

RE Curriculum Sequence – Key Stage 4

	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	<p>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.</p> <p>We complete the Eduqas GCSE and the Eduqas A-Level in RE which supports the transition from KS4 to KS5.</p>	Define the key tier 3 vocabulary:	<u>Sin and Forgiveness</u> Absolutism Relativism Eucharist Evangelisation Forgiveness Punishment Salvation Sin <u>Good and Evil</u> Conscience Evil Goodness Free Will Incarnation Natural Law Privation Suffering	<u>Good and Evil</u> Conscience Evil Goodness Free Will Incarnation Natural Law Privation Suffering <u>Origins and Meanings</u> Creation ex nihilo Evolution Imago Dei Inspiration Omnipotence Revelation Stewardship Transcendence	<u>Origins and Meanings</u> Creation ex nihilo Evolution Imago Dei Inspiration Omnipotence Revelation Stewardship Transcendence	<u>Life and Death</u> Death Eternal Life Heaven Hell Judgement Magisterium Resurrection Soul <u>Judaism</u> Synagogue Shekhinah Shabbat Kosher Torah Mitzvot Messiah Covenant	<u>Good and Evil</u> Conscience Evil Goodness Free Will Incarnation Natural Law Privation Suffering <u>Origins and Meanings</u> Creation ex nihilo Evolution Imago Dei Inspiration Omnipotence Revelation Stewardship Transcendence <u>Sin and Forgiveness</u> Absolutism Relativism Eucharist Evangelisation Forgiveness Punishment Salvation Sin	<i>Final preparation for GCSEs</i> <i>GCSE Examinations</i> <i>Dates: TBC</i>
		Recall the knowledge:	Sin and Forgiveness <ul style="list-style-type: none"> What is the difference between a crime and a sin? How do we make moral decisions? Reference to absolute and relative morality 	Good and Evil <ul style="list-style-type: none"> Jesus as a role model and source of authority with reference to the Beatitudes Sources of moral authority: conscience, natural law and the virtues Michelangelo's Pieta – the 	Origins and Meanings <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Arguments for and against euthanasia - Quality of Life - Sanctity of Life The resurrection of Jesus The resurrection of humans (and the soul) Eschatology – judgement, 	See Year 10 curriculum sequence for Origins and Meanings, Sin and Forgiveness and Good and Evil units	

			<ul style="list-style-type: none">• What are the aims of punishment and what are the strengths and weaknesses of each? Retribution, rehabilitation, protection, vindication, reformation• What are the Catholic teachings on forgiveness?• Arguments for and against Capital Punishment• What is salvation and Grace and how do we receive them?• The Life and Death of Jesus: the Paschal Mystery• Is God all-loving? An understanding of atonement and redemption• What is the nature of the Church? With reference to the Four Marks of the Church, salvation through the Church and the Church as the Body of Christ• Why is Mary described as a Model of the Church?	<p>meaning and symbolism</p> <ul style="list-style-type: none">• The importance of pilgrimage with reference to Lourdes• Popular piety and the meaning and use of the rosary in Catholic worship <p>Origins and Meanings</p> <ul style="list-style-type: none">• Origins of the universe: Genesis• Origins of the universe: The Big Bang and Evolution• Links between religious theories and scientific theories• Creation accounts in Genesis• Stewardship and the role of humans on Earth as Imago Dei• The Sanctity of Life and St Catherine of Sienna• Attitudes towards abortion – religious and non-religious responses	<ul style="list-style-type: none">• Symbolism within the Tree of Life Mosaic• Catholic Social Teaching (CST) and human dignity• CAFOD and SVP as examples of Catholic charities• Loving and serving in an interfaith society with interfaith dialogue <p>Review of GCSE course</p> <p>End of Y10 Assessment</p> <p>Review of Judaism course</p>	<p>Heaven, Hell and Purgatory</p> <ul style="list-style-type: none">• The Magisterium and Apostolic Succession• The Second Vatican Council• The Sarcophagus and Jesus’ Passion• The Paschal Candle and the Easter Vigil• Music in the Mass including Faure’s Requiem• Catholic Funerals• Examples of Catholic prayer and why prayer is important <p>A Review of Judaism</p> <ul style="list-style-type: none">• The Nature of God and Shekinah• The Messiah and the Messianic Age• The Abrahamic Covenant and Genesis• Moses’ Covenant and Exodus• Pikuach Nefesh and Abortion• The Afterlife• Ten Commandments and the Mitzvot• Worship in the home and at the synagogue• Features of the Synagogue• The Torah• Keeping Kosher• Brit Milah• Bat and Bar Mitzvahs (and Bat Chayil)		
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			<ul style="list-style-type: none">• Features and architecture of the Church• Initiation sacraments• Healing sacraments• Service sacraments• Mission and Evangelisation: Evangelii Gaudium and religious diversity Good and Evil <ul style="list-style-type: none">• What is the Problem of Evil?• Responses to the Problem of Evil• The Nature of God: His omnibenevolence• 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			<ul style="list-style-type: none">• Jewish marriage and wedding ceremonies• Jewish mourning and funerals• Shabbat beliefs and practices• Rosh Hashannah• Yom Kippur• Sukkot• Passover		
What we want our students to do		Demonstrate excellence in these skills:	Sin and Forgiveness <ul style="list-style-type: none">• To define all key terms• To describe how we make moral decisions• To explain and evaluate the aims of punishment• To explain the importance of	Good and Evil <ul style="list-style-type: none">• To discuss different sources of moral authority• To explain why Jesus is a role model in Christianity• To describe the design and meaning	Origins and Meanings <ul style="list-style-type: none">• To discuss different interpretations of the Bible with a focus on Genesis• To describe the symbolism found within Michelangelo’s	Judaism <ul style="list-style-type: none">• Define all key terms• Describe how Jews Keep Kosher• Describe the ceremony of Brit Milah• Describe the ceremonies of Bat and Bar		

			<p>forgiveness in the Catholic Church</p> <ul style="list-style-type: none">• To analyse and evaluate arguments supporting and opposing capital punishment• To explain the purpose of Jesus incarnation with reference to redemption• To explain the nature of the Church• To discuss the concept of an omnibenevolent God• To describe and explain the features of the church• To discuss the importance of the 7 sacraments• To explain the meaning and importance of evangelism with reference to Evangelii Gaudium <p>Good and Evil</p> <ul style="list-style-type: none">• To define all key terms• To describe the Problem of Evil (inconsistent triad)• To discuss responses to the problem of evil• Tio describe Catholic responses to suffering	<p>behind Michelangelo’s pieta</p> <ul style="list-style-type: none">• To explain the importance of pilgrimage with reference to Lourdes• To explain the meaning and importance of the Rosary in Christian worship <p>Origins and Meanings</p> <ul style="list-style-type: none">• To define all key terms• To explain what Genesis teaches us about creation• To explain the Big Bang theory• To explain the theory of evolution• To discuss whether science and religion can work together• To describe St Catherine of Sienna’s teachings on the concept of Imago Dei• To discuss attitudes towards abortion• To discuss the reliability of the Genesis accounts• To explain the role of humans in Genesis• To explain the importance of stewardship	<p>‘Creation of Adam’</p> <ul style="list-style-type: none">• To describe the symbolism found within the Tree of Life Mosaic• To explain CST and the work of CAFOD and SVP• To discuss the role of religion in society	<p>Mitzvahs (and Bat Chayil)</p> <ul style="list-style-type: none">• Explain the importance of Jewish marriage and what happens in Jewish wedding ceremonies• Explain the Jewish mourning process/periods and what happens at a Jewish funeral• Discuss the importance of Shabbat• Explain the festival of Rosh Hashanah• Explain the festival of Yom Kippur• Explain the festival of Sukkot• Explain the festival of Passover• Discuss and evaluate which of the festivals/celebrations are most important <p>Life and Death</p> <ul style="list-style-type: none">• Define all key terms• To discuss arguments for and against euthanasia with reference to both the Quality of Life and the Sanctity of Life• Explain the importance of the resurrection of Jesus• Explain Catholic beliefs about the		
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			<ul style="list-style-type: none">• To explain Catholic teachings on the Trinity• To discuss the concept of Jesus being fully human and fully divine			<p>resurrection of humans (and the soul)</p> <ul style="list-style-type: none">• Discuss Catholic beliefs and teachings on eschatology – judgement, Heaven, Hell and Purgatory• Explain the role and importance of the Magisterium and Apostolic Succession• Describe what the Second Vatican Council is• Describe the purpose and symbolism of the 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		
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Key assessment questions:			<p>See here for past paper questions: GCSE Religious Studies Edugas</p> <p>There is also a range of practice questions in the revision guides.</p> <p>A questions will always ask you to define one of the 8 key concepts (key words)</p> <ul style="list-style-type: none">• What is meant by...• What do Catholics mean by...• What do Jews mean by... <p>B questions will always ask you to describe</p> <ul style="list-style-type: none">• Aim to describe 3 beliefs/teachings/practices to show your understanding• Include 2 SOW and key words• Aim for 1 paragraph <p>C questions will always ask you to explain</p> <ul style="list-style-type: none">• In component 1 you will be asked to show an understanding of diversity so you'll be asked to 'explain from either Catholic Christianity and Judaism or two Christian traditions...'• Aim to use PEE (Point Evidence Explain) paragraphs as	<p>See here for past paper questions: GCSE Religious Studies Edugas</p> <p>There is also a range of practice questions in the revision guides.</p> <p>A questions will always ask you to define one of the 8 key concepts (key words)</p> <ul style="list-style-type: none">• What is meant by...• What do Catholics mean by...• What do Jews mean by... <p>B questions will always ask you to describe</p> <ul style="list-style-type: none">• Aim to describe 3 beliefs/teachings/practices to show your understanding• Include 2 SOW and key words• Aim for 1 paragraph <p>C questions will always ask you to explain</p> <ul style="list-style-type: none">• In component 1 you will be asked to show an understanding of diversity so you'll be asked to 'explain from either Catholic Christianity and Judaism or two Christian traditions...'• Aim to use PEE (Point Evidence Explain) paragraphs as	<p>See here for past paper questions: GCSE Religious Studies Edugas</p> <p>There is also a range of practice questions in the revision guides.</p> <p>A questions will always ask you to define one of the 8 key concepts (key words)</p> <ul style="list-style-type: none">• What is meant by...• What do Catholics mean by...• What do Jews mean by... <p>B questions will always ask you to describe</p> <ul style="list-style-type: none">• Aim to describe 3 beliefs/teachings/practices to show your understanding• Include 2 SOW and key words• Aim for 1 paragraph <p>C questions will always ask you to explain</p> <ul style="list-style-type: none">• In component 1 you will be asked to show an understanding of diversity so you'll be asked to 'explain from either Catholic Christianity and Judaism or two Christian traditions...'• Aim to use PEE (Point Evidence Explain) paragraphs as you need to explain religious	<p>See here for past paper questions: GCSE Religious Studies Edugas</p> <p>There is also a range of practice questions in the revision guides.</p> <p>A questions will always ask you to define one of the 8 key concepts (key words)</p> <ul style="list-style-type: none">• What is meant by...• What do Catholics mean by...• What do Jews mean by... <p>B questions will always ask you to describe</p> <ul style="list-style-type: none">• Aim to describe 3 beliefs/teachings/practices to show your understanding• Include 2 SOW and key words• Aim for 1 paragraph <p>C questions will always ask you to explain</p> <ul style="list-style-type: none">• In component 1 you will be asked to show an understanding of diversity so you'll be asked to 'explain from either Catholic Christianity and Judaism or two Christian traditions...'• Aim to use PEE (Point Evidence Explain) paragraphs as you need to explain religious	<p>See here for past paper questions: GCSE Religious Studies Edugas</p> <p>There is also a range of practice questions in the revision guides.</p> <p>A questions will always ask you to define one of the 8 key concepts (key words)</p> <ul style="list-style-type: none">• What is meant by...• What do Catholics mean by...• What do Jews mean by... <p>B questions will always ask you to describe</p> <ul style="list-style-type: none">• Aim to describe 3 beliefs/teachings/practices to show your understanding• Include 2 SOW and key words• Aim for 1 paragraph <p>C questions will always ask you to explain</p> <ul style="list-style-type: none">• In component 1 you will be asked to show an understanding of diversity so you'll be asked to 'explain from either Catholic Christianity and Judaism or two Christian traditions...'• Aim to use PEE (Point Evidence Explain) paragraphs as you need to explain religious
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			<p>you need to explain religious beliefs/teachings/attitudes in detail</p> <p>D questions will always begin with a controversial statement and then tell you to ‘discuss this statement showing that you have considered more than one point of view (you must refer to religion and belief in your answer)’</p> <ul style="list-style-type: none">• In Origins and Meanings, you have to include non-religious beliefs (Humanists/Atheists)• Aim to use PEEE (Point Evidence Explain Evaluate) paragraphs as you need to explain religious beliefs/teachings/attitudes in detail and then evaluate the arguments presented to form a judgement• Aim for two agree arguments and two disagree arguments• Write a conclusion to state the strongest argument, to show that you have formed a judgement	<p>you need to explain religious beliefs/teachings/attitudes in detail</p> <p>D questions will always begin with a controversial statement and then tell you to ‘discuss this statement showing that you have considered more than one point of view (you must refer to religion and belief in your answer)’</p> <ul style="list-style-type: none">• In Origins and Meanings, you have to include non-religious beliefs (Humanists/Atheists)• Aim to use PEEE (Point Evidence Explain Evaluate) paragraphs as you need to explain religious beliefs/teachings/attitudes in detail and then evaluate the arguments presented to form a judgement• Aim for two agree arguments and two disagree arguments• Write a conclusion to state the strongest argument, to show that you have formed a judgement	<p>you need to explain religious beliefs/teachings/attitudes in detail</p> <p>D questions will always begin with a controversial statement and then tell you to ‘discuss this statement showing that you have considered more than one point of view (you must refer to religion and belief in your answer)’</p> <ul style="list-style-type: none">• In Origins and Meanings, you have to include non-religious beliefs (Humanists/Atheists)• Aim to use PEEE (Point Evidence Explain Evaluate) paragraphs as you need to explain religious beliefs/teachings/attitudes in detail and then evaluate the arguments presented to form a judgement• Aim for two agree arguments and two disagree arguments• Write a conclusion to state the strongest argument, to show that you have formed a judgement	<p>beliefs/teachings/attitudes in detail</p> <p>D questions will always begin with a controversial statement and then tell you to ‘discuss this statement showing that you have considered more than one point of view (you must refer to religion and belief in your answer)’</p> <ul style="list-style-type: none">• In Origins and Meanings, you have to include non-religious beliefs (Humanists/Atheists)• Aim to use PEEE (Point Evidence Explain Evaluate) paragraphs as you need to explain religious beliefs/teachings/attitudes in detail and then evaluate the arguments presented to form a judgement• Aim for two agree arguments and two disagree arguments• Write a conclusion to state the strongest argument, to show that you have formed a judgement <p>Try to include as many key terms and sources of wisdom as possible</p>	<p>beliefs/teachings/attitudes in detail</p> <p>D questions will always begin with a controversial statement and then tell you to ‘discuss this statement showing that you have considered more than one point of view (you must refer to religion and belief in your answer)’</p> <ul style="list-style-type: none">• In Origins and Meanings, you have to include non-religious beliefs (Humanists/Atheists)• Aim to use PEEE (Point Evidence Explain Evaluate) paragraphs as you need to explain religious beliefs/teachings/attitudes in detail and then evaluate the arguments presented to form a judgement• Aim for two agree arguments and two disagree arguments• Write a conclusion to state the strongest argument, to show that you have formed a judgement <p>Try to include as many key terms and sources of wisdom as possible</p>	<p>beliefs/teachings/attitudes in detail</p> <p>D questions will always begin with a controversial statement and then tell you to ‘discuss this statement showing that you have considered more than one point of view (you must refer to religion and belief in your answer)’</p> <ul style="list-style-type: none">• In Origins and Meanings, you have to include non-religious beliefs (Humanists/Atheists)• Aim to use PEEE (Point Evidence Explain Evaluate) paragraphs as you need to explain religious beliefs/teachings/attitudes in detail and then evaluate the arguments presented to form a judgement• Aim for two agree arguments and two disagree arguments• Write a conclusion to state the strongest argument, to show that you have formed a judgement <p>Try to include as many key terms and sources of wisdom as possible</p>
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Disciplinary Rigour		What makes your subject different to other subjects? What are the expectations for students in your subject area in the Diocesan guidelines?	Understanding: <ul style="list-style-type: none">• Ability to remember, interpret and explain the beliefs of others• Ability to analyse and explain scripture• Ability to understand our own beliefs and the beliefs of others, both religious and non-religious Discerning: <ul style="list-style-type: none">• Ability to form judgements through comparing beliefs, explaining differences and critically evaluating beliefs/teachings/practices Responding: <ul style="list-style-type: none">• Ability to reflect and act with integrity, showing an understanding of religious beliefs in practice• Ability to reflect on personal meaning, consider the future	Understanding: <ul style="list-style-type: none">• Ability to remember, interpret and explain the beliefs of others• Ability to analyse and explain scripture• Ability to understand our own beliefs and the beliefs of others, both religious and non-religious Discerning: <ul style="list-style-type: none">• Ability to form judgements through comparing beliefs, explaining differences and critically evaluating beliefs/teachings/practices Responding: <ul style="list-style-type: none">• Ability to reflect and act with integrity, showing an understanding of religious beliefs in practice• Ability to reflect on personal meaning, consider the future	Understanding: <ul style="list-style-type: none">• Ability to remember, interpret and explain the beliefs of others• Ability to analyse and explain scripture• Ability to understand our own beliefs and the beliefs of others, both religious and non-religious Discerning: <ul style="list-style-type: none">• Ability to form judgements through comparing beliefs, explaining differences and critically evaluating beliefs/teachings/practices Responding: <ul style="list-style-type: none">• Ability to reflect and act with integrity, showing an understanding of religious beliefs in practice• Ability to reflect on personal meaning, consider the future	Understanding: <ul style="list-style-type: none">• Ability to remember, interpret and explain the beliefs of others• Ability to analyse and explain scripture• Ability to understand our own beliefs and the beliefs of others, both religious and non-religious Discerning: <ul style="list-style-type: none">• Ability to form judgements through comparing beliefs, explaining differences and critically evaluating beliefs/teachings/practices Responding: <ul style="list-style-type: none">• Ability to reflect and act with integrity, showing an understanding of religious beliefs in practice• Ability to reflect on personal meaning, consider the future and our vocations, and respectfully	Understanding: <ul style="list-style-type: none">• Ability to remember, interpret and explain the beliefs of others• Ability to analyse and explain scripture• Ability to understand our own beliefs and the beliefs of others, both religious and non-religious Discerning: <ul style="list-style-type: none">• Ability to form judgements through comparing beliefs, explaining differences and critically evaluating beliefs/teachings/practices Responding: <ul style="list-style-type: none">• Ability to reflect and act with integrity, showing an understanding of religious beliefs in practice• Ability to reflect on personal meaning, consider the future and our vocations, and respectfully	Understanding: <ul style="list-style-type: none">• Ability to remember, interpret and explain the beliefs of others• Ability to analyse and explain scripture• Ability to understand our own beliefs and the beliefs of others, both religious and non-religious Discerning: <ul style="list-style-type: none">• Ability to form judgements through comparing beliefs, explaining differences and critically evaluating beliefs/teachings/practices Responding: <ul style="list-style-type: none">• Ability to reflect and act with integrity, showing an understanding of religious beliefs in practice• Ability to reflect on personal meaning, consider the future and our vocations, 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
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