

Religious Studies at De La Salle

SUBJECT FOCUS	INTENT
Overall curriculum intent	<p>The RE department at De La Salle School are 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 Catholic Education Service states that the purpose of the Catholic school is to “help parents, parishes and teachers to hand on the deposit of faith in its fullness to a new generation of young people so that they may come to understand the richness of the Catholic faith and thereby be drawn into a deeper communion with Christ and his Church.” The RE department at De La Salle School strive for each student in their care to leave the school with an extensive knowledge of the Bible and the teachings of the Church, with a firm understanding that they are a loved child of God, called to live out the Christian faith in the wider world as a disciple of Christ.</p> <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.</p> <p>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	To develop students’ skills as theologians, philosophers and social scientists.
Cumulative learning	To continuously aim for sustained academic progress in the external examinations.
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: Spirituality

A person's spirituality is their particular way of connecting with something greater than themselves. It involves a particular set of values and goals. Year 7 will begin with a study of the LaSallian community so that they can understand something of the spirituality that underpins De La Salle School. They will then go on to learn some of the foundational beliefs and practices of the Christian community. Christian spirituality involves a deep connection and relationship with God and so the students will learn about connecting with God through the Bible, prayer, nature and science, church architecture, and, art. Students will go on to learn about how this spirituality is experienced by other religious groups as well as non-religious groups. Finally, students will have the opportunity to learn about the spirituality of another faith with an in-depth study of the Sanatana Dharma (Hinduism).

Autumn	Spring	Summer
<p style="text-align: center;">THE LASALLIAN COMMUNITY</p> <p>To understand the spirituality that underpins De La Salle school</p> <p>Who was St. John Baptiste De La Salle? What are the five principles? What is our school mission statement? What is the chaplaincy? What can I bring to the community?</p> <p style="text-align: center;">ABC CATHOLICISM</p> <p>To understand the basics of Catholic spirituality</p> <p>How did Christianity begin? What is the Trinity? What is the Liturgical Calendar? What are the Sacraments? Why is Mass so important? What is the Bible? What is Catholic Social Teaching?</p> <p style="text-align: center;"><i>ASSESSMENT 1</i></p> <p style="text-align: center;">THE HOLY SPIRIT</p> <p>To learn more about the third person of the Holy Trinity and how Catholics meet the Spirit in Confirmation</p> <p>What is spirituality? Who is the Holy Spirit? What are the gifts of the Holy Spirit? What are the fruits of the Holy Spirit? Why is the Sacrament of Confirmation important?</p> <p style="text-align: center;"><i>ASSESSMENT 2</i></p>	<p style="text-align: center;">PRAYER: THE PRESENCE OF GOD</p> <p>To understand the importance of prayer in Catholic spirituality as a means of connecting with God</p> <p>What is prayer? How did Jesus pray? What are some objects of devotion? What about the psalms? How is music used in prayer? What is the Lectio Divina? What about meditation?</p> <p style="text-align: center;"><i>ASSESSMENT 3</i></p> <p style="text-align: center;">FINDING GOD IN THE WORLD</p> <p>To understand the importance of creation, scientific endeavour, art and architecture to a fully developed Catholic spirituality</p> <p>How did God create the world? What is stewardship? How can science and nature connect us to God? Why is Church design important? What about stained-glass windows? What are triptychs? Can other buildings connect us to God? How have people represented Jesus?</p> <p style="text-align: center;"><i>ASSESSMENT 4</i></p>	<p style="text-align: center;">BEING SPIRITUAL PEOPLE</p> <p>To learn how spirituality is lived out on a local, national and international level</p> <p>What are Christian values? Who has lived out these values? What have the prophets taught about poverty? What did Jesus teach about poverty? How do local churches support those in poverty? How does CAFOD support those in poverty?</p> <p style="text-align: center;"><i>ASSESSMENT 5</i></p> <p style="text-align: center;">SANATANA DHARMA (HINDUISM)</p> <p>To learn about the spirituality of another religion with an in-depth study of the Sanatana Dharma (Hindusim)</p> <p>What is the Trimurti? Who was Ganesh? What about creation? What do they believe about life and death? What is Dharma? What does worship look like? How is birth celebrated? Why are festivals important?</p> <p style="text-align: center;"><i>ASSESSMENT 6</i></p>

Year 8: Wisdom

After spending Year 7 learning about Christian spirituality – connecting with God, the Body of Christ and Christian values, students will now take the next step: to know God. Year 8 is themed around Wisdom. Students begin with a study of what it really means to love themselves and others in the modern world. They will study the wisdom of the past and the wisdom of sacred stories. Then they will look at what it means to live wisely in the UK with a focus on the realities of prejudice and discrimination and the opportunity to learn about the incredible work of Christian women who have fought against injustice. Students will go on to find wisdom in pilgrimage. Finally, students will have the opportunity to learn about the wisdom of another faith with an in-depth study of Buddhism.

Autumn	Spring	Summer
<p align="center">ABC CATHOLICISM To understand the basics of Catholic spirituality How did Christianity begin? What is the Trinity? What is the Liturgical Calendar? What are the Sacraments? Why is Mass so important? What is the Bible? What is Catholic Social Teaching?</p> <p align="center"><i>ASSESSMENT 1</i></p> <p align="center">WHAT IS LOVE? To understand what it means to love yourself and others in the modern world What is love? How can I love me? How can I love others? How can I manage my emotions? Who can help me? How can I make decisions in my relationships? What is vocation? What does Mary teach about vocation? What about my vocation?</p> <p align="center"><i>ASSESSMENT 2</i></p>	<p align="center">THE BIBLE To find out how people develop their spirituality through sacred scripture as they come to understand God and themselves What is the Bible? How is the Bible used today? Who was Ruth? Who was Jonah? What are Proverbs? What is the Kingdom of God? Why is the Bible relevant today?</p> <p align="center"><i>ASSESSMENT 3</i></p> <p align="center">LIVING WISELY To understand what it means to live wisely in the UK with a focus on the realities of prejudice and discrimination What are Gospel values? What are prejudice and discrimination? What is racism? What is sexism? What is disability discrimination? What can Christians do? What can we learn from some wise Christians?</p> <p align="center"><i>ASSESSMENT 4</i></p>	<p align="center">PILGRIMAGE To understand how wisdom can be gained through journeying with God What is pilgrimage? Why is Lourdes important? Why do Catholics go to Walsingham? What about the El Camino? What's so important about Rome? Why does Jerusalem matter? What about pilgrimages in other religions? Are there non-religious pilgrimages?</p> <p align="center"><i>ASSESSMENT 5</i></p> <p align="center">BUDDHISM To learn about the wisdom of another faith with an in-depth study of Buddhism Who was the Buddha? What are the four noble truths? What is dukka? What is the eightfold path? What are the five moral precepts? How do Buddhists understand life and death? Why is the lotus important?</p> <p align="center"><i>ASSESSMENT 6</i></p>

Year 9: Happiness

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">WHAT IS HAPPINESS? To understand Christian ideas about living a happy life with reference to the Bible and to the Problem of Evil</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">HAPPINESS AND ME To understand how they might have a happy relationship with others and with their own body</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">MAKING GOOD DECISIONS To study ethical theory as a means to being happy and apply these theories to issues such as abortion and euthanasia</p> <p align="center">How can I make good decisions? What is utilitarianism? What is situation ethics? What is Kantian ethics? What is Natural Law theory? Applied Ethics: Abortion Applied Ethics: Euthanasia Applied Ethics: Capital Punishment Which theory works best?</p> <p align="center"><i>ASSESSMENT 3</i></p> <p align="center">BUILDING A HAPPY WORLD To learn how to build a happy world for others in a unit centred around the six works of mercy</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 4</i></p>	<p align="center">GCSE BEGINS At GCSE we follow the EDUQAS Religious Studies B course. We begin with</p> <p align="center">COMPONENT 2: APPLIED CATHOLIC THEOLOGY THEME 1: LIFE AND DEATH</p> <p align="center">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 The Magisterium The Second Vatican Council Christian sarcophagi The Paschal candle Music in liturgy The funeral rite and praying for the dead Prayer</p> <p align="center"><i>ASSESSMENT</i></p>

GCSE: Edexcel Religious Studies A

Students in Years 10 and 11 follow the Edexcel GCSE Religious Studies A course. This specification includes contemporary and philosophical topics such as the existence of God, the problem of evil, religious experiences, relationships and families, and, gender and prejudice and discrimination.

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

Autumn	Spring	Summer
<p align="center">AO1: Catholic Christianity Beliefs</p> <p align="center">Trinity Trinity in the Bible Creation Creation and nature of humanity Incarnation Paschal Mystery Significance of Paschal Mystery Eschatology</p> <p align="center"><i>ASSESSMENT</i></p> <p align="center">AO1: Catholic Christianity Practices</p> <p align="center">Sacramental nature of reality Liturgical Worship The funeral rite Prayer Forms of popular piety Pilgrimage Catholic Social Teaching Catholic mission and evangelism</p> <p align="center"><i>ASSESSMENT</i></p>	<p align="center">AO2: Judaism Beliefs</p> <p align="center">The Almighty The Shekhinah The Messiah The covenant at Sinai The covenant with Abraham The sanctity of life Moral principles and the Mitzvot Life after death</p> <p align="center"><i>ASSESSMENT</i></p> <p align="center">AO3: Philosophy</p> <p align="center">Revelation Visions Miracles Religious Experiences The design argument The cosmological argument The existence of suffering Solutions to the problem of suffering</p> <p align="center"><i>ASSESSMENT</i></p>	<p align="center">AO1: Catholic Christianity Sources of Wisdom and Authority</p> <p align="center">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 Church Personal and ethical decision making</p> <p align="center"><i>ASSESSMENT</i></p> <p align="center">AO3: Ethics</p> <p align="center">Marriage Sexual relationships The family Support for the family Family Planning Divorce, annulment and marriage Equality of men and women in the family Gender prejudice and discrimination</p> <p align="center"><i>ASSESSMENT</i></p>

Year 11

Autumn

Spring

Summer

**AO1:
Catholic Christianity
Forms of Expression & Ways of Life**

Catholic Church Architecture
Catholic Church features
Sacred Objects
Artwork in Catholicism
Sculpture and statues
Symbolism and imagery in religious art
Drama
Music in worship

Revision / Mock 1

**AO1:
Catholic Christianity
Sources of Wisdom and Authority**

The Bible
Interpretation of the Bible
The Magisterium
The second Vatican Church
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

Revision / Mock 2

Revision / Summer Exams