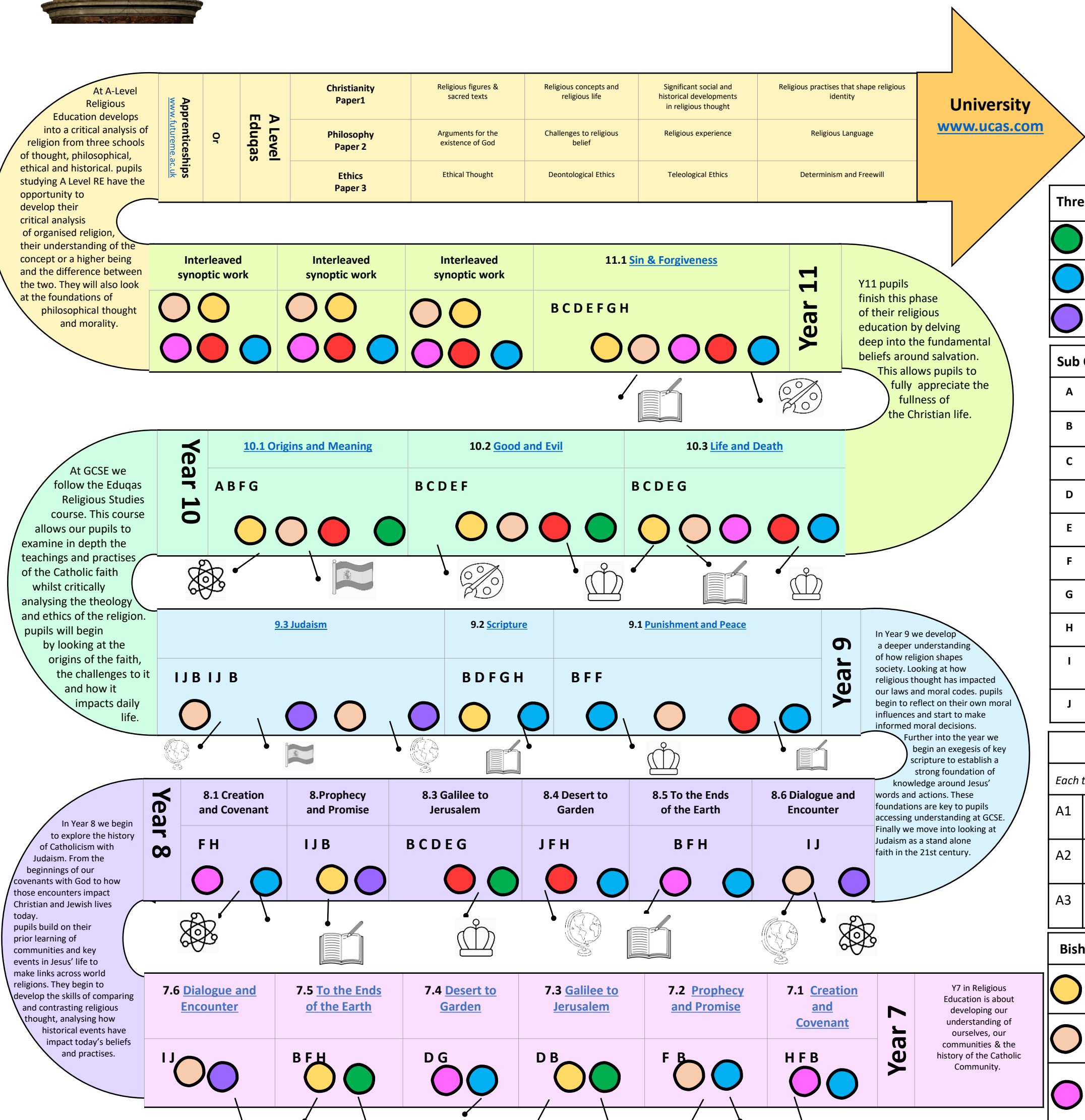




# Religious Education Learning Journey

"Science without Religion is Lamé, Religion without Science is Blind." Albert Einstein



**Threshold Concepts:**

|                       |
|-----------------------|
| Foundational Theology |
| Applied Theology      |
| World Religions       |

**Sub Concepts:**

|   |                              |
|---|------------------------------|
| A | Origins of the universe      |
| B | Scripture                    |
| C | Evil & Suffering             |
| D | Incarnation                  |
| E | Death                        |
| F | Church                       |
| G | Salvation                    |
| H | Evangelisation               |
| I | World Religions Core Beliefs |
| J | World Religions Practises    |

**Assessment In Y7-11**

Each topic will have 4 assessments.

|    |   |
|----|---|
| A1 | Knowledge tests (20 qs, 40qs.)                |
| A2 | Formative Assessment (Multiple choice, b,c,d) |
| A3 | Summative assessment. (a,b,c,d)               |

**Bishops Conference overview**

|                                      |
|--------------------------------------|
| Revelation (Dei Verbum)              |
| The Church (Lumen Gentium)           |
| Celebration (Sacrosanctum Concilium) |
| Life in Christ (Gaudium Et Spes)     |

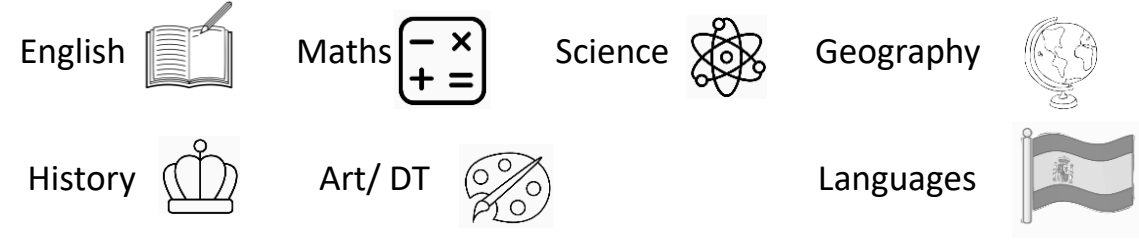
**Skills in Religious Education**

|   |  |
|---|--|
| A | Critical analysis of truth                   |
| B | Comparing, contrasting and making judgments. |
| C | Written communication                        |
| D | Interpretation of sources                    |
| E | Application of sources                       |

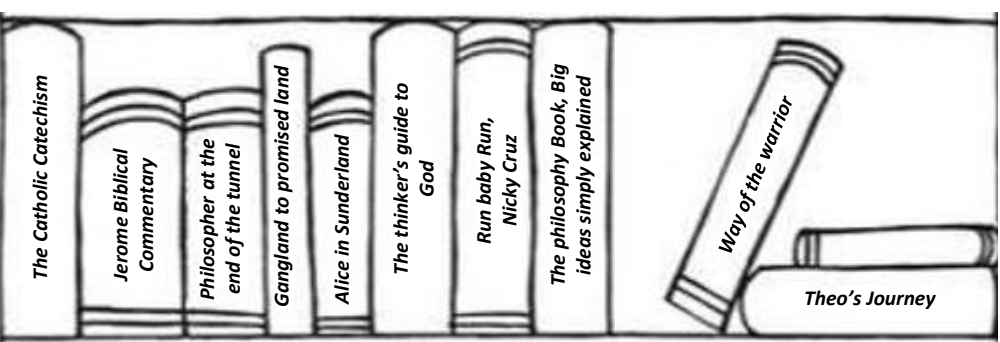
**Links to local area.**

|                   |
|-------------------|
| Northern Saints   |
| Communities       |
| Places of worship |

## Curriculum Links



## Read like a Theologian





# Religious Education Department

## Learning Journey

*"Catholic education aims not only to communicate facts but also to transmit a coherent, comprehensive vision of life, in the conviction that the truths contained in that vision liberate pupils in the most profound meaning of human freedom."*

*Pope Francis*

Here at St. Aidan's we are a Catholic school who understands our Christian mission is central to all that we do. As part of this mission we ensure all of our pupils have a high quality religious education which enable them to be confident and secure in their own religious faith, as well as being knowledgeable and respectful of other religions, which plays a key role in building a cohesive society.

"In Catholic schools, teaching of religion must help pupils to arrive at a personal position in religious matters that is consistent and respectful of the positions of others, so contributing to their growth and to a more complete understanding of reality" Christ at the centre.

We begin our pupils' religious education in year 7 by building upon the knowledge that our young people have from their family lives and primary education we expect that when pupils arrive in Year 7 they are able to show understanding of scripture passages, identifying literary forms, authorial intention. They are able to use specialist vocabulary to describe and explain the meaning of different religious and secular beliefs, rituals, symbols and actions and show understanding of sources, beliefs, worship and life, by making relevant links between them. Consider people's different world views, using evidence to express insight into differences in their responses and offer reasoned arguments why they disagree with some features. Reflect on the meaning of what they have learned for their own lives. Compare their own and others' experiences, feelings and things that matter to them and the ways in which this may lead to different ways of life.

In order to welcome our pupils into our academy and help them to understand their identity within our community we start by looking at Creation and Covenant. This allows pupils to learn about the history of our community, and how the universe and humans were created. After this we delve into prophecy and promise where pupils have the opportunity to navigate Bibles, pupils are given the opportunity to access sacred Scripture, Tradition and Magisterium.

In the later part of the year 7 journey our pupils begin to develop their scriptural knowledge of who Jesus was. This forms the foundation of scriptural skills required to be successful in their own spiritual development and in their GCSEs.

Towards the end of each year in years 7-9, pupils study another world religion in order to give them insight into other faiths. In year 7 our focus is on Islam. Allowing pupils to develop their awareness of other cultures with their own beliefs and practises.

As our pupils move into year 8 they begin to focus more on their own personal and spiritual development. We begin looking at the concept of Creation and Covenant and building on from the creation of the world to looking at conscience. This forms the foundation for their study of key figures in Christian whose conscience changed the world. An in depth study of prophet's contributions allows pupils to begin their journey of understanding the history of Judaism and our own faith. Once pupils understand the history of the Jewish freedom from slavery they compare this with modern day Judaism and their turmoils during world war 2. This learning is supported by their studies in History. As we move towards the end of year 8 pupils are given the opportunity to develop an understanding of Islam. This is a key feature of their religious education as it develops their critical thinking and challenges misconceptions that they will encounter in the real world. It is also an excellent opportunity for other pupils to share their own faith. Learning from each other and being able to listen to the experiences and views of people from different faiths is key to our spiritual development.

In year 9 pupils start to look deeper at their own actions and the impact that they have on society. We begin by studying laws and justice, giving pupils the opportunity to consider their own morality and what drives that. This is an incredibly important part of any personal and spiritual development. Pupils then develop an understanding of how injustice and immorality can lead to conflict and consequences. Pupils study the concept of Just War theory and have the opportunity to consider their own personal views on punishments such as capital punishment. This learning supports their study in English as they develop their skills in justification and debate. Towards the end of year 9 pupils build upon their prior learning of Jewish history as they study the Jewish religion today. They look at the development of Jewish scriptures using their scriptural skills and then they move into exploring Jewish beliefs and practises today. This is a great opportunity for our young people to understand reform and orthodox communities and to begin to compare these ideas with Catholic beliefs and practises.

By year 10 our pupils are ready to begin their GCSE studies. They have the scriptural skills they will need and they have developed critical thinking which allows them to compare, contrast and evaluate a range of different beliefs, from a range of world religions. We begin our GCSE course by looking at how the world came to be, building upon the year 7 knowledge of creation in the scriptures. At this point in their learning, our pupils are able to use their scientific education to support their evaluation of differing attitudes towards creation. Following on from their exploration of how we came to be in the world, pupils move into our purpose within the world and our own morality. Again, pupils are able to use their prior learning in lower year groups to develop a deep understanding of the challenges and rewards of the world we live in today. During this topic pupils develop their own ability to defend their faith and study those with both supporting and challenging views of God. Towards the end of year 10 pupils begin to consider the concepts of eternal life and the Christian teachings surrounding death and beyond. In year 11 pupils complete their GCSE course by studying the ultimate mission of Jesus and their own mission as the body of the Church with the duty to evangelise. Pupils learn about how they can take their faith into the world and make a difference, contribution to society and developing the faith of others.

For those pupils who choose to take their religious education into higher education we develop all of their skills in critical thinking, evaluating and exploration into three key themes; Philosophy, Ethics and Christianity. All of which allow our young people to understand the development of faith which transcends all world religions.

**RE Assessment Map:**

| <b>Year /Cycle</b>        | <b>Sub Concept:</b>                 | <b>Curriculum assessed:</b>   | <b>Assessment Type</b> |
|---------------------------|-------------------------------------|---|------------------------|
| <b>Year 7<br/>Cycle 1</b> | <b>Creation and<br/>Covenant</b>    | Edmund Rice/Genesis accounts of Creation/Catholic beliefs on Creation               | Formative              |
|                           |                                     | Imago dei/Stewardship/Prayer  | Summative              |
|                           |                                     | Stewardship   | Extended Writing       |
|                           | <b>Prophecy and<br/>Promise</b>     | The Bible/The Tenakh,/inspiration   | Formative              |
|                           |                                     | Magisterium/Mass/The Rosary   | Summative              |
|                           |                                     | Lindisfarne Gospels   | Extended Writing       |
| <b>Year 7<br/>Cycle 2</b> | <b>Galilee to<br/>Jerusalem</b>     | Incarnation/Arian controversy/Son of God  | Formative              |
|                           |                                     | Trinity/Son of Man  | Summative              |
|                           |                                     | Rublev's Trinity  | Extended Writing       |
|                           | <b>Desert to<br/>Garden</b>         | Paschal mystery/sacraments/Last Supper  | Formative              |
|                           |                                     | Eucharist/Mass/Jesus in the world   | Summative              |
|                           |                                     | World Hunger  | Extended Writing       |
| <b>Year 7<br/>Cycle 3</b> | <b>To the Ends of<br/>the Earth</b> | St Luke/Holy Spirit/Pentecost   | Formative              |
|                           |                                     | The Church/Confirmation,  | Summative              |
|                           |                                     | How should we live?   | Extended Writing       |
|                           | <b>Dialogue and<br/>Encounter</b>   | Muhammad revelation and Pillars of Islam  | Formative              |
|                           |                                     | Features of the Mosque/ How and why Muslims pray/ Hajj is the most important Pillar | Summative              |
|                           |                                     | You have to pray to be a Muslim   | Extended Writing       |
| <b>Year 8<br/>Cycle 1</b> | <b>Creation and<br/>Covenant</b>    | Meaning of Genesis 3/ baptism   | Formative              |
|                           |                                     | Effects of baptism/ Importance of the 10 Commandments/ conscience                   | Summative              |
|                           |                                     | Practices within Christianity   | Extended Writing       |
|                           | <b>Prophecy and<br/>Promise</b>     | Life of Elijah and Isaiah   | Formative              |
|                           |                                     | Life of Oscar Romero/ Advent wreath   | Summative              |
|                           |                                     | Oscar Romero was right to speak out   | Extended Writing       |
| <b>Year 8<br/>Cycle 2</b> | <b>Galilee to<br/>Jerusalem</b>     | Kingdom of God/ marginalised  | Formative              |
|                           |                                     | Miracles of Jesus/m Sacrament of the sick   | Summative              |
|                           |                                     | Refugees  | Extended Writing       |
|                           | <b>Desert to<br/>Garden</b>         | Suffering in the Old Testament  | Formative              |
|                           |                                     | Jesus suffering/ sacrament of reconciliation  | Summative              |
|                           |                                     | Lent  | Extended Writing       |
| <b>Year 8<br/>Cycle 3</b> | <b>To the Ends<br/>of the Earth</b> | Catholic teaching on life after death   | Formative              |
|                           |                                     | Islamic beliefs in life after death/ Catholic funerals                              | Summative              |
|                           |                                     | Funerals should be happy  | Extended Writing       |
|                           | <b>Dialogue and<br/>Encounter</b>   | Muhammad revelation and Pillars of Islam  | Formative              |
|                           |                                     | Features of the Mosque/ How and why Muslims pray/ Hajj is the most important Pillar | Summative              |
|                           |                                     | You have to pray to be a Muslim   | Extended Writing       |

| Year /Cycle        | Sub Concept:         | Curriculum assessed:   | Assessment Type  |
|--------------------|----------------------|--|------------------|
| Year 9<br>Cycle 1  | Punishment and Peace | Aims of Punishment/ Different religious views on justice   | Formative        |
|                    |                      | Just War Theory/ Different religious views on Capital Punishment/ Aims of Punishment/ Jewish views on justice/ religious attitudes to war  | Summative        |
|                    |                      | You should not kill  | Extended Writing |
|                    |                      | Situation ethics/ Benefits and disadvantages to using the Bible when making a decision   | Formative        |
|                    |                      | Teachings of Jesus/ different religious views on stewardship/ conscience being the most reliable guide to make a decision/ religious people should not go to war   | Summative        |
|                    |                      | There should only be one source of authority to use  | Extended Writing |
|                    |                      |  |                  |
| Year 9<br>Cycle 2  | Scripture            | What happened at Caesarea Philippi/ Why are the events of Pentecost important for Catholics  | Formative        |
|                    |                      | The healing of Blind Bartimeaus/ The meaning of the parable of the unmerciful servant/ people who are sin free can only be a disciple/ the Transfiguration/Why is prayer important to Christians/ Sermon on the mount teaches Christians how to behave | Summative        |
|                    |                      | Being forgiving is the most important way to serve God   | Extended Writing |
|                    |                      | Parable of the Rich man and Lazarus/ how Jesus' trial impacts Christians   | Formative        |
|                    |                      | Life of Job/ Christian beliefs in forgiveness/ why prayer is important/ Parable of the Prodigal son/ How can Christians get into heaven/ King David is the most important prophet.   | Summative        |
|                    |                      | Jesus was the only person who suffered   | Extended Writing |
|                    |                      |  |                  |
| Year 9<br>Cycle 3  | Judaism              | Different natures of God/ Why is Abraham important?  | Formative        |
|                    |                      | Tenakh and Talmud/ Features of a marriage ceremony/ Moses had the most important covenant with God/ Origins and meaning of Sukkot/ Why is Shabbat important/ Jews cannot follow all Mitzvot.   | Summative        |
|                    |                      | Faith alone is not enough to be seen as Jewish.  | Extended Writing |
|                    |                      | Different beliefs about the Messiah/ Different functions of the synagogue/   | Formative        |
|                    |                      | Origins and meaning of Yom Kippur/ Why is the home important/ You have to keep kosher to be Jewish/ Origins and meaning of Rosh Hashanah/ Different Jewish beliefs about the afterlife/ Synagogue is just a place of worship.                          | Summative        |
|                    |                      | All religious practices in Judaism are equally important   | Extended Writing |
|                    |                      |  |                  |
| Year 10<br>Cycle 1 | Origins and Meaning  | St Augustine views on the origins of the universe/ Different views on abortion   | Formative        |
|                    |                      | God made everything that exists  | Extended Writing |
|                    |                      | Michelangelo creation of Adam/ Different views on sanctity of life/Different faiths need to work together/ St Augustine teaching pm the origins of the universe/ Different views on looking after the environment/ No Christian should accept abortion | Summative        |
|                    |                      | All life is sacred   | Extended Writing |
|                    |                      | St Augustine views on the origins of the universe/ Different views on abortion   | Formative        |
|                    |                      | God made everything that exists  | Extended Writing |
|                    |                      |  |                  |
| Year 10<br>Cycle 2 | Good and Evil        | Pope John Paul teaching on suffering/ Different views on the origins of evil/ God cannot be omnibenevolent if evil exists.   | Formative        |
|                    |                      | God is not good  | Extended Writing |
|                    |                      | Michelangelo Pieta/ Different attitudes to statues/ Jesus is the only authoritative source for moral teaching/ Sorrowful mysteries/ Different views on the Trinity/ Suffering isnt always evil.  | Summative        |
|                    |                      | Pilgrimage is not just a journey   | Extended Writing |
|                    |                      | Pope John Paul teaching on suffering/ Different views on the origins of evil/ God cannot be omnibenevolent if evil exists.   | Summative        |
|                    |                      | God is not good  | Extended Writing |
|                    |                      |  |                  |
| Year 10<br>Cycle 3 | Life and Death       | Jesus parables on heaven and hell/ Why is palliative care important to Catholics/ There is no life after death   | Summative        |
|                    |                      | Death is not the end   | Extended Writing |
|                    |                      | Features on the Sarcophagus/ Catholic beliefs about the resurrection of the body/ Formulatic prayer is more meaningful than extempore prayer/ Parable of judgement/ Four key documents/ There is no life after death                                   |                  |
|                    |                      | "People Should have the right to end life"   | Extended Writing |
|                    |                      |  |                  |

| Year /Cycle        | Sub Concept:                       | Curriculum assessed:  | Assessment Type  |
|--------------------|------------------------------------|---|------------------|
| Year 11<br>Cycle 1 | Sin and Forgiveness                | Catholic teaching on capital punishment/ Why is salvation important to Christians   |                  |
|                    |                                    | 'You have to go to church to be a Christian'  | Extended Writing |
|                    |                                    | Pope Francis message from Evangelii Gaudium/ The Church has 'body of Christ'/ There is a hell but no one is in it/ interior features of the Church and links to salvation/ Importance of the sacraments/ Killing is always wrong. |                  |
|                    |                                    | 'Evangelisation is the most important aspect of the Church'   | Extended Writing |
|                    |                                    | Catholic teaching on capital punishment/ Why is salvation important to Christians   |                  |
|                    |                                    | 'You have to go to church to be a Christian'  | Extended Writing |
| Year 11<br>Cycle 2 | Greater Depth<br>Origins & Meaning | Foundational Catholic Theology Past Papers  | Formative        |
|                    |                                    | Extended writing  | Formative        |
|                    | Greater Depth<br>Good and Evil     | Foundational Catholic Theology Past Papers  | Formative        |
|                    |                                    | Extended writing  | Formative        |
| Year 11<br>Cycle 3 | Greater Depth<br>Life & Death      | Applied Catholic Theology Past Papers   | Formative        |
|                    |                                    | Extended Writing  | Formative        |

| A Level Philosophy and Ethics |             |  |  |
|-------------------------------|-------------|--|--|
| Year/Cycle                    | Sub concept | Curriculum assessed:   | Assessment Type                                  |
| Y12                           | Cycle 1     | Sacred and Secular Laws<br>Whether morality is what God commands<br>How virtues can help you live a moral life<br>How Jesus' Birth narratives differ<br>The importance and impact of Jesus' Resurrection<br>What different religious groups believe about Jesus<br>What the influence of the early church is (in Acts of the Apostles)<br>How the Bible is a source of wisdom and authority<br>The issues surrounding language about God<br>How God's laws and precepts are the basis of morality<br>How Aquinas' Natural Law can be applied to abortion and voluntary euthanasia<br>Monotheistic claims of the doctrine of the Trinity  | Formative<br>Formative<br>Formative<br>Summative |
|                               | Cycle 2     | Moral and Ethical Life<br>How agape is used as the basis of morality<br>How Situation Ethics can be applied to homosexual and polyamorous relationships<br>How happiness can be used as the basis of morality<br>How Act and Rule Utilitarianism can be applied to animal experimentation for medical research and the use of nuclear weapons as a deterrent<br>What the nature of God is and how can Christians understand this through Atonement<br>Faith and works are both aspects of justification<br>How the New Testament provides a model for the Christian community of believers<br>How Christians live by key moral principles, such as love thy neighbour<br>Religious identity through diversity in baptism and the Eucharist   | Formative<br>Formative<br>Formative<br>Summative |
|                               | Cycle 3     | Modern Christian issues<br>How objective moral laws are understood<br>How sin and free will affects Christians<br>The challenges religion faces from secularism and pluralism<br>How theoretical beliefs about the Eucharist affect different denominations<br>The importance of Easter and Christmas<br>How inductive arguments can prove the existence of God<br>How inductive arguments can be challenged<br>How deductive arguments can prove the existence of God<br>How deductive arguments can be challenged<br>How to explain the Problem of Evil<br>Divergent responses to the Problem of Evil  | Formative<br>Formative<br>Formative<br>Summative |
| Y13                           | Cycle 1     | God's influence on the universe<br>The message and form of the early Church<br>How different groups understand the concept of free will<br>How Natural Law can be developed and applied to immigration and capital punishment<br>Whether objective moral laws exist independently of human beings<br>Whether religious language can be seen in can be seen in scientific terms   | Formative<br>Formative<br>Formative<br>Summative |
|                               | Cycle 2     | The existence of God<br>Whether religious belief is a product of the human mind<br>How atheists reject religion and religious counter-arguments<br>How religious experience influences religious practice and faith<br>How different groups define miracles<br>How inherent problems with religious language affects believers and non-believers<br>How religious language may be considered cognitive, but meaningless<br>The rise of secularism across the UK<br>The political and ethical foundations of liberation theology  | Formative<br>Formative<br>Formative<br>Summative |
|                               | Cycle 3     | Religious Language and Retrieval<br>How religious language is considered non-cognitive<br>How religious language is a language game<br>Challenges to normative ethical theories<br>The challenges faced by teleological ethical theories<br>Challenges to meta-ethics and religious language<br>How effective arguments for and against the existence of God are<br>The influence of the Bible and Jesus on Christian life<br><br>During this revision period, pupils will focus on content and skills revision. Students will examine the key components of an AO1 and AO2 exam question and complete retrieval activities and practice exam questions to fully prepare for their final external exams. Students will return to the key themes studied across the A Level to ensure that this knowledge is secure and can be transferred to new contexts. | Formative<br>Formative<br>Formative<br>Summative |

