



RE

## Year 7 - Half Term 1 – Community

<b>Prior Learning</b>	At KS2, pupils study the major world religions at an introductory level, including Christianity. They will already have a basic knowledge of the principle beliefs and values of Christians throughout the world today. They are also introduced to the concept of community in KS2 across the curriculum.
<b>What will I learn?</b>	Pupils will begin to consider nature of Cardinal Allen Catholic High School as a new community which they are now part of. This includes exploring the life of Cardinal William Allen and developing an understanding of why our community is named after this key religious figure. Pupils then begin to explore the wider community of the Church, including Baptism as initiation to the Christian Community. Pupils will be introduced to the seven sacraments of the Catholic Church and explore the rite of Baptism in depth and the importance of the sacrament to Roman Catholics today. They will be able to explain symbolism within the Baptism ceremony and its impact upon the lives of Catholics today. Pupils will then investigate roles within a local parish and how these link to the concept of community.
<b>Next Steps</b>	Throughout Key Stage 3, pupils will study the other seven sacraments in great depth including confirmation (Year 9 half term 1), the Eucharist (Year 8 half term 4), reconciliation and anointing of the sick (Year 8 half term 3). At Key Stage 4, during half term 2 of year 10, pupils will also examine the sacramental nature of reality and explore divergent Christian viewpoints on the sacraments including those of Protestants.
<b>Personal Development</b>	Ability to recognise, and value, Cardinal Allen as a community which they are part of. Opportunity to recognise the positive personal contribution they make to our community and the other communities they belong to. Pupils develop a sense of respect for the roles and responsibilities of key members of a community and the rules which contribute to the safety of a community.
<b>Key vocabulary (AWL highlighted)</b>	Cardinal, sacrament, baptism, vows, font, sin, parish, <b>community, role, participate,</b>
<b>How and when will I be assessed?</b>	Formative – pre assessment, progress check, mid unit review, end of unit review Summative – Formal Assessment 1 which will take place during half term 2
<b>Resources to use</b>	<a href="#">Moodle: Year 7 area (Half Term 1)</a> New Religion for Living book 1: Lessons 5, 8 and 12 <a href="#">BBC Bitesize: The seven sacraments</a> <a href="#">Understanding the Rite of Catholic Baptism - website</a>
<b>Enrichment opportunities</b>	Pupils could find their own Baptism certificates and look at photos of their own Baptism or the Baptisms of relatives. You may also wish to look at some of our local parish church websites (St Wulstans or St Marys) and download the most recent Parish newsletter. This will have details of what is going on in our own Parish communities and how to get involved. There will also be a Year 7 welcome Mass during this half term to officially welcome you in to the Cardinal Allen school community- your family are more than welcome to attend.

## Year 7 - Half Term 2 – The Bible

<b>Prior Learning</b>	At KS2, pupils study Holy books across the major world religions. They are also introduced to the concept of Christianity as a World Faith.
<b>What will I learn?</b>	The nature and importance of the Bible for Roman Catholics. An understanding of the Bible as a Source of Wisdom and authority for Catholics and other Christians. A knowledge of what makes something a source of wisdom and authority. Pupils will explore the structure of the Bible and learn about the different types of writing found within the Bible including poetry, law, history, Gospels and prophecy. They will acquire Bible referencing skills and be able to identify books, chapters and verses within the Bible. Pupils will explore a range of stories from the Bible from both the Old and New Testament and explore their importance to Christians today including their impact upon Christian living,
<b>Next Steps</b>	During Year 9, half term 1, pupils will consider other Christian sources of wisdom and authority such as the Catechism and the Magisterium. In half term 2 of year 10, they will also study Bible interpretation including fundamentalism and the divergent Christian view points on interpretation of the Bible.
<b>Personal Development</b>	Ability to recognise, and value, the things we share in common across religions. Development of respect and tolerance of religious view points regarding Holy Scriptures.
<b>Key vocabulary (AWL highlighted)</b>	verse, scripture, authority, genre, law, parable, holy, <b>structure, source, chapter</b>
<b>How and when will I be assessed?</b>	Formative – pre assessment, progress check, mid unit review, end of unit review Summative – Formal Assessment 1
<b>Resources to use</b>	<a href="#">Bible gateway</a> , <a href="#">moodle area Year 7 Half Term 5</a> New Religion for Living book 1: Lessons 1 and 2 <a href="#">BBC Bitesize: Sources of authority</a>
<b>Enrichment opportunities</b>	Pupils could volunteer to be ministers of the word at whole school Mass or Friday morning mass. Pupil Chaplains regularly reflect on scripture. During form time, there are many opportunities to examine quotes from scripture and apply them to our own lives.

## Year 7 - Half Term 3 – World Poverty

<b>Prior Learning</b>	Pupils will have a looked at maps if the world in KS2 which will give them some context. They will have also taken part in acts of charity throughout their time at primary school. Their work in year 7 half term 1 will have introduced them to the concept as the Church as a global community. Pupils will use their Bible referencing skills from the previous unit of work to locate specific passages for this topic.
<b>What will I learn?</b>	Pupils will explore the concept of poverty and be able to identify indicators of poverty. They will examine data associated with poverty around the world. This will involve looking at specific case studies linked to world poverty. They will investigate the differences between causes and consequences of poverty. Pupils will then be introduced to the themes of Catholic social teaching and its impact upon the lives of Catholics today. This will include examination of Biblical teachings on poverty. Pupils will be able to describe the nature of the story of the rich man (Mark 10:17-31) and what it means for Christians today. They will know the history and purpose of the charity CAFOD and be able to explain how they help those living in poverty and make links between the work of CAFOD and Catholic social teaching.
<b>Next Steps</b>	Throughout Key Stage 3, pupils will study other Biblical teachings and begin to draw comparisons between parables, particularly when they study Jesus during half term 1 of year 8. Pupils will study Catholic social teaching during half term 2 of year 10 and evaluate its place in modern society, including divergent Christian views.
<b>Personal Development</b>	Pupils consider their own place on society and reflect on and compare their own lives with those around the world less fortunate than themselves. They consider their own role in charity work in their community and their ability to make a positive contribution to society.
<b>Key vocabulary (AWL highlighted)</b>	Poverty, cause, consequences, drought, economic, famine, charity, <b>finance, individual, labour,</b>
<b>How and when will I be assessed?</b>	Formative – pre assessment, progress check, mid unit review, end of unit review Summative – Formal Assessment 1 which will take place during half term 3
<b>Resources to use</b>	<a href="#">Moodle: Year 7 area (Half Term 3)</a> <a href="#">Children.org facts and figures</a> Text book: Living Faiths Christianity: It's my money isn't it? <a href="#">CAFOD website</a>
<b>Enrichment opportunities</b>	Pupils could find out which charities their own families are involved in and why. They could organise an event for a specific charity such as a cake sale or sponsored silence. Pupils could ask their families to make a donation to the food bank at St Edmunds Church. In school they could join the CAFOD group by visiting the school chaplain or one of our Year 10 or 11 pupil chaplains.

## Year 7 - Half Term 4 – Lent and Easter

<b>Prior Learning</b>	In KS2, pupils will have looked at Christian festivals such as Easter and some of the history behind those events. They may have some knowledge of Christian beliefs and practices associated with Easter.
<b>What will I learn?</b>	Pupils examine the origins of the liturgical season of Lent including Christian beliefs and practices today. They consider the importance of Holy week and the events of Palm Sunday, Maundy Thursday and Good Friday, including scripture associated with these events. Pupils engage with the fourteen stations of the cross and how they are used in the Catholic Church today. Pupils explore in detail the events of the death of Jesus and why it is significant for the Christian Church. They will look at the resurrection story and its links to Easter Sunday today. They will make links between the resurrection of Jesus and Catholic beliefs about life after death including the immortality of the soul.
<b>Next Steps</b>	In half term 4 of year 8, pupils will study the healing sacraments brought about by the death and resurrection of Jesus. In year 10 half term 1, pupils will study the Paschal Mystery and its importance for Christians today. Pupils will also complete a unit of work on eschatology which is based on Catholic beliefs about life after death.
<b>Personal Development</b>	Pupils develop the skills of empathy for those involved in the crucifixion story and consider the wider impact that death can have on friends, family and the community. They also develop respect and tolerance for the celebration of Easter in this country and the meaning behind practices associated with this time of year in Britain.
<b>Key vocabulary (AWL highlighted)</b>	Lent, almsgiving, fasting, crucifixion, resurrection, afterlife, forgiveness, <b>source, tradition, authority</b> .
<b>How and when will I be assessed?</b>	Formative – pre assessment, progress check, mid unit review, end of unit review Summative – Formal Assessment 1 which will take place during half term 4
<b>Resources to use</b>	<a href="#">Moodle: Year 7 area (Half Term 4)</a> Text book: New Religion for Living book 1 – Lessons 30-34 <a href="#">GCSE bitesize: The events of Holy week</a> <a href="#">Jesus of Nazareth</a> <a href="#">Bible Gateway</a>
<b>Enrichment opportunities</b>	In school, pupils can take part in stations of the cross services led by the chaplaincy team. They may also choose to get involved in the schools Lenten fundraising project which will be launched at the start of Lent by our chaplains. They will also have the opportunity to take part in Lenten reconciliation. At home, pupils could watch part 4 of Jesus of Nazareth which is available on youtube to immerse themselves fully in the Easter story. Over the Easter period there are lots of opportunities to attend Easter services or Mass at their local parish- see the parish websites for more details.

## Year 7 - Half Term 5 – Creation and Pentecost

<b>Prior Learning</b>	In KS2, pupils will have considered the origins of the universe from both religious and scientific points of view. Earlier in Year 7 during half term 2, pupils gained Bible referencing skills which they will use to locate specific passages within the unit of work.
<b>What will I learn?</b>	Pupils will examine the seven day creation story as found in the book of Genesis. They will consider the divergent interpretations of this story amongst Christians and atheist responses to creation. Pupils will examine the meaning of the phrase “Made in the image of God” and the implications it has for Christians today including stewardship and our own responsibilities for caring for the planet. They will explore the story of Pentecost with reference to the book of Acts. They will consider the idea that Pentecost is the birthday of the Christian church, explaining the difference in the disciples before and after Pentecost. Pupils will consider the role of the Holy Spirit in the wider Church today and in their own lives. They will identify the seven gifts of the holy spirit and explain their meaning for Catholics today.
<b>Next Steps</b>	Later on in KS3, during year 9 half term 1 pupils consider the concept of discipleship and the role of the apostles in the history of the Christian Church. They will also look more closely at the creation of humans with the story of Adam and Eve during half term 5 of year 8. At KS4, pupils will study the nature of humanity during half term 1 of year 10 and consider what makes humans the most perfect of all Gods creation. They will also study creation within the Bible considering divergent view points within and outside the Christian church.
<b>Personal Development</b>	The unit encourages pupils to consider their own attributes, qualities and skills that set them apart from others and make them who they are. They also are encouraged to develop a mutual respect for others as we are all made in the image of God. Tolerance of divergent view points within society is encouraged as pupils deepen their understanding of why there are key differences in beliefs between religious people and atheists. Pupils are encouraged to consider their own role in looking after the planet for future generations.
<b>Key vocabulary</b>	creation, apostles, disciples, fundamentalism, stewardship, pollution, symbolic, environment, create, interpret,
<b>How and when will I be assessed?</b>	Formative – pre assessment, progress check, mid unit review, end of unit review Summative – Formal Assessment 1 which will take place during half term 5
<b>Resources to use</b>	Text book New Religion for Living book 1: Lesson 36 and 38 <a href="#">Moodle: Year 7 area (Half Term 5)</a> <a href="#">Bible Gateway</a>
<b>Enrichment opportunities</b>	Pupils could explore the different viewpoints on the creation of the world within their own family and friends. You may wish to read some of the theories of Charles Darwin on evolution or do some research into the Big Bang Theory. You may also choose to join the eco club on their quest to make our school more eco friendly and sustainable. Recycling is a good place to start within your own home.

## Year 7 - Half Term 6 - Hinduism

<b>Prior Learning</b>	At KS2, pupils will have gained a basic knowledge of the six major world religions, including Hinduism. They may know some basic beliefs and practices associated with Hinduism.
<b>What will I learn?</b>	Pupils will consider the six major world religions; Christianity, Judaism, Islam, Hinduism, Buddhism and Sikhism. They will compare and contrast key beliefs and statistics from these religions. They will gain an understanding of their place and prominence in society today. Pupils will explore the origins of Hinduism and its roots in India. They will examine a range of key beliefs within Hinduism including beliefs about God such as the Triumrti and stories associated with other Gods and goddesses such as the elephant god Ganesh. Pupils will explore key scriptures associated with Hinduism like the Vedas. Pupils will also investigate Hindu practices such as worship and festivals. There will be an opportunity for comparison between Catholicism and Hinduism.
<b>Next Steps</b>	Pupils will study other world faiths throughout both key stage 3 and 4. At Key Stage 4, pupils take a heavy focus on Judaism during half term 5 and 6 of year 10. This includes the differences between Jewish beliefs and practices and those of the main religious tradition of Great Britain.
<b>Personal Development</b>	Pupils will develop an understanding of different cultures to their own, promoting tolerance of other beliefs and cultures. They will respect the practices of others through a developed understanding of why people from other cultures take part in rituals different to our own.
<b>Key vocabulary</b>	Major, beliefs, worship, scripture, monotheism, meditation, ceremony, authority, similar, culture
<b>How and when will I be assessed?</b>	Formative – pre assessment, progress check, mid unit review, end of unit review
<b>Resources to use</b>	Sue Penny Text book: Hinduism New Religion for Living Text book 1. Lesson 16. <a href="#">BBC My Religion, My life: Hinduism</a> <a href="#">BBC Bitesize: Hinduism</a>
<b>Enrichment opportunities</b>	Pupils could visit our nearest Hindu temple, the Gujarat Hindu Society and Community Centre which is in Preston. Here they can see Hindu's worshipping in a variety of different ways. Alternatively you can take a virtual tour of a Hindu temple by visiting this <a href="#">website</a> .

## Year 8 - Half Term 1 – Islam

<b>Prior Learning</b>	In year 7 during half term 6, pupils briefly studied the six major world religions as part of their Hinduism unit. They may also have a very basic background knowledge of Islam from primary school, depending on the school they attended. Pupils studied the holy books of both Christianity and Hinduism in year 7 in half terms 2 and 6.
<b>What will I learn?</b>	Pupils will examine the history of Islam and be able to contextualise Islam as an Abrahamic religion. They will consider the importance of the prophet Muhammad and his role in the beginning of the Islamic faith. Pupils will explore the five pillars of Islam including and in depth look at Saum and Zakat. They will have the opportunity to engage with some Islamic artwork and its links to Muslim Prayer, including prayer mats. Pupils will study the Muslim place of worship – the mosque and be able to identify and describe some features of a typical Mosque. They will explore the Muslim concept of pilgrimage with a specific focus on Hajj, explaining the practices associated with taking part in Hajj and its importance to Muslim life today. Pupils will study the Islamic holy scripture- the Qur'an considering its use and importance within Islam today. They will have the opportunity to draw comparison with other holy books from other world religions.
<b>Next Steps</b>	Pupils will study another Abrahamic Religion later on in year 8- Judaism (half term 6). They will also complete two units of work on Judaism at Key Stage 4 during half term 5 and 6 of year 10; Jewish beliefs and Jewish practices. They will also study Christian pilgrimages in year 9 including Lourdes and the Holy Land.
<b>Personal Development</b>	Pupils are encouraged to engage with ideas and beliefs that differ from their own, developing a respect and understanding those people who hold different beliefs than that of their own. They will be encouraged to consider stereotypes associated with the Islamic faith and evaluate the accuracy of those stereotypes considering newly gained knowledge. Pupils will be encouraged to reflect on their own way of life including the benefits and disadvantages of their own practices in comparison to that of others.
<b>Key vocabulary</b>	Muhammad, Qur'an, zakat, pilgrimage, prophet, Allah, mosque, <b>community, tradition, culture,</b>
<b>How and when will I be assessed?</b>	Formative – pre assessment, progress check, mid unit review, end of unit review Summative – Formal Assessment 1 which will be completed during half term 1.
<b>Resources to use</b>	Seneca Learning: Islam <a href="#">Youtube: BBC My religion, my life Islam</a> New Religion for Living book 2: Lesson 11 Religions Worldwide <a href="#">BBC Bitesize: Islam</a> <a href="#">BBC Bitesize: The Five Pillars of Islam</a>
<b>Enrichment opportunities</b>	Pupils could visit a local mosque. There are several in the local area including Blackpool and Preston. If this isn't possible you could take a <a href="#">virtual tour</a> of Blue Mosque in Turkey. There are many good BBC documentaries on Islam- a very good one is the BBC series; My Religion, my life (the link is above).



## Year 8 - Half Term 2 - Jesus

<b>Prior Learning</b>	In Key Stage 2, pupils will have looked at Jesus as a key figure within the Christian religion. In Year 7 during half term 4, pupils studied Christian festivals such as Easter and Christmas and made links between these festivals and the life of Jesus. Pupils also studied “parables” as part of the year 7 unit of work on the Bible in half term 2.
<b>What will I learn?</b>	Pupils will consider Jesus as a historical figure, examining evidence from both documents of faith and documents of history which provide evidence of the existence of Jesus Christ. Pupils will then have the opportunity to explore a range of artwork based on the life of Jesus and consider why artwork is used in religion. They will make links between artwork and key Christian beliefs about Jesus. Pupils will then study the nature and importance of the concept of the incarnation. They will be able to explain its link to the importance of Christmas. They will explore several parables from the Gospel of Mark and explore why Jesus used parables to teach others. Pupils will examine teachings of Jesus from sermon on the mount. They will examine some of the miracles of Jesus and be able to explain their importance for Christians. Pupils will examine the idea of Jesus as Messiah including its links to Judaism and redemptive efficacy.
<b>Next Steps</b>	At Key Stage 4 (year 11 half term 3), pupils will study the healing miracles and their relevance for Christians today. They will also complete a unit of work on incarnation and its importance for Christians today, including the link between the incarnation and the Holy Trinity.
<b>Personal Development</b>	Pupils are able to consider the differing viewpoints of those with religious beliefs and atheists, developing a mutual respect and tolerance with those who hold different beliefs than themselves. Through study of artwork, pupils will gain a respect for its importance on society. Through examination of Jesus’ teachings, pupils develop an understanding of service to others, tolerance and respect. Pupils will consider how these Gospel values can be applied in their own lives.
<b>Key vocabulary</b>	Incarnation, Gospel, salvation, miracle, faith, disciples, parable, analyse, source, interpret,
<b>How and when will I be assessed?</b>	Formative – pre assessment, progress check, mid unit review, end of unit review Summative – Formal Assessment 2 which will be completed during half term 2.
<b>Resources to use</b>	<a href="#">Alpha clip: Who is Jesus</a> <a href="#">Seneca Learning: The incarnation</a> New Religion for Living: Book 1- evidence about Jesus <a href="#">BBC Bitesize: Jesus</a> <a href="#">BBC Bitesize: Jesus as God incarnate</a>
<b>Enrichment opportunities</b>	Pupils could investigate historians alive at the time of Jesus such as Tacitus and Josephus. They could also look into textual criticism and its findings on the reliability of the Bible. Pupils could visit art galleries nearby and look out for religious artwork, They could also do this virtually as many galleries such as the National Gallery London offer <a href="#">virtual tours</a> . In school, the chaplaincy team offer a youth Alpha course which allows pupils to explore the existence of Jesus Christ and consider their own beliefs.

## Year 8 - Half Term 3 – Forgiveness and Reconciliation

<b>Prior Learning</b>	In year 7 during half term1, pupils were introduced to the seven sacraments. They have also studied the events of the death of Jesus and its links to forgiveness.
<b>What will I learn?</b>	Pupils will examine the nature of conflict, applying this to their own life and looking at relevant, modern day examples. They will consider the concept of sin, including original sin and how this applies to religion. Pupils will explore the concept of forgiveness, looking at modern day case studies and the impact of forgiveness on family life. They will be able to identify Biblical teachings on forgiveness, including the parable of the prodigal son and evaluate their use in society today. Pupils will be able to make links between the sacraments of healing and forgiveness, describing the sacrament of reconciliation and the anointing of the sick. They will explain the importance of these sacraments to the lives of Catholics today.
<b>Next Steps</b>	At Key Stage 4 during half term 1 of year 10, pupils will complete a unit of work on salvation and grace, examining and evaluating the means to salvation for Catholics today. They will also complete a unit of work on the sacramental nature of reality in half term 2 of year 10.
<b>Personal Development</b>	Pupils are able to consider how forgiveness can be beneficial both to their own personal lives and to wider society. The case study they examine (the murder of Anthony Walker) will also promote an understanding of racial hate crime and its detrimental impact on society.
<b>Key vocabulary</b>	Sin, forgiveness, conflict, sacrament, salvation, contrition, reconciliation, <b>affect, impact, positive</b>
<b>How and when will I be assessed?</b>	Formative – pre assessment, progress check, mid unit review, end of unit review Summative – Formal Assessment 3 which will be completed during half term 3.
<b>Resources to use</b>	<a href="#">Anthony Walker case study</a> <a href="#">Seneca Learning: The incarnation</a> New Religion for Living: Lesson 12 Sacraments <a href="#">Bible Gateway: Parable of Prodigal Son</a> <a href="#">BBC Bitesize: sacraments</a>
<b>Enrichment opportunities</b>	Pupils could examine newspaper articles about conflict in their own communities or in the wider world. They could access their local Parish website and check when the sacrament of reconciliation is offered (it is usually a Saturday morning). In school there will be an opportunity to attend reconciliation during Lent.

## Year 8 - Half Term 4 – The Eucharist

<b>Prior Learning</b>	In year 7, pupils studied the Last Supper as part of Holy week in half term 4, so they will already know the key events. They also have a basic knowledge of the seven sacraments, Holy Communion being one of them.
<b>What will I learn?</b>	Pupils will examine the four themes of the Mass and be able to identify where they are evident in Mass today. They will be able to identify the structure of Mass in the Roman Catholic Church and describe what happens in each stage of the Mass. Pupils will also be encouraged to engage with Music for worship and consider it's importance to Christian worship today. They will look at the events of the Last Supper and consider their link to Mass today. Pupils will also analyse some artwork depicting the Last Supper, including Da Vinci's Last Supper. Pupils will examine the concept of the real presence and it's importance to the Eucharist for Roman Catholics. They will examine sacred vessels and their use in worship. Finally, they will assess denominational differences in beliefs and practices regarding the Eucharist.
<b>Next Steps</b>	At Key Stage 4 during half term 2 of year 10, pupils will study Liturgical Worship and its importance to the Catholic faith. They will also consider alternative ways of Catholic worship in popular forms of piety such as the Rosary and Eucharistic adoration.
<b>Personal Development</b>	An increase in pupil knowledge about the Eucharist will lead to greater respect around Christian worship and a mutual understanding and tolerance of both the beliefs and practices of others. Pupils will have the opportunity to discuss and debate ideas in a considered and respectful way, reflecting on their own beliefs.
<b>Key vocabulary</b>	Sacrifice, Eucharist, transubstantiation, consecration, liturgy, penitential rite, worship, <b>source, vary, focus</b>
<b>How and when will I be assessed?</b>	Formative – pre assessment, progress check, mid unit review, end of unit review Summative – Formal Assessment 4 which will be completed during half term 4.
<b>Resources to use</b>	<a href="#">Seneca Learning: The Eucharist</a> New Religion for Living book 3: Lesson 7 The Mass <a href="#">Bible Gateway: The Last Supper</a> <a href="#">BBC Bitesize: The Mass</a>
<b>Enrichment opportunities</b>	Pupils could attend a Mass in their local parish. Times can be checked on the local Parish websites. They may also attend our weekly school Mass which takes place every Friday morning at 8.10am. They could do some research into Da Vinci's Last Supper artwork and the many theories which surround the famous painting. There are lots of dramatic interpretations of the Biblical account of Last Supper available on you tube- Jesus of Nazareth is a particularly useful one. Pupils could also ask members of their extended family and close family friends which Christian Church they belong to and whether or not they take communion.

## Year 8 - Half Term 5 – The Church

<b>Prior Learning</b>	In year 7 half term 4, pupils studied the life and death of Jesus and briefly explored how these link to the Church today. Pupils studied Pentecost in half term 4 of year 7 which is the beginnings of the formation of the Church.
<b>What will I learn?</b>	Pupils will explore the beginnings of the Christian Church including the reasons for its spread. They will examine key events in early Church history which explain how the Church came to be in its current form. Pupils will study the reformation and its impact on the wider Church. They will explore Christian denominations such as Orthodox, Salvation Army, Methodists and the Church of England, comparing and contrasting to other denominations. Pupils will then shift focus to the Roman Catholic Church and its leadership structure, including the roles of the Pope, Magisterium and Bishops. They will explore how the leaders of the Catholic Church make decisions through ecumenical councils such as the first council of Nicea and the Second Vatican Council. Pupils will examine ideas about the Church such as its characteristics (the four marks) and the Church as the Body of Christ.
<b>Next Steps</b>	Throughout Key Stage 4, pupils will be required to examine divergent Christian views on a range of beliefs and practices including eschatology, sacraments and liturgical worship. Increased knowledge on denominations from this unit will aid this. Pupils will also examine the ecumenical councils in further detail during half term 3 of year 10, considering their impact on the Church today.
<b>Personal Development</b>	Pupils will be encouraged to consider the differences between beliefs and practices of groups of Christians around the world. This will lead to mutual respect and tolerance for practices that differ from their own. Pupils will develop a respect for authority and recognise their role not only in the Church but in wider society.
<b>Key vocabulary</b>	Church, denomination, schism, holy, apostolic, laity, papal, <b>structure, authority, function</b>
<b>How and when will I be assessed?</b>	Formative – pre assessment, progress check, mid unit review, end of unit review Summative – Formal Assessment 5 which will be completed during half term 5.
<b>Resources to use</b>	<a href="#">Seneca Learning: The Second Vatican Council</a> New Religion for Living book 1: Lesson 11 Christian Communities New Religion for Living book 1: Lesson 12 The Roman Catholic Church <a href="#">BBC Bitesize: The Church</a>
<b>Enrichment opportunities</b>	Pupils could research Martin Luther’s “95 Thesis” that he nailed to his local Church door and discover some of the problems he had with the Church during his time. They may explore the church buildings closest to their house and find out which denomination of Christianity they belong to. Pupils could check with their own family members about their own beliefs and which denomination of Christianity they belong to, if any. Pupils may choose to follow one of Pope Francis social media accounts such as his Instagram (@franciscus) to learn more about his role as Pope, leader of the Roman Catholic Church.

## Year 8 - Half Term 6 – Judaism

<b>Prior Learning</b>	In year 7, pupils briefly studied the six major world religions as part of their Hinduism unit during half term 6. They may also have a very basic background knowledge of Judaism from primary school, depending on the school they attended. Pupils studied the holy books of both Christianity and Hinduism in year 7 and Islam in half term 1 of year 8.
<b>What will I learn?</b>	Pupils will study the origins of Judaism as one of the oldest religions in the world, including the prophets Abraham and Moses and their impact upon the history of Judaism. They will examine the Jewish holy scripture, the Torah including comparison to other holy books such as the Bible. Pupils will explore how Jews worship including at home and the synagogue. They will be able to identify and describe features of a typical synagogue including the Bimah, the Ark and the Ner Tamid. Pupils will explore key rituals in the lives of Jews today including Shabbat and Bar mitzvahs. They will also explore some key festivals in the Jewish calendar. Pupils will explore divergency within Judaism including the differences between the Reform Jewish community and Orthodox Jews.
<b>Next Steps</b>	Pupils will study two units on Judaism at key stage 4 during half term 5 and 6 of year 10; Beliefs and Teachings and Practices. Pupils will explore a range of Jewish rituals and festivals in depth. They will also consider key Jewish beliefs such as life after death and Pickuach Nefesh.
<b>Personal Development</b>	Pupils are encouraged to engage with ideas and beliefs that differ from their own, developing a respect and understanding those people who hold different beliefs that that of their own. Pupils will be encouraged to reflect on their own way of life including the benefits ad disadvantages of their own practices in comparison to that of others.
<b>Key vocabulary</b>	Monotheism, Torah, Talmud, synagogue, shema, Amidah, Bar Mitzvah, <b>source, tradition, authority,</b>
<b>How and when will I be assessed?</b>	Formative – pre assessment, progress check, mid unit review, end of unit review Summative – Formal Assessment 1 in year 9 which will be completed during half term 1.
<b>Resources to use</b>	<a href="#">Seneca Learning: Judaism</a> <a href="#">Youtube: BBC My religion, my life Judaism</a> New Religion for Living book 2: Lesson 3 Abraham New Religion for Living book 2: Lesson 4 Moses <a href="#">BBC Bitesize: Judaism</a>
<b>Enrichment opportunities</b>	Pupils could visit a local synagogue. There are several in the local area including St Annes and Preston. If this isn't possible you could take a <a href="#">virtual tour</a> of some synagogues across the world. There are many good BBC documentaries on Judaism- a very good one is the BBC series; My Religion, my life (the link is above). Pupils could also watch the children's film "The Prince of Egypt" which gives a very good background knowledge of the life of Moses. The film is available on Netflix and other streaming platforms.

## Year 9 - Half Term 1 – Sources of Wisdom

<b>Prior Learning</b>	At KS2, pupils will study a range of religious texts both from Christianity and other religions. They will already have a basic knowledge of the Bible and the Church as a source of wisdom and authority, as studied in (7.2) and (8.5). In these topics pupils will be introduced to the idea that Catholics use a range of different sources of wisdom.
<b>What will I learn?</b>	Pupils will discover other sources of wisdom and authority. First by looking at sources of authority in their own lives which will be followed by the sources of authority in the Catholic church. Pupils will build on from their prior learning of the Bible to understand how the Bible can be used to inspire and instruct Catholics. Pupils will be introduced to the role of the Magisterium within the Church and begin to evaluate the importance of the Pope and the authority of the Church for the daily lives of Catholics.
<b>Next Steps</b>	In KS4, pupils will revisit the topic of Sources of wisdom and authority as a module in the GCSE Catholic Christianity, Source of Wisdom (1.3.1-1.3.8). They will explore divergent views on the sources of wisdom and authority in the Catholic church and also study further places where Catholics are inspired and instructed. This topic also directly links to GCSE Judaism (2.1.4)
<b>Personal Development</b>	Pupils will develop their understanding of Sacred texts within the Christian faith, developing their respect of the faith. Pupils are given the ability to reflect on their own beliefs as well as knowledge of and respect for other people's faith and values. Pupils will recognise the role of authority within their own lives allowing them to reflect on their role within society and the structure of authority within our country.
<b>Key vocabulary</b>	Magisterium, Infallibility, Apostolic, Old Testament, New Testament, , Catechism <b>Authority, Source, Evaluate,</b>
<b>How and when will I be assessed?</b>	Formative – pre assessment, progress check, mid unit review, end of unit review Summative – Formal Assessment 1 which will take place during half term 2
<b>Resources to use</b>	Moodle: year 9 area (Half term 1) <a href="#">Bible gateway</a> , New Religion for Living book 1: Lessons 1 and 2 <a href="#">BBC Bitesize: Sources of authority</a>
<b>Enrichment opportunities</b>	Pupils could find out about the people who inspire them in their own lives (grandparents, siblings, celebrities). They may be able to talk to those who have authority in their life (parents, police officers, teachers) and question them on how they feel to have authority, what are the benefits and disadvantages of being in a position of authority. Pupils could volunteer to be ministers of the word at whole school Mass or Friday morning mass. Pupil Chaplains regularly reflect on scripture. During form time, there are many opportunities to examine quotes from scripture and apply them to our own lives.

## Year 9 - Half Term 2- Vocation

<b>Prior Learning</b>	At KS2 and KS3, pupils will study the Sacraments, including Marriage and Holy orders (the two vocation sacraments). In Year 8 (8.3), pupils will understand what a sacrament is and the importance, distinguishing sacraments from everyday events.
<b>What will I learn?</b>	Pupils will begin by identifying what a vocation is and give examples as to what careers or life choices fall in the category as a 'vocation'. They will then explore the two vocation sacraments within the Catholic church, first by studying the sacrament of holy orders. This will include testimonies from people who have taken the sacrament of holy orders and a detailed look into the lives of those who live within religious communities. Pupils will then look at the second sacrament of vocation, Marriage. They will explore the differences between a Catholic marriage and a secular marriage by looking into the ceremonies, the preparation for marriage and the vows taken during marriage. They will be able to explain ways in which the Catholic church supports vocations and begin to discuss divergent views on vocation within different Christian denominations.
<b>Next Steps</b>	In (9.4) pupils will explore the sacrament of marriage in further detail by looking into divergent views on the Sacrament. This unit also directly links to GCSE Catholic Christianity, Practices (1.2.1, 1.2.4, 1.2.7 and 1.2.8) as it develops the understanding of how important sacraments are for Catholics. This also links to GCSE Philosophy, relationships in the 21 <sup>st</sup> century (3.1.8, 3.2.1, 3.2.3) where marriage is studied further. This topic will provide content to both support and develop further learning on vocations throughout GCSE.
<b>Personal Development</b>	To develop understanding of those who live vocational lives within our community, which enables pupils to develop respect and tolerance for those living vocational lives. The scheme of work also gives the ability for pupils to reflect on their own perspectives of vocation. Pupils are given the opportunity to talk to, discuss with, and question guest speakers from religious life, in doing so they will also be able to recognise and appreciate the things we share in common across religious communities as well as engaging in views, beliefs and opinions that are different to their own.
<b>Key vocabulary</b>	Sacrament, Vocation, vows, discipleship, Evangelism, faithfulness, marriage, <b>authority, analyse, convert,</b>
<b>How and when will I be assessed?</b>	Formative – pre assessment, progress check, mid unit review, end of unit review Summative – Formal Assessment 2 which will take place during half term 3
<b>Resources to use</b>	<a href="#">Moodle: Year 9 area (Half Term 2)</a> BBC Bitesize: Vocations
<b>Enrichment opportunities</b>	Pupils can speak to and interview people they know in 'vocational jobs' such as doctor, police officer or teacher. Pupils will be given the opportunity during this half term to interview a local Catholic priest on their vocation, where they can explore how, why and what lead the priest to choose this way of life. They can also take opportunities to speak to our lay chaplain who will offer them an insight into what lead her to choose her vocational career and lifestyle. There are many documentaries on BBC which deliver an insight into the lives of monks and nuns within the UK.

## Year 9 - Half Term 3 - Worship

<b>Prior Learning</b>	In KS2 pupils will have explored the basics of worship within the Christian faith. Throughout KS3 there are many topics which link to and build towards the topic of Worship, including the Bible (7.2), Lent and Easter (7.4), Creation and Pentecost (7.5), Jesus (8.2), The Eucharist (8.4) and The Church (8.5).
<b>What will I learn?</b>	Pupils will begin by studying the Church, including its history. They will explore the internal and architectural features of the Church building. Pupils will be able to define the sacred objects used in Catholic worship and identify their significance and importance within worship. Pupils will gain a deeper understanding of the liturgical patterns within Catholic worship, understanding the use of colour at certain points within the liturgical year and acknowledging the seasons in which the church moves through within the year. Pupils will explore different places of pilgrimage where they will look into its history and be able to identify why a particular place of worship is important to Catholics, as well as the obvious places of Catholic worship such as Rome and Jerusalem, pupils will also look into Marian places of pilgrimage which will lead them into exploring the life of Mary and her significance within Catholic worship. They will understand divergent views on Mary within the Christian church. Finally, pupils will explore well known Catholic prayers, looking into the structure of the prayer and identifying why Catholics pray and different ways Catholics pray.
<b>Next Steps</b>	This unit directly links to GCSE Catholic Christianity, Practices where they will continue their study of prayer (1.2.4), and pilgrimage(1.2.6). This unit also directly links to GCSE Catholic Christianity, Sources of wisdom, where further understanding of the role of Mary within the Church (1.3.7) is developed and also GCSE Catholic Christianity Forms of Popular Piety, Church architecture (1.4.1) and features (1.4.2) and Sacred objects (1.4.3).
<b>Personal Development</b>	Pupils will develop a deeper understanding of the way Christians worship, giving them greater respect and tolerance for the religion, which is the most widely practiced in the UK. Pupils will be able to reflect on their own personal spiritual beliefs and opinions regarding the topic and be encouraged to share them at appropriate times of discussion and evaluation within the half term. Pupils will be able to reflect on their own preferred style of worship in reflection of their own experiences and what had been studied. Pupils will gain an interest in exploring and improving understanding of and showing respect for the Christian faith and respect the diversity of worship.
<b>Key vocabulary</b>	Liturgical, Marian, Pilgrimage, worship, Omnipresent, Theism, Agnostic, <b>define, establish, significant,</b>
<b>How and when will I be assessed?</b>	Formative – pre assessment, progress check, mid unit review, end of unit review Summative – Formal Assessment 3 which will take place during half term 4
<b>Resources to use</b>	Moodle: Year 9 area (Half Term 3) BBC bitesize: Inside a Church
<b>Enrichment opportunities</b>	Pupils could visit their local Catholic Church to explore first-hand the features within the Church, they may wish to visit several churches and identify similarities and differences (this could be within the Catholic church or different denominational churches). Pupils can attend Friday morning mass each week, to discover the use of sacred objects within the mass. Pupils may wish to visit places of pilgrimage, locally we have lady well (Preston), or they can get in touch with the Lancaster diocese youth service for information about pilgrimages run throughout the year.



## Year 9 - Half Term 4 – GOD

<b>Prior Learning</b>	At Key Stage 2 pupils will have a basic knowledge of the main principles and beliefs of Christians in the world today. In Year 7 pupils will have studied, in topic 2, the Bible, topic 4 Lent and topic 5 Creation, all of which focus on the Christian beliefs about God which is built on in this unit. In Year 8 the topics Jesus, Eucharist and Church are built on throughout this unit.
<b>What will I learn?</b>	Pupils will understand the nature of God and the importance of the Trinity and revelation. The theme of Religious Experience allows pupils to explain how miracles, numinous, prayer and conversion can lead to a belief in God. Pupils will explore arguments for the existence of God from the philosophy of cause and design. They will understand how evil and suffering can pose a problem for many and can lead to atheism. Pupils can comment and evaluate the Catholic response to evil and suffering through prayer and charity work. They can explain biblical responses to the problem of evil and suffering and the theoretical responses, such as, St Irenaeus.
<b>Next Steps</b>	This unit directly links to GCSE Catholic Christianity paper where pupils will study incarnation and prayer. Pupils also study Philosophy at GCSE and this unit links directly to the topics of Religious Experience and how Catholics respond to Evil and Suffering.
<b>Personal Development</b>	Develop and deepen pupils' understanding of the fundamental British values of mutual respect and tolerance. Developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate well with others. This gives pupils the qualities they need to flourish in our society. Spiritual development of pupils includes developing their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
<b>Key vocabulary</b>	Miracles, Atheism, trinity, revelation, omnipotent, omnipresent, omnibenevolent. <b>Source, Debate, Conclude,</b>
<b>How and when will I be assessed?</b>	Pupils will receive a homework task each week. Every six lessons one piece of written work will be teacher assessed with meaningful feedback given to pupils. A formal assessment will be completed in class at the end of the unit. Other assessment methods include verbal assessment in class, mid unit/end of unit reviews, peer and self assessments of work.
<b>Resources to use</b>	Moodle Year 9 Half Term 6. Hodder Education: Edexcel Religious Studies Catholic Christianity Specification A My Revision notes by Victor W Watton ISBN: 9781510404809. OUP GCSE Edexcel A Catholic Christianity textbook, revision guide and workbooks by Andy Lewis. All books available on Amazon. <a href="#">BBC Bitesize</a> . <a href="#">Seneca Learning</a> : Edexcel GCSE Religions and Philosophy and Ethics (ask your teacher for the class code).
<b>Enrichment opportunities</b>	Watch Bruce Almighty. Interview your Local Priest about Christian belief in God. Research Religious Experiences of people today. Find out about the miracles that have been attested to Lourdes. Visit a local charity and offer to help, for example the local Foodbank at St Edmund's.

## Year 9 - Half Term 5 – Relationships

<b>Prior Learning</b>	At Key Stage 2 pupils will have studied family and relationships. At Key Stage 3 in Year 7 topic 1 on communities focuses on our relationships with others, in Year 8 the sacraments of Reconciliation in topic 3 and The Eucharist in topic 4 will allow this topic allows pupils to build on the prior learning of other sacraments.
<b>What will I learn?</b>	Pupils will examine different types of relationships in the 21st Century and will explain divergent views about homosexuality. Pupils will explain the purposes of RC marriage Pupils will explore what happens during the RC marriage ceremony and be able to explain Catholic teachings on Divorce. Pupils will be able to explain other Christian attitudes towards divorce. Pupils will explore different types of family I 21st Century Britain. Pupils will understand the importance of the family within and outside religion Pupils can describe how the Parish helps with family life. Pupils will know about gender prejudice and discrimination in the UK. Pupils will understand the changing roles of men and women in the family. Pupils will understand the roles of men and women in the Church
<b>Next Steps</b>	This unit directly links to GCSE Catholic Christianity paper and Philosophy paper. In the Philosophy paper pupils will learn about the parish and family life furthering their learning on the importance of family life and different types of relationships. The Catholic paper includes learning of the sacraments and therefore pupils will learn about the sacramental nature of reality for marriage.
<b>Personal Development</b>	This unit will develop and deepen pupils’ understanding of the fundamental British values of mutual respect and tolerance. Promote equality of opportunity so that all pupils can understand that difference is a positive, not a negative, and that individual characteristics make people unique. Develop the pupils’ understanding of healthy relationships. Spiritual development of pupils includes developing their ability willingness to reflect on their experiences. Cultural development includes the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. Pupils know how to discuss and debate issues and ideas in a considered way.
<b>Key vocabulary</b>	agape, eros, media, faithfulness, divorce, cohabitation, reconstituted, <b>interpret, evaluate, feature.</b>
<b>How and when will I be assessed?</b>	Pupils will receive a homework task each week. Every six lessons one piece of written work will be teacher assessed with meaningful feedback given to pupils. A formal assessment will be completed in class at the end of the unit. Other assessment methods include verbal assessment in class, mid unit/end of unit reviews, peer and self assessments of work.
<b>Resources to use</b>	Religion book 3, The New Religion for Living Series - Connie Duffy. Hodder Education: Edexcel Religious Studies Catholic Christianity Specification A My Revision notes by Victor W Watton ISBN: 9781510404809. OUP GCSE Edexcel A Catholic Christianity textbook, revision guide and workbooks by Andy Lewis. All books available on Amazon. <a href="#">BBC Bitesize</a> . <a href="#">Seneca Learning</a> : Edexcel GCSE Philosophy and Ethics (ask your teacher for the class code).
<b>Enrichment opportunities</b>	BBC teach videos on Christian marriage and family. Visits from local Priests.mYou tube videos on Sacrament of marriage. (Busted Halo) Pupils can participate in the sacrament of Mass weekly in school and at the end of each term. Pupil Chaplins help prepare the sacrament of Mass.

## Year 9 - Half Term 6 – Sanctity of life

<b>Prior Learning</b>	At Key Stage 2 pupils will have studied family and relationships. At Key Stage 3 in Year 7 topic 1 on communities focuses on our relationships with others and topic 5 begins to explore the idea of our creation in the image of God. In Year 9, topic 5 Relationships pupils will explore the nature of healthy relationships, treatment of ourselves and of others.
<b>What will I learn?</b>	Pupils will know and understand the relevance of humanity being created in the image of God. Pupils will understand the concept of the sanctity of life and its meaning for Catholics today. Pupils will identify the different types of fertility treatments and the law associated with them. Pupils will explore Christian and other divergent attitudes to Fertility treatments. Pupils will know and understand the law and nature of abortion in the United Kingdom. Pupils will explore Christian and other divergent attitudes to Abortion. Pupils will evaluate divergent lifestyle choices. Pupils will consider the risks associated with Drugs/Alcohol and Sexual behaviours (Consent). Pupils will understand the term prejudice and identify different stereotypes. Pupils will understand the term discrimination and its impact on society today. (Sexism/ Racism/Homophobia/Islamophobia)
<b>Next Steps</b>	This unit directly links to GCSE Catholic Christianity paper and Philosophy paper. In the Philosophy paper pupils will learn about relationships with others including marriage and sexual relationships. In Year 10, half term 5 and 6 pupils explore the roles of gender and equality in the Church and in the UK.
<b>Personal Development</b>	This unit will enable pupils to know how to discuss and debate issues and ideas in a considered way. This unit will enable pupils to develop their own opinions on issues that may in some way impact on their future. It will develop the whole person by enabling pupils to evaluate many different ethical issues. It will encourage them to listen to viewpoints that are not the same as their own and still remain empathetic and tolerant.
<b>Key vocabulary</b>	Sanctity, fertility, abortion, conception, discrimination, racism, homophobia, <b>respond, assess, evaluate,</b>
<b>How and when will I be assessed?</b>	Pupils will receive a homework task each week. Every six lessons one piece of written work will be teacher assessed with meaningful feedback given to pupils. A formal assessment will be completed in class at the end of the unit. Other assessment methods include verbal assessment in class, mid unit/end of unit reviews, peer and self assessments of work.
<b>Resources to use</b>	Hodder Education: Edexcel Religious Studies Catholic Christianity Specification A My Revision notes by Victor W Watton ISBN: 9781510404809. OUP GCSE Edexcel A Catholic Christianity textbook, revision guide and workbooks by Andy Lewis. All books available on Amazon. <a href="#">BBC Bitesize</a> . <a href="#">Seneca Learning</a> : Edexcel GCSE Philosophy and Ethics (ask your teacher for the class code).
<b>Enrichment opportunities</b>	We would encourage pupils and parents to discuss any of the matters discussed in this unit of work. Factual information on many of the topics can be found on NHS and FRANK websites. The film 'Juno' discusses many of the issues surrounding teenage pregnancy.

## Year 9 - Carousel – COVENANT

<b>Prior Learning</b>	At Key Stage 2 pupils will have a basic knowledge of the Creation Story and Key Christian beliefs. At Key Stage 3 in Year 7 topic 2 the topic of Old Testament Covenant is developed in the Bible topic and topic 5 focuses on Creation, both are built on in this unit. In Year 8 topic 1 furthers the work on Creation and topic 5 focuses on Judaism which shares the tradition with Covenants built on in this unit.
<b>What will I learn?</b>	Pupils will examine what laws and rules are. They will explore the nature of covenant and where it is found in the Bible. The importance of Abraham, Moses and Noah will be explored. Pupils will reflect on Old Testament History and the story of David and Saul and evaluate the importance of David and the Story for Christians today. They will explain the creation of man and original sin. Pupils will apply knowledge to the New Commandment of love Jesus brought us.
<b>Next Steps</b>	This unit directly links to GCSE Catholic Christianity paper where pupils will study creation in the bible. Pupils also study Judaism at GCSE and will study the covenants with Abraham and Moses and apply this to the ritual of Brit Milah.
<b>Personal Development</b>	This unit will develop and deepen pupils' of the British Value of the rule of law. Promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. Cultural development of pupils includes developing their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Pupils develop an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
<b>Key vocabulary</b>	Rules, law, covenant, promise, conditions, circumcision, Decalogue. <b>Define, Analyse, Demonstrate,</b>
<b>How and when will I be assessed?</b>	Pupils will receive a homework task each week. Every six lessons one piece of written work will be teacher assessed with meaningful feedback given to pupils. A formal assessment will be completed in class at the end of the unit. Other assessment methods include verbal assessment in class, mid unit/end of unit reviews, peer and self assessments of work.
<b>Resources to use</b>	Religion book 3, The New Religion for Living Series - Connie Duffy. Moodle Year 9 Half Term 5. BBC Bitesize – Covenant. Hodder Education: Edexcel Religious Studies Catholic Christianity Specification A My Revision notes by Victor W Watton ISBN: 9781510404809. OUP GCSE Edexcel A Catholic Christianity textbook, revision guide and workbooks by Andy Lewis. All books available on Amazon. <a href="#">BBC Bitesize</a> . <a href="#">Seneca Learning</a> : Edexcel GCSE Religions (ask your teacher for the class code).
<b>Enrichment opportunities</b>	As a family come up with an agreed list of agreements for your household. Watch the Prince of Egypt and Noah films. Research Jewish beliefs on Brit Milah.

## Year 10 - Half Term 1 – Catholic Christianity Beliefs and teachings.

<b>Prior Learning</b>	In Key Stage 3, pupils will have followed a scheme of work developed with guidance from the REDC and the CES. They will have a secure knowledge of the foundation of Catholic beliefs and teachings. In Year7 HT 2, pupils learn why the Bible is important. Throughout KS3, pupils learn what the sacraments are and how they link to Jesus in the Bible, for example: Year 8 HT3 reconciliation and Year8 HT4 the Eucharist.
<b>What will I learn?</b>	Pupils will examine the nature and significance of the Trinity and examine the Biblical understanding of the Trinity. Pupils will explore the description of Creation found in Genesis 1-3 and know how it might be understood in divergent ways in Christianity. Pupils will know and understand the doctrine of the incarnation. Pupils will examine the events shown in the Paschal Mystery in Catholic teachings in the Bible. Pupils will understand the importance of the life, death, resurrection and ascension in Catholic teachings about salvation. Pupils will examine the nature and importance of Catholic teachings about life after death.
<b>Next Steps</b>	This unit directly links to the other three Catholic Christianity units in the GCSE course, practices, sources of wisdom and authority and forms of expression. At KS5, this unit will link to AQA A level Religion Ethics and Philosophy Unit on 'Christianity' providing a basic foundation of belief. The OCR A level Unit 'Development in Christian thought' will link into this unit by providing context for modern Christian thinking.
<b>Personal Development</b>	This unit will develop pupils ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Pupils will gain a knowledge of, and respect for, different people's faiths, feelings and values. Pupils will gain a deeper understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others, for example that of literalist Christians and liberal Christians. This unit will develop and deepen the British values of respect and tolerance by ensuring that during class debates on such issues as belief about life after death or the incarnation of Christ, everyone's viewpoint is heard and respected.
<b>Key vocabulary</b>	Trinity, creation, incarnation, paschal mystery, resurrection, ascension, salvation and eschatology. <b>assess, interpret,</b>
<b>How and when will I be assessed?</b>	Pupils will receive a homework task each week. Every six lessons one piece of written work will be teacher assessed with meaningful feedback given to pupils. A formal assessment will be completed in class at the end of the unit. Other assessment methods include Seneca Learning Quizzes and verbal assessment in class.
<b>Resources to use</b>	Hodder Education: Edexcel Religious Studies Catholic Christianity Specification A My Revision notes by Victor W Watton ISBN: 9781510404809. OUP GCSE Edexcel A Catholic Christianity with Judaism textbook, revision guide and workbooks by Andy Lewis. All books available on Amazon. <a href="#">BBC Bitesize</a> . <a href="#">Seneca Learning</a> : Edexcel A GCSE Religious Studies (ask your teacher for the class code). <a href="#">Mr Mcmillan REvise clips on youtube</a> . <a href="#">BBC Teach GCSE Catholic Christianity Edexcel resources</a> .
<b>Enrichment opportunities</b>	Pupils can use their own Bible at home or use BibleGateway.com to look up the Baptism of Jesus, the ascension and other important events in scripture relevant to this unit. Pupils can have a discussion with family or friends about their beliefs about life after death. Pupils are encouraged to take part in the liturgical life of the school by becoming pupil chaplains or helping during liturgical celebrations in some way.

## Year 10 - Half Term 2 – Catholic Christianity Practices

<b>Prior Learning</b>	In Key Stage 3, pupils will have followed a scheme of work developed with guidance from the RECD and the CES. They will have a secure knowledge of the foundation of Catholic beliefs and teachings. In Year 9 HT 3 Worship, pupils learn about the liturgical calendar and Church seasons as well as the different types of prayers and their importance.
<b>What will I learn?</b>	Pupils will know and understand the nature and significance of the sacraments. Pupils will explore liturgical worship in Catholicism and the importance of the Mass. Pupils will examine the practices and aims of the funeral rites of the Church as a liturgical celebration. Pupils will know and understand the nature and significance of the different types of prayer. Pupils will examine the nature of the different types of popular piety. Pupils will explore the nature, history and purpose of pilgrimage. Pupils will know the role and importance of Catholic Social Teaching. Pupils will examine the nature, history and purpose of Catholic missionary and evangelical work
<b>Next Steps</b>	This unit directly links to the other three Catholic Christianity units in the GCSE course, beliefs, sources of wisdom and authority and forms of expression. At KS5, this unit will link to AQA A level Religion Ethics and Philosophy Unit on 'Christianity' providing a basic foundation of belief. The OCR A level Unit 'Development in Christian thought' will link into this unit by providing context for modern Christian thinking.
<b>Personal Development</b>	In this unit, pupils will gain a knowledge of, and respect for, different people's faiths, for example, they will understand why we have Holy days of obligation in school. Pupils will gain a deeper understanding and appreciation of the wide range of cultural influences that have shaped their own heritage, for example why Christmas is celebrated on the 25 <sup>th</sup> December in the United Kingdom.
<b>Key vocabulary</b>	Sacrament, liturgical worship, prayer, funeral, piety, pilgrimage, and evangelise. <b>community, construct,</b>
<b>How and when will I be assessed?</b>	Pupils will receive a homework task each week. Every six lessons one piece of written work will be teacher assessed with meaningful feedback given to pupils. A formal assessment will be completed in class at the end of the unit. Other assessment methods include Seneca Learning Quizzes and verbal assessment in class.
<b>Resources to use</b>	Hodder Education: Edexcel Religious Studies Catholic Christianity Specification A My Revision notes by Victor W Watton ISBN: 9781510404809. OUP GCSE Edexcel A Catholic Christianity with Judaism textbook, revision guide and workbooks by Andy Lewis. All books available on Amazon. <a href="#">BBC Bitesize</a> . <a href="#">Seneca Learning</a> : Edexcel A GCSE Religious Studies (ask your teacher for the class code).
<b>Enrichment opportunities</b>	Pupils can reflect on any experience they have had of attending any of the liturgical celebrations in the unit. For example, attending a Baptism, marriage or Catholic funeral. Pupils are encouraged to attend Church at special times of the year with their friends and family and to take any small part in helping with the liturgical celebrations in school. Pupils have the opportunity to join the Rosary or prayer groups in school and in their own locality.

## Year 10 - Half Term 3 – Catholic Christianity Sources of Wisdom and Authority

<b>Prior Learning</b>	In Key Stage 3, pupils will have followed a scheme of work developed with guidance from the RECD and the CES. They will have a secure knowledge of the foundation of Catholic beliefs and teachings. In Year 7 HT 2 Bible, pupils learn why the Bible is important for Christians and in Year 9 HT 1 Sources of Wisdom and Authority, this knowledge is built on with the introduction of the Catholic Catechism and Vatican II.
<b>What will I learn?</b>	Pupils will examine the development and structure of the Bible. Pupils will explore why there are divergent interpretations of the authority of the Bible. Pupils will examine the magisterium of the Church. Pupils will know the nature, history and significance of the Second Vatican Council. Pupils will gain an understanding of the Church as the Body of Christ. Pupils will know the nature of the Church as one, holy, catholic and apostolic. Pupils will understand the significance of Mary as a model of the Church. Pupils will examine sources of personal and ethical decision making.
<b>Next Steps</b>	This unit directly links to the other three Catholic Christianity units in the GCSE course, beliefs, practices and forms of expression. At KS5, this unit will link to AQA A level Religion Ethics and Philosophy Unit on 'Christianity' providing a basic foundation of belief. The OCR A level Unit 'Development in Christian thought' will link into this unit by providing context for modern Christian thinking.
<b>Personal Development</b>	This unit will develop pupil's ability to be reflective about their own beliefs and that of others by studying the importance of the Catholic Sources of wisdom and authority and comparing them to other Christian sources of authority. This unit will develop and deepen the British values of respect and tolerance when they study Mary's life and example of sacrifice and discipleship.
<b>Key vocabulary</b>	Decalogue, Catechism, Papal infallibility, Apostolic Succession, Apostolic Tradition, Immaculate Conception, Conscience, Natural Law <b>authority, source,</b>
<b>How and when will I be assessed?</b>	Pupils will receive a homework task each week. Every six lessons one piece of written work will be teacher assessed with meaningful feedback given to pupils. A formal assessment will be completed in class at the end of the unit. Other assessment methods include Seneca Learning Quizzes and verbal assessment in class.
<b>Resources to use</b>	Hodder Education: Edexcel Religious Studies Catholic Christianity Specification A My Revision notes by Victor W Watton ISBN: 9781510404809. OUP GCSE Edexcel A Catholic Christianity with Judaism textbook, revision guide and workbooks by Andy Lewis. All books available on Amazon. <a href="#">BBC Bitesize</a> . <a href="#">Seneca Learning</a> : Edexcel A GCSE Religious Studies (ask your teacher for the class code).
<b>Enrichment opportunities</b>	Pupils are encouraged to look into ethical dimensions of their own lives and make decisions accordingly, for example Jesus' teachings would suggest the use of Fairtrade products. Pupils are encouraged to discuss theological issues at home and in a wider context. For example, their thoughts on whether or the Pope is infallible. Pupils can review the online version of the Catechism for Sources of Wisdom and Authority to discuss or use in their written answers: <a href="http://ccc.usccb.org/flipbooks/catechism/index.html">http://ccc.usccb.org/flipbooks/catechism/index.html</a>

## Year 10 - Half Term 4 – Catholic Christianity Forms of expression and ways of life.

<b>Prior Learning</b>	In Key Stage 3, pupils will have followed a scheme of work developed with guidance from the RECD and the CES. They will have a secure knowledge of the foundation of Catholic beliefs and teachings. In Year 8 HT 2 Jesus and HT 4 Eucharist, pupils get the chance to look at famous artwork associated with each topic. In Year 9 HT3 Worship, pupils study the architecture of Churches and its meaning and importance.
<b>What will I learn?</b>	Pupils will examine the architecture, design and decoration of Catholic churches. Pupils will explore the different internal features of a Catholic. Pupils will examine the meaning and significance of sacred objects. Pupils will know the meaning and significance of paintings, fresco and drawings. Pupils will understand the meaning and significance of sculpture and statues. Pupils will examine the purpose and use of symbolism and imagery in religious art. Pupils will explore the purpose and use of drama and the nature and use of traditional and contemporary styles of music in worship.
<b>Next Steps</b>	This unit directly links to the other three Catholic Christianity units in the GCSE course, beliefs, practices and Sources of wisdom of authority. At KS5, this unit will link to AQA A level Religion Ethics and Philosophy Unit on 'Christianity' providing a basic foundation of belief. The OCR A level Unit 'Development in Christian thought' will link into this unit by providing context for modern Christian thinking.
<b>Personal Development</b>	Pupils will gain a deeper understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. They have the chance to study famous pieces of artwork and sculpture from across the world. This unit will develop pupil's knowledge and understanding of, the things we have in common across religions.
<b>Key vocabulary</b>	Architecture, drama, sacred, fresco, sculpture, symbolism, icon. community, evaluate, design.
<b>How and when will I be assessed?</b>	Pupils will receive a homework task each week. Every six lessons one piece of written work will be teacher assessed with meaningful feedback given to pupils. A formal assessment will be completed in class at the end of the unit. Other assessment methods include Seneca Learning Quizzes and verbal assessment in class.
<b>Resources to use</b>	Hodder Education: Edexcel Religious Studies Catholic Christianity Specification A My Revision notes by Victor W Watton ISBN: 9781510404809. OUP GCSE Edexcel A Catholic Christianity with Judaism textbook, revision guide and workbooks by Andy Lewis. All books available on Amazon. <a href="#">BBC Bitesize</a> . <a href="#">Seneca Learning</a> : Edexcel A GCSE Religious Studies (ask your teacher for the class code). <a href="#">Mr Mcmillan REvise clips on youtube</a> . <a href="#">BBC Teach GCSE Catholic Christianity Edexcel resources</a> .
<b>Enrichment opportunities</b>	Pupils can visit the school chapel or any Catholic Church to look at artwork and sculptures. Or take a virtual tour of the Sistine Chapel and discuss the features with family or friends. <a href="http://m.museivaticani.va/content/museivaticani-mobile/en/collezioni/musei/cappella-sistina/tour-virtuale.html">http://m.museivaticani.va/content/museivaticani-mobile/en/collezioni/musei/cappella-sistina/tour-virtuale.html</a> The <a href="#">Manchester Passion Play</a> is available on Youtube.



## Year 10 - Half Term 5 – Catholic Christianity Philosophy – Arguments for the existence of God.

<b>Prior Learning</b>	In Year 9 HT 6, pupils study a Unit called 'God', which explores the basic design and cosmological arguments for the existence of God.
<b>What will I learn?</b>	Pupils will understand how revelation, visions and miracles can be proof of the existence of God for those who experience them. Pupils will know and understand the nature of religious experiences including numinous and conversion. Pupils will analyse the design and cosmological arguments for the existence of God. Pupils will know and understand the problem of evil and Catholic response to the problem.
<b>Next Steps</b>	This unit directly links to the other four Catholic Christianity units in the GCSE course, beliefs and practices, sources of wisdom and authority and forms of expression. At KS5, this unit will link to AQA A level Religion Ethics and Philosophy Unit on 'Christianity' providing a basic foundation of belief. The OCR A level Unit 'Development in Christian thought' will link into this unit by providing context for modern Christian thinking.
<b>Personal Development</b>	This unit will help pupils develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. This is fostered by looking at the philosophical arguments for the existence of God. When discussing the problem of evil and suffering pupils can relate to personal experience or story and gain a wider respect and tolerance for others.
<b>Key vocabulary</b>	Natural Revelation, Conversion, Numinous, Evolution, Natural Theology, Cosmological, Moral Suffering (evil), Natural Suffering (evil) <b>Analyse, design.</b>
<b>How and when will I be assessed?</b>	Pupils will receive a homework task each week. Every six lessons one piece of written work will be teacher assessed with meaningful feedback given to pupils. A formal assessment will be completed in class at the end of the unit. Other assessment methods include Seneca Learning Quizzes and verbal assessment in class.
<b>Resources to use</b>	Hodder Education: Edexcel Religious Studies Catholic Christianity Specification A My Revision notes by Victor W Watton ISBN: 9781510404809. OUP GCSE Edexcel A Catholic Christianity with Judaism textbook, revision guide and workbooks by Andy Lewis. All books available on Amazon. <a href="#">BBC Bitesize</a> . <a href="#">Seneca Learning</a> : Edexcel A GCSE Religious Studies (ask your teacher for the class code). <a href="#">Mr Mcmillan REvise clips on youtube</a> . Clips on the design and cosmological argument.
<b>Enrichment opportunities</b>	Pupils can discuss the philosophical arguments with friends or family to establish the strengths and weaknesses of each argument. Pupils can investigate the 'miracles at Lourdes using the internet. Pupils are encouraged to talk to our chaplain and staff about their own faith journeys and encounter with God and Christ. Critical thinking skills can be explored by pupils who wish to stretch themselves.

## Year 10 - Half Term 6 – Catholic Christianity Philosophy – Arguments for the existence of God.

<b>Prior Learning</b>	In Year 9 HT 6, pupils study a Unit called 'God', which explores the basic design and cosmological arguments for the existence of God.
<b>What will I learn?</b>	Pupils will understand how revelation, visions and miracles can be proof of the existence of God for those who experience them. Pupils will know and understand the nature of religious experiences including numinous and conversion. Pupils will analyse the design and cosmological arguments for the existence of God. Pupils will know and understand the problem of evil and Catholic response to the problem.
<b>Next Steps</b>	This unit directly links to the other four Catholic Christianity units in the GCSE course, beliefs and practices, sources of wisdom and authority and forms of expression. At KS5, this unit will link to AQA A level Religion Ethics and Philosophy Unit on 'Christianity' providing a basic foundation of belief. The OCR A level Unit 'Development in Christian thought' will link into this unit by providing context for modern Christian thinking.
<b>Personal Development</b>	This unit will help pupils develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. This is fostered by looking at the philosophical arguments for the existence of God. When discussing the problem of evil and suffering pupils can relate to personal experience or story and gain a wider respect and tolerance for others.
<b>Key vocabulary</b>	Natural Revelation, Conversion, Numinous, Evolution, Natural Theology, Cosmological, Moral Suffering (evil), Natural Suffering (evil) <b>Analyse, design.</b>
<b>How and when will I be assessed?</b>	Pupils will receive a homework task each week. Every six lessons one piece of written work will be teacher assessed with meaningful feedback given to pupils. A formal assessment will be completed in class at the end of the unit. Other assessment methods include Seneca Learning Quizzes and verbal assessment in class.
<b>Resources to use</b>	Hodder Education: Edexcel Religious Studies Catholic Christianity Specification A My Revision notes by Victor W Watton ISBN: 9781510404809. OUP GCSE Edexcel A Catholic Christianity with Judaism textbook, revision guide and workbooks by Andy Lewis. All books available on Amazon. <a href="#">BBC Bitesize</a> . <a href="#">Seneca Learning</a> : Edexcel A GCSE Religious Studies (ask your teacher for the class code). <a href="#">Mr Mcmillan REvise clips on youtube</a> . Clips on the design and cosmological argument.
<b>Enrichment opportunities</b>	Pupils can discuss the philosophical arguments with friends or family to establish the strengths and weaknesses of each argument. Pupils can investigate the 'miracles at Lourdes using the internet. Pupils are encouraged to talk to our chaplain and staff about their own faith journeys and encounter with God and Christ. Critical thinking skills can be explored by pupils who wish to stretch themselves.

## Year 11 - Half Term 1 – Catholic Christianity Philosophy – Teachings on relationships.

<b>Prior Learning</b>	In Year 9 HT 6 God and Year 10 HT5 Philosophy, pupils study the basic philosophical arguments for the existence of God. In year 9 HT 4, pupils complete a Unit called 'Marriage and Family' which explores different types of relationships.
<b>What will I learn?</b>	Pupils will know Catholic teachings about marriage. Pupils will understand Catholic teaching about the importance of sexual relationships. Pupils will examine the Catholic teachings about the importance and purpose of the family and how and why the local parish supports the family. Pupils will examine the Catholic teachings about family planning and regulation of birth. Pupils will understand the Catholic teaching about divorce, annulment and remarriage. Pupils will explore the Catholic teaching about the equality of men and women in the family and gender prejudice and discrimination. Pupils will explore other divergent views on marriage, relationships and equality.
<b>Next Steps</b>	This unit directly links to the other four Catholic Christianity units in the GCSE course, beliefs and practices, sources of wisdom and authority and forms of expression. At KS5, this unit will link to AQA A level Religion Ethics and Philosophy Unit on 'Christianity' providing a basic foundation of belief. The OCR A level Unit 'Development in Christian thought' will link into this unit by providing context for modern Christian thinking.
<b>Personal Development</b>	This topic explores everyday situations, which all pupils can relate to in their own lives. This will help pupils develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. This unit links directly to the new 2020 RSE guidelines as it enables pupils to examine healthy relationships and choices.
<b>Key vocabulary</b>	Marriage, homosexuality, parish, contraception, equality, gender, prejudice and discrimination. <b>tradition, issue.</b>
<b>How and when will I be assessed?</b>	Pupils will receive a homework task each week. Every six lessons one piece of written work will be teacher assessed with meaningful feedback given to pupils. A formal assessment will be completed in class at the end of the unit. Other assessment methods include Seneca Learning Quizzes and verbal assessment in class.
<b>Resources to use</b>	Hodder Education: Edexcel Religious Studies Catholic Christianity Specification A My Revision notes by Victor W Watton ISBN: 9781510404809. OUP GCSE Edexcel A Catholic Christianity with Judaism textbook, revision guide and workbooks by Andy Lewis. All books available on Amazon. <a href="#">BBC Bitesize</a> . <a href="#">Seneca Learning</a> : Edexcel A GCSE Religious Studies (ask your teacher for the class code). <a href="#">Mr Mcmillan REvise clips on youtube</a> . Clips on marriage and family life.
<b>Enrichment opportunities</b>	Pupils can reflect on or discuss any marriage or family or other relationships. They can connect this unit to their own lives and that of their friends and families. <a href="#">Pupils can watch the film 'Fireproof' as it discusses the issues of marriage and divorce.</a>

## Year 11 - Half Term 2 - Unit Title Judaism - Beliefs

<b>Prior Learning</b>	At KS2, all pupils should have studied some world faiths. In Year 8 topic 6, Judaism, pupils explore the foundation of Jewish beliefs and traditions. In Year 9 topic 5, Covenant, Pupils will understand the historical relevance of the Mosaic and Abrahamic covenants.
<b>What will I learn?</b>	To understand the characteristics of the almighty. To examine the nature and importance of Shekhinah. To know the nature and purpose of the Messiah. To examine the nature and history of the covenant at Sinai. To explore the nature and history of the covenant with Abraham. To understand the nature and importance of sanctity of life and Pikuach Nefesh. To examine the nature and importance of the Mitzvot for Jews and to know how many there are and their purpose. To examine the concept of life after death with regard to Jewish ideas about the nature of life after death.
<b>Next Steps</b>	This unit directly links to GCSE Judaism Unit Practices and also underpins all four units of the Catholic Christianity GCSE by providing a historical context for current practices within the Catholic Church today. At KS5, this unit will link to AQA A level Religion Ethics and Philosophy Unit on 'Christianity' from a historical prospective. The OCR A level Unit 'Development in Christian thought' will link into this unit by providing context for modern Christian thinking.
<b>Personal Development</b>	This unit will develop and deepen pupils' understanding of the fundamental British values of individual liberty, mutual respect and tolerance. Promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. Spiritual development of pupils includes developing their ability to be reflective about their own beliefs (religious or otherwise) and gain knowledge of, and respect for, different people's faiths, feelings and values.
<b>Key vocabulary</b>	Shekhinah, Messiah, Covenant, Sanctity, Pikuach Nefesh, Mitzvot. authority, evaluate, conclude, tradition.
<b>How and when will I be assessed?</b>	Pupils will receive a homework task each week. Every six lessons one piece of written work will be teacher assessed with meaningful feedback given to pupils. A formal assessment will be completed in class at the end of the unit. Other assessment methods include Seneca Learning Quizzes and verbal assessment in class.
<b>Resources to use</b>	Hodder Education: Edexcel Religious Studies Catholic Christianity Specification A My Revision notes by Victor W Watton ISBN: 9781510404809. OUP GCSE Edexcel A Catholic Christianity with Judaism textbook, revision guide and workbooks by Andy Lewis. All books available on Amazon. <a href="#">BBC Bitesize</a> . <a href="#">Seneca Learning</a> : Edexcel A GCSE Religious Studies Judaism (ask your teacher for the class code).
<b>Enrichment opportunities</b>	Guest speaker on Judaism topics in school. <a href="#">BBC teach Videos on Judaism</a> . <a href="#">Resources from the Jewish Museum</a> . Trip to a synagogue.

## Year 11 - Half Term 3 - Unit Title Judaism - Practices

<b>Prior Learning</b>	At KS2, all pupils should have studied some world faiths. In Year 8 topic 6, Judaism, pupils explore the foundation of Jewish beliefs and traditions. In Year 9 topic 5, Covenant, Pupils will understand the historical relevance of the Mosaic and Abrahamic covenants. In GCSE Judaism Unit Beliefs, Pupils will learn the importance of the covenants and mitzvots amongst other beliefs.
<b>What will I learn?</b>	Pupils will examine the nature, features and purpose of public worship including the practice of worship in the synagogue. Pupils will examine the nature, history and importance of the Tenakh and the Talmud. Explore the nature and importance of the food laws. Pupils will examine the nature, features and purpose of private prayer. Pupils will examine the nature, features and purpose of different prayers especially the Shema and the Amidah and use of the Mezuzah. Pupils will explore the nature, features and purpose of the various Jewish rituals and ceremonies, including birth and marriage. Pupils will explore the nature, features, history and purpose of celebrating Shabbat, including how it is celebrated in the home and in the synagogue. Pupils will examine the nature, origins and purpose of Jewish festivals including Rosh Hashanah and Yom Kippur. Pupils will examine the nature, purpose and history of the synagogue.
<b>Next Steps</b>	This unit directly links to GCSE Judaism Unit Beliefs and also underpins all four units of the Catholic Christianity GCSE by providing a historical context for current practices within the Catholic Church today. At KS5, this unit will link to AQA A level Religion Ethics and Philosophy Unit on 'Christianity' from a historical prospective. The OCR A level Unit 'Development in Christian thought' will link into this unit by providing context for modern Christian thinking.
<b>Personal Development</b>	This unit will develop and deepen pupils' understanding of the fundamental British values of individual liberty, mutual respect and tolerance. Promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. Spiritual development of pupils includes developing their ability to be reflective about their own beliefs (religious or otherwise) and gain knowledge of, and respect for, different people's faiths, feelings and values.
<b>Key vocabulary</b>	Worship, Tenakh, Talmud, prayer, ritual, ceremony, Sabbath <b>identify, community, culture,</b>
<b>How and when will I be assessed?</b>	Pupils will receive a homework task each week. Every six lessons one piece of written work will be teacher assessed with meaningful feedback given to pupils. A formal assessment will be completed in class at the end of the unit. Other assessment methods include Seneca Learning Quizzes and verbal assessment in class.
<b>Resources to use</b>	Hodder Education: Edexcel Religious Studies Catholic Christianity Specification A My Revision notes by Victor W Watton ISBN: 9781510404809. OUP GCSE Edexcel A Catholic Christianity with Judaism textbook, revision guide and workbooks by Andy Lewis. All books available on Amazon. <a href="#">BBC Bitesize</a> . <a href="#">Seneca Learning</a> : Edexcel A GCSE Religious Studies Judaism (ask your teacher for the class code).
<b>Enrichment opportunities</b>	Guest speaker on Judaism topics in school. <a href="#">BBC teach Videos on Judaism</a> . <a href="#">Resources from the Jewish Museum</a> . Trip to a synagogue.