



# Department: Religious Education

## Curriculum Intent Statement

### Our Curriculum Vision & Purpose

The primary purpose of RE is the progressive model of the study of the mystery of Christ, the teaching of the Church and its application in daily life.

RE is the foundation of the entire educational process. It inspires and draws together every aspect of the life of a Catholic school.

We believe that all pupils have the right to receive an education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them (*1 Peter 3:15*).

We are forming religiously literate young people who have the knowledge, understanding and skills to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in the modern world.

### Powerful Knowledge

- Students study and learn the core truths of the Catholic faith as found within the Sacred Scriptures, The Catechism, the writings of the saints and the Popes and documents of the Second Vatican Council.
- Students study Jewish, Muslim and Sikh beliefs, teachings and practices.
- Students study and learn a wide range of key religious and specialist language, including Latin and Hebrew, depending on the topic studied.

Such knowledge can be categorised as Beliefs, Teachings, Practices, Sources of Wisdom and Authority, and Forms of Expression.

### Curriculum Features

Excellence in religious education is characterised by a clarity of succinct religious learning objectives offering a knowledge-rich curriculum of key content, as outlined in the RE Curriculum Directory from the Catholic Bishops Conference of England and Wales, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment.

- KS3 is based on the central principles professed in Christian Creed. With two/three other world religions studied which gives students an opportunity to discover the similarities and differences in some of the major world religions.
- KS4 is based on both the beliefs and teaching of both the Catholic faith and the Jewish faith with the additional points of view included from the humanists, which again gives students the opportunity to understand similarities and also iconic differences.

When mapping the RE curriculum it reveals the mystery of faith, from the revelation of God to how God became man in the person of Jesus, the influence and impact of the words and actions of Jesus on the lives of believers, past present and future, and the structure and teachings of the Church, especially in light of Scripture.

This sequencing grows and develops from basic introductions to the faith towards the central current teachings and practices within society today.



# Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2019-20

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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 7 (referenced to topic as appropriate)
Year 7 Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 14	<b>Who is God?</b> We will explore what is the central Christian belief about God and revelation, from the Bible and the Catechism. Students will study how and where Catholics and other Christians discover God today.	Multiple Choice Questions 'Who is God?' essay AO1 – Demonstrate knowledge and understanding of religion and belief	<ul style="list-style-type: none"> <li>Develop knowledge of core Christian belief about God.</li> <li>Explore Sources of Wisdom and Authority such as Scripture and Catechism.</li> </ul>
	Term 2 8 Weeks Max. No. Lessons: 16	<b>Who is Jesus?</b> We will explore both historic and spiritual significance of the person of Jesus. Students will study the words and actions of Jesus and their connection to Catholic belief today. <b>What is Advent? Why is it important?</b> Explore the themes of Peace, hope, joy and love	Multiple Choice Questions GCSE Style B Questions 5 Marks AO1 – Demonstrate knowledge and understanding of religion and belief	<ul style="list-style-type: none"> <li>Learn central religious language to articulate the core beliefs about the person of Christ.</li> <li>To demonstrate different beliefs and opinions supported by key Christian figures such as St Paul</li> </ul>
	Term 3 6 Weeks Max. No. Lessons: 12	<b>What is the Kingdom of God?</b> We will explore what is understood by Kingdom and how the Church is at service of the Kingdom. Students will study the actions of the Church and Catholic Social teaching including CAFOD and SVP	Multiple Choice Questions 'What is the Kingdom of God?' essay AO1 – Demonstrate knowledge and understanding of religion and belief AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.	<ul style="list-style-type: none"> <li>Develop knowledge of Catholic organisations that support the mission of the Church</li> <li>To provide an opinion about the work of different Catholic Charities</li> </ul>
	Term 4 7 Weeks Max. No. Lessons: 14	<b>What are the signs of Catholic Identity?</b> We will explore Sacramental imagination and how Catholics demonstrate their faith today. The Sacraments will be central along with other forms of prayer such as the rosary and Marian devotion.	Multiple Choice Questions GCSE Style B Questions 5 Marks GCSE Style B & C Questions 5 & 8 Marks AO1 – Demonstrate knowledge and understanding of religion and belief	<ul style="list-style-type: none"> <li>To develop transferable religious language to explain central celebrations of the Catholic faith.</li> <li>Explore and evaluate different forms and types of prayer</li> </ul>

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Assessment Format to follow whole-school expectations (MCQs for Content Knowledge & Understanding, GCSE-style Qs. for Application of Skills).



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	<p>Term 5 4 Weeks Max. No. Lessons: 8</p>	<p><b>What are the signs of Jewish Identity?</b> This topic will explore Jewish identity and practices in Britain today. Ares to be studied will be; beliefs about God, place of worship and festivals.</p>	<p>Creative task with explanatory write-up AO1 – Demonstrate knowledge and understanding of religion and belief AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<ul style="list-style-type: none"> <li>• Explore core Jewish beliefs and their importance</li> <li>• Develop knowledge of the similarities of Jewish and Christian faith</li> </ul>
	<p>Term 6 7 Weeks Max. No. Lessons: 14</p>	<p><b>What are the Joys and challenges of living as the people of God?</b> The unit explores the joys and challenges of living as people of God both past and present. Students will also study the lives of two modern saints as witnesses to joy. St Mother Teresa and St John Paul II</p>	<p>Multiple Choice Questions GCSE Style B, C, D Questions 5, 8, 15 Marks AO1 – Demonstrate knowledge and understanding of religion and belief AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<ul style="list-style-type: none"> <li>• Learn how different Christians express joy in difficult situations.</li> <li>• Challenge students to find joy and share it with others in the school and wider community.</li> </ul>

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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 8 (referenced to topic as appropriate)
Year 8 Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 14	<p><b>Why do Catholics welcome the Stranger?</b> Explore the meaning and impact of prejudice, discrimination and stereotyping. Using the teachings of Jesus as the source of authority, specifically The Good Samaritan, The Parable of the Sheep and the Goats, The Prodigal Son and the Passion of Christ.</p>	<p>Multiple choice questions (MCQ's) to review topic. Exam questions b &amp; c. Describe and explain. AO1 – Demonstrate knowledge and understanding of religion and belief</p>	<ul style="list-style-type: none"> <li>Explore the relevance of the Gospels to society today.</li> <li>Encourage pupils to see diversity as positive.</li> <li>Recognition and respect for people with different views whilst being confident in themselves.</li> </ul>
	Term 2 8 Weeks Max. No. Lessons: 16	<p><b>What are the Sacraments and why are they important for Catholics?</b> Explore the importance of Spiritual development and our relationship with God. We will look at the Sacraments to understand how they help us to achieve this through the grace of God. <b>What is Advent? Why is it important?</b> Explore the symbols and traditions linked with Advent, around the world.</p>	<p>Multiple choice questions (MCQ's) to review topic. 'Why do we need the sacraments?' essay AO1 – Demonstrate knowledge and understanding of religion and belief AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<ul style="list-style-type: none"> <li>Relate the Sacraments to our personal relationship with God.</li> <li>Develop knowledge and understanding of the support provided by the Church throughout our lifetime.</li> </ul>
	Term 3 6 Weeks Max. No. Lessons: 12	<p><b>How do Christians make moral decisions?</b> Explore the key factors in decision making. Christian Faith, Sources of Authority such as the Bible, conscience and outside influences.</p>	<p>Multiple choice questions (MCQ's) to review topic. Exam question d. Analyse and evaluate. AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<ul style="list-style-type: none"> <li>Develop an understanding in the main components of making good decisions.</li> <li>Encourages self-reflection.</li> </ul>
	Term 4 7 Weeks Max. No. Lessons: 14	<p><b>How can we look after our earth?</b> We will explore our role and responsibility as stewards of creation as outlined in the Bible, specifically Genesis and <i>Laudato Si</i>. Investigate the impact if we ignore our responsibility.</p>	<p>Multiple choice questions (MCQ's) to review topic. Speech on the importance of being a steward of creation AO1 – Demonstrate knowledge and understanding of religion and belief</p>	<ul style="list-style-type: none"> <li>Develop a link between religious faith and expectations within our role as active citizens of God's world.</li> <li>Recognition of the importance in preserving and protecting the</li> </ul>

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			AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.	world for today and future generations.
Term 5 4 Weeks Max. No. Lessons: 8	<b>What is Islam?</b> We explore the origins and practices of Islam. We look at the diversity within and relate it to our understanding of how we treat people of a different religion.		End of year exam Multiple choice questions (MCQ's) to review topic. Exam style questions b, c and d. AO1 – Demonstrate knowledge and understanding of religion and belief AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.	<ul style="list-style-type: none"> <li>Understanding of the link between the Abrahamic Traditions.</li> <li>Learn how education is the major factor in breaking down ignorance and intolerance.</li> </ul>
Term 6 7 Weeks Max. No. Lessons: 14	<b>How is Art used in Religion?</b> This topic enables pupils to appreciate the different forms of art and how they educate, inspire and reflect in their beauty the Nature of God. Art work includes traditional as well as contemporary.		Creative piece of art that to be entered into a school-wide competition. The best 10 to be entered into Spirited Arts, a national competition run by NATRE.	<ul style="list-style-type: none"> <li>Introduces art as powerful tool of expression.</li> <li>Encourages an appreciation of both the art and the subject matter.</li> <li>Develops the exploration of faith through the visual as well as the written form.</li> </ul>

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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 9 (referenced to topic as appropriate)
Year 9 Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 18	<b>How did the Early Church begin?</b> Explore some of the main points in the growth and history of the Church. Reflecting on why and how the Church grew and become One, Holy, Catholic and Apostolic Church	Multiple choice questions (MCQ's) to review topic plus 2 GCSE exam style question (5 & 8 MARK Q) AO1 – Demonstrate knowledge and understanding of religion and belief	<ul style="list-style-type: none"> <li>Explore the persecution and challenges the early Church faced in its growth.</li> <li>Develop knowledge of the universal Church</li> </ul>
	Term 2 8 Weeks Max. No. Lessons: 20	<b>What is Vocation?</b> Students will study the catholic concept of what is a Vocation and how a vocation can be lived in different ways. Some vocations to be explored will be Religious Life, Holy Orders, Single life and different services of others, doctor, teacher. <b>What is Advent? Why is it important?</b> Explore a Catholic Charity that puts faith into action over the season of Advent and Christmas.	<i>'Why do we have a vocation?'</i> essay AO1 – Demonstrate knowledge and understanding of religion and belief	<ul style="list-style-type: none"> <li>Explore how and why Catholics have a vocation to serve the Church and the people of God.</li> <li>Develop and argue different opinions about the importance of some vocations asking which is the most important and why.</li> </ul>
	Term 3 6 Weeks Max. No. Lessons: 15	<b>What is Theology of the Body?</b> Students will look at the life and teaching of St John Paul II on the vocation of marriage and the gift of human sexuality.	MCQ's to review topic plus 1 GCSE exam style question (15 MARK Q) AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.	<ul style="list-style-type: none"> <li>Explore the life and work of St John Paul II and his influence over the Church.</li> <li>Explore the speeches and documents from St JP II and the Church teaching on human sexuality and the vocation of Holy Marriage.</li> </ul>
	Term 4 7 Weeks Max. No. Lessons: 18	<b>Judaism: Beliefs and teachings</b> We will explore the nature of God in Judaism, different beliefs about the Messiah, the importance of covenants, the importance of life and the relationship between free will and mitzvot.	Knowledge Check Test of key words and definitions AO1 – Demonstrate knowledge and understanding of religion and belief	<ul style="list-style-type: none"> <li>Explore key Jewish beliefs and teachings</li> <li>Explore how these beliefs and teachings influence the life of a Jew</li> </ul>

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<p>Term 5 4 Weeks Max. No. Lessons: 10</p>	<p><b>Judaism: Beliefs and teachings</b> We will explore the nature of God in Judaism, different beliefs about the Messiah, the importance of covenants, the importance of life and the relationship between free will and mitzvoth. May also begin <b>Judaism: Practices</b></p>	<p>Knowledge Check test of key concepts AO1 – Demonstrate knowledge and understanding of religion and belief</p>	<ul style="list-style-type: none"> <li>• Develop an understanding of diversity within Judaism</li> <li>• Recognise key sources of authority</li> </ul>
<p>Term 6 7 Weeks Max. No. Lessons: 18</p>	<p><b>Judaism: Practices</b> We will explore Jewish practices and worship in 21<sup>st</sup> Century Britain, including how this happens in the synagogue and at home, important prayers and items used in worship, the role of the synagogue, rituals in the life of a Jew, the practice of keeping kosher and the celebration of key festivals.</p>	<p>End of Year assessment: MCQs and Define, Describe, Explain and Discuss questions (a, b, c, d Qs) AO1 – Demonstrate knowledge and understanding of religion and belief AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<ul style="list-style-type: none"> <li>• Explore key Jewish practices</li> <li>• Explore how these practices influence the life of a Jew and how they link with Jewish beliefs and teachings</li> </ul>

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Year 10 Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 18	<b>1.1 Origins and meaning</b> We will explore religious and non-religious views about the origin of the universe, the value of human life (including an exploration of abortion) according to Christians, Jews and Humanists, what we can learn from the Genesis creation stories, how to show respect for the planet, the importance of the Bible as the Word of God and different interpretations of the Bible	Judaism mock paper 1h Define, Describe, Explain and Discuss questions (2 x a, b, c, d Qs) AO1 – Demonstrate knowledge and understanding of religion and belief AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.	<ul style="list-style-type: none"> <li>Explore key Christian, Jewish and non-religious beliefs about the origin of the universe, human life and holy Scripture</li> <li>Recognise the diversity of belief within Christianity</li> <li>Identify key sources of wisdom and authority</li> </ul>
	Term 2 8 Weeks Max. No. Lessons: 20	<b>1.1 Origin and meaning:</b> We will explore religious art, such as Michelangelo's <i>Creation of Adam</i> , and <i>Tree of Life</i> mosaic in Rome. We will also explore how the concept of <i>imago Dei</i> has influenced Catholic Social Teaching, the importance of justice, peace and reconciliation for Catholics, how the Church promotes harmony in a multi-faith society and how Catholic charities demonstrate love of neighbour.	1.1 Interim assessment MCQs plus Define, Describe, Explain and Discuss questions (1 x a, b, c, d Qs) AO1 – Demonstrate knowledge and understanding of religion and belief AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.	<ul style="list-style-type: none"> <li>Explore different forms of religious expression</li> <li>Explore why it is our Christian duty to work with other faiths and none</li> <li>Explore how Catholic charities reflect Catholic Social Teaching</li> </ul>
	Term 3 6 Weeks Max. No. Lessons: 15	<b>1.2 Good and evil</b> We will explore Christian, non-Christian and philosophical attempts to answer the 'Problem of Evil', Catholic and Jewish ideas about sin, suffering, and the goodness of God, the nature and importance of the Trinity and why Jews have no belief in Trinity.	1.1 End of Section assessment MCQs plus Define, Describe, Explain and Discuss questions (2 x a, b, c Qs and 1 x d Q) AO1 – Demonstrate knowledge and understanding of religion and belief AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.	<ul style="list-style-type: none"> <li>Explore how religious and non-religious people respond to the belief in an omnibenevolent God and the presence of evil and suffering</li> <li>Explore the importance of the belief in Trinity for Christians and why this belief differs from Jewish beliefs</li> </ul>

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<p>Term 4 7 Weeks Max. No. Lessons: 18</p>	<p><b>1.2 Good and evil</b> We will explore the nature of Jesus as incarnate God, how Jesus is a source of moral authority for Christians, other sources of moral authority for both Jews and non-religious people. We will also explore the notion of using statues in worship and forms of popular devotion, such as pilgrimage and the rosary.</p>	<p>1.2 End of Section assessment MCQs plus Define, Describe, Explain and Discuss questions (1 x a, b, c Qs and 2 x d Q) AO1 – Demonstrate knowledge and understanding of religion and belief AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<ul style="list-style-type: none"> <li>• Explore what the incarnation means for Christians</li> <li>• Explore different sources of moral authority and recognise the reasons for diversity of opinion</li> <li>• Explore the importance of expressing one's faith through art, prayer and devotion</li> </ul>
<p>Term 5 4 Weeks Max. No. Lessons: 10</p>	<p>Revision of Component One: Foundational Catholic theology (Origins and meaning and Good and evil) Revision of Component Three: Judaism (Beliefs and teachings and Practices).</p>	<p>Knowledge Check Tests on the four areas of study AO1 – Demonstrate knowledge and understanding of religion and belief</p>	
<p>Term 6 7 Weeks Max. No. Lessons: 18</p>	<p><b>2.1 Life and death</b> We will explore what it means to die well and the right to die debate, different beliefs about life after death, both religious and non-religious, Catholic beliefs about the four Last Things, the Magisterium as a source of authority for Catholics and the impact of Vatican II.</p>	<p>Component One exam 1h 30mins (a, b, c, &amp; d Qs) Component Three exam 1h (a, b, c, d Qs) AO1 – Demonstrate knowledge and understanding of religion and belief AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<ul style="list-style-type: none"> <li>• Explore key Catholic, other Christian, Jewish and non-religious beliefs about what happens when we die</li> <li>• Explore the issue of dying well and end of life care</li> <li>• Identify key documents from Vatican II and their impact</li> </ul>

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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 11 (referenced to topic as appropriate)
<b>Year 11 Scheme Overview</b>	Term 1 7 Weeks Max. No. Lessons: 18	<b>2.1 Life and death</b> We will explore how Christians have expressed their beliefs about life after death, how worship is enhanced by music, how Catholics celebrate the end of a person's life, the importance of prayer and why Catholics pray for the dead.	2.1 Interim assessment MCQs plus Define, Describe, Explain and Discuss questions (1 x a, b, c, d Qs) AO1 – Demonstrate knowledge and understanding of religion and belief AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.	<ul style="list-style-type: none"> <li>Explore the symbolism of sarcophagi, and the Paschal candle</li> <li>Explore different types of music used in worship (Faure's requiem)</li> <li>Identify different types of prayer</li> <li>Explore diversity of Christian opinion in praying for the dead</li> </ul>
	Term 2 8 Weeks Max. No. Lessons: 20	<b>2.2 Sin and forgiveness</b> We will explore the difference between crime and sin, Christian teachings on forgiveness, arguments for and against capital punishment, including Catholic teachings, the significance of salvation, how Jesus saves and God's unconditional love.	Component One exam 1h 30 mins (1.1 a, b, c, d, 1.2 a, b, c, d, 2.1 a, b, c, d) Component Three exam 1h (a, b, c, d Qs) AO1 – Demonstrate knowledge and understanding of religion and belief AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.	<ul style="list-style-type: none"> <li>Explore the ideologies of absolutism and relativism</li> <li>Explore diversity of opinion towards capital punishment</li> <li>Explore the role of grace in salvation and the importance of the incarnation for the salvation of humanity</li> </ul>
	Term 3 6 Weeks Max. No. Lessons: 15	<b>2.2 Sin and forgiveness</b> We will explore the nature of the Church and the claim that 'outside of the Church there is no salvation. We will also explore how architectural features and sacred objects in Churches reflect Catholic beliefs. We will explore the sacramental nature of reality, the Eucharist as the 'source and summit' of our faith, why the Catholic Church is compelled to evangelise and issues surrounding secular and multi-faith societies	2.1 End of Section assessment MCQs plus Define, Describe, Explain and Discuss questions (1 x a, b, c Qs and 2 x d Q) AO1 – Demonstrate knowledge and understanding of religion and belief AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.	<ul style="list-style-type: none"> <li>Explore the 4 Marks of the Church, Mary as a model of the Church and the Church as the Body of Christ</li> <li>Explore the significance of the sacraments for salvation</li> <li>Explore the evangelising mission of the Church</li> <li>Explore the challenges and benefits of living in Britain as a</li> </ul>

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				multi-faith and increasingly secular society
Term 4 7 Weeks Max. No. Lessons: 18	Revision of Component One: Foundational Catholic Theology (Origins and meaning and Good and evil) Revision of Component Two: (Applied Catholic Theology (Life and death and Sin and forgiveness) Revision of Component Three: Judaism (Beliefs and teachings and Practices).		2.2 Interim assessment MCQs plus Define, Describe, Explain and Discuss questions (1 x a, b, c, d Qs) AO1 – Demonstrate knowledge and understanding of religion and belief AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.	
Term 5 4 Weeks Max. No. Lessons: 10	<b>GCSE Exams</b>		External examinations undertaken AO1 – Demonstrate knowledge and understanding of religion and belief AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.	
Term 6 7 Weeks Max. No. Lessons: 18	<b>GCSE Exams</b>			

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