



# St. Wilfrid's R.C. College

## Religious Education Curriculum

*Excellentia per fidem,  
per scientiam, per adiuvatum*

Excellence through faith, learning and support

# Curriculum Intent

As a department all teachers are committed to supporting all learners in developing a deep understanding of the role that religious and non religious attitude play in our world. All teachers have a passion for the subject and an understanding of the issues that religion can link to in the wider world.

As a school, we strive to achieve excellence and overcome challenges through mutual respect and consideration, underpinned by Gospel values and the example of Christ. As a department, we put these values at the centre of everything we do. We adapt lessons and to meet the needs of the individual learner, using scaffolding and a range of adaptive teaching strategies to allow all students to fulfil their God-given potential.

We recognise the importance of nurturing the spiritual life of the individual. Our curriculum is sequenced in such a way that enables students to deepen their faith as well as investigating questions of faith, truth and the meaning of life. We direct curriculum time to understanding the ways in which Catholic's practice their faith, allowing students to spend time in our new chapel.

As part of St. Wilfrid's RE department, we strive to empower students to engage with and understand religious and non religious worldviews. Our students study a broad range of aspects Roman Catholic Christianity, inline with the ethos of our school. Islam is a subject at we study at KS3 reflecting our local area and the Muslim students we have in our care. At KS4 pupils study a second religion of Judaism and we study non-religious attitudes towards modern issues relating to the wider world. We regularly discuss the importance of mutual respect, allowing all members of our school community to feel welcome, valued and respected.

# Curriculum Intent

## **Sequencing of the Curriculum**

Our curriculum interweaves a range of topics, including the beliefs, teachings, practices and celebrations of Catholicism and alternative Abrahamic faiths. The curriculum is sequenced in line with the Liturgical calendar, allowing key practices to be revisited as learning is built upon. Our curriculum is in line with the Religious Education Curriculum Directory (2012-2025) and will continue to be developed along with the new Religious Education Directory.

Our curriculum is designed to include elements of retrieval, allowing students to allow students to their learning over time. These retrieval tasks focus on learning from current their current cycle of learning, previous cycles of learning, key concepts and prior knowledge that is relevant to each lesson, allowing students to make links between topics they have learned at St. Wilfrid's, as well as building upon their learning at Key Stage 2.

## **Homework**

The Religious Education department set relevant challenging and topical homework that will help learners progress throughout the course. Some homework activities will require students to carry out their own research on upcoming topics and there are also opportunities to discuss the learning taking place in the classroom with parents/carers.

Pupils at KS3 are set a variety of tasks from independent research, learning of key vocabulary (tier 2/3) and creative tasks.

Pupils at KS4 and KS5 will have extended writing opportunities set as part of our homework, this helps prepare students for formal assessments in this subject area. As reading is an important part of the course, students will have the opportunity to independently read relevant materials linked to the topics that we cover. Most recently all students will be set, "writing like a Theologian...." challenges which allows them to develop their passion for reading round the subject and developing their writing skills.

# Curriculum Intent

## **Assessment**

Staff routinely provide opportunities for formative and summative assessments to assess the progress of learners over time, this allows for appropriate intervention to be put in place to allow them to achieve their very best. Staff regularly implement retrieval activities within their lesson planning as part of our formative assessment.

Teaching staff are experienced external examiners who have extensive knowledge of the mark schemes and exam technique to support students to prepare them for summative assessments.

## **Beyond the Curriculum**

As a department, we offer a range of extra-curricular opportunities for all of our students.

### Laudato Si Club

Laudato Si, the encyclical by Pope Francis, encourages sustainability and care for our common home. Our Laudato Si club contributes towards making St. Wilfrid's a more sustainable environment, to ensure we are playing our part in being stewards of the earth. Members of the club have planted trees around school and meet regularly to litter-pick, keeping our environment clean and tidy. Laudato Si club is open to all students at St. Wilfrid's.

### Philosophy and Ethics Club

Our Philosophy and Ethics club is aimed at students in Year 9 and 10. The club meets once a week to discuss the big questions of life and discuss a range of philosophical and ethical dilemmas which are not covered as part of the curriculum. This club is working closely with colleagues at Durham University, to provide students with more information about taking Philosophy and Ethics at degree level.

### World Religion and Culture Club

Our World Religion and Culture club is aimed at students in years 7-8 to get a greater understanding of religions and worldviews not covered within the curriculum as well as an understanding of the culture in which these religions are part of.

### John Paul II Award

The Pope John Paul II Award is a faith achievement award for young people between the age of 16 and 18. It is non-competitive, inclusive, flexible and voluntary. Young people achieve their Award by taking part in parish and social activities. As part of General RE, we encourage all members of year 12 to complete the Bronze Award.

## Year 7

To present engagingly a comprehensive content, which is the basis of knowledge and understanding of the Catholic faith.

AT1: Developing knowledge and understanding of the Catholic faith, traditions and scripture.

AT2: Compare their own and others' responses to the questions of meaning and purpose, leading to reasonable explanations of their own and others views, in the light of religious teaching.

AT3: Use sources of wisdom and authority appropriately to explain religious beliefs and as evidence for particular points of view.

## Year 8

To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.

AT1: Make relevant connections between different areas of study (doctrine, sources, worship and life), showing how one area influences the other.

AT2: Compare their own and others' responses to the questions of meaning and purpose, leading to reasonable explanations of their own and others views, in the light of religious teaching.

AT3: Present an argument for a particular point of view, showing an awareness of different points of view.

## Year 9

To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them.

AT1: Demonstrate a comprehensive knowledge and understanding of common and divergent views and practices within and between religions.

AT2: Evaluate their own response to questions of meaning and purpose.

AT3: Construct a sustained argument, based on critical analysis of different views.

## Year 10

To enable students to demonstrate detailed understanding of the significance and influence of common and divergent views and practices within Catholicism and between different Christians faiths.

AT1: Make detailed and relevant connections between different areas of study correctly explaining the causal connections between them.

AT2: Evaluate their own response to questions of meaning and purpose, in light of religious and nonreligious views and beliefs.

AT3: Form reasoned judgements that are supported by evidence, weighing the strengths and weaknesses of different positions and arriving at convincing conclusions.

## Year 11

To enable students to deconstruct information, leading to competent analyses of concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics. AT1: Demonstrate comprehensive knowledge and understanding of questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments.

AT2: Evaluate their own response to questions of belief and values, leading to a well-informed account of their own and others' views.

AT3: Deconstruct information, leading to competent analyses of concepts, questions and controversies within the disciplines of Philosophy and Ethics.

## Year 12

- Students will study Philosophical and Ethical thought on key topics and questions, through the significant concepts and works of key scholars. develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop knowledge and understanding appropriate to a specialist study of religion
- develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- adopt an enquiring, critical and reflective approach to the study of religion
- reflect on and develop their own values, opinions and attitudes in the light of their study.

## Year 7 - Cycle 1 - Creation, Covenant and Prophecy

- What is God?
- How was the Universe created?
- How can the Genesis account be interpreted?
- How was we be good stewards of the Earth?
- How can Laudato Si be applied to the lives of Catholics?
- What are Scripture, Tradition and the Magisterium?
- How was the Bible translated and what impact can this have on the interpretation?
- What is meant by Canon of Scripture?
- What is the role of Scripture in Mass?

## Year 7 Cycle 3 To the Ends of the Earth

- Who is the Holy Spirit?
- What is Confirmation?
- Who is the Holy Spirit?
- What is Confirmation?
- What does the Bible say about the Sacrament of Confirmation?
- Why is the Sacrament of Confirmation important to Catholics?

## Year 8 Cycle 2 - Jesus

- What do we know about the historical Jesus?
- What do Christians believe about Jesus?
- Why do Christians believe Jesus is a saviour?
- What are the different titles of Jesus?

## Year 9 Cycle 1 - Jewish Beliefs, Teachings and Sources

- What do Jews believe about God?
- What do Jews believe about the Messiah?
- What are the covenants between God and the Jews?
- What do Jews believe about life after death?

## Year 9 Cycle 3 Origins of the Universe

- What do Catholics believe about the creation of the Universe?
- What does the creation story show about the relationship between God and humanity?
- What do humanists believe about their role as stewards?
- How can Catholics live out the teachings of Laudato Si?

**KS3 RE**

## Year 7 - Cycle 2 -Galilee to Jerusalem and Desert to Garden

- What is the Incarnation?
- Who is Jesus?
- How does Catholic worship reflect belief in the Trinity?
- What is the significance of the Paschal Mystery?
- What are the Sacraments?
- How do Catholics carry Jesus into the world?

## Year 8 Cycle 1 Islam

- What do Muslims believe about God?
- Why is Muhammad (pbuh) important for Muslims?
- Why are the 5 Pillars of Islam important to Muslims?
- How do Muslims worship?
- Who is Mary?
- Why is Mary important?

## Year 8 Cycle 3 Confirmation

- What are sacraments of initiation?
- What happens in the Sacrament of Confirmation?
- What does the Bible say about the Sacrament of Confirmation?
- Why is the Sacrament of Confirmation important to Catholics?

## Year 9 Cycle 2 Jewish Celebration and Ritual

- What are the Jewish food laws?
- How do Jews worship?
- What are the different Jewish rituals?
- What are the different Jewish festivals?





## Year 10 Cycle Sanctity of Life

- What is meant by the Sanctity of life?
- What does St. Catherine of Siena teach about Imago Dei?
- Why is abortion a controversial topic?
- What does the Catholic Church teach about the Sanctity of life, Imago Dei and abortion?



# KS4 RE



- What is the Bible?
- How is the Bible interpreted by different Christians?

## Year 10 Cycle 3 Life and Death

- What are Catholic beliefs about life after death?
- What is euthanasia?
- Why is euthanasia a controversial topic?
- What does the Catholic Church teach on Euthanasia?



- What are the solutions to the problem of evil and suffering?
- How do Catholics make a moral decision?
- What in the doctrine of the Trinity?
- Why is the incarnation important to Catholics?
- Why do Catholics go on pilgrimages?
- What does Michelangelo's Pieta show about suffering?

- Why are the seven sacraments important to Catholics?



- Why is the Magisterium important to Catholics?



- What is the aim of the funeral rite?

- How did the updates of the Second Vatican Council affect the Catholic Church?

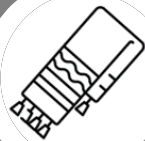


- What is Capital Punishment?
- Why is this a controversial topic?
- What are Catholic teachings about forgiveness and redemption?
- Why is mission and evangelisation important to Catholics?
- How did Jesus's death bring about salvation?
- How can Catholics achieve Salvation?

## Year 11 Cycle 3

### Jewish Beliefs and Practices

- What are the key Jewish beliefs and teachings?
- What are the key practices?
- What is Brit Milah?
- What is Bar Mitzvah?
- How are Jewish practices influenced by their faith?



## Year 11 Cycle 3 GCSE Examination



## Year 12 Cycle 1:

### Philosophy:

- Ancient Philosophical Influences.
- Soul, mind and body.
- Arguments for the existence of God based on observation.

### Ethics:

- Natural Law
- Situation Ethics
- Kantian Ethics

## Year 12 Cycle 3

### Philosophy:

- The nature and attributes of God.
- Religious language: Negative, Analogical or Symbolic.
- Religious language: Twentieth century perspectives.

### Ethics:

- Meta-ethical theories.
- Conscience.
- Sexual ethics

## Year 13 Cycle 2

### Developments in Christian Thought:

- Religious pluralism and theology
- Religious pluralism and society.
- Gender and society
- Gender and Theology
- The challenge of secularism.
- Liberation theology and Marx.

# KS5 RE

## Year 12 Cycle 2:

### Philosophy:

- Arguments for the existence of God based on reason.
- Religious experience
- The problem of evil

### Ethics:

- Utilitarianism.
- Euthanasia
- Business ethics.




## Year 13 Cycle 1

### Developments in Christian Thought:

- Augustine's teaching on human nature.
- Death and the after life.
- Knowledge of God's existence
- The person of Jesus Christ.
- Christian moral principles.
- Christian moral action



## KS3 Agreed Endpoints

KS3	The Word	Creed	Liturgy	Life
 <p><b>Surface skill</b></p>	<ul style="list-style-type: none"> <li>Recall stories from scripture</li> <li>Outline key beliefs of the Bible</li> <li>Describe Bible passages</li> <li>State key Church teachings</li> </ul>	<ul style="list-style-type: none"> <li>Recall the covenants</li> <li>Outline belief about Jesus</li> <li>Describe key Church teachings</li> <li>State the nature of God</li> <li>Identify the different forms of evil</li> <li>Define salvation</li> </ul>	<ul style="list-style-type: none"> <li>Recall sacraments</li> <li>Describe forms of liturgical and non-liturgical worship</li> <li>Outline key beliefs from the creeds</li> <li>Describe different Church rites</li> <li>State the nature of the Church</li> </ul>	<ul style="list-style-type: none"> <li>State Christian responses to ethical issues</li> <li>Describe responses to ethical issues</li> <li>To understand how Catholics respond to ethical issues</li> </ul>
 <p><b>Deep skill:</b></p>	<ul style="list-style-type: none"> <li>Explain key Bible passages</li> <li>Explain key Church teachings</li> <li>Interpret key events in Jesus' life</li> <li>Explain what different Christians believe about scripture</li> <li>Explain different attitudes to the Church</li> </ul>	<ul style="list-style-type: none"> <li>Explain attitudes to the nature of Church teachings</li> <li>Explain different beliefs about revelation</li> <li>Interpret the importance of the covenants for Christians today</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of the sacraments</li> <li>Explain the importance liturgical and non-liturgical worship</li> <li>Develop beliefs about Church rites</li> <li>Explore beliefs about the nature of the Church</li> </ul>	<ul style="list-style-type: none"> <li>To explain Catholic responses to ethical issues</li> <li>To explain divergent attitudes to ethical issues</li> </ul>
 <p><b>Transfer Skill</b></p>	<ul style="list-style-type: none"> <li>Evaluate passages from scripture</li> <li>Analyse the impact of Church teachings</li> <li>Apply teachings and events to modern issues</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate key Church beliefs</li> <li>Analyse divergent attitudes to Christian beliefs</li> <li>Evaluate the impact of Christian beliefs</li> <li>Apply Christian beliefs to modern issues</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate divergent attitudes to liturgical and non-liturgical worship</li> <li>Analyse the impact of the sacrament on Christian living</li> <li>Evaluate how Church doctrine has developed</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate Christian responses to ethical issues</li> <li>Analyse scripture and apply it to ethical issues</li> <li>To consider the impact of scripture on modern ethical issues</li> </ul>

**Aims & Objectives of the Qualification:**

- Develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- Develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying.
- Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community
- Demonstrate knowledge and understanding of two religions

**Paper 1: Foundational Catholic Theology**

Assessment:

Written examination: 1½ hours

37.5% of qualification

90 marks (plus 6 for spelling, punctuation and grammar)

Origins and Meanings:

This theme requires learners to consider religious and non-religious beliefs about the origins and value of the universe and human life. Learners are expected to make relevant references to scripture, other sources of authority and contrasting scientific and/or non-religious world-views such as those held by Atheists and Humanists. This theme must, where appropriate, also be studied from the perspective of Judaism.

*Origins and Meaning*

*Beliefs: Creation*

*Sources: The Bible*

*Forms: Painting*

*Forms: Symbolism*

*Practices: Loving and Serving in Catholic communities in Britain and elsewhere*

Good and Evil:

Through studying this theme, learners consider philosophical questions concerning the origins and nature of good and evil and different religious answers to the problem of evil and suffering. Learners are expected to make relevant references to scripture and other sources of authority. This theme must, where appropriate, also be studied from the perspective of Judaism.

*Good, Evil and Suffering*

*Beliefs: Trinity*

*Beliefs: Incarnation*

*Sources: Jesus and moral authority*

*Forms: Sculpture and Statuary*

*Practices: Popular devotion as practised in Catholic communities in Britain and elsewhere*

## **Paper 2: Applied Catholic Theology**

### Assessment:

Written examination: 1½ hours

37.5% of qualification

90 marks (plus 6 for spelling, punctuation and grammar)

### Life and Death:

The compulsory nature of this component ensures that learners know and understand the fact that the religious traditions of Great Britain are, in the main, Christian but also diverse and include the following religious and non-religious traditions: Christianity; Buddhism; Hinduism; Islam; Judaism; Sikhism; Humanism and Atheism.

Death and the afterlife

Beliefs: Eschatology

Sources: The Magisterium

Forms: Artefacts

Forms: Music and the funeral rite

Practices: Prayer within Catholic communities in Britain and elsewhere

### Sin and Forgiveness:

This theme requires learners to consider philosophical questions concerning the nature of criminality and the rationale for punishment. Through a study of teachings and beliefs, questions relating to the justifiability of capital punishment will be explored.

*Crime and Punishment*

*Beliefs: Redemption*

*Sources: Church*

*Forms: Buildings*

*Practices: Sacraments*

*Practices: Mission and Evangelisation in Britain and elsewhere*

## **Paper 3: Study of World Faith – Judaism**

### Assessment:

Written examination: 1 hour

25% of qualification

60 marks - No additional marks available for spelling, grammar and punctuation.

Learners should be aware that Judaism is one of a diverse range of religious and non-religious traditions and beliefs in Great Britain today that includes Christianity; Buddhism; Hinduism; Islam; Sikhism; Humanism and Atheism, but that the main religious tradition in Great Britain is Christian. This knowledge may be applied throughout the assessment of the specified content Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices.

### Beliefs and Teachings

*The Nature of God*

*Messiah (Mashiach)*

*Covenant*

*Life on Earth The Afterlife*

*Practices*

### Practices:

*Worship: practices in Britain and elsewhere*

*The Synagogue*

*Rituals*

*Daily Life*

*Festivals: practices in Britain and elsewhere*

**Course: OCR****Paper 1: Philosophy****Assessment:**

33.3% of overall grade.

2 Hour examination.

Paper is worth 120 Marks

**Content:**

- Ancient Philosophical Influences.
- Soul, mind and body.
- Arguments for the existence of God based on observation.
- Arguments for the existence of God based on reason.
- Religious experience
- The problem of Evil
- The nature and attributes of God.
- Religious language: Negative, Analogical or Symbolic.
- Religious language: Twentieth century perspectives.

**Paper 2: Ethics****Assessment:**

33.3% of overall grade.

2 Hour examination.

Paper is worth 120 Marks

**Content:**

- Natural Law
- Situation Ethics
- Kantian Ethics
- Utilitarianism.
- Euthanasia
- Business ethics.
- Meta-ethical theories.
- Conscience.
- Sexual ethics

**Paper 3: Developments in Christian Thought****Assessment:**

33.3% of overall grade.

2 Hour examination.

Paper is worth 120 Marks

**Content:**

- Augustine's teaching on human nature.
- Death and the after life.
- Knowledge of God's existence
- The person of Jesus Christ.
- Christian moral principles.
- Christian moral action
- Religious pluralism and theology
- Religious pluralism and society.
- Gender and society
- Gender and Theology
- The challenge of secularism.
- Liberation theology and Marx.