

Religious Education Curriculum Map 2024-2025

Intent: what does your curriculum aim to achieve? What knowledge and understanding will students have by the time they leave in Y11? What is the structure and narrative underpinning the curriculum?

The RE curriculum intent is to follow the Curriculum Directory/ Religious Education Directory (RED) and uphold the Diocesan requirements of a Catholic school for England and Wales. The KS3 RE Curriculum is a follow on from the KS2 Catholic Programme and assists a smooth transition from KS2 to KS3 to close the gaps in their theological knowledge. We aim to engage learners to continue this journey to KS4, linking to all the areas of transition to seek competence in the specified areas of Catholic Christianity, Ethics and Philosophy and Judaism. Furthermore, this curriculum will support the vision and mission of Salvatorian College and the wider Catholic community to embed a curriculum where all students will flourish spiritually, socially, morally and culturally. Thereto, we aim to incorporate the Fundamental British Values and embed kindness and empathy throughout our curriculum. In using the Fundamental British Values, students will be employed throughout each lesson to encourage fair and equal viewpoints by where our learners are motivated by respect. We aim for this curriculum to cater for the whole person to be rich in more than just knowledge (driven from beliefs and teachings) but we wish for our students to experience our curriculum, one of practice that is inspired by Christ but motivated by love, love of all the common good through the inspiration of the Holy Spirit and Jesus as recorded in the scriptures. We aim for our curriculum to instil creative energy to all learners and for learning to take place through Art and Music. We aim for learners to be leaders of knowledge and respect and models that will choose to put this into practice into the community where social injustice is involved. It is our intention that learners are passionate and excited to be in lessons and live life to the full by achieving their very best. Learners will further have the opportunity to participate in retreats and to reflect and contemplate on their vocation and their call to attain sainthood.

Structure and Delivery

As required by the RED, RE comprises:

10% of curriculum time in Years 7–11 and 5% in the sixth form.

A rigorous academic approach, linking faith with other disciplines like science, history, and the arts.

The Key Stage 3 curriculum aligns with the Religious Education Directory (RED) and the Curriculum Directory, introducing students to essential Catholic Christian concepts to deepen their knowledge and understanding. It equips students with the necessary skills to critically analyse the relevance of sources in context, assess the value of various religious interpretations, and effectively present evidence to support their arguments

The Key Stage 4 Curriculum enables GCSE pupils to have a solid knowledge of Catholic Christianity including Pneumatology, Christology, Soteriology, Eschatology, Exegesis, Philosophy, Ethical and Moral issues as well as architecture, forms of worship and drama. Pupils will also study Jewish Eschatology, the Tenakh, Talmud as well as key moral issues such as Pikuach Nefesh and Jewish Worship.

The Key Stage 5 Core Curriculum builds on the foundations of Christian and Abrahamic teachings, focusing on practical applications. It raises awareness of real-world issues, like human trafficking, and promotes solutions rooted in Church teaching, integrating faith with action to address contemporary challenges.

The Key Stage 5 curriculum includes AS and A-Level Religious Studies, exploring philosophical arguments for the existence of God, ethical theories, applied ethics, and biblical studies. It equips students with the knowledge, critical thinking, and analytical skills needed to excel academically.

Outcomes

The curriculum develops religiously literate, reflective, and morally engaged students who think theologically and critically, live out their faith, and contribute to the common good.

Term	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Year 7	<p><u>TOPIC 1:</u></p> <p><u>CREATION AND COVENANT</u></p> <p>What to Catholics believe about God? What is revelation? How can people know God? The creation accounts in Genesis. What Creation teaches us about God? Artwork inspired by creation Is there conflict between religion and science? Stewardship Catholic Social Teaching What is environmental ethics?</p>	Assessment 1	<p><u>TOPIC 2:</u></p> <p><u>PROPHECY AND PROMISE</u></p> <p>What is special revelation? How should we understand the Bible? How Christians navigate the bible How to make sense of scripture The relationship between sacred scripture and sacred tradition How do Christians show reverence for the Bible? How the Bible is used in prayer and worship? How has the bible influenced the lives of people?</p>	Assessment 2	<p><u>TOPIC 3:</u></p> <p><u>GALILEE TO JERUSALEM</u></p> <p>Who is Jesus? What is the incarnation? What is meant by Son of God? What is meant by the Holy Trinity? What is a heresy? What is meant by "Christ", "Messiah" and "Son of David"? What is meant by Lord? What is meant by "Son of Man"? How is the Mass a trinitarian expression of lex orandi and lex credenti? How is Jesus a model of holiness?</p>	<p><u>TOPIC 4:</u></p> <p><u>DESERT TO GARDEN</u></p> <p>The connection between Passover and the Last supper What is the Paschal mystery? What are the sacraments and why are they important to Catholics? How is the Mass structured? Why is the Eucharist important to Catholics and how is this demonstrated? Adoration of the blessed sacrament How the Eucharist impacts the lives of Catholics? Different Christian beliefs about the Eucharist Persecution of Christians</p>	Assessment 3	<p><u>TOPIC 4:</u></p> <p><u>TO THE ENDS OF THE EARTH</u></p> <p>The Holy Spirit The Nicene Creed Luke's Gospel Pentecost Symbols of the Holy Spirit Artistic expression of the Holy spirit What do Catholics mean by 'the Church'? The Sacrament of Confirmation The gifts and fruit of the Holy Spirit The Catholic Charismatic movement</p>	<p><u>TOPIC 6:</u></p> <p><u>ISLAM</u></p> <p>Introduction Core Beliefs Different types of Muslims Developments of Islam Prophet Muhammad (p.b.u.h) Sources of Authority Five Pillars Practices</p>
	<p><u>TOPICS 1:</u></p> <p><u>CREATION AND COVENANT</u></p> <p>The consequences of the Fall - Sin The Sacrament of Baptism What is freedom? What is a covenant? The Covenant of Sinai The relevance of the Ten Commandments today Conscience Impact of Conscience and famous Christians who have followed their conscience.</p>		Assessment 1		<p><u>TOPIC 2:</u></p> <p><u>PROPHECY AND PROMISE</u></p> <p>The nature of prophecy in the Bible How are prophets called? How do the prophecies point to Christ? Jesus as the messianic hope of Israel in the threefold office of priest, prophet and king? How do lay people participate in the threefold office of priest, prophet and king? Oscar Romero Common prophetic themes Use of prophetic text in Advent Liturgies Popular Advent devotions</p>	Assessment 2		<p><u>TOPIC 3:</u></p> <p><u>GALILEE TO JERUSALEM</u></p> <p>The Kingdom of God How Jesus treated outcasts in society First century Jewish lands and its peoples Parables Miracles Miracles today The Sacrament of Healing</p>	<p><u>TOPIC 4:</u></p> <p><u>DESERT TO GARDEN</u></p> <p>Suffering in the world The Old Testament on suffering (Job). The Church on suffering The suffering of Jesus Lenten practices to become more like Jesus Lent around the world How Catholics commemorate the Triduum? The sacrament of Reconciliation Catholics response to Suffering</p>

Year 9	<u>TOPIC 1: THE NATURE OF GOD</u> What is God like? Old Testament and New Testament Trinity The Design Argument The cosmological argument Challenges: The Problem of Evil	<u>TOPIC 2: WAR, CONFLICT AND RECONCILIATION</u> Conflict & War Nuclear War (Hiroshima) Just War Theory Pacifism Reconciliation	<u>TOPIC 3: ETHICS</u> Conscience Moral Formation Sin Moral Dilemmas Natural Law Theory Sanctity of life Abortion Euthanasia	<u>TOPIC 4: PREJUDICE, DISCRIMINATION & SOCIAL HARMONY</u> What is Prejudice & Discrimination? XN teachings on equality Racism Sexism Human Rights Social Justice Wealth and Poverty	<u>TOPIC:5 VOCATION</u> Vocation Discernment Laity Religious – Contemplative/Active Ordination Marriage & Relationships	<u>TOPIC 6: JUDAISM</u> Introduction Beliefs Sources of Authority (13 Principles) Moral Principles Abraham and Moses Judaism in 20 th century (Holocaust & Zionism)
	<u>JUDAISM (BELIEFS AND TEACHING)</u> The Almighty The Shekhinah The Messiah The Covenant at Sinai The Covenant with Abraham The Sanctity of Life Moral Principles and the Mitzvots Life and Death	<u>JUDAISM (PRACTICES)</u> Public Acts of Worship The Tenakh and Talmud Private Prayer The Shema and The Amidah Ritual and Ceremony Shabbat Festivals Features of the Synagogue	<u>CATHOLIC CHRISTIANITY (BELIEFS AND TEACHINGS)</u> The Trinity Trinity in The Bible Creation Creation and The Nature If Humanity The Incarnation The Paschal Mystery The Significance of the Pascal Mystery Eschatology	<u>CATHOLIC CHRISTIANITY (PRACTICES)</u> The Sacramental Nature of Reality Liturgical Worship The Funeral Rite Prayer Forms of Popular Piety Pilgrimage Catholic Social Teaching Catholic Mission and Evangelism	<u>CATHOLIC CHRISTIANITY (SOURCES OF WISDOM)</u> The Bible Interpretation of The Bible The Magisterium The Second Vatican Council The Church as The Body of Christ The Four Marks of the Church Mary as a Model of the Church Personal and Ethical Decision Making	<u>FORMS OF EXPRESSION AND WAYS OF LIFE</u> Catholic Church Architecture Catholic Church Features Sacred Objects Artwork In Catholicism Sculptures and Statues Symbolism and Imagery In Religious Art Drama Music in Worship

<p>Year 11</p>	<p><u>PHILOSOPHY AND ETHICS (RELIGIOUS TEACHINGS ON RELATIONSHIPS AND FAMILIES IN THE 21ST CENTURY)</u></p> <p>Marriage</p> <p>Sexual Relationships</p> <p>The Family</p> <p>Support for The Family</p> <p>Family Planning</p> <p>Divorce, Annulment and Remarriage</p> <p>Equality of Men and Women in The Family</p> <p>Gender Prejudice and Discrimination</p>	<p>Mock Exam 1</p>	<p><u>Revision</u></p> <p><u>PHILOSOPHY AND ETHICS (ARGUMENTS FOR THE EXISTENCE OF GOD)</u></p> <p>Revelation</p> <p>Visions</p> <p>Miracles</p> <p>Religious Experiences</p> <p><u>Revision</u></p>	<p>Mock Exam 2</p>	<p><u>PHILOSOPHY AND ETHICS (ARGUMENTS FOR THE EXISTENCE OF GOD)</u></p> <p>The Design Argument</p> <p>Cosmological/ Causation Argument</p> <p>The Existence of Suffering</p> <p>Solutions to The Problem of Suffering</p> <p><u>Revision</u></p> <p><u>Exam technique</u></p>	<p><u>Revision</u></p> <p><u>Judaism -BELIEFS AND PRACTICES</u></p>	<p>Mock Exam 3</p> <p>Revision</p> <p>Final Exams begin in May</p> <p>Catholic Christianity 50%</p> <p>Judaism – 25%</p> <p>Philosophy and Ethics- 25%</p>
<p>Year 12 AS</p>	<p><u>PHILOSOPHY</u></p> <p>Philosophical Language</p> <p>The cosmological argument</p> <p>Ontological argument</p> <p>Design argument</p> <p>The problem of evil</p>		<p><u>Ethics</u></p> <p>Ethical issues including: environment, equality, war and peace</p> <p>Ethical Theory including: Situation ethics, Utilitarianism and Natural moral law</p>		<p><u>Ethics and philosophy revision</u></p> <p><u>Mocks</u></p> <p>Completion od ethical issue of sexual ethics</p>	<p><u>Biblical studies</u></p> <p>Prophecy regarding the Messiah</p> <p>The Prologue in John</p> <p>Titles of Jesus in the synoptic gospels and selected 'I am' sayings in John</p> <p>Miracles and signs</p> <p>Interpreting the text and authorship</p>	<p>3, 1hour exams in May/ June</p> <p><u>A-level Philosophy</u></p> <p>Religious language</p>

<p>Year 12 Core</p>	<p><u>Catholic social teaching</u> Human dignity Solidarity Option for the poor Peace Dignity of workers Subsidiarity Care for Creation</p>	<p><u>Human trafficking</u> Explore issues of human trafficking in light of CST on Dignity.</p> <p>Dignity of Workers Human trafficking in light of CST on the preferential option for the poor.</p> <p>Explore issues of human trafficking in light of CST on Community and Participation.</p> <p>Explore issues of human trafficking in light of Catholic Social Teaching on Creation.</p> <p>To assess pupils understanding of the unit through the essay 'Working to tackle human trafficking is fruitless' Discuss.</p>	<p><u>Charity</u> Understanding the religious reasons to be charitable and the importance of charity in Catholicism.</p> <p>Practical unit of living out faith – running Charity, campaigning creating awareness of issue and resources</p>	<p><u>Islamic Studies</u> Explore Key Beliefs in Islam, including; The nature of Allah, prophets, holy books, angels, Akirah, Explore key practices of Islam including the 10 obligatory acts the 5 pillars and the celebration of id-ul-Adha</p>	<p><u>Religion and Science</u> Science and the Catholic Faith- Is there a conflict?</p> <p>Creatio ex Nihlio- Can the universe be created from nothing?</p> <p>Evolution- is the theory of evolution compatible with the Catholic faith?</p> <p>Contingent and necessary existence- does the universe need a creator?</p> <p>Awe and Wonder- why do we feel awe? What are its effects?</p> <p>Assessment- Are science and faith compatible?</p>
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