

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"> • 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. • To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively. • 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. • 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. • To develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture • To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith • To enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum <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 Year 7 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>UNIT 1: CREATION AND COVENANT To learn about Catholic beliefs about the origin of the universe and the influence these beliefs have on how they treat the world.</p> <p>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? ASSESSED TASK 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? ASSESSED TASK What can we do to protect creation? What can we learn from Sister Dorothy Stang?</p> <p>UNIT 2: PROPHECY AND PROMISE To learn about the nature and importance of the Bible and how scripture is used in prayer and worship</p> <p>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? ASSESSED TASK 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? ASSESSED TASK How does the Book of Kells reflect the meaning of scripture? What are biblical idioms?</p>	<p>UNIT 3: GALILLEE TO JERUSALEM To learn about the Trinity and specifically the person of Jesus Christ: the Son of God and the Son of Man</p> <p>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? ASSESSED TASK 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? ASSESSED TASK Who was Father Mychal Judge? Can businesses act selflessly?</p> <p>UNIT 4: DESERT TO GARDEN To learn about the nature and importance of the Paschal Mystery and the importance of the Eucharist today</p> <p>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? ASSESSED TASK How is Jesus present in the Eucharist? Why is the Mass called a sacrifice? Why is the structure of the Mass important? How do Catholics carry Jesus into the world? How can we respond to world hunger? What do different Christians believe about the Eucharist? ASSESSED TASK What can art teach us about the Eucharist? How do processions of the Blessed Sacrament honour Jesus?</p>	<p>UNIT 5: TO THE ENDS OF THE EARTH To learn about the nature and importance of the Holy Spirit as well as the Sacrament of Confirmation</p> <p>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? ASSESSED TASK How is Pentecost shown through art? How is Pentecost celebrated in different countries? What does the Church teach about the Holy Spirit? What is the Church? What is the Sacrament of Confirmation? Why is the Sacrament of Confirmation important? ASSESSED TASK How should we live?</p> <p>UNIT 6: DIALOGUE AND ENCOUNTER 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>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 ASSESSED TASK 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>

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>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 style="text-align: center;"><i>ASSESSMENT 1</i></p> <p>WISDOM OF THE PAST To find out what wisdom can be gained from studying the history of the Christian Church What was the great persecution? Who were some early saints of England? What was the medieval Church like? What were the Crusades? Who was Martin Luther? What happened during the Reformation? Who were some Catholic martyrs? What was the Emancipation Act? What was Vatican II What is ecumenism?</p> <p style="text-align: center;"><i>ASSESSMENT 2</i></p>	<p>BECOMING WISE To discover the wisdom of ancient philosophers What is philosophy? Who am I? Do I have a soul? How much is a human worth? Why am I here? What is real? Do I have free will? What is the Doctrine of the Mean? What does Plato say about justice? What about the future?</p> <p style="text-align: center;"><i>ASSESSMENT 3</i></p> <p>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 style="text-align: center;"><i>ASSESSMENT 4</i></p>	<p>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 style="text-align: center;"><i>ASSESSMENT 5</i></p> <p>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 style="text-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>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>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 style="text-align: center;"><i>ASSESSMENT 1</i></p> <p>HAPPINESS AND ME To understand how they might have a happy relationship with others and with their own body</p> <p>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 style="text-align: center;"><i>ASSESSMENT 2</i></p>	<p>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>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 style="text-align: center;"><i>ASSESSMENT 3</i></p> <p>ISLAM To understand the beliefs and practices of another religion with an in-depth study of Islam with an in-depth study of Islam</p> <p>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 Sunni? What is Hajj? Why is prayer important? What about sawm? What is Zakat? What is Jihad really all about?</p> <p style="text-align: center;"><i>ASSESSMENT 4</i></p>	<p>GCSE BEGINS At GCSE we follow the EDUQAS Religious Studies B course. We begin with</p> <p>COMPONENT 1: FOUNDATIONAL CATHOLIC THEOLOGY THEME 1: ORIGINS AND MEANING</p> <p>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 style="text-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

Autumn	Spring	Summer
<p>COMPONENT 1: FOUNDATIONAL CATHOLIC THEOLOGY THEME 2: GOOD & EVIL</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 style="text-align: center;"><i>ASSESSMENT</i></p> <p>COMPONENT 3: JUDAISM BELIEFS</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 style="text-align: center;"><i>ASSESSMENT</i></p>	<p>COMPONENT 3: JUDAISM PRACTICES</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 style="text-align: center;"><i>ASSESSMENT</i></p> <p>COMPONENT 2: APPLIED CATHOLIC THEOLOGY THEME 3: LIFE AND DEATH</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>COMPONENT 2: APPLIED CATHOLIC THEOLOGY THEME 3: LIFE AND DEATH</p> <p>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 style="text-align: center;"><i>ASSESSMENT</i></p> <p style="text-align: center;">REVISION AND MOCKS</p>

Year 11		
Autumn	Spring	Summer
<p>COMPONENT 1: FOUNDATIONAL CATHOLIC THEOLOGY THEME 1: ORIGINS AND MEANING</p> <p>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>MOCKS AND REVISION</p>	<p>COMPONENT 1: FOUNDATIONAL CATHOLIC THEOLOGY THEME 2: GOOD & EVIL</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>MOCKS WILL TAKE PLACE DURING THIS TERM. CONTENT WILL BE PAUSED FOR REVISION AND COMPLETION</p>	<p>REVISION AND SUMMER EXAMS</p>