

KS3 Programme of Study

Intent

The KS3 programme of study follows the threefold learning process outlined by the 'People of God' archdiocesan framework – Research, Revelation and Response. This supports AT1 – Learning about Religion and AT2 – Learning from Religion. Each module begins with core tasks that deal with RESEARCH, introducing the area of study to the pupil and beginning with the students' experiences. At the heart of each module are the core tasks which invite students to experience REVELATION through the Word of God and the traditions of the Church. As the units draw to a close, there are one or two core tasks that provide pupils with the opportunities for RESPONSE through dialogue and reflection on what they have studied.

A clear example of this intent is found in the Year 8 Forgiveness module. Pupils begin by researching their own experiences of conscience and sin and the situations that could lead to sin. They then explore the concepts of sin and forgiveness through Luke's account of the Forgiving Father and investigate the Sacrament of Reconciliation. At the end of the module, the students are invited to respond to what they have learned by debating the issue of 'Should we always forgive?'

'The outcome of excellent Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills to reflect spiritually and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life'. (RECD 2012)

The programme of study, whilst not necessarily following the precise order of the 'People of God' framework, incorporates the 'People of God' units in Years 7, 8 and 9. It includes the Catholic Beliefs, Who is Jesus?, Jesus' Parables, Creation and Saints and Prayer units in Year 7, and the Covenant, Eucharist, Forgiveness, Justice and Judaism units in Year 8. It also includes the three World Religions modules recommended by the archdiocese – Hinduism, Judaism and Islam.



GCSE Programme of Study

Intent

The GCSE builds on the learning of particularly the Catholic and Jewish beliefs at KS3. It does this by tackling the 'big questions' in each of the Catholic modules:

- Origins and Meaning – How was the universe created?
- Good and Evil – If there is a God why is there evil and suffering in the world?
- Life and Death – What happens after death?
- Sin and Forgiveness – How do we achieve salvation?

These 'big questions' are again revisited in the topics included in the Judaism Beliefs and Practices modules.

Each module in the GCSE acknowledges that the landscape of religious belief and practice in Great Britain is changing. Christianity was traditionally the main religion in Britain, but today there is great diversity in belief and practice. Within Christianity itself, there is a diversity of belief and practice, while many people describe themselves as having no religious belief and practice no religion, describing themselves as atheists, agnostics or humanists. In Judaism, there is a diversity between Orthodox and Reform Jews in how they practice the religion in their daily lives.

The intent of the modules in Paper 1, therefore, is to learn about the different Catholic, Christian, Jewish and Humanist beliefs in each module. These are then linked to Sources of Authority, Forms e.g. statues, and Practices which encompass the Catholic beliefs. The same can be said of the intent of modules taught in Paper 2, but only the Catholic and Christian views are required.

In Paper 3 the Judaism: Beliefs module intends to communicate belief on the Nature of God, Messiah, Covenant, Life on Earth and the Afterlife. The Judaism: Practices paper communicates practice centred on Synagogue, Worship, Rituals, Daily Life and Festivals.



Year 7 KS3 Module Intent

1. Community and Baptism

This first module in Year 7 focuses firstly on a new beginning in a new Catholic community, focusing on the Mission Statement and Form Saints as symbols of this community. Importantly, it also explores important Catholic beliefs, along with the first of the Sacraments – Baptism. This provides a good foundation of Catholic knowledge which later modules aim to build on.

2. The Bible

Following on from the previous module, this module focuses on key Catholic beliefs about the Bible. It examines the different types of writing in the Bible, its geography and history, important biblical characters and enables pupils to learn Bible referencing. This then gives pupils the skills to learn about the nativity narratives from the Bible. This provides the foundation of learning for the 'Origins of Scripture' topic in the 'Origins and Meaning' GCSE module.

3. Prayer

Having learnt key Catholic beliefs in the previous modules, pupils will now learn key beliefs about prayer. This module will explore what prayer is, different types of prayer, different ways to pray and objects to help prayer. It ends with the question of how prayer can help. Pupils will also be provided with the opportunity to visit the Liverpool Catholic and Anglican Cathedrals to experience places of prayer at first hand. This acts as a foundation for learning in the 'Prayer' topic of the 'Life and Death' module.

4. Lent and Easter

Following on from this, the Lent and Easter module explores key Catholic beliefs focusing on the Liturgical Year, Lent, Holy Week, the Passion of Jesus, the Resurrection and the Ascension. These events will be explored again in the 'Good and Evil', 'Life and Death' and 'Sin and Forgiveness' GCSE modules. It ends with a question concerning how we can live as Easter people.

5. Creation and Pentecost

This module follows on from the Lent and Easter module as it focuses on the events of Pentecost and the gifts of the Holy Spirit. It ends on the question of who can inspire us through using their gifts. Firstly, however, the module explores beliefs about Creation, stewardship and life as a gift from God. This acts as a foundation of learning for the 'Origins and Meaning' GCSE module.

6. Hinduism

Having explored key Catholic beliefs throughout Year 7 as a foundation for further learning in Year 8, this module focuses on the key beliefs of the first world religion studied at KS3 – Hinduism. The module begins with key points about all six major world religions. It then moves on to explore the key beliefs, teachings and practices of Hinduism, such as Dharma, Karma and Reincarnation, and special festivals. This module acts to widen the religious perspective of pupils at this stage.

Year 8 KS3 Module Intent

1. Judaism

This first module in Year 8 focus on the second of the world religions that are studied at KS3. It explores Jewish history through the Exodus and Passover, beliefs and worship, and examines practices like observing the Sabbath and Bar/Bat Mitzvah. This acts as a foundation to the Jewish views studied in the Y10 GCSE 'Origins and Meaning', 'Good and Evil', 'Judaism:Beliefs' and 'Judaism: Practices' modules. Pupils will have the opportunity to visit the Manchester Jewish Museum to experience Jewish beliefs and practices at first hand.

2. Covenant

Following on from learning about Jewish history and Moses' role in the Exodus, this module focuses on Old Testament covenants, ranging from Adam and Eve to Moses. It then examines Jesus as the new covenant and explores his Greatest Commandment and Sermon on the Mount. It finishes with the question of why Jesus is important to Christians. This acts as a foundation to the covenants taught as part of the 'Judaism:Beliefs' GCSE module and Jesus authority taught as part of the 'Good and Evil' module.

3. The Church

Having learnt about Jewish, Old Testament and New Testament history, this module focus on how Christianity continued after Jesus with Peter and Paul. It explores how Christianity came to Britain and how the Catholic Church is structured. It finishes with the question of how to get more young people involved in the Church through the Sacrament of Confirmation. This acts as a foundation for topics taught on the hierarchy of the Church in the 'Life and Death' GCSE module.

4. Forgiveness

Following on from the Church module, this module focus on what the Church teaches about conscience and sin, Jesus' response to sin, the stages of forgiveness and the Sacrament of Reconciliation. It end with the question of whether we should forgive all situations. This acts as a foundation for what is studied in the 'Sin and Forgiveness' GCSE module, and also for the 'Conscience' topic in the 'Good and Evil' module.

5. Eucharist

This module examines the Church teachings on Eucharist. It begins by focusing on times of celebration, remembrance, sacrifice and community in our own lives and then links these themes to the Catholic Mass. It explores the meaning and significance of the Last Supper and real presence, and ends with the question of why the Mass is important. This module follows on from looking at Jesus as the new Covenant, by investigating how Mass is a re-enactment of his Last Supper.

6. Justice

The final module in Year 8 again links to Jesus' teachings and the teachings of the Church and applies it to modern day examples of injustice. It explores inequalities and Jesus' response to them. It also focuses on Catholic charities like CAFOD and the SVP who respond to injustices. It ends with the question of how we as Christians should respond to injustice. This acts as a foundation to the 'Catholic Social Teaching' topic in the 'Origins and Meaning' GCSE module.

Year 9 KS3/GCSE Module Intent

1. Vocation

This first module in Year 9 intends to explore personal vocation through focusing on gifts and talents and investigating vocation in the Bible, through various New Testament passages. Entering the priesthood and religious life is studied as two examples of religious vocation.

2. Love and Marriage

This second module follows on from the first, focusing on marriage as a vocation. It also includes the Religion and Sex Education Ten:Ten framework focusing on love, choices, loving people not objects, contraception and family planning, and the issue of consent.

3. Islam

This is the third of the world religions studied at KS3 and focuses on the main beliefs of Islam, the life of Muhammad, The Qur'an, the Five Pillars of Islam and the pilgrimage Hajj. The vocation theme in the previous topics is revisited in Muhammad's acceptance of Allah's call and the Muslim commitment to the Five Pillars of Islam.

4. Pilgrimage

This module again focuses on commitment to following God in the form of pilgrimage. It will explore different places of Christian pilgrimage, with a specific focus on Lourdes. This acts as a preparation for the 'practices' section of the 'Good and Evil' GCSE module.

Origins and Meaning (GCSE)

This is the first module taught in GCSE RE. It makes sense because in this module we intend to go right back to the beginning and investigate the 'big question' of how the universe was created and examine beliefs about a supreme being that brought everything into existence.

Many of the religions of the world have addressed these important questions and have explanations that set out their beliefs about the beginnings of the world. Christianity and Judaism are monotheistic traditions and are unified in the belief that there is One God who is responsible for all life.

We intend to focus on the origins of the universe, the world, human beings and the relationships between humans, the rest of creation and God.

Pupils have the opportunity to visit Cardinal Newman College RE Department to spend a day learning about some of the 'Origins and Meanings' topics in an A-Level setting, with college pupils and teachers.

Year 10 GCSE Module Intent

Good and Evil

In the last module 'Origins and Meaning', we discovered how God created the universe and how this makes him Omnipotent (all powerful), Omnibenevolent (all loving) and Transcendent (outside of time and space).

This module follow on perfectly from this as in 'Good and Evil' we explore the question: **'If God created the world, and his omnipotent and omnibenevolent, why does evil and suffering occur?'** A good, all powerful God wouldn't make any other kind of world than a good one. But if this is true, why do bad things happen?

In this module, we will explore how Catholics, Christians, Jews and Atheists engage with this 'big question'. They respond to it in a number of ways, without claiming to have the complete answers. Our aim is to compare the validity of these arguments throughout the module.

Judaism: Beliefs and Teachings

After studying Catholic, Christian and Jewish beliefs about God being responsible for the origins of the universe, and being an all powerful, all loving God despite evil and suffering, we now move on to focus in depth on connected beliefs and teachings in Judaism.

This module on Jewish beliefs and teachings explores the nature of God in Judaism. We will investigate different beliefs about God and the Messiah and focus on the importance of covenants and the impacts of God's covenant with Abraham and Moses. We will then consider the importance of life in Judaism and the relationship between free will and mitzvot, and explore different beliefs about life after death.

In this module it is possible to use the previous two modules as comparisons in terms of beliefs and teachings about the nature of God and other important beliefs.

Judaism: Practices

After exploring the beliefs and teachings connected with Judaism, we now move on to how these beliefs and teachings underpin Jewish practices and worship in 21st Century Britain.

We will focus on the importance of the worship of God in Judaism and how this happens in the synagogue and at home, while considering issues that are relevant to life in modern Britain. Within Judaism there are many different rituals as part of the lifecycle. We will investigate the importance and meaning of these practices. We will also focus on areas of daily life considering the impact of dietary laws and festivals.

It will become clear that there are many differing views, which reflect branches of Judaism like Orthodox and Reform.

Year 11 GCSE Module Intent

Life and Death

After exploring concepts such as Creation, Sanctity of Life, Imago Dei and Incarnation in the Catholic modules studied so far, along with the concepts of Sanctity of Life and Life after Death in the Judaism: Beliefs module, it seems logical to explore fully the Catholic teaching on Life after Death.

This theme is designed to take pupils on a journey which begins at death. It will explore loss of life and the grief associated with it by those left behind as the biggest of big questions.

Since Christianity proclaims that death has been conquered in Jesus, it is important to also consider beliefs about the afterlife and concepts of heaven, hell and judgement. Finally, the module looks at ways in which Catholic Christianity engages with this mystery through music, prayer and rituals of passing and remembrance.

Sin and Forgiveness

In this module, we consider big questions of right and wrong, crime and punishment, as well as sin and forgiveness.

Since all these things involve human freedom and choice, they are crucial not just to understanding Catholic ideas about heaven, hell and salvation, but also to understanding the nature and purpose of the Church in its mission of service to humanity.

This module develops concepts already studied in previous modules, such as sin, free will, death and resurrection and provides a natural last theme of study that follows on logically from other themes.