



Year Group: 10

This is the plan for the taught curriculum during achievement period: 2 (February half-term to July)

**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: forms of expression and ways of life
2. Philosophy of Religion: arguments for the existence of God
3. Ethics: religious teachings on relationships and families in the 21<sup>st</sup> Century

**Prior knowledge needed for this unit/topic from previous teaching**

The study of core Catholic beliefs, teachings, practices and sources of authority during the first achievement period of Year 10 provides the prior knowledge required for the three units covered during the second achievement period. In Catholic Christianity: forms of expression and ways of life, this prior knowledge will enable students to appreciate why Catholics express their faith in the various forms covered in this unit. In addition, the Philosophy of Religion and Ethics units are studied in the context of Catholic Christianity as a lived religion within the United Kingdom and throughout the world.

**Rationale for students studying this unit/topic**

**Rationale for studying this topic**

The compulsory study of Catholic Christianity for GCSE is a vital element of the Catholic ethos and life of the school. The topics covered in this second achievement period enable students to apply the thorough knowledge and understanding of the Catholic faith acquired during the first achievement period to the outlook and life of Catholics today. The Forms of Expression unit helps students to appreciate the symbolism and significance of the features of a Catholic Church, Catholic artwork and sculptures. This enables them to understand the importance of pictures and artefacts that they will see in school and, for many, in their local parish churches. In the second unit of work, students study how Catholics use the various arguments from the existence of God and responses to the problem of evil in order to defend their beliefs. Finally, the Ethics unit provides students with an invaluable opportunity to engage in informed discussion about topics relevant to their lives such as different types of families, divorce, the use of contraception and equality. Students are taught these topics in a balanced manner: they study Catholic teaching alongside other Christian and non-religious attitudes to these issues.

**Rationale for timing of these topics**

The subject material in this second achievement period will be less familiar to students, which is why it is taught later in the academic year; by February, students will have had the opportunity to develop a secure knowledge and understanding of Catholic Christianity, and so be ready to apply this knowledge to the all three topics taught during the second half of the academic year.

**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 know the common and divergent forms of architecture, design and decoration of Catholic churches: how they reflect belief, are used in, and contribute to, worship.
- To understand the meaning and significance of internal features of a Catholic church: the lectern, altar, crucifix and tabernacle, including how they express the importance of redemption and facilitate Catholic worship.
- To explore the meaning and significance of sacred objects within Catholicism: sacred vessels, sarcophagi, and hunger cloths, including the way these are used to express belief and the way in which they may be used in church and other settings.
- To explore the meaning and significance of paintings, fresco and drawings within Catholicism with reference to two specific pieces, understanding the divergent ways these are used to express belief by the artist and those who observe the art, and the divergent ways in which paintings, frescos and drawings may be used in church and other settings.

- To understand the meaning and significance of sculpture and statues, exploring the way these are used to express belief by the artist and those who observe the art, and the divergent ways in which sculptures and statues may be used in church and other settings.
- To understand the purpose and use of symbolism and imagery in religious art: the cross, crucifix, fish, ChiRho, dove, Eagle, Alpha and Omega, symbols of the four evangelists; exploring the way this symbolism is used to express belief, and the divergent ways in which they may be used in church and other settings.
- To explore the meaning and significance of mystery plays and passion plays, exploring the way drama is used to express belief and the divergent ways in which drama may be used in church and other settings.
- To understand the nature and use of traditional and contemporary styles of music in worship: hymns, plainchant, psalms and worship songs, including the way different music is used to express belief and the divergent ways in which it may be used in church (including the Mass) and other settings.
- To explore revelation as proof of the existence of God, including the significance of Jesus Christ as the culmination of God's revelation and what the revelation of Jesus Christ shows about the nature of God for Catholics.
- To understand visions as proof of the existence of God, exploring the nature and importance of visions for Catholics.
- To consider biblical and non-biblical examples of visions, including Joan of Arc and Genesis 15 and Matthew 17:1–13, and Catholic responses to non-religious arguments (including atheist and Humanist) which maintain that visions are hallucinations and provide no proof that God exists.
- To explore miracles as proof of the existence of God, considering the nature and importance of miracles for Catholics.
- To consider biblical and non-biblical examples of miracles, including those at Lourdes and John 4:43–54, and Catholic responses to non-religious arguments which maintain that miracles can be scientifically explained and provide no proof that God exists.
- To understand Catholic attitudes towards religious experience and its use as a philosophical argument for the existence of God, including the nature of religious experience and why not all religious experiences are approved by the Church, with reference to Catechism of the Catholic Church 66–67.
- To explore Catholic responses to non-religious arguments that religious experiences do not provide proof that God exists.
- To know the classical design argument for the existence of God and its use by Catholics as a philosophical argument for the existence of God.
- To understand what the design argument shows about the nature of God for Catholics including Romans 1:18–24;
- To explore Catholic responses to non-religious arguments against the design argument as evidence for the existence of God.
- To know the cosmological argument for the existence of God and its use by Catholics as a philosophical argument for the existence of God, including reference to Thomas Aquinas' First Three Ways of showing God's existence.
- To understand the nature and importance of what the cosmological argument shows about the nature of God for Catholics.
- To explore Catholic responses to non-religious arguments against the cosmological argument as evidence for the existence of God.
- To explore issues raised by the existence of suffering and God as all-loving: the issues it raises for Catholics about the nature of God, including Isaiah 45; how the problem and its basis as a philosophical argument may lead some to examine and others to reject their belief in God.
- To understand the solutions offered to the problem of suffering and a loving and righteous God within Catholicism: biblical, theoretical and practical responses – Psalms, including reference to Psalm 119, Job, free will (St Augustine), as a way for humans to develop (St Irenaeus), prayer, and charity; divergent understandings within Christianity of their success in solving the problem.
- To understand the importance and purpose of marriage for Catholics, including *Not Just Good, But Beautiful* by Pope Francis.
- To explore divergent Christian and non-religious attitudes to the importance of marriage in society, including the sanctity of marriage, a lack of importance, cohabitation and the Catholic responses to these attitudes.
- To understand Catholic teaching about the importance of sexual relationships as marital, unitive and procreative, including Catechism of the Catholic Church 2360–2365.
- To explore Catholic teaching on sexual relationships outside of marriage and homosexuality; divergent Christian, non-religious (including atheist and Humanist) attitudes to sexual relationships, including the acceptance of sexual relationships outside marriage and homosexuality, and Catholic responses to them.
- To know Catholic teaching about the purpose and importance of the family: procreation; security and education of children; Catholic responses to the different types of family within 21st-century society (nuclear, single parent, same-sex parents, extended and blended families), including *Familiaris Consortio*, 36–85.
- To explore how and why the local Catholic parish tries to support families, including through family worship, the sacraments, classes for parents, groups for children and counselling, with reference to the Family Group Movement and Catechism of the Catholic Church 2226.
- To understand the importance of the support of the local parish for Catholic families today.
- To know Catholic teaching on family planning and the regulation of births: Catholic teaching about artificial contraception and natural family planning, including reference to *Humanae Vitae*.

- To explore divergent Christian and non-religious attitudes to family planning, including acceptance of artificial methods of contraception by some Protestant Churches and the application of ethical theories, such as situation ethics, and Catholic responses to them.
- To understand Catholic teaching about divorce, annulment and remarriage, including Catechism of the Catholic Church 2382–2386.
- To explore divergent Christian and non-religious attitudes to divorce, annulment and remarriage, including the application of ethical theories, such as situation ethics, and Catholic responses to them.
- To know Catholic teaching about the equality and role of men and women in the family, with reference to Catechism of the Catholic Church 2207, including the dignity of work within the home.
- To explore divergent Christian teachings and attitudes about the equality and roles of men and women in the family and Catholic responses to them.
- To understand Catholic teachings about gender prejudice and discrimination: Catholic opposition to gender prejudice and discrimination, including theology of the body.
- To explore examples of Catholic opposition to gender prejudice and discrimination, including Catechism of the Catholic Church 1938.
- To understand divergent Christian attitudes to gender differences, including the role of women in the Church, prejudice and discrimination and Catholic responses to them.

### **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: forms of expression and ways of life**

**Tier 3 Vocabulary** - Atonement, baptisteries, Charismatic Movement, frescoes, iconoclasm, mystery plays, passion plays, responsorial, sacred, tableaux, votive.

**Tier 2 Vocabulary** – Acrostic

#### **Philosophy of Religion: arguments for the existence of God**

**Tier 3 Vocabulary** - natural revelation, special revelation, spiritual, awe, vision, apparition, auditory vision, nature miracle, Immaculate Conception, Blessed Sacrament Procession, conversion, numinous, transcendent, design, evolution, Summa Theologica, contingent, Big Bang, free will, moral evil, natural evil, omnipotent, omniscient, omnibenevolent, holiness, psalms, theodicy.

#### **Ethics: religious teachings on relationships and families in the 21<sup>st</sup> Century**

**Tier 3 Vocabulary** - annulment, celibate, children's liturgy, contraception, diocese, monogamous, moral values, nuclear family, extended family, blended family, polygamous, sanctity of life, situation ethics.

**Tier 2 Vocabulary** – divorce, discrimination, equality, first communion, gender discrimination, gender prejudice, remarriage, same- sex family, single parent family,

### **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: in June, students will sit a full Catholic Christianity examination paper and a full Philosophy and Ethics examination paper. Both 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 phrasing and structure of actual examination questions.
- Both papers 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 resits/ interventions being used as appropriate.