

	KS3 prior learning	By the end of the term, students can:	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3
What we want our students to know and remember	Our RE curriculum follows the Religious Education Curriculum Directory (RECD) in line with the requirements of the Diocese. This curriculum interleaves threshold concepts from the EYFS through to KS5 Religious studies. Please see the RE Learning Journey to see how the RE curriculum builds on and develops prior learning from EYFS through to KS5.  We complete the Eduqas GCSE and the Eduqas A-Level in RE which supports the transition from KS4 to KS5.	Define the key tier 3 vocabulary:	Sin and Forgiveness Absolutism Relativism Eucharist Evangelisation Forgiveness Punishment Salvation Sin  Good and Evil Conscience Evil Goodness Free Will Incarnation Natural Law Privation Suffering	Good and Evil Conscience Evil Goodness Free Will Incarnation Natural Law Privation Suffering  Origins and Meanings Creation ex nihilo Evolution Imago Dei Inspiration Omnipotence Revelation Stewardship Transcendence	Origins and Meanings Creation ex nihilo Evolution Imago Dei Inspiration Omnipotence Revelation Stewardship Transcendence	Life and Death Death Eternal Life Heaven Hell Judgement Magisterium Resurrection Soul  Judaism Synagogue Shekhinah Shabbat Kosher Torah Mitzvot Messiah Covenant	Good and Evil Conscience Evil Goodness Free Will Incarnation Natural Law Privation Suffering  Origins and Meanings Creation ex nihilo Evolution Imago Dei Inspiration Omnipotence Revelation Stewardship Transcendence  Sin and Forgiveness Absolutism Relativism Eucharist Evangelisation Forgiveness Punishment Salvation Sin	Final preparation for GCSEs  GCSE Examinations  Dates: TBC
		Recall the knowledge:	Sin and Forgiveness  What is the difference between a crime and a sin?  How do we make moral decisions? Reference to absolute and relative morality	<ul> <li>Jesus as a role model and source of authority with reference to the Beatitudes</li> <li>Sources of moral authority: conscience, natural law and the virtues</li> <li>Michelangelo's Pieta – the</li> </ul>	Origins and Meanings  The Origins of the Bible – the Old and New Testament Interpretations of Genesis Michelangelo's 'Creation of Adam' – what does it represent?	Life and Death	See Year 10 curriculum sequence for Origins and Meanings, Sin and Forgiveness and Good and Evil units	

What are the construction of	- Completions   December 1991	
What are the meaning and symbolism	Symbolism Heaven, Hell and  Within the Tree  Burgatory  Purgatory	
aims of symbolism	within the Tree Purgatory	
punishment • The importance	of Life Mosaic  • The Magisterium	
and what are of pilgrimage	Catholic Social and Apostolic  Topphing (CST)  Succession	
the strengths with reference	Teaching (CST) Succession	
and to Lourdes	and human • The Second	
weaknesses of • Popular piety	dignity Vatican Council	
each? and the	CAFOD and SVP     The Sarcophagus	
Retribution, meaning and	as examples of and Jesus'	
rehabilitation, use of the	Catholic Passion	
protection, rosary in	charities • The Paschal	
vindication, Catholic	Loving and     Candle and the	
reformation worship	serving in an Easter Vigil	
What are the Origins and Meanings	interfaith • Music in the	
Catholic • Origins of the	society with Mass including	
teachings on universe:	interfaith Faure's Requiem	
forgiveness? Genesis	dialogue • Catholic Funerals	
<ul><li>Arguments for</li><li>Origins of the</li></ul>	Examples of	
and against universe: The	Review of GCSE course Catholic prayer	
Capital Big Bang and	and why prayer is	
Punishment Evolution	End of Y10 Assessment important	
What is     Links between		
salvation and religious	Review of Judaism A Review of Judaism	
Grace and how theories and	course • The Nature of	
do we receive scientific	God and	
them? theories	Shekinah	
The Life and     Creation	The Messiah and	
Death of Jesus: accounts in	the Messianic	
the Paschal Genesis	Age	
Mystery • Stewardship	The Abrahamic	
Is God all-     and the role of	Covenant and	
loving? An humans on	Genesis	
understanding Earth as Imago	Moses' Covenant	
of atonement Dei	and Exodus	
and • The Sanctity of	Pikuach Nefesh	
redemption Life and St		
What is the Catherine of	and Abortion	
nature of the Sienna	The Afterlife	
Church? With • Attitudes	• Ten	
reference to towards	Commandments	
the Four Marks abortion –	and the Mitzvot	
of the Church, religious and	Worship in the	
salvation non-religious	home and at the	
through the responses	synagogue	
Church and the	Features of the	
Church as the	Synagogue	
Body of Christ	The Torah	
Why is Mary	Keeping Kosher	
described as a	Brit Milah	
Model of the	Bat and Bar	
Church?	Mitzvahs (and	
ı Cilulcii;	Bat Chayil)	

What we want our	Demonstrate excellence	Features and architecture of the Church Initiation sacraments Healing sacraments Service sacraments Mission and Evangelisation: Evangelii Gaudium and religious diversity Good and Evil What is the Problem of Evil? Responses to the Problem of God: His omnibenevolen ce Catholics on the meaning of suffering The Trinity with reference to the Nicene Creed, examples in the Bible and St Augustine's love trio Incarnation — examples in the Bible and Jesus as a response to the Problem of Evil Sin and Forgiveness Good and Evil Sin and Forgiveness Good and Evil  Good and Evil  Good and Evil  Fin and Forgiveness Good and Evil  Fin and Forgiveness Good and Evil	Jewish marriage and wedding ceremonies     Jewish mourning and funerals     Shabbat beliefs and practices     Rosh Hashannah     Yom Kippur     Sukkot     Passover  Origins and Meanings  Ludaism	
What we want our students to do	Demonstrate excellence in these skills:	<ul> <li>Sin and Forgiveness</li> <li>To define all key terms</li> <li>To describe how we make moral decisions</li> <li>To explain and evaluate the aims of punishment</li> <li>To explain the importance of</li> <li>Good and Evil</li> <li>To discuss different sources of moral authority</li> <li>To explain why Jesus is a role model in Christianity</li> <li>To describe the design and meaning</li> </ul>	<ul> <li>Origins and Meanings</li> <li>To discuss different interpretations of the Bible with a focus on Genesis</li> <li>To describe the symbolism found within Michelangelo's</li> <li>Judaism</li> <li>Define all key terms</li> <li>Describe how Jews Keep Kosher</li> <li>Describe the ceremony of Brit Milah</li> <li>Describe the ceremonies of Bat and Bar</li> </ul>	

forgiveness in	behind 'Creation of	Mitzvahs (and
the Catholic	Michelangelo's Adam'	Bat Chayil)
Church	pieta • To describe the	Explain the
<ul> <li>To analyse and</li> </ul>	To explain the symbolism	importance of
evaluate	importance of found within	Jewish marriage
arguments	pilgrimage with the Tree of Life	and what
=	reference to Mosaic	happens in
supporting and		
opposing capital	Lourdes • To explain CST	Jewish wedding
punishment	To explain the and the work of	ceremonies
<ul> <li>To explain the</li> </ul>	meaning and CAFOD and SVP	Explain the
purpose of	importance of   • To discuss the	Jewish mourning
Jesus	the Rosary in role of religion	process/periods
incarnation with	Christian in society	and what
reference to	worship	happens at a
redemption	Origins and Meanings	Jewish funeral
To explain the	To define all key	Discuss the
nature of the	terms	importance of
Church	To explain what	Shabbat
<ul> <li>To discuss the</li> </ul>	Genesis teaches	Explain the
concept of an	us about	festival of Rosh
omnibenevolent	creation	Hashanah
God	To explain the	Explain the
<ul> <li>To describe and</li> </ul>	Big Bang theory	festival of Yom
explain the	To explain the	Kippur
features of the	theory of	Explain the
church	evolution	festival of Sukkot
To discuss the	To discuss	Explain the
	whether science	festival of
importance of		
the 7	and religion can	Passover
sacraments	work together	Discuss and
<ul> <li>To explain the</li> </ul>	To describe St	evaluate which
meaning and	Catherine of	of the
importance of	Sienna's	festivals/celebra
evangelism with	teachings on	tions are most
reference to	the concept of	important
Evangelii	Imago Dei	
Gaudium	To discuss	Life and Death
Good and Evil	attitudes	Define all key
To define all key	towards	terms
terms	abortion	• To discuss
To describe the  Broblem of Full	To discuss the	arguments for
Problem of Evil	reliability of the	and against
(inconsistent	Genesis	euthanasia with
triad)	accounts	reference to both
<ul> <li>To discuss</li> </ul>	To explain the	the Quality of
responses to	role of humans	Life and the
the problem of	in Genesis	Sanctity of Life
evil	To explain the	Explain the
<ul> <li>Tio describe</li> </ul>	importance of	importance of
Catholic	stewardship	the resurrection
responses to	r	of Jesus
suffering		Explain Catholic
Junering		beliefs about the
		מבוובוז מטטענ נווכ

To explain     Catholic     teachings on     the Trinity     To discuss the     concept of Jesus     being fully     human and fully     divine	resurrection of humans (and the soul)  Discuss Catholic beliefs and teachings on eschatology – judgement, Heaven, Hell and Purgatory  Explain the role and importance of the Magisterium and	
	Sarcophagus and Jesus' Passion  Analyse and describe the design of the Paschal Candle and how it is used in the Easter Vigil  Describe how music in is used in the Mass including Faure's Requiem in Catholic funerals  Explain what happens at Catholic Funerals  Discuss examples of Catholic prayer and why prayer is important	

Key assessment	See here for past paper	See here for past paper	See here for past paper	See here for past paper	See here for past paper	See here for past paper
questions:	questions: GCSE	questions: GCSE	questions: GCSE	questions: GCSE	questions: GCSE	questions: GCSE
	Religious Studies	Religious Studies	Religious Studies	Religious Studies	Religious Studies	Religious Studies
	Edugas	Edugas	Edugas	Edugas	Edugas	Edugas
	There is also a range of	There is also a range of	There is also a range of	There is also a range of	There is also a range of	There is also a range of
	practice questions in	practice questions in	practice questions in	practice questions in the	practice questions in the	practice questions in the
	the revision guides.	the revision guides.	the revision guides.	revision guides.	revision guides.	revision guides.
	A questions will always	A questions will always	A questions will always	A questions will always	A questions will always	A questions will always
	ask you to define one	ask you to define one	ask you to define one	ask you to define one of	ask you to define one of	ask you to define one of
	of the 8 key concepts	of the 8 key concepts	of the 8 key concepts	the 8 key concepts (key	the 8 key concepts (key	the 8 key concepts (key
	(key words)	(key words)	(key words)	words)	words)	words)
	What is meant	What is meant	What is meant	What is meant	What is meant	What is meant
	by	by	by	by	by	by
	What do	What do	What do	What do	What do	What do
	Catholics mean	Catholics mean	Catholics mean	Catholics mean	Catholics mean	Catholics mean
	by	by	by	by	by	by
	<ul> <li>What do Jews</li> </ul>	<ul> <li>What do Jews</li> </ul>	<ul> <li>What do Jews</li> </ul>	<ul> <li>What do Jews</li> </ul>	<ul> <li>What do Jews</li> </ul>	What do Jews
	mean by	mean by	mean by	mean by	mean by	mean by
	<b>B questions</b> will always	<b>B questions</b> will always	<b>B questions</b> will always	<b>B questions</b> will always	B questions will always	B questions will always
	ask you to describe	ask you to describe	ask you to describe	ask you to describe	ask you to describe	ask you to describe
	<ul> <li>Aim to describe</li> </ul>	<ul> <li>Aim to describe</li> </ul>	<ul> <li>Aim to describe</li> </ul>	<ul> <li>Aim to describe 3</li> </ul>	<ul> <li>Aim to describe 3</li> </ul>	Aim to describe 3
	3	3	3	beliefs/teachings	beliefs/teachings	beliefs/teachings
	beliefs/teaching	beliefs/teaching	beliefs/teaching	/practices to	/practices to	/practices to
	s/practices to	s/practices to	s/practices to	show your	show your	show your
	show your	show your	show your	understanding	understanding	understanding
	understanding	understanding	understanding	<ul><li>Include 2 SOW</li></ul>	<ul> <li>Include 2 SOW</li> </ul>	Include 2 SOW
	Include 2 SOW	Include 2 SOW	Include 2 SOW	and key words	and key words	and key words
	and key words	and key words	and key words	Aim for 1	Aim for 1	Aim for 1
	•	<b>'</b>	•			
	• Aim for 1	• Aim for 1	• Aim for 1	paragraph	paragraph	paragraph
	paragraph	paragraph	paragraph		<b>6</b>	
	C	C	Carractions will always	<u>C questions</u> will always	<u>C questions</u> will always	<u>C questions</u> will always
	<u>C questions</u> will always ask you to explain	<u>C questions</u> will always ask you to explain	<u>C questions</u> will always ask you to explain	ask you to explain  In component 1	<ul><li>ask you to explain</li><li>In component 1</li></ul>	<ul><li>ask you to explain</li><li>In component 1</li></ul>
	• In component 1	In component 1	In component 1	you will be asked	you will be asked	you will be asked
	you will be	you will be	you will be	to show an	to show an	to show an
	asked to show	asked to show	asked to show	understanding of	understanding of	understanding of
				=	_	_
	an	an	an	diversity so you'll	diversity so you'll	diversity so you'll
	understanding	understanding	understanding	be asked to	be asked to	be asked to
	of diversity so	of diversity so	of diversity so	'explain from	'explain from	'explain from
	you'll be asked	you'll be asked	you'll be asked	either Catholic	either Catholic	either Catholic
	to 'explain from	to 'explain from	to 'explain from	Christianity and	Christianity and	Christianity and
	either Catholic	either Catholic	either Catholic	Judaism or two	Judaism or two	Judaism or two
	Christianity and	Christianity and	Christianity and	Christian	Christian	Christian
	Judaism or two	Judaism or two	Judaism or two	traditions'	traditions'	traditions'
	Christian	Christian	Christian	<ul> <li>Aim to use PEE</li> </ul>	<ul> <li>Aim to use PEE</li> </ul>	Aim to use PEE
	traditions'	traditions'	traditions'	(Point Evidence	(Point Evidence	(Point Evidence
	<ul> <li>Aim to use PEE</li> </ul>	<ul> <li>Aim to use PEE</li> </ul>	<ul> <li>Aim to use PEE</li> </ul>	Explain)	Explain)	Explain)
	(Point Evidence	(Point Evidence	(Point Evidence	paragraphs as	paragraphs as	paragraphs as
	Explain)	Explain)	Explain)	you need to	you need to	you need to
	paragraphs as	paragraphs as	paragraphs as	explain religious	explain religious	explain religious
	· · · · ·	· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·			

you need to	you need to	you need to	beliefs/teachings	beliefs/teachings	beliefs/teachings
explain religious	explain religious	explain religious	/attitudes in	/attitudes in	/attitudes in
beliefs/teaching	beliefs/teaching	beliefs/teaching	detail	detail	detail
s/attitudes in	s/attitudes in	s/attitudes in	actan	actan	detail
detail	detail	detail	<b>D questions</b> will always	<b>D questions</b> will always	<b>D questions</b> will always
a do ta			begin with a	begin with a	begin with a
<b>D</b> questions will always	<b>D</b> questions will always	<b>D</b> questions will always	controversial statement	controversial statement	controversial statement
begin with a	begin with a	begin with a	and then tell you to	and then tell you to	and then tell you to
controversial	controversial	controversial	'discuss this statement	'discuss this statement	'discuss this statement
statement and then tell	statement and then tell	statement and then tell	showing that you have	showing that you have	showing that you have
you to 'discuss this	you to 'discuss this	you to 'discuss this	considered more than	considered more than	considered more than
statement showing that	statement showing that	statement showing that	one point of view (you	one point of view (you	one point of view (you
you have considered	you have considered	you have considered	must refer to religion	must refer to religion	must refer to religion
more than one point of	more than one point of	more than one point of	and belief in your	and belief in your	and belief in your
view (you must refer to	view (you must refer to	view (you must refer to	answer)'	answer)'	answer)'
religion and belief in	religion and belief in	religion and belief in	<ul> <li>In Origins and</li> </ul>	<ul> <li>In Origins and</li> </ul>	<ul><li>In Origins and</li></ul>
your answer)'	your answer)'	your answer)'	Meanings, you	Meanings, you	Meanings, you
<ul> <li>In Origins and</li> </ul>	<ul> <li>In Origins and</li> </ul>	<ul> <li>In Origins and</li> </ul>	have to include	have to include	have to include
Meanings, you	Meanings, you	Meanings, you	non-religious	non-religious	non-religious
have to include	have to include	have to include	beliefs	beliefs	beliefs
non-religious	non-religious	non-religious	(Humanists/Athei	(Humanists/Athei	(Humanists/Athei
beliefs	beliefs	beliefs	sts)	sts)	sts)
(Humanists/Ath	(Humanists/Ath	(Humanists/Ath	<ul> <li>Aim to use PEEE</li> </ul>	<ul> <li>Aim to use PEEE</li> </ul>	Aim to use PEEE
eists)	eists)	eists)	(Point Evidence	(Point Evidence	(Point Evidence
Aim to use PEEE	Aim to use PEEE	Aim to use PEEE	Explain Evaluate)	Explain Evaluate)	Explain Evaluate)
(Point Evidence	(Point Evidence	(Point Evidence	paragraphs as	paragraphs as	paragraphs as
Explain	Explain	Explain	you need to	you need to	you need to
Evaluate)	Evaluate)	Evaluate)	explain religious	explain religious	explain religious
paragraphs as	paragraphs as	paragraphs as	beliefs/teachings	beliefs/teachings	beliefs/teachings
you need to explain religious	you need to explain religious	you need to explain religious	/attitudes in detail and then	/attitudes in detail and then	/attitudes in detail and then
beliefs/teaching	beliefs/teaching	beliefs/teaching	evaluate the	evaluate the	evaluate the
s/attitudes in	s/attitudes in	s/attitudes in	arguments	arguments	arguments
detail and then	detail and then	detail and then	presented to	presented to	presented to
evaluate the	evaluate the	evaluate the	form a	form a	form a
arguments	arguments	arguments	judgement	judgement	judgement
presented to	presented to	presented to	Aim for two	<ul><li>Aim for two</li></ul>	Aim for two
form a	form a	form a	agree arguments	agree arguments	agree arguments
judgement	judgement	judgement	and two disagree	and two disagree	and two disagree
Aim for two	<ul><li>Aim for two</li></ul>	Aim for two	arguments	arguments	arguments
agree	agree	agree	Write a	<ul><li>Write a</li></ul>	Write a
arguments and	arguments and	arguments and	conclusion to	conclusion to	conclusion to
two disagree	two disagree	two disagree	state the	state the	state the
arguments	arguments	arguments	strongest	strongest	strongest
<ul><li>Write a</li></ul>	<ul><li>Write a</li></ul>	<ul><li>Write a</li></ul>	argument, to	argument, to	argument, to
conclusion to	conclusion to	conclusion to	show that you	show that you	show that you
state the	state the	state the	have formed a	have formed a	have formed a
strongest	strongest	strongest	judgement	judgement	judgement
argument, to	argument, to	argument, to	Try to include as many	Try to include as many	Try to include as many
show that you	show that you	show that you	key terms and sources of	key terms and sources of	key terms and sources of
have formed a	have formed a	have formed a	wisdom as possible	wisdom as possible	wisdom as possible
judgement	judgement	judgement			

students in your subject area in the Diocesan guidelines?  Ability to enalyse and explain the beliefs of others. Ability to analyse and explain explain the beliefs of others. Ability to analyse and explain explain explain explain explain explain explain the beliefs of others. Ability to analyse and explain the beliefs of others. Ability to analyse and explain explain explain explain explain explain explain the beliefs of others. Ability to analyse and explain explain explain explain explain explain explain the beliefs of others. Ability to understand our own beliefs and the beliefs of others, both religious and non-religious  Discerning:  Discerning:  Discerning:  Discerning:  Discerning:  Ability to form judgements through comparing beliefs, explaining differences and critically evaluating beliefs/teaching be			Tanaka in alicele e e	Too. to to alm de a a	Toronto in alcostor an			
Disciplinary Rigour   What makes your subject different to other subjected different to other subject different to other subjects? What are the expectations for students in your subject area in the Diocesan guidelines?   Ability to remember, strategreat and explain the beliefs of others, both religious and non-religious Discerning:				•	•			
Disciplinary Rigour  What makes your subject different to other subjects? What are the expectations for students in your subject are in the Diocesan guidelines?  A bility to remember, interpret and explain the beliefs of others and the beliefs of others, both religious and non-religious and non-reli			•	•				
subject different to other subjects? What are the expectations for students in your subject area in the Diocesan guidelines?  • Ability to analyse and explain the beliefs of others - Ability to analyse and explain explain scripture • Ability to analyse and explain explain scripture • Ability to analyse and explain he beliefs and the beliefs and the beliefs of others, both religious and non-religious  Discerning: • Ability to form judgements through comparing beliefs, explaining differences and critically evaluating beliefs/teaching  beliefs, explaining differences and critically evaluating beliefs/teaching  beliefs/teaching  beliefs/teaching  - Ability to remember, interpret and explain the beliefs of others beliefs of others beliefs of others beliefs of others, both remember, interpret and explain the beliefs of others beliefs of others  - Ability to analyse and explain the beliefs of others beliefs of others  - Ability to analyse and explain the beliefs of others  - Ability to analyse and explain the beliefs of others  - Ability to analyse and explain the beliefs of others  - Ability to analyse and explain the beliefs of others  - Ability to analyse and explain the beliefs of others  - Ability to understand our own beliefs and the beliefs of others, both religious and non-religious  - Ability to form judgements through comparing comparing beliefs, explaining differences and critically evaluating beliefs/teaching beliefs/teaching  - Ability to form judgements through comparing beliefs/teaching			or wisdom as possible	of wisdom as possible	of wisdom as possible			
subject different to other subjects? Wind are the expectations for students in your subject area in the Diocesan guidelines?  A bility to remember, interpret and explain the beliefs of others and hilling to analyse and explain a scripture  A bility to analyse and explain a scripture  A bility to understand our own beliefs and the beliefs of others, both religious and non-religious  Discerning:  Discerning:  A bility to form judgements through comparing beliefs, explaining differences and critically evaluating beliefs/teaching  beliefs, explaining differences and critically evaluating beliefs/teaching  beliefs/teaching  beliefs/teaching  beliefs/teaching  beliefs/teaching  - Ability to remember, interpret and explain the beliefs of others beliefs of others beliefs of explain the beliefs of others beliefs of others  - Ability to remember, interpret and explain the beliefs of others - Ability to analyse and explain the beliefs of others - Ability to understand our own beliefs and the beliefs of others, both religious and non-religious - Ability to form judgements through comparing beliefs/teaching - Ability to form judgements through c								
subject different to other subjects? What are the expectations for students in your subject area in the Diocesan guidelines?  • Ability to analyse and explain the beliefs of others - Ability to analyse and explain explain scripture • Ability to analyse and explain explain scripture • Ability to analyse and explain he beliefs and the beliefs and the beliefs of others, both religious and non-religious  Discerning: • Ability to form judgements through comparing beliefs, explaining differences and critically evaluating beliefs/teaching  beliefs, explaining differences and critically evaluating beliefs/teaching  beliefs/teaching  beliefs/teaching  - Ability to remember, interpret and explain the beliefs of others beliefs of others beliefs of others beliefs of others, both remember, interpret and explain the beliefs of others beliefs of others  - Ability to analyse and explain the beliefs of others beliefs of others  - Ability to analyse and explain the beliefs of others  - Ability to analyse and explain the beliefs of others  - Ability to analyse and explain the beliefs of others  - Ability to analyse and explain the beliefs of others  - Ability to analyse and explain the beliefs of others  - Ability to understand our own beliefs and the beliefs of others, both religious and non-religious  - Ability to form judgements through comparing comparing beliefs, explaining differences and critically evaluating beliefs/teaching beliefs/teaching  - Ability to form judgements through comparing beliefs/teaching								
subject different to other subjects? Wind are the expectations for students in your subject area in the Diocesan guidelines?  A bility to remember, interpret and explain the beliefs of others and hilling to analyse and explain a scripture  A bility to analyse and explain a scripture  A bility to understand our own beliefs and the beliefs of others, both religious and non-religious  Discerning:  Discerning:  A bility to form judgements through comparing beliefs, explaining differences and critically evaluating beliefs/teaching  beliefs, explaining differences and critically evaluating beliefs/teaching  beliefs/teaching  beliefs/teaching  beliefs/teaching  beliefs/teaching  - Ability to remember, interpret and explain the beliefs of others beliefs of others beliefs of explain the beliefs of others beliefs of others  - Ability to remember, interpret and explain the beliefs of others - Ability to analyse and explain the beliefs of others - Ability to understand our own beliefs and the beliefs of others, both religious and non-religious - Ability to form judgements through comparing beliefs/teaching - Ability to form judgements through c								
subjects? What are the expectations for students in your subject area in the Diocesan guidelines?  A bility to remember, interpret and explain the beliefs of others. A bility to analyse and explain scripture A bility to understand our own beliefs and the beliefs of others, both religious and non-religious  Discerning:  A bility to form judgements through comparing comparing beliefs, explaining differences and critically evaluating beliefs, explaining differences and critically evaluating beliefs/teachings  A bility to remember, interpret and explain the beliefs of others. Ability to remember, interpret and explain the beliefs of others. Ability to analyse and explain scripture  A bility to analyse and explain scripture  A bility to analyse and explain scripture  A bility to understand our own beliefs and the beliefs of others, both religious and non-religious  Discerning:  A bility to form judgements through critically evaluating beliefs/teaching beliefs/teachi	Disciplinary Rigour		Understanding:	Understanding:	Understanding:	Understanding:	Understanding:	Understanding:
explain scripture  • Ability to understand our own beliefs and the beliefs of others, both religious and non-religious  Discerning:  • Ability to form judgements through comparing comparing beliefs, explaining differences and critically evaluating beliefs/teaching  explain scripture  • Ability to scripture  • Ability to understand our own beliefs and the beliefs of others, both religious and non-religious non-religious non-religious  • Ability to form judgements through comparing beliefs/teaching beliefs/teaching beliefs/teaching beliefs/teaching beliefs/teaching beliefs/teaching  explain scripture  • Ability to Ability to understand our own beliefs and the beliefs of others, both religious and non-religious non-religious non-religious  • Ability to form judgements through through comparing beliefs, explaining differences and critically evaluating beliefs/teaching beliefs/teach		expectations for students in your subject area in the Diocesan	remember, interpret and explain the beliefs of others	remember, interpret and explain the beliefs of others	remember, interpret and explain the beliefs of others	remember, interpret and explain the beliefs of others	remember, interpret and explain the beliefs of others	<ul> <li>Ability to remember, interpret and explain the beliefs of others</li> <li>Ability to analyse</li> </ul>
understand our own beliefs and the beliefs of others, both religious and non-religious  Discerning:  Ability to form judgements through comparing beliefs, explaining differences and critically evaluating beliefs/teaching  beliefs/teaching  understand our own beliefs and the beliefs of others, both religious and non-religious  understand our own beliefs and the beliefs of others, both religious and non-religious  own beliefs and the beliefs of others, both religious and non-religious  non-religious  non-religious  Discerning:  Discerning:  Discerning:  Discerning:  Discerning:  Discerning:  Ability to form judgements through through comparing beliefs, explaining differences and critically evaluating beliefs/teaching  Discerning:  Discerning:  Ability to form judgements through through comparing comparing differences and critically evaluating beliefs/teaching  Discerning:  Ability to form judgements through through through comparing comparing differences and critically evaluating beliefs/teaching  Discerning:  Ability to form judgements through comparing comparing comparing beliefs, explaining differences and critically evaluating beliefs/teaching  Discerning:  Ability to form judgements through through comparing comparing beliefs, explaining differences and critically evaluating beliefs/teaching  Discerning:  Ability to form judgements through through through comparing beliefs, explaining differences and critically evaluating beliefs/teaching be			explain scripture	explain scripture	explain scripture	scripture  • Ability to	scripture  • Ability to	Ability to
others, both religious and non-religious  Discerning:  Ability to form judgements through through beliefs, explaining differences and critically evaluating beliefs/teachings  Discerning:  Others, both religious and non-religious  Discerning:  Ability to form judgements through through through comparing comparing beliefs, explaining differences and critically evaluating beliefs/teachings  Discerning:  Ability to form judgements through through comparing beliefs/teachings  Discerning:  Ability to form judgements through through comparing beliefs, explaining differences and critically evaluating beliefs/teachings  Discerning:  Ability to form judgements through through comparing beliefs, explaining differences and critically evaluating beliefs/teachings  Discerning:  Ability to form judgements through through comparing beliefs, explaining differences and critically evaluating evaluating beliefs/teachings  Discerning:  Ability to form judgements through comparing beliefs to form judgements through through comparing beliefs, explaining differences and critically evaluating evaluating beliefs/teachings  Discerning:  Ability to form judgements through comparing beliefs, explaining differences and critically evaluating evaluating beliefs/teachings  Discerning:  Ability to form judgements through comparing comparing comparing beliefs/teachings  Discerning:  Ability to form judgements through comparing comparing comparing comparing beliefs/teachings  Ability to form judgements through comparing comparing comparing comparing comparing comparing beliefs/teachings  Discerning:  Ability to form judgements through comparing co			understand our own beliefs and	understand our own beliefs and	understand our own beliefs and	own beliefs and the beliefs of	own beliefs and the beliefs of	understand our own beliefs and the beliefs of others, both
religious and non-religious  Discerning:  Ability to form judgements through comparing comparing beliefs, explaining differences and differences and critically evaluating beliefs/teaching belie						· ·	· ·	· ·
non-religious no			•	· ·	· ·		_	non-religious
Discerning:  Ability to form judgements through comparing comparing explaining explaining explaining differences and critically evaluating beliefs/teaching  Discerning:  Discerning:  Discerning:  Discerning:  Ability to form judgements judgements through through through through comparing comparing comparing ocmparing differences and critically evaluating beliefs/teaching belief			_	_	_		Ŭ	Ü
<ul> <li>Ability to form judgements lyugements through through comparing beliefs, explaining differences and critically evaluating beliefs/teaching</li> <li>Ability to form judgements lyugements lyugem</li></ul>			_			Discerning:	Discerning:	Discerning:
Ability to form judgements judgements through through comparing comparing beliefs, explaining differences and critically evaluating beliefs/teaching belie			Discerning:	Discerning:	Discerning:	A hiliturta farma	A hilitur to forms	A la ilita a ta anno
judgements judgements judgements through through through through through comparing comparing comparing beliefs, beliefs, beliefs, beliefs, beliefs, beliefs, explaining explaining explaining differences and differences and differences and critically critically critically critically evaluating evaluating evaluating beliefs/teachings /practices /practices			• Ability to form	• Ability to form	• Ability to form	•	•	<b>'</b>
through through through comparing comparing comparing comparing comparing beliefs, b			•	•	•			
comparing beliefs, be						_	_	_
beliefs, beliefs, explaining explaining explaining explaining explaining differences and differences and critically critically evaluating evaluating beliefs/teaching differences and differences and critically critically evaluating evaluating beliefs/teachings beliefs/teachings beliefs/teachings beliefs/teachings /practices /practices /practices			_	_	_			
explaining explaining differences and differences and differences and differences and critically critically critically evaluating evaluating beliefs/teaching b			• =	· =	· =		· ·	•
differences and critically critically critically critically evaluating evaluating beliefs/teaching beliefs/teaching beliefs/teaching beliefs/teaching /practices /practices /practices					· · · · · · · · · · · · · · · · · · ·	, -	. •	
critically critically evaluating evaluating evaluating beliefs/teachings beliefs/teachings beliefs/teaching			•					
evaluating evaluating beliefs/teachings beliefs/teachings beliefs/teachings beliefs/teachings beliefs/teachings beliefs/teaching beliefs/teaching beliefs/teaching beliefs/teaching beliefs/teaching beliefs/teachings beliefs/teachings permission beliefs/teachings beliefs/teachings beliefs/teachings permission beliefs/teachings permissi						-	•	•
beliefs/teaching beliefs/teaching beliefs/teaching /practices /practices /practices			•	·	•	_	_	_
			_	_	_	·	_	
S/Dractices S/Dractices S/Dractices			s/practices	s/practices	s/practices	/ practices	/ practices	, practices
Responding: Responding: Responding:						Responding:	Responding:	Responding:
Responding:  Responding:  Responding:  Ability to reflect  Ability to reflect  Ability to reflect			Responding:	Responding:	Responding:	Ability to reflect	Ability to reflect	Ability to reflect
			<ul> <li>Ability to reflect</li> </ul>	Ability to reflect	Ability to reflect	•	•	and act with
and act with and act with and act with integrity, integrity, integrity,			and act with	and act with	and act with	integrity,	integrity,	integrity,
			integrity,	integrity,	integrity,	= -	= -	showing an
			showing an	showing an	showing an	_	understanding of	understanding of
understanding understanding understanding religious beliefs religious beliefs religious beliefs religious beliefs			understanding	understanding	understanding	religious beliefs	religious beliefs	religious beliefs
of religious of religious of religious in practice in practice in practice			of religious	of religious	of religious	in practice	in practice	in practice
			beliefs in	beliefs in	beliefs in	·	•	Ability to reflect on
practice practice practice personal meaning, per			practice	practice	practice	personal meaning,	personal meaning,	personal meaning,
			• Ability to reflect on	Ability to reflect on	Ability to reflect on	consider the future	consider the future	consider the future
personal meaning, personal meaning, personal meaning, and our vocations, and our vocations, and our vocations,			personal meaning,	personal meaning,	personal meaning,	and our vocations,	and our vocations,	and our vocations,
consider the future consider the future consider the future and respectfully and respectfully and respectfully			consider the future	consider the future	consider the future	and respectfully	and respectfully	and respectfully

		and our vocations, and respectfully communicate with others	and our vocations, and respectfully communicate with others	and our vocations, and respectfully communicate with others	communicate with others	communicate with others	communicate with others
--	--	--	--	--	-------------------------	-------------------------	-------------------------