	<ul style="list-style-type: none"> <li>○ The holy spirit is the 3<sup>rd</sup> part of the trinity</li> <li>○ St Luke’s accounts of Pentecost</li> <li>○ why a young Christian might choose to be confirmed</li> </ul>	<ul style="list-style-type: none"> <li>○ Importance of different denominations and different religions working together</li> <li>○ What it is like living as a Jewish person in the UK today – what beliefs and teachings influence their life?</li> </ul>

**Curriculum End Points document – 2024-25**

<b>Year 8</b>	<b>Term 1A</b> Knowledge, skills and key concepts	<b>Term 1B</b> Knowledge, skills and key concepts	<b>Terms 2A</b> Knowledge, skills and key concepts	<b>Term 2B</b> Knowledge, skills and key concepts	<b>Term 3A</b> Knowledge, skills and key concepts	<b>Term 3B</b> Knowledge, skills and key concepts
Students will be able to demonstrate that they know/can;	<ul style="list-style-type: none"> <li>○ sin is an action against the law of God</li> <li>○ Humans are special creations of God; ‘imago dei’</li> <li>○ Humans should follow God’s law which he has given us</li> </ul>	<ul style="list-style-type: none"> <li>○ The OT prophets are important</li> <li>○ The OT prophecies Jesus</li> <li>○ Reflect on how they can listen for and speak God’s word</li> </ul>	<ul style="list-style-type: none"> <li>○ That the gospels are the ‘good news’ about Jesus Christ</li> <li>○ Jesus taught in parables and performed miracles</li> <li>○ Jesus cared for the marginalised</li> <li>○ Understand that we are called to follow Jesus’ examples</li> </ul>	<ul style="list-style-type: none"> <li>○ What the problem of evil is, and some responses to it</li> <li>○ Jesus suffering is important to Christians</li> <li>○ Lent is important to Christians; know reason(s) why</li> </ul>	<ul style="list-style-type: none"> <li>○ The resurrection is important to Christians; reason(s) why</li> <li>○ St Paul taught about the resurrection</li> <li>○ Christians believe eternal life is available to all</li> </ul>	<ul style="list-style-type: none"> <li>○ What Vatican II was</li> <li>○ What does it mean to be a Sikh in Britain today?</li> </ul>

<b>Year 9</b>	<b>Term 1A</b> Knowledge, skills and key concepts	<b>Term 1B</b> Knowledge, skills and key concepts	<b>Terms 2A</b> Knowledge, skills and key concepts	<b>Term 2B</b> Knowledge, skills and key concepts	<b>Term 3A</b> Knowledge, skills and key concepts	<b>Term 3B</b> Knowledge, skills and key concepts
Students will be able to demonstrate that they know/can;	<ul style="list-style-type: none"> <li>○ We are created by God in his image</li> <li>○ Humans have inalienable dignity</li> <li>○ Marriage is important to Christians; reason(s) why</li> </ul>	<ul style="list-style-type: none"> <li>○ Mary is important to Catholics</li> <li>○ Reason(s) why</li> <li>○ How this devotion is shown</li> </ul>	<ul style="list-style-type: none"> <li>○ What is distinctive about Mark’s gospel</li> <li>○ Christians believe we all have a vocation</li> </ul>	<ul style="list-style-type: none"> <li>○ Jesus is the new covenant</li> <li>○ Forgiveness and justice are very important for Christians; reason(s) why</li> <li>○ Reflect on how realistic this is</li> </ul>	<ul style="list-style-type: none"> <li>○ ‘the Church’ is the entire community of Christians</li> <li>○ Saints are important to Catholics</li> <li>○ St Paul was an important figure in the early church</li> </ul>	<ul style="list-style-type: none"> <li>○ Inter faith dialogue is important</li> <li>○ What does it mean to live as a Muslim in the UK today?</li> </ul>

- ***‘but could we, university-educated professionals, produce a curriculum that fed our students the content and knowledge we wished we had been served, including the ‘golden nuggets’ of learning which, perfectly sequenced, would drive the depth of understanding beyond our highest aspirations?’ - [Curriculum is Diet – Midland Knowledge Hub \(wordpress.com\)](#)***
- ***‘The ‘Golden Nuggets’ are key substantive knowledge/disciplinary knowledge that we want the students to know and remember at the end of the unit of study’ - [Golden Nuggets. They’re ye-ha - HSAEL News - Harris Science Academy East London \(harrisscienceeastlondon.org.uk\)](#)***
- **[Daniel Willingham--Science & Education - Daniel Willingham](#)**

Year 10	Term 1A – Origins and Meaning Part 1 Knowledge, skills and key concepts	Term 1B – Origins and Meaning Part 2 and Part 3 Knowledge, skills and key concepts	Terms 2A – Good and Evil Part 1 Knowledge, skills and key concepts	Term 2B – Good and Evil Part 2 Knowledge, skills and key concepts	Term 3A – Life and Death Part 1 Knowledge, skills and key concepts	Term 3B – Life and Death Part 2 Knowledge, skills and key concepts
<p>At the end of this scheme of learning, students will know / understand / be able to ...</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Humanism in an atheistic worldview. Key beliefs of Humanists and how they are impacted by their views.</li> <li>- Accounts of creation found in Genesis 1 and 2.</li> <li>-St. Augustine’s teachings about ‘Creation ex nihilo’.</li> <li>- Fundamental Christian views about the Genesis accounts of creation and the Bible. Fundamentalist Christians believe that the Bible is literally true. They believe that the story of Genesis is how the world began.</li> <li>- Catholic Christian views about the Bible and the story of creation. Catholics view the stories as a myths that contain truths about God, the world and humanity that are God’s word. Catholics have the magisterium to help them to interpret the Bible for the modern world.</li> <li>-Scientific theory of Big Bang and its discovery by Fr. George Lemaitre.</li> <li>Stephen Hawking view of the Big Bang and creation of the world, ‘the universe</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Christian belief about Imago Dei and the sanctity of life. Biblical passages relating to the Sanctity of Life including Genesis, Jeremiah and Psalm 139.</li> <li>-St. Catherine of Siena’s teachings about the image of God, conscience and being made with love by God - ‘Her dignity is that of her creation’.</li> <li>- Law regarding abortion in the UK.</li> <li>- Catholic, Church of England and Humanist views about abortion. Sources of wisdom from Synod of the Church of England, Humanists UK and Catechism.</li> <li>- Non religious/Humanist views about life and its sacredness. Speciesism and the</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Problem of evil and how it conflicts with Christian beliefs about the nature of God. David Hume’s inconsistent triad. Stephen Fry’s (Humanist) beliefs about God.</li> <li>- St. Augustine’s theodicies and privation.</li> <li>- John Hick’s response to the problem of evil.</li> <li>- The story of the Fall in Genesis– Christian beliefs about the origins of evil. Catholic beliefs about original sin and freewill.</li> <li>- Other Christian responses to the problem of evil.</li> <li>- Mackie’s responses to Christian theodicies.</li> <li>- Story of Job and how it helps us make sense of suffering.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Christian beliefs about the Trinity and what the Trinity is not.</li> <li>- Biblical evidence for the Trinity – sources to include the Baptism of Jesus, the Great Commission and St. Paul’s writing.</li> <li>- The Nicene Creed. Brief overview of history and what it tells us about the Trinity ‘consubstantial with the father’.</li> <li>- God as love lover and beloved: St Augustine and how belief in this community of love influences Christians.</li> <li>- The Incarnation: God made flesh in the person of Jesus Christ, fully God and fully human. Kenosis hymn.</li> <li>- Jesus is the answer: Salvifici Dolores. Meaning of</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- What happens when we die? Non-religious beliefs about death as the end, reincarnation. Heaven as a comfort for those who are afraid of dying – Steven Hawking.</li> <li>- Catholic beliefs about heaven, hell, purgatory and resurrection. Biblical evidence sources to support these teachings e.g. St Paul.</li> <li>- Catholic beliefs and judgement: parable of the Sheep and the goats, Parable of the unforgiving servant, parable of Lazarus and the rich man.</li> <li>- Examples of how Catholics are influenced by their beliefs about the afterlife.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Magisterium: what is it? Impact of Vatican II; Four key documents and their teaching</li> <li>- Different types of music used in Catholic worship. Source from the Catechism and St. Augustine ‘he who sings prays twice’.</li> <li>- Paschal candle - significance of symbols</li> <li>- Sarcophagus-artefacts as expression of beliefs about Jesus and the afterlife.</li> <li>- Funerals – the meaning and significance of the symbols and gestures used. Explanation of how the symbols express Catholic beliefs about the afterlife.</li> <li>- Faure’s Requiem</li> </ul>

<p>can and will create itself from nothing’.</p> <ul style="list-style-type: none"> <li>- Catholic view of the Big Bang and beliefs about how science is compatible with a belief in God.</li> </ul> <p>Quotes from Pope Francis, Pope John Paul II and Catechism used to support Catholic views.</p> <ul style="list-style-type: none"> <li>-Theory of Evolution by Charles Darwin. Richard Dawkins view on Evolution.</li> <li>- Catholic views about evolution how it is compatible with belief in God. Quote from the Catechism and Pope Francis is support Catholic beliefs.</li> <li>- The symbolism of - Catholic beliefs about the truths found in accounts of Genesis.</li> <li>- Symbolism in Michelangelo’s Creation of Adam and how it reflects Christian views about God and humanity.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- <b>Recall and explain detailed knowledge</b> and understanding of <b>key religious ideas, belief, practice, and teaching.</b></li> <li>- <b>Analysis and interpretation</b> of key texts</li> </ul>	<p>views of Peter Singer.</p> <ul style="list-style-type: none"> <li>- Stewardship and why Catholics should look after ‘our common home’ link to Laudato Si by Pope Francis.</li> <li>-CST- The common good and universal destination of goods. Sources from Catechism, Pope Francis and Pope John Paul II.</li> <li>- Non religious/Humanist view about caring for the planet.</li> <li>- The importance of Interfaith Dialogue and how Catholic charities such as CAFOD and SVP work to live out CST, principles of stewardship and the Gospel message.</li> <li>- Symbolism in the Creation of Adam and the Tree of Life Mosaic and how they show Christian beliefs.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- <b>Recall and explain detailed knowledge</b> and understanding of <b>key religious ideas,</b></li> </ul>	<ul style="list-style-type: none"> <li>- Catholic ambivalence and response to suffering.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- <b>Recall and explain detailed knowledge</b> and understanding of <b>key religious ideas, belief, practice, and teaching.</b></li> <li>- <b>Analysis and interpretation</b> of key texts</li> <li>- Extensive, accurate and appropriate use of <b>sources of wisdom and authority</b> to support belief</li> <li>- <b>Impact: highly detailed explanation</b> of how individuals and communities put their <b>faith into action.</b></li> <li>- A good understanding that <b>varied interpretations of sources</b> and/or teachings may give <b>rise to diversity</b> within traditions.</li> <li>- <b>Make use of key words,</b> a wide range of religious vocabulary and ambitious language in written</li> </ul>	<p>suffering is seen on the cross.</p> <ul style="list-style-type: none"> <li>- Jesus shows us how to live: Jesus as source of moral authority. sacrifice in Christian living. Beatitudes e.g Dorothy Stang</li> <li>-Other moral authorities: conscience and natural law as explained by Aquinas.</li> <li>-Statues and statuary: Catholic and Protestant beliefs about statues. Sources linked to the 10 Commandments and the Catechism.</li> <li>- The Pieta: Michelangelo’s statue as a reflection of Catholic beliefs about God and suffering.</li> <li>- Pilgrimage: Lourdes and pilgrimage as a response to suffering</li> <li>- The Rosary; The Sorrowful mysteries as a way to reflect on our own lives in the light of Jesus’ life. How praying the</li> </ul>	<ul style="list-style-type: none"> <li>- Consider if there is a right to die and the law regarding euthanasia.</li> <li>- Arguments for and against euthanasia.</li> <li>- Catholic, liberal protestant and Humanist views about euthanasia. Sources to include Pope John Paul II, Catechism, Golden rule, Humanist UK, Not Dead Yet charity.</li> <li>- Consider what is more important – the quality of sanctity of life.</li> <li>- Catholic alternatives to euthanasia, palliative care and Catholic beliefs about dying well.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- <b>Recall and explain detailed knowledge</b> and understanding of <b>key religious ideas, belief, practice, and teaching.</b></li> <li>- <b>Analysis and interpretation</b> of key texts</li> <li>- Extensive, accurate and appropriate use of</li> </ul>	<p>as example of music in worship which reflects Catholic beliefs about the afterlife.</p> <ul style="list-style-type: none"> <li>- Symbolism and beliefs expressed in the Tree of Life mosaic Apse in San Clement, Rome.</li> <li>- Christian beliefs about prayer. Sources ‘raising of the heart and mind to God’ – CCC.</li> <li>- Different types of prayer: thanksgiving, adoration, petition, intercession, repentance.</li> <li>- Merits of different types of prayer - traditional formulaic and extempore.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- <b>Recall and explain detailed knowledge</b> and understanding of <b>key religious ideas, belief, practice, and teaching.</b></li> <li>- <b>Analysis and interpretation</b> of key texts</li> <li>- Extensive, accurate and appropriate use of</li> </ul>
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<p>- Extensive, accurate and appropriate use of <b>sources of wisdom and authority</b> to support belief</p> <p>- <b>Impact: highly detailed explanation</b> of how individuals and communities put their <b>faith into action</b>.</p> <p>- <b>Debating:</b> the ability to <b>formulate an opinion</b> that is justified and is based on reasoning.</p> <p>- <b>Make use of key words</b>, a wide range of religious vocabulary and ambitious language in written responses (tier 2 and 3 words).</p> <p>- A good understanding that <b>varied interpretations of sources</b> and/or teachings may give <b>rise to diversity</b> within traditions.</p> <p>- Students will focus on answering GCSE B and C questions using the GCSE markschemes.</p> <p><b>Keyword Concepts:</b> <b>creation ex nihilo, evolution, Big Bang, Fundamentalism, humanism, Imago Dei, Inspiration, revelation, Natural Selection, atheism,</b></p>	<p><b>belief, practice, and teaching.</b></p> <p>- <b>Analysis and interpretation</b> of key texts</p> <p>- Extensive, accurate and appropriate use of <b>sources of wisdom and authority</b> to support belief</p> <p>- <b>Impact: highly detailed explanation</b> of how individuals and communities put their <b>faith into action</b>.</p> <p>- A good understanding that <b>varied interpretations of sources</b> and/or teachings may give <b>rise to diversity</b> within traditions.</p> <p>- <b>Make use of key words</b>, a wide range of religious vocabulary and ambitious language in written responses (tier 2 and 3 words).</p> <p>- <b>Debating:</b> the ability to <b>formulate an opinion</b> that is justified and is based on reasoning. Acknowledging that people hold different perspectives.</p>	<p>responses (tier 2 and 3 words).</p> <p>- <b>Debating:</b> the ability to <b>formulate an opinion</b> that is justified and is based on reasoning. Acknowledging that people hold different perspectives.</p> <p>- <b>Evaluation:</b> Explaining and applying more than one point of view. Weighing up different arguments, evaluating their strength or weakness and coming to an evidenced, reasoned conclusion. <b>Key Concepts: Conscience , Evil, Free-will, Goodness, Privation, Suffering, theodicy, omnipotence, omnibenevolent, ambivalence.</b> (The key words from the GCSE specification are highlighted in bold)</p>	<p>rosary helps with suffering.</p> <p><b>Skills:</b></p> <p>- <b>Recall and explain detailed knowledge</b> and understanding of <b>key religious ideas, belief, practice, and teaching.</b></p> <p>- <b>Analysis and interpretation</b> of key texts</p> <p>- Extensive, accurate and appropriate use of <b>sources of wisdom and authority</b> to support belief</p> <p>- <b>Impact: highly detailed explanation</b> of how individuals and communities put their <b>faith into action</b>.</p> <p>- A good understanding that <b>varied interpretations of sources</b> and/or teachings may give <b>rise to diversity</b> within traditions.</p> <p>- <b>Make use of key words</b>, a wide range of religious vocabulary and ambitious language in written responses (tier 2 and 3 words).</p>	<p><b>sources of wisdom and authority</b> to support belief</p> <p>- <b>Impact: highly detailed explanation</b> of how individuals and communities put their <b>faith into action</b>.</p> <p>- A good understanding that <b>varied interpretations of sources</b> and/or teachings may give <b>rise to diversity</b> within traditions.</p> <p>- <b>Make use of key words</b>, a wide range of religious vocabulary and ambitious language in written responses (tier 2 and 3 words).</p> <p>- <b>Debating:</b> the ability to <b>formulate an opinion</b> that is justified and is based on reasoning. 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Weighing up different arguments, evaluating their strength or</p>	<p><b>sources of wisdom and authority</b> to support belief</p> <p>- <b>Impact: highly detailed explanation</b> of how individuals and communities put their <b>faith into action</b>.</p> <p>- A good understanding that <b>varied interpretations of sources</b> and/or teachings may give <b>rise to diversity</b> within traditions.</p> <p>- <b>Make use of key words</b>, a wide range of religious vocabulary and ambitious language in written responses (tier 2 and 3 words).</p> <p>- <b>Debating:</b> the ability to <b>formulate an opinion</b> that is justified and is based on reasoning. Acknowledging that people hold different perspectives.</p> <p>- <b>Evaluation:</b> Explaining and applying more than one point of view. Weighing up different arguments, evaluating their strength or</p>
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	<p>Genesis, traditions, Catechism, <b>transcendent, omnipotent</b>, omnipotent, omniscient. (The key words from the GCSE specification are highlighted in bold)</p>	<p>- <b>Evaluation:</b> Explaining and applying more than one point of view. Weighing up different arguments, evaluating their strength or weakness and coming to an evidenced, reasoned conclusion.</p> <p>- Students will be introduced to the skills required when answering D questions.</p> <p><b>Key Concepts:</b> <b>Imago Dei</b>, Sanctity of Life, dignity, abortion, double effect, traditions, <b>stewardship</b>, Laudato Si, Catholic Social Teaching. (The key words from the GCSE specification are highlighted in bold)</p> <ul style="list-style-type: none"> <li>○</li> </ul>		<p>- <b>Debating:</b> the ability to <b>formulate an opinion</b> that is justified and is based on reasoning. Acknowledging that people hold different perspectives.</p> <p>- <b>Evaluation:</b> Explaining and applying more than one point of view. Weighing up different arguments, evaluating their strength or weakness and coming to an evidenced, reasoned conclusion.</p> <p><b>Key Concepts:</b> <b>Conscience, Evil, Free-will, Goodness, Suffering</b>, Trinity, Nicene Creed, creed, <b>Incarnation, Natural law</b>, rosary, prayer, pilgrimage, statuary, mystery, meditation, penance, moral authority, beatitude, protestants. (The key words from the GCSE specification are highlighted in bold)</p> <ul style="list-style-type: none"> <li>○</li> </ul>	<p>weakness and coming to an evidenced, reasoned conclusion.</p> <p><b>Key Concepts:</b> <b>Death, heaven, hell, judgement, resurrection, soul, eternal life</b>, purgatory, reincarnation, parable, near death experiences, paranormal, bodily resurrection, euthanasia, palliative care, hospice, quality of life, liberal protestant. (The key words from the GCSE specification are highlighted in bold)</p> <ul style="list-style-type: none"> <li>○</li> </ul>	<p>weakness and coming to an evidenced, reasoned conclusion.</p> <p><b>Key Concepts:</b> <b>Death, heaven, hell, judgement, resurrection, soul, eternal life, Magisterium</b>, mosaic, funeral, pall, paschal candle, alpha, omega, ChiRho, victory, salvation, sarcophagus, requiem, Vatican II, pontifical magisterium, ordinary magisterium, infallibility, extraordinary magisterium, apse, extempore prayer, formulaic prayer, liturgical worship, non – liturgical worship. (The key words from the GCSE specification are highlighted in bold)</p> <ul style="list-style-type: none"> <li>○</li> </ul>
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Year 11	Term 1A– Sin and Salvation Part 1 Knowledge, skills and key concepts	Term 1B - Sin and Salvation Part 2 Knowledge, skills and key concepts	Terms 2A– Jewish Beliefs Knowledge, skills and key concepts	Term 2B – Jewish Practices Knowledge, skills and key concepts	Term 3A – Revision Knowledge, skills and key concepts	
<p>At the end of this scheme of learning, students will know / understand / be able to...</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Why do we need laws? Similarities and differences between crimes and sins.</li> <li>- What absolute and relative morality is.</li> <li>- Aims of punishment i.e. deterrent, retribution, rehabilitation and reform. Christian attitudes to the aims of punishment. Sources linked include ‘eye for an eye’ and passages about forgiveness.</li> <li>- Christian beliefs about forgiveness based on Jesus’ teaching. Sources include, ‘turn the other cheek’, ‘forgive 70x7’, Parable of the unforgiving servant, story of Zacchaeus, Woman caught in Adultery, Jesus in the cross to the soldiers, Parable of the Prodigal Son.</li> <li>- Is it always right to forgive? Case studies such as Jimmy Mizen, Anthony Walker.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Christian beliefs about salvation and redemption. Christian beliefs about grace as a free gift. Salvation through the Paschal mystery.</li> <li>- The nature of the Church: four marks of the Church- one, holy, catholic, apostolic.</li> <li>- Mary and how she a model for the Church.</li> <li>- The Church as the Body of Christ linked to St. Paul’ letter to the Corinthians.</li> <li>- Consider if there is salvation outside of the Catholic Church.</li> <li>- How the architecture and features of a church reflect Christian beliefs in salvation. Features of a Catholic church.</li> <li>- Sacraments; seven sacraments, their signs and symbols. Sacramental nature of reality.</li> <li>- Mass as ‘the source and summit’ of a Catholic’s life -</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Intro to Judaism: Reform &amp; Orthodox Judaism. Overview of Hebrew Bible.</li> <li>-Nature of God and Shekinah; God one, creator, law-giver, judge. How Jews show these beliefs in their daily lives.</li> <li>-Messiah: different Jewish expectations of a Messiah. Nature of the Messianic age.</li> <li>-Importance of Covenant; Abrahamic and Mosaic covenants. The signs of the Covenant and significance today.</li> <li>-Moses, the mitzvot and the Ten Commandments.</li> <li>-Mitzvot and mitzvah day. Different interpretations of the Mitzvot in Orthodox and Reform communities.</li> <li>- Beliefs about</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Services in the synagogue: how Reform and Orthodox services differ.</li> <li>- Different types of prayer: the Shema and the Amidah.</li> <li>- Worship in the home: items used in prayer- kippah, tallit, tefillin, Mezuzah.</li> <li>- How Shabbat is observed in the home with the lighting of the Shabbat candles, the closing of the Shabbat ceremony and the Shabbat Friday night meal.</li> <li>- Shabbat in the Synagogue and how Shabbat is observed. Knowledge about the eruv and its significance for Shabbat. Reform and Orthodox differences while observing Shabbat.</li> <li>- Women’s role in synagogue &amp; the home.</li> <li>- Synagogue: place of prayer, community and learning.</li> <li>- Features of a synagogue</li> </ul>	<p>Final preparations for examinations</p>	

<p>- Capital Punishment: Catholic teaching on capital punishment. Sources include Pope Francis 'contrary to the Gospel, St. Augustine and the Catechism.</p> <p>- Other religious and non-religious reasons for and against capital punishment.</p> <p><b>Skills:</b>  <b>- Recall and explain detailed knowledge</b> and understanding of <b>key religious ideas, belief, practice, and teaching.</b></p> <p><b>- Analysis and interpretation</b> of key texts</p> <p>- Extensive, accurate and appropriate use of <b>sources of wisdom and authority</b> to support belief</p> <p><b>- Impact: highly detailed explanation</b> of how individuals and communities put their <b>faith into action.</b></p> <p><b>- Debating:</b> the ability to <b>formulate an opinion</b> that is justified and is based on reasoning.</p> <p><b>- Make use of key words,</b> a wide range of</p>	<p>CCC. Four ways to meet God: in priest, people, word and Eucharist.</p> <p>- Structure of the Mass.</p> <p>- Mission and evangelisation: what might the tensions be in a multi-faith society? What are the positives about having a multi-faith society?</p> <p>- The role of the Catholic Church in Interfaith Dialogue.</p> <p>- Evangelisation and the Christian call to spread the Gospel. Catholic view about evangelisation and Gaudium et Spes. Linked source is the Great Commission.</p> <p><b>Skills:</b>  <b>- Recall and explain detailed knowledge</b> and understanding of <b>key religious ideas, belief, practice, and teaching.</b></p> <p><b>- Analysis and interpretation</b> of key texts</p> <p>- Extensive, accurate and appropriate use of <b>sources of wisdom and authority</b> to support belief</p> <p><b>- Impact: highly detailed explanation</b> of how</p>	<p>pikuach nefesh and the Sanctity of Life.</p> <p>-Freewill in Judaism.. Links to mitzvot, the story of creations and problem of evil.</p> <p>-Jewish beliefs about the afterlife: importance of life, different beliefs about resurrection and heaven.</p> <p><b>Skills:</b>  <b>- Recall and explain detailed knowledge</b> and understanding of <b>key religious ideas, belief, practice, and teaching.</b></p> <p><b>- Analysis and interpretation</b> of key texts</p> <p>- Extensive, accurate and appropriate use of <b>sources of wisdom and authority</b> to support belief</p> <p><b>- Impact: highly detailed explanation</b> of how individuals and communities put their <b>faith into action.</b></p> <p>- A good understanding that <b>varied</b></p>	<p>and their significance. Welfare groups run from synagogue.</p> <p>- Challenges facing synagogues today.</p> <p>- Rituals: Naming and adulthood: brit milah, bar and bat mitvah. Meaning and significance of these ceremonies.</p> <p>- Rituals: weddings and mourning: significance and meaning of the kiddushin, chuppah, chevra kadisha, shiva.</p> <p>- The Tenakh: Torah, Neviim, Ketuvim. Oral Torah: Mishnah and Gemara</p> <p>- Keeping Kosher: dietary laws in Judaism. Benefits and challenges today.</p> <p>- Festivals; Origin and meaning of Rosh Hashanah, Yom Kippur, Sukkot, Pesach.</p> <p><b>Skills:</b>  <b>- Recall and explain detailed knowledge</b> and understanding of <b>key religious ideas, belief, practice, and teaching.</b></p> <p><b>- Analysis and interpretation</b> of key texts</p>		
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	<p>religious vocabulary and ambitious language in written responses (tier 2 and 3 words).</p> <p>-A good understanding that <b>varied interpretations of sources</b> and/or teachings may give <b>rise to diversity</b> within traditions.</p> <p>- Students will focus on answering GCSE B and C questions using the GCSE markschemes.</p> <p><b>Keyword Concepts: Absolutism, evangelisation, forgives, punishment, relativism, salvation,</b> deterrent, retribution, rehabilitation and reform, capital punishment, (The key words from the GCSE specification are highlighted in bold)</p>	<p>individuals and communities put their <b>faith into action.</b></p> <p>- A good understanding that <b>varied interpretations of sources</b> and/or teachings may give <b>rise to diversity</b> within traditions.</p> <p>- <b>Make use of key words</b>, a wide range of religious vocabulary and ambitious language in written responses (tier 2 and 3 words).</p> <p>- <b>Debating:</b> the ability to <b>formulate an opinion</b> that is justified and is based on reasoning. Acknowledging that people hold different perspectives.</p> <p>- <b>Evaluation:</b> Explaining and applying more than one point of view. Weighing up different arguments, evaluating their strength or weakness and coming to an evidenced, reasoned conclusion.</p> <p>- Students will be introduced to the skills required when answering D questions.</p> <p><b>Key Concepts:</b> Life, <b>evangelisation</b>, multi-faith society, <b>eucharist</b>, sacrament, paschal mystery, grace, atonement, salvation,</p>	<p><b>interpretations of sources</b> and/or teachings may give <b>rise to diversity</b> within traditions.</p> <p>- <b>Make use of key words</b>, a wide range of religious vocabulary and ambitious language in written responses (tier 2 and 3 words).</p> <p>- <b>Debating:</b> the ability to <b>formulate an opinion</b> that is justified and is based on reasoning. Acknowledging that people hold different perspectives.</p> <p>- <b>Evaluation:</b> Explaining and applying more than one point of view. Weighing up different arguments, evaluating their strength or weakness and coming to an evidenced, reasoned conclusion.</p> <p><b>Key Concepts:</b> Conscience , Evil, Free-will, Suffering, Imago Dei, Sanctity of Life, freewill, judge, law-giver, mezuzah, Shema, pikuach nefesh, messianic age, <b>messiah</b>, orthodox, reform, <b>mitzvot</b>,</p>	<p>- Extensive, accurate and appropriate use of <b>sources of wisdom and authority</b> to support belief</p> <p>- <b>Impact: highly detailed explanation</b> of how individuals and communities put their <b>faith into action.</b></p> <p>- A good understanding that <b>varied interpretations of sources</b> and/or teachings may give <b>rise to diversity</b> within traditions.</p> <p>- <b>Make use of key words</b>, a wide range of religious vocabulary and ambitious language in written responses (tier 2 and 3 words).</p> <p>- <b>Debating:</b> the ability to <b>formulate an opinion</b> that is justified and is based on reasoning. Acknowledging that people hold different perspectives.</p> <p>- <b>Evaluation:</b> Explaining and applying more than one point of view. Weighing up different arguments, evaluating their strength or weakness and coming to an evidenced, reasoned conclusion.</p> <p><b>Key Concepts: Synagogue, Kosher, mezuzah, minyan,</b></p>		
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**Curriculum End Points document – 2024-25**

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