

Core RE Curriculum Sequence – Key Stage 5

Core RE KS5	KS4 National Curriculum prior learning	By the end of the term, students can:	Y12 Term 1	Y12 Term 2	Y12 Term 3	Y13 Term 1	Y13 Term 2
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.	Define the key tier 3 vocabulary:	Solidarity Community Assistive Technology Commitment Social Justice Peer pressure Marriage Holy Spirit Homosexuality Happiness Revelation Messiah Jesus Inspiration	Participation Prayer Leadership Agape God's Word	Peace Forgiveness Vocation Racism Stigma Mental Health The Fall Salvation Tourism Veganism Renewable energy Stewardship	Human rights Dignity Solidarity Community Human Rights Peace Option for the poor	Vocations Ministry Marriage Holy Orders Priesthood Deaconate Bishop Consecrate Equality Asylum Seekers Convent Catholic Social Teachings
		Recall the knowledge:	<u>Topics Explored:</u> <u>Unit 1: Solidarity:</u> Lesson 1-The Community of The Church Lesson 2-Are our relationships in jeopardy? Lesson 3-Is marriage outdated? Lesson 4-Attitudes to social justice Lesson 5-Is social media to blame for issues in society? Lesson 6-Homosexuality and The Church <u>Unit 2: Gods Revelation</u> Lesson 1-The Search for Happiness Lesson 2-The Existence of God Lesson 3-A God Who Speaks Lesson 4-Who is Jesus? Lesson 5-The Holy Spirit and The Church	<u>Topics Explored:</u> <u>Unit 3: Participation</u> Lesson 1-Building a Campaign Lesson 2-Campaign Planning Lesson 3-Making A Campaign Comic Lesson 4-How to Pray Lesson 5-Leading Prayer Lesson 6-Preparing to Act <u>Unit 4: God's Word</u> Lesson 1-The Bible Lesson 2-The Gift of Faith Lesson 3-The Power of Prayer Lesson 4-Finding True Freedom Lesson 5-The Meaning of Love Lesson 6-The Light of Christ <i>Skills relating to the topics studied:</i> <u>Understand</u>	<u>Topics Explored:</u> <u>Unit 5: Peace</u> Lesson 1-Peace Documentary Lesson 2-Forgiveness, Healing and Mission Lesson 3-The Legalisation of Drugs Lesson 4-Christian Vocations Lesson 5-The Problem of evil and racism Lesson 6-Mental Health and Stigma <u>Unit 6: Care for Creation</u> Lesson 1-Human responsibility to save the planet Lesson 2-Creation, The Fall and Salvation Lesson 3-Veganism Lesson 4-Renewable Energy Lesson 5-The impact of travel on our planet Lesson 6-Care for Creation (Art)	<u>Topics Explored:</u> <u>Unit 1: Human Rights and Dignity</u> Lesson 1-Dignity Lesson 2-Dignity of Workers Lesson 3-Option for the Poor Lesson 4-Solidarity and Peace Lesson 5-Community and Participation Lesson 6-Creation Lesson 7-Human Rights: Declaration and Scripture Lesson 8-Peace on Earth and Church Teachings Lesson 9- Presentation Planning Lesson 10- Presentation Preparation and Finalisation Lesson 11-Watch Presentation Lesson 12-Watch Presentation <i>Skills relating to the topics studied:</i> <u>Understand</u>	<u>Topics Explored:</u> <u>Unit 2: Vocations</u> Lesson 1-Vocation, Discernment and Single Life Lesson 2-The Call to Serve Lesson 3-Mariage Lesson 4-Holy Orders: Deaconate, Priesthood and Bishop Lesson 5-Consecrated Religious Life Lesson 6-Guest Speaker and Assessment Preparation <u>Unit 3:</u> Lesson 1-The Social Teaching of The Church Lesson 2-Economic Equality Lesson 3-Asylum Seekers and Refugees Lesson 4-Stacey Dooley: Inside the Convent Lesson 5-How is CST put into action?

			<p>Lesson 6-Divine Spaces Creation</p> <p><i>Skills relating to the topics studied:</i></p> <p><u>Understand</u></p> <ul style="list-style-type: none">• Students should critically reflect and interpret the meaning and significance of various sacred texts and sources of wisdom• Students should examine different legitimate interpretations of sacred texts and sources of wisdom.• They should develop their knowledge and understanding of doctrine, belief, forms of worship and theological concepts, questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments.• Students should demonstrate some understanding of the historical and cultural development of knowledge in each area studied.• Recognise the importance of historical and cultural context, and draw on the work of relevant theologians, philosophers, and scholars. <p><u>Discern</u></p> <ul style="list-style-type: none">• Students should have the opportunity to perceptively discuss different views, leading to developing arguments that are coherent, relevant, and logically structured.• Through these discussions, they form cohesive and reasoned judgements of their own.• They should demonstrate an understanding of the	<p><i>Skills relating to the topics studied:</i></p> <p><u>Understand</u></p> <ul style="list-style-type: none">• Students should critically reflect and interpret the meaning and significance of various sacred texts and sources of wisdom• Students should examine different legitimate interpretations of sacred texts and sources of wisdom.• They should develop their knowledge and understanding of doctrine, belief, forms of worship and theological concepts, questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments.• Students should demonstrate some understanding of the historical and cultural development of knowledge in each area studied.• Recognise the importance of historical and cultural context, and draw on the work of relevant theologians, philosophers, and scholars. <p><u>Discern</u></p> <ul style="list-style-type: none">• Students should have the opportunity to perceptively discuss different views, leading to developing arguments that are coherent, relevant, and logically structured.• Through these discussions, they form	<p>Lesson 6-How is CST put into action?</p> <p><i>Skills relating to the topics studied:</i></p> <p><u>Understand</u></p> <ul style="list-style-type: none">• Students should critically reflect and interpret the meaning and significance of various sacred texts and sources of wisdom• Students should examine different legitimate interpretations of sacred texts and sources of wisdom.• They should develop their knowledge and understanding of doctrine, belief, forms of worship and theological concepts, questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments.• Students should demonstrate some understanding of the historical and cultural development of knowledge in each area studied.• Recognise the importance of historical and cultural context, and draw on the work of relevant theologians, philosophers, and scholars. <p><u>Discern</u></p> <ul style="list-style-type: none">• Students should have the opportunity to perceptively discuss different views, leading to developing arguments that are coherent,
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Key assessment questions:			<p><u>Unit 1: Solidarity</u></p> <p>How are Catholics united through the Church?</p> <p>What affects our relationships with others?</p> <p>What is justice in God’s Kingdom?</p> <p><u>Unit 2: God’s Revelation</u></p> <p>How does God make himself known to us?</p> <p>How did Jesus bring life to earth?</p> <p>What is the role of the Holy Spirit?</p>	<p><u>Unit 3: Participation</u></p> <p>How should prayer be led?</p> <p>What does a successful campaign involve?</p> <p><u>Unit 4: God’s Word</u></p> <p>Why is prayer important?</p> <p>How do we achieve true freedom?</p> <p>Explain how Jesus guides us in our daily lives.</p>	<p><u>Unit 5: Peace</u></p> <p>Discuss what vocation God has for us.</p> <p>Explain how peace is achieved.</p> <p>Why is it important that stigmas are challenged?</p> <p><u>Unit 5: Care for Creation</u></p> <p>Why should we care for creation?</p> <p>What can we do to protect our planet?</p> <p>What lifestyles allows us to care for creation responsibly?</p>	<p><u>Unit 1: Human Dignity</u></p> <p>What is human trafficking and how does it affect the dignity of individuals?</p> <p>‘Working to tackle trafficking is fruitless’. Discuss</p> <p>Why is peace on earth important for a life in heaven?</p>	<p><u>Unit 2: Vocations</u></p> <p>How can we serve God?</p> <p>What vocations exist amongst us?</p> <p>How do we know what God wants for us?</p> <p>Why are service sacraments important for us?</p> <p><u>Unit 3: CST in Action</u></p> <p>How should we put our faith into practice?</p> <p>What is economic equality and is it possible?</p>
Disciplinary Rigour		What makes your subject different to other subjects? What are the expectations for students in your subject area in the Diocesan guidelines?	<p><u>Understanding:</u></p> <p>Students will deepen their understanding by developing the skills to:</p> <ul style="list-style-type: none">Remember and apply the meanings of key texts, beliefs and concepts.	<p><u>Understanding:</u></p> <p>Students will deepen their understanding by developing the skills to:</p> <ul style="list-style-type: none">Remember and apply the meanings of key texts, beliefs and concepts.	<p><u>Understanding:</u></p> <p>Students will deepen their understanding by developing the skills to:</p> <ul style="list-style-type: none">Remember and apply the meanings of key texts, beliefs and concepts.	<p><u>Understanding:</u></p> <p>Students will deepen their understanding by developing the skills to:</p> <ul style="list-style-type: none">Remember and apply the meanings of key texts, beliefs and concepts.	<p><u>Understanding:</u></p> <p>Students will deepen their understanding by developing the skills to:</p> <ul style="list-style-type: none">Remember and apply the meanings of key texts, beliefs and concepts.

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