

## Religious Studies at De La Salle

SUBJECT FOCUS	INTENT
Overall curriculum intent	<p>The RE department at De La Salle School is committed to recognising, valuing and educating every individual in their care as special and unique, created in God's own image and likeness. Saint Pope John Paul II described RE in a Catholic school as the "core of the core curriculum." The special role of Religious Education in the curriculum of a Catholic school enables the school to fulfil its mission to educate the whole person.</p> <p>The Religious Education Directory is clear that the aims of Religious Education are:</p> <ul style="list-style-type: none"> <li>• The systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life.</li> <li>• To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.</li> <li>• To present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society.</li> <li>• To give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own.</li> <li>• To develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture</li> <li>• To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith</li> <li>• To enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum</li> </ul> <p>De La Salle's greatest message to his first teachers was to develop the spirit of religion in the souls of their pupils. He also believed that everything learned in life must be functional, in that one would be able to use the knowledge later in life. In his teachings, he emphasised a practical approach to all subjects. To this end, we aim to enable all learners and stakeholders to understand religious principles and be able to apply them in a variety of familiar and unfamiliar contexts from around the world both religious and secular. This will allow students to share what they have learned with their parents, extending their knowledge further. Through this intent, we continue to carry out St Jean Baptiste De La Salle's mission to teach minds and touch hearts.</p>
Literacy & oracy	To fully develop the literacy skills of our students to comprehend both religious vocabulary and frequently used command words. To implement oracy across the curriculum.
Skills	The Religious Education Directory identifies three "ways of knowing" that pupils should develop as they progress through school: to understand, to discern, and, to respond. Students must know something, critically assimilate it and put it into practice.
Cumulative learning	<p>The Key Stage Three curriculum beginning in Year 7 has six branches and is rooted in the narrative of salvation history. It will lead pupils on a journey and gives a sequence to the learning. As they revisit each branch in each year of school they come to a deeper understanding of its significance for Catholic belief and practice. This will enable them to begin their GCSE course with the foundational knowledge necessary for exam success.</p> <p>Currently, Year 8 and 9 are following the old scheme of learning. This follows a different model that began in year 7 with meeting God. In Year 8 they grow in wisdom of God. In Year 9 they consider how to live happy and meaningful lives guided by the faith and reason they discovered in Year 7 and 8. Whilst the model is different the end result is the same: secure foundational knowledge of the Catholic faith, the opportunity to learn from other worldviews, and, the skills needed for exam success at GCSE.</p>
Culture	To develop greater links with the local community to enhance the Catholic life of the school and to facilitate the teaching of Religious Education. To inspire students for the challenges of life that are beyond De La Salle.

## Curriculum Topics and Sequencing

### Year 7

The KS3 curriculum has six branches and is rooted in the narrative of salvation history and leads people on a journey of each year of schooling that gives a sequence to their learning. The Religious Education Directory has created six knowledge lenses which set out the object of study for pupils. The lenses include four for the study of Catholicism: Hear (scripture); Believe (Church teaching); Celebrate (liturgy and prayer); Live (Catholic social teaching); and two for the study of other religions and worldviews: Dialogue (pluralistic world); Encounter (study of other religions). As students progress through the curriculum they will develop three main skill areas or, ways of knowing: understanding, discernment and response. These knowledge lenses and ways of knowing will be present throughout the key stage three curriculum.

Autumn	Spring	Summer
<p style="text-align: center;"><b>UNIT 1: CREATION AND COVENANT</b> To learn about beliefs about the origin of the universe and their influence on how they treat the world.</p> <p style="text-align: center;">How do we know God? How should we read the Bible? What does Genesis 1 teach about creation? What does Genesis 2 teach about creation? <i>ASSESSED TASK</i> What are the scientific theories about creation? What do Catholics believe about scientific theories about creation? What makes humans different to the rest of creation? Can art help Catholics understand creation? What is our responsibility to others? What is our responsibility to the world? <i>ASSESSED TASK</i> What can we do to protect creation? What can we learn from Sister Dorothy Stang?</p> <p style="text-align: center;"><b>UNIT 2: PROPHECY AND PROMISE</b> To learn about the nature and importance of the Bible and how scripture is used in prayer and worship</p> <p style="text-align: center;">How do you navigate the Bible? Why is the Bible read in translation? How is the Bible a library of books? What connects the Hebrew Bible and the Old Testament? Why is the Old Testament important for Catholics? <i>ASSESSED TASK</i> What does it mean that scripture is inspired? What is sacred scripture and sacred tradition? How are scripture, tradition and the magisterium connected? How do Catholics use scripture in the Mass? How is scripture used in prayer? <i>ASSESSED TASK</i> How does the Book of Kells reflect the meaning of scripture? What are biblical idioms?</p>	<p style="text-align: center;"><b>UNIT 3: GALILLEE TO JERUSALEM</b> To learn about the Trinity and specifically the person of Jesus Christ: the Son of God and the Son of Man</p> <p style="text-align: center;">What is the Incarnation? Who is Jesus, the Son of God? What did Arius teach about Jesus? Who is Jesus, the Son of Man? Who is Jesus, the Christ and Son of David? <i>ASSESSED TASK</i> Who is Jesus, the Lord? What is the Trinity? How does Catholic worship reflect belief in the Trinity? What can Catholics learn from Rublev's <i>Trinity</i>? How is Jesus the perfect human being? <i>ASSESSED TASK</i> Who was Father Mychal Judge? Can businesses act selflessly?</p> <p style="text-align: center;"><b>UNIT 4: DESERT TO GARDEN</b> To learn about the nature and importance of the Paschal Mystery and the importance of the Eucharist today</p> <p style="text-align: center;">What is the Paschal Mystery? What are the sacraments of the Church? Why was the Last Supper so important? What is the Eucharist? Why are there many names for the Eucharist? <i>ASSESSED TASK</i> How is Jesus present in the Eucharist? Why is the Mass called a sacrifice? Why is the structure of the Mass important? What can art teach us about the Eucharist? What do different Christians believe about the Eucharist? <i>ASSESSED TASK</i> How do processions of the Blessed Sacrament honour Jesus? How can we respond to world hunger?</p>	<p style="text-align: center;"><b>UNIT 5: TO THE ENDS OF THE EARTH</b> To learn about the nature and importance of the Holy Spirit as well as the Sacrament of Confirmation</p> <p style="text-align: center;">Who was St. Luke? Who is the Holy Spirit? What role did the Holy Spirit play in Jesus' life? What is the story of Pentecost? Why is Pentecost important? How is Pentecost shown through art? <i>ASSESSED TASK</i> How is Pentecost celebrated in different countries? What does the Church teach about the Holy Spirit? What is the Church? <i>ASSESSED TASK</i> What is the Sacrament of Confirmation? Why is the Sacrament of Confirmation important? How should we live?</p> <p style="text-align: center;"><b>UNIT 6: DIALOGUE AND ENCOUNTER</b> To learn about the nature and importance of the councils of the Church and ecumenism To learn about religion with an in-depth study of the Sanatana Dharma (Hindusim)</p> <p style="text-align: center;">How have councils been important in the Church? What happened at the Council of Jerusalem? Why are there so many Christian denominations? What is ecumenism? <i>ASSESSED TASK</i> What is the Trimurti? What about creation? What do they believe about life and death? What is Dharma? What does worship look like? <i>ASSESSED TASK</i> How is birth celebrated? Why are festivals important?</p>

**Year 8**

**Autumn**

**Spring**

**Summer**

**UNIT 1: CREATION AND COVENANT**

To learn about the origin of sin and the importance of law and conscience.

What is the story of the Fall?  
What is the meaning of the Fall?  
What is sin?

**ASSESSED TASK**

What is the Sacrament of Baptism?  
Who should be baptized?  
Why are God's commands so important?  
How do artists depict Moses?  
Why have rules in the first place?  
What is conscience?  
**ASSESSED TASK**  
Who was Sophie Scholl?

**UNIT 2: PROPHECY AND PROMISE**

To learn about the role of prophets and prophecy in the Old Testament and the life of Jesus.

What is a prophetic text?  
How does Jeremiah fulfil the prophetic pattern?  
Why do prophecies contain calls to repentance?  
**ASSESSED TASK**  
How do prophecies call for care of the poor?  
Why do prophecies criticise external religion?  
Why do prophecies make warnings and promises?  
What does the Church teach about superstition?  
How are images and parables used in prophecies?  
How do prophecies show God as a judge of all nations?  
**ASSESSED TASK**  
Why is John the Baptist important?  
How are lay people called to be witnesses of Christ?  
How is Advent connected to prophecy?  
How do Christmas carols reflect prophetic messages?

**UNIT 3: GALILLEE TO JERUSALEM**

To learn about the meaning and importance of Jesus' miracles and parables.

How should we read scripture?  
What is the Kingdom of God?  
How does art express the Kingdom of God?  
**ASSESSED TASK**  
Who did Jesus encounter in his ministry?  
How did Jesus treat marginalised people?  
How did Jesus reach out to gentiles and women?  
Why are Catholics called to help in the refugee crisis?  
What are parables?  
What did Jesus' parables teach about eschatology?  
**ASSESSED TASK**  
What were the miracles of Jesus?  
What did Jesus' miracles over sickness reveal?  
How does Jesus' ministry call us to enter the kingdom?  
What is the Anointing of the Sick?  
How did Father Damien of Molokai serve others?

**UNIT 4: DESERT TO GARDEN**

To learn about Catholic beliefs about suffering and beliefs and practices during Lent and Easter

Why do we suffer?  
Is there a meaning to suffering?  
Why does God allow suffering?  
**ASSESSED TASK**  
Why is Jesus called the suffering servant?  
Why did God allow Jesus to suffer?  
How is the crucifixion shown through art?  
How do Christians prepare during Lent?  
What is the Easter Triduum?  
**ASSESSED TASK**  
What is the Sacrament of Reconciliation?  
Why is the Sacrament of Reconciliation important?  
Who are Margaret and Barry Mizen?

**UNIT 5: TO THE ENDS OF THE EARTH**

To learn about the meaning and importance of the Resurrection and what happens at the end of a person's life.

What does the Bible say about the Resurrection?  
What is the significance of the empty tomb?  
How did the disciples react to the Resurrection?  
**ASSESSED TASK**  
What is the central truth of Christian faith?  
How can art teach about the Resurrection?  
Do humans have a soul?  
What happens at the end of human life?  
Why is baptism necessary?  
Is the Catholic belief in purgatory biblical?  
**ASSESSED TASK**  
What are Catholic funeral rites?  
How do Christian funeral traditions differ?

**UNIT 6: DIALOGUE AND ENCOUNTER**

To learn about the nature and importance of Second Vatican Council.  
To learn about religion with an in-depth study of Buddhism.

Why was the Second Vatican Council important?  
Why is *Ecclesiam Suam* important?  
Is there more than one Catholic Church?  
What is the Ukrainian Greek Catholic Church?  
**ASSESSED TASK**  
Who was the Buddha?  
What are the four noble truths?  
What is the eightfold path?  
How do Buddhists understand life and death?  
Why is prayer important?  
**ASSESSED TASK**  
What is the role of pilgrimage?  
How diverse is Buddhism today?

**Year 9: Happiness**

Year 9 complete a programme of study based on the old Curriculum Directory produced by the Bishops of England and Wales. Through Year 7 and 8 students have connected with God and come to know God. In Year 9 they find out what it means to truly live a happy life. They begin with a study of happiness looking at Biblical accounts as well as learning about the problem of evil and how Christians have responded to the problem. They go on to look at how they might have happy relationships with others and with their own bodies. Next they have the opportunity to study ethical theory as a means to being happy and apply these theories to issues such as abortion and euthanasia. Students then go on to think about how they might build a happy world for others in a unit centred around the six works of mercy. In the final term students will learn about how happiness is found through another religion with an in-depth study of Islam.

Autumn	Spring	Summer
<p align="center"><b>WHAT IS HAPPINESS?</b></p> <p><b>To understand Christian ideas about living a happy life with reference to the Bible and to the Problem of Evil</b></p> <p align="center">What is happiness? The Ten Commandments The Beatitudes The story of Job Maximilian Kolbe Anne Frank The problem of evil Christian responses to the problem of evil Buddhist responses to suffering Dealing with unhappiness</p> <p align="center"><i>ASSESSMENT 1</i></p> <p align="center"><b>HAPPINESS AND ME</b></p> <p><b>To understand how they might have a happy relationship with others and with their own body</b></p> <p align="center">What is a happy relationship? What did St. Paul teach about relationships? Why can sex be harmful to happiness? What about sex before marriage? Why is marriage important? What about body image? The media and my self-esteem</p> <p align="center"><i>ASSESSMENT 2</i></p>	<p align="center"><b>BUILDING A HAPPY WORLD</b></p> <p><b>To learn how to build a happy world for others in a unit centred around the six works of mercy</b></p> <p align="center">What are the six works of mercy? How does the Church help prisoners? How does the Church help the sick? How does the Church help asylum seekers? How does the Church help those in poverty? How does the Church bring communities together? Why should we be peacemakers? Why is forgiveness important? What is the Sacrament of Reconciliation? Who was Oscar Romero?</p> <p align="center"><i>ASSESSMENT 3</i></p> <p align="center"><b>ISLAM</b></p> <p><b>To understand the beliefs and practices of another religion with an in-depth study of Islam with an in-depth study of Islam</b></p> <p align="center">How did Islam begin? Who was Muhammad? What do Muslims believe about God? What is the Qur'an? What's the difference between Shi'a and and Sunni? What is Hajj? Why is prayer important? What about sawm? What is Zakat? What is Jihad really all about?</p> <p align="center"><i>ASSESSMENT 4</i></p>	<p align="center"><b>GCSE BEGINS</b></p> <p><b>At GCSE we follow the EDUQAS Religious Studies B course. We begin with</b></p> <p align="center"><b>COMPONENT 1: FOUNDATIONAL CATHOLIC THEOLOGY</b></p> <p align="center"><b>THEME 1: ORIGINS AND MEANING</b></p> <p align="center">The origins of the universe The big bang theory and the theory of evolution The sanctity and value of human life Humanist views on the value of life Creation in Genesis 1 and 2 Catholic and Humanist views on caring for the environment Revelation and inspiration in the Bible Michelangelo's <i>Creation of Adam</i> Symbolism in the <i>Tree of Life</i> mosaic Catholic Social Teaching Role of the Catholic Church in interfaith dialogue Work of CAFOD and the SVP</p> <p align="center"><i>ASSESSMENT</i></p>

**GCSE: Eduqas Religious Studies B**

Students in Years 10 and 11 follow the Eduqas Religious Studies B course. This specification includes contemporary and philosophical topics such as the origins of the universe, the problem of evil, and crime and punishment. Students then have the opportunity to study the beliefs, practices and expressions of Judaism.

However, pupils also gain a deeper insight into the Catholic faith studying such topics as the Trinity, creation, the life of Jesus, Sacraments, prayer and worship, pilgrimage, and Catholic social teaching.

As a result, the course asks students to consider various challenges to the Catholic faith and the Church's moral teaching. From this enquiry, pupils will search their own conscience and be equipped to articulate their personal faith or worldview. Moreover, they will also have the critical thinking skills and the knowledge to follow their own vocation with confidence.

**Year 10**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b>COMPONENT 1: FOUNDATIONAL CATHOLIC THEOLOGY</b>  <b>THEME 2: GOOD &amp; EVIL</b></p> <p>The Trinity                      The Incarnation                      The origin of evil                      God's goodness                      Catholic responses to the problem of evil                      Catholic responses to suffering                      Jesus as a moral authority                      Natural Law and development of virtues                      Catholic sculptures and statues                      Michelangelo's <i>Pieta</i>                      Pilgrimage to Lourdes                      The rosary</p> <p><i>ASSESSMENT</i></p>	<p><b>COMPONENT 3: JUDAISM BELIEFS</b></p> <p>The Nature of God, One, Creator, Law Giver and Judge                      The Shekhinah                      The Messiah                      The covenant with Abraham                      The covenant with Moses at Sinai                      Pikuach Nefesh                      The Mitzvot                      Beliefs about the afterlife</p> <p><i>ASSESSMENT</i></p> <p><b>COMPONENT 3: JUDAISM PRACTICES</b></p> <p>The nature of God: One, Creator, Law Giver, Judge                      The Shekhinah                      The Messiah                      The covenant with Abraham                      The covenant with Moses at Sinai                      Pikuach Nefesh                      The mitzvot                      Beliefs about the afterlife</p> <p><i>ASSESSMENT</i></p>	<p><b>COMPONENT 2: APPLIED CATHOLIC THEOLOGY</b>  <b>THEME 3: LIFE AND DEATH</b></p> <p>Catholic beliefs about the meaning of death and dying well                      Catholic beliefs about resurrection                      Eschatology                      Alternative views on life after death                      The debate about the right to die</p> <p><b>REVISION AND SUMMER EXAMS</b></p>

Year 11

Autumn

Spring

Summer

**COMPONENT 2: APPLIED CATHOLIC THEOLOGY  
THEME 3: LIFE AND DEATH**

The Magisterium  
The Second Vatican Council  
Christian sarcophagi  
The Paschal candle  
Music in liturgy  
The funeral rite and praying for the dead  
Prayer

*ASSESSMENT*

**COMPONENT 2: APPLIED CATHOLIC THEOLOGY  
THEME 4: SIN AND FORGIVENESS**

Crime, sin, morality and punishment  
Christian teachings on forgiveness  
Catholic teaching on capital punishment  
Arguments for/ against capital punishment

**MOCKS**

**COMPONENT 2: APPLIED CATHOLIC THEOLOGY  
THEME 4: SIN AND FORGIVENESS**

Catholic beliefs about salvation  
Catholic beliefs about hell  
The nature of the Church  
The Church and salvation  
Features of a church building  
The Sacraments  
Evangelisation  
Evangelising in Britain

**MOCKS**

**REVISION AND SUMMER EXAMS**