



Year Group: 10

This is the plan for the taught curriculum during achievement period: 1 (September to February half-term)

Brief summary of the topic/work being covered during this period

The curriculum for achievement one period is split into three topics:

1. Catholic Christianity: beliefs and teachings
2. Catholic Christianity: practices
3. Catholic Christianity: sources of wisdom and authority

Prior knowledge needed for this unit/topic from previous teaching

The Key Stage 3 Religious Education curriculum prepares students well for the in depth study of Catholic Christianity at GCSE level. Throughout Years 7-9, students gradually acquire a sound knowledge and understanding of the key beliefs and practices of Catholic Christianity, culminating in the final unit of Year 9 which specifically prepares students for several of the key topics they will study at GCSE. In addition, the Key Stage 3 curriculum also provides students with the ability to place the in depth study of Catholic Christianity within the broader context of both Christianity as a whole, and of the Abrahamic faiths.

Rationale for students studying this unit/topic

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The compulsory study of Catholic Christianity for GCSE is a vital element of the Catholic ethos and life of the school. As a Catholic School, St Mary's has a duty to ensure that all its students have a thorough knowledge and understanding of the faith. The curriculum includes the study of challenging and complex topics, as well as the opportunity to discuss common misconceptions regarding Catholicism; in addition to their academic value, both these elements are necessary for students to make informed decisions about their own spirituality and morality. We have chosen to follow Edexcel Religious Studies A because it is structured to allow students to focus in depth on the study of one religion (Catholic Christianity). In addition, the specification explores religion and practice in the 21st century and encourages students to reflect on and engage with fundamental questions. The specification also encourages the development of analytical and critical thinking skills to enable students to present a wide range of well-informed and reasonable arguments, aiding in progression to A level study. St Mary's RE department had also taught Edexcel GCSE prior to the 2016 changes in specifications, and RE teachers were confident that this examination board were continuing to offer the best syllabus for our students. In particular, the department felt that the structuring of questions so that they become incrementally more challenging helps students score well in their examination.

Rationale for timing of these topics

An in depth understanding of Catholic beliefs, teachings and practices, as well as the sources of authority from which they are drawn, underpins the entire GCSE and so must be studied first. For example, later in the course, philosophy and ethical issues are explored from a Catholic (as well as a non-Catholic perspective) and students are required to compare and contrast elements of Catholic belief with Jewish belief for the second component of the GCSE. In addition, the subject material will be familiar to students so that they will find it easier to manage both absorbing new knowledge and developing the skills required to answer examination questions effectively at this early stage of their GCSE studies.

Key concepts/ideas that are taught to students in this unit/topic, including any anticipated gaps in knowledge and plan to overcome these

Any students who join St Mary's at Key Stage Four and have not covered Catholic Christianity at Key Stage Three will be not be disadvantaged. The provision of a booklet with key words, lesson content and example examination questions/answers will prove particularly useful to such students.

Substantive Knowledge

- To understand the nature and significance of the doctrine of the Trinity as expressed in the Nicene Creed, including: the nature and significance of the oneness of God, the nature and significance of each of the Persons individually: God as the Father, Son and Holy Spirit, and how this is reflected in worship and belief in the life of a Catholic today.
- To explore biblical teaching relevant to the doctrine of the Trinity, including reference the baptism of Jesus.
- To know the historical development of the doctrine of the Trinity, including reference to the First Council of Nicaea and the First Council of Constantinople.

- To understand the nature and significance of the biblical account of Creation, including Genesis 1–3; and how it may be understood in divergent ways in Christianity, including reference to literal and metaphorical interpretations.
- To explore the significance of the Creation account for Catholics in understanding the nature and characteristics of God, especially as Creator, benevolent, omnipotent and eternal.
- To understand the significance of the Creation account in understanding the nature of humanity, including the belief that humanity is created in the image of God, and divergent understandings of humanity's relationship with Creation (dominion and stewardship). To explore the implications of these beliefs for Catholics today.
- To explore the doctrine of the Incarnation, focussing on Jesus as incarnate Son and the divine Word, both fully God and fully human.
- To understand the scriptural origins of belief in the Incarnation, including John 1:1–18, and the Importance of the doctrine for Catholics today.
- To know the events in the Paschal Mystery: Catholic teachings about the life, death, resurrection and ascension of Jesus, including reference to Luke 24;
- To understand Catholic beliefs about the redemptive efficacy of these events and their significance for Catholics today.
- To understand the significance of the life, death, resurrection and ascension of Jesus for Catholic beliefs about salvation and grace, including John 3:10–21 and Acts 4:8–12.
- To explore Catholic beliefs about eschatology: the nature of resurrection, judgment, heaven, hell and purgatory, including reference to John 11:17–27 and 2 Corinthians 5:1–10.
- To explore divergent Christian beliefs about life after death, with reference to purgatory and the nature of resurrection.
- To understand why belief in life after death is important for Catholics today.
- To explore Catholic teaching about sacramental nature of reality, including: Catholic teachings about how the whole of creation manifests the presence of God; the meaning and effects of each of the seven sacraments; the practice and symbolism of each sacrament; how sacraments communicate the grace of God; divergent Christian attitudes to sacraments, including reference to Orthodox and Protestant Christianity.
- To explore liturgical worship within Catholic Christianity, including the nature and significance of the Mass for Catholics: its structure and the Eucharist as the 'source and summit of Christian life',
- To explore divergent Christian attitudes towards the practice and meaning of liturgical worship, including its significance for Catholics and the less structured worship in evangelical Christian denominations.
- To understand the significance for Catholics of the funeral rite as a liturgical celebration of the Church, including practices associated with the funeral rite in the home, the church and the cemetery.
- To know the aims of the funeral rite, including: communion with the deceased; the communion of the community and the proclamation of eternal life to the community.
- To explore the nature of prayer as the 'raising of hearts and minds to God', including the nature and significance of different types of prayer: the Lord's Prayer, set (formulaic) prayers and informal (extempore) prayer; considering when each type might be used and why
- The role and importance of forms of popular piety: the nature, significance, purpose and use of the Rosary, Eucharistic adoration and Stations of the Cross.
- To explore the importance of having different types of worship for Catholics
- To understand divergent Christian attitudes to popular piety.
- To understand the nature, history and purpose of Catholic pilgrimage, including the significance of : Jerusalem, Lourdes, Rome, Walsingham
- To appreciate divergent Christian understandings about whether pilgrimage is important for Christians
- To recognise how Catholic Social Teaching reflects the command to show love of neighbour, including Catholic teaching on justice, peace, reconciliation and the inclusion of the poor in society.
- To appreciate How Catholic Social Teaching might be reflected in the lives of individual Catholics including reference to Matt 25: 31 –46 (sheep and goats) and the work of CAFOD.
- To understand the history and significance of mission and evangelism for Catholics, including divergent ways this is put into practice by the Church and individual Catholics locally, nationally and globally, and how this fulfils the commission of Jesus and teachings of the Church.
- To explore the Bible as the revealed Word of God, including the origins, structure and different literary forms of the Bible.
- To consider divergent Christian understandings about which books should be within the Bible with reference to the Council of Trent.
- To explore the Catholic interpretation of the Bible, the meaning of inspiration, and the implications of this for Catholics today.
- To understand divergent interpretations of the authority of the Bible within Christianity: the literal Word of God, the revealed Word of God and as source of guidance and teaching.
- To understand the meaning, function and importance of the magisterium both conciliar and pontifical, and why they are important for Catholics today.
- To consider the nature, history and importance of the Second Vatican Council, including the nature and significance of the four key documents for the Church and for Catholic living: Dei Verbum, Lumen Gentium, Sacrosanctum Concilium and Gaudium et Spes.

- The explore the nature and significance of the Church as the Body of Christ and the People of God, including Romans 12:4–6 and 1 Corinthians 12.
- To understand why the Church as the Body of Christ and the People of God is important for Catholics today, and divergent Christian attitudes towards these.
- To explore the meaning of the four marks of the Church: the nature of the Church as one, holy, catholic and apostolic including reference to the Nicene Creed and the First Council of Constantinople.
- To understand how the four marks may be understood in divergent ways within Christianity, and why they are important for Catholics today.
- To appreciate the significance of Mary as a model of the Church: as one joined with Christ in the work of salvation, as a model of discipleship and as a model of faith and charity.
- To understand the implications of the teaching about Mary as a model of the Church for Catholic life today.
- To explore sources of personal and ethical decision making, including: the example and teaching of Jesus as the authoritative source for moral teaching; Jesus as fulfilment of the Law; divergent understandings of the place and authority of natural law; virtue and the primacy of conscience
- To appreciate the divergent implications of these sources of authority for Christians today.

Disciplinary Knowledge

By the end of each unit, students will be able to think critically and creatively about what they have studied.

To respond by reflecting and considering different views. To make connections between sources and beliefs and the way these find expression in the world.

New key terminology students will be taught during this topic/unit

Catholic Christianity: beliefs and teachings

Tier 3 Vocabulary - Doxology, revelation, catechism, ecumenical council, excommunicate, benevolence, omnipotence, Incarnation, blasphemy, grace, salvation, unrepented sin.

Catholic Christianity: practices

Tier 3 Vocabulary - Absolution, contemplation, devotion, efficacious prayer, evangelism/ evangelisation, lay organisation, liturgical worship, matrimony, meditation, missal, liturgical and non-liturgical worship, popular piety, public and private worship, monsternce, mourner, papal encyclical, penitent, requiem mass, rosary, sanctifying grace, stole, the Lord's Prayer, transubstantiation, consubstantiation, memorialism.

Catholic Christianity: sources of wisdom and authority

Tier 3 Vocabulary - Annunciation, canonical, Catechesis, discipleship, dogma, ecumenism, ex cathedra, inerrant, infallible guidance, lectionary, magisterium, pontifical, Roman Curia, virtue ethics

Tier 2 Vocabulary - Church/church, clergy,

Plan for Assessment

- Students will be assessed regularly in both classwork and homework tasks, with a focus on developing the skills required to answer examination questions effectively.
- Students will also be assessed in examination conditions: at the end of unit 1, they will sit a 25-minute assessment in class. At the end of unit 2, students will sit a 50 minute assessment on units 1 and 2. At the end of unit 3, students will sit a 75 minute assessment on units 1,2 and 3. This cumulative approach to assessment is designed to provide students with opportunities to repeatedly review subject material whilst also gradually building up their extended writing skills in tests of increasing length. All assessments will include questions from sample/past examination papers or, where this is not possible for a particular topic, from questions designed by the department to match the phasing and structure of actual examination questions.
- All assessments will be marked according to a central mark scheme. Students will be provided with written and whole class feedback, and will set individual targets for improvement. Results will be monitored by the HOD/DHOD via a centralised spreadsheet, with retests/ interventions being used as appropriate.