



St Gabriel's Curriculum Map - Subject: Religious Education

Intent	It is our intent for the Religious Education curriculum to engage, inspire, challenge and encourage students to know the person of Jesus Christ; equipping them with the knowledge and skills to consider and respond to higher level thinking questions. Religious Education contributes significantly to the school's Catholic life and mission and enables students to ask deep and often searching questions about their own faith and beliefs. Students also encounter the beliefs, practices and opinions of others and engage in dialogue regarding contemporary issues. Students deepen their understanding of what is meant by the phrase <i>Imago Dei</i> and the dignity of the human person as encountered and taught by Christianity. The RE curriculum will help to develop students' understanding of Catholic Social Teaching and our responsibility to our common home, which prepares students well for life in modern Britain.									
KS2 (non-stat)	Time	7	8	9	KS3 (non-stat)	10	11	KS4 (GCSE)	KS5	Careers
<p>NB: KS2 curriculum is varied. Students from faith primary schools have a stronger understanding of religious beliefs and practices. A Year 7 baseline assessment is essential.</p> <p>Declarative Knowledge: Knowledge and understanding of a Biblical passages. Knowledge of specialist vocabulary. Learning about key features, beliefs and practices of world religions</p> <p>Procedural Knowledge: Introducing specialist vocabulary. Engaging with SOWA, such as Biblical passages. Expressing opinions and beginning to justify views. Experiencing places of worship and religious practices.</p>	<p>Topic 1 Creation and Covenant This unit will focus on the mystery of God and how human beings come to know God through the Church's teachings on the two types of revelation.</p> <p>Topic 2 Prophecy and Promise This unit will focus on the mystery of God and how human beings come to know God through divine revelation. It focuses especially on the nature and role of Sacred Scripture.</p> <p>Topic 3 Galilee to Jerusalem This unit will focus on Jesus being the full and final revelation of God.</p> <p>Topic 4 Desert to Garden This unit will focus on the sacraments as the extension of the incarnation through time.</p> <p>Topic 5 To the ends of the Earth This unit will focus on the role the Spirit plays in the life of the Church and in the lives of individuals.</p> <p>Topic 6 Dialogue and Encounter (22) Islam Central aspects of Islam. Comparison with Christianity and Judaism. Sociological issues relating to Islam.</p>	<p>Creation and Covenant This unit will focus on looking at the account of the Fall in Genesis 3 and the implications this has for human beings and the world.</p> <p>Prophecy and Promise This unit will focus on how God tried to deal with faithless humanity by holding out the promise of a new covenant and a coming messiah who would restore human beings to covenant fidelity.</p> <p>Galilee to Jerusalem This unit will focus on Jesus who holds out signs of what this final restoration of all things will look like in his treatment of sinners and outcasts, in his parables of the kingdom, and in his miracles.</p> <p>Desert to Garden This unit will focus on the Problem of Evil, and an understanding of suffering that has been transformed by the passion, death, and Resurrection of Jesus.</p> <p>To the ends of the Earth This unit will focus on the Resurrection of Jesus..</p> <p>Dialogue and Encounter (21) Eastern World Religions The beliefs and practices of Buddhism and Sikhism.</p>	<p>Creation and Covenant This unit will focus on the belief that human beings are <i>imago Dei</i> and the implications this has for the principle of the dignity of the human person and the radical equality of man and woman.</p> <p>Prophecy and Promise This unit will focus on the equality of men and women, particularly on the role of the Blessed Virgin Mary in the salvation history narrative.</p> <p>Galilee to Jerusalem This unit will focus on the call to discipleship that is offered to all human beings in Christ's proclamation of the kingdom, and the relationship between discipleship and individual vocations.</p> <p>Desert to Garden This unit will focus on the mystery of redemption and the understanding of how the Church explains the connection between Christ's sacrificial death and individual redemption from sins.</p> <p>To the ends of the Earth This unit will focus on the human person as one member of a community that spans both heaven and earth, the Church as the 'communion of saints', and the mystical Body of Christ.</p> <p>Dialogue and Encounter</p>	<p>NB: The curriculum is guided by the Religious Education Curriculum Directory (RECD).</p> <p>Declarative Knowledge: The RECD categorises curriculum content into four sections: Revelation, The Church, Celebration and Life in Christ.</p> <p>Click here for more information: https://www.catholiceducation.org.uk/images/RECD_2012.pdf</p> <p>Procedural Knowledge: Identification Outline/description Explanation Creativity Reflection Comparison Justification Evaluation Analysis Respect Use of specialist vocabulary. Interpreting and referring to SOWA. Critical thinking. Exploring a range of views. Justifying opinions and conclusions. Application to contemporary issues.</p>	<p>GCSE RS 2.1 Jewish Beliefs and Teachings GCSE begins to ensure sufficient revision time. Last KS3 topic is 'Comparative Religion' - Judaism.</p> <p>GCSE RS 2.2: Jewish Practices The fundamental practices of Judaism based upon Jewish beliefs. Important Jewish rituals and festivals.</p> <p>GCSE RS 1.1 Catholic Beliefs and Teachings Outline/description Explanation Creativity Reflection Comparison Justification Evaluation Analysis Respect Use of specialist vocabulary. Interpreting and referring to SOWA. Critical thinking. Exploring a range of views. Justifying opinions and conclusions. Application to contemporary issues.</p> <p>GCSE RS 1.2 Catholic Practices The fundamental practices of Catholicism based upon Christian beliefs. Includes liturgical worship and sacraments.</p> <p>GCSE RS 1.3 Sources of Wisdom and Authority Writings/people who influence the Church's beliefs, teachings and practices.</p>	<p>GCSE RS 1.4 Forms of Expression and Ways of Life Various ways of expressing Catholic beliefs (e.g. Architecture, Art, Music and Drama).</p> <p>GCSE RS 3.1 Arguments for the Existence of God Classic philosophical arguments and arguments based on experience vs. the problem of evil and suffering.</p> <p>GCSE RS 3.2 21st Century Relationships and Families Central beliefs that underpin the Christian faith (e.g. The Incarnation and Trinity). Issues relating to today's relationships (e.g. contraception, marriage, divorce).</p> <p>GCSE REVISION</p>	<p>Declarative Knowledge: We follow Edexcel Religious Studies: Catholic Christianity Specification A. 50% focuses on Catholic Christianity, 25% focuses on Judaism and 25% focuses on Philosophy and Ethics.</p> <p>Click here for more information: https://qualifications.pearson.com/content/dam/pdf/GCSE/Religious%20Studies/2016/Specification%20and%20sample%20assessments/Specification-GCSE-L1-L2-Religious-Studies-A-June-2016-Draft-4.pdf</p> <p>Procedural Knowledge: Outline/description. Detailed explanation. Use a wide range of appropriate specialist theological, philosophical and ethical vocabulary with a high degree of confidence. Critically reflect and skilfully interpret the meaning and significance of a wide variety of sources of wisdom. Critically deconstruct information, leading to insightful analyses of complex concepts and questions. Form coherent and reasoned judgements that are fully supported by a comprehensive appraisal of evidence, arriving at compelling conclusions that logically draw together the ideas and arguments analysed.</p> <p>Holy Cross College: A Level Philosophy, Ethics and Theology (OCR). Also supports: A Level Psychology, A Level Sociology, Health and Social Care (vocational)</p>	<p>Religious Studies A Level prepares students generally for HE and employment. Students develop transferable skills:</p> <ul style="list-style-type: none"> Empathy and imaginative insight; Self-discipline and self-direction; Independence of mind and initiative; A belief in lifelong learning; Teamwork skills; Having respect for others' views; Ability to gather, evaluate and synthesise different types of information; Analytical ability and the capacity to formulate questions and solve problems; Presentation skills; Writing skills, including accurate referencing and clarity of expression; Ability to interpret the meaning of written documents. <p>Counsellor Social work Pastoral care Journalism Civil service administrator Mediation/ negotiation roles Youth work Charity work Chaplaincy Religious orders Priesthood</p>		