

Subject Curriculum Map

Intent –

In a Catholic school, Religious Education is **the core of the core curriculum**. It lies at the heart of our mission and reflects the very reason why our school was built in the first place: to educate and form young people within the Catholic faith. Religious Education is therefore always **more than an academic subject and never less than one**. It is both religious and educational. It is **religious** because it binds the whole curriculum together and, through the study of the Catholic faith, provides opportunities for the formation and development of faith. It enables our students to encounter the richness of the Catholic tradition and to consider how faith shapes our understanding of ourselves, others and the world. It is **educational** because it is a subject of academic rigour and critical enquiry. Students are challenged to think deeply, ask meaningful questions and understand the viewpoints of others through dialogue and critical engagement.

Here at Bishop Douglass, we want our students to **know more and remember more**, becoming religiously literate and consciously engaged young people. We want them to develop the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, think ethically and theologically, and recognise the demands of religious commitment in everyday life. Ultimately, our vision is for Religious Education to remain at the heart of Bishop Douglass: **the core of the core curriculum**, central to our Catholic identity and to the purpose for which our school was founded.

Substantive Knowledge: The curriculum has been deliberately chosen to present our students with a deep and meaningful knowledge of Catholic Christianity and Judaism as directed by the Curriculum Directory. This includes subjects like the sacraments, organisation of the Church and the life and teachings of Jesus. All schemes of work are under constant review and are allocated to a named member of staff for responsibility for review and improvement each year.
Disciplinary Knowledge: The main aim is for each scheme of work to be focussed around an engaging enquiry upon which students can develop a depth of knowledge and understanding against which they can be assessed. Each scheme of work identifies a religious topic in line with the curriculum directory, such as the scriptures and these are assessed during teaching and at the end of the course. These skills are taught in a manner that can be built on at Key Stage 4 and Key Stage 5.

The Key Stage 3 curriculum selects Key stage three pupils will have introductory knowledge for Catholic Christianity and Judaism in line with the GCSE requirements as well as a wider understanding of community and world religions including Hinduism and Islam.
Key Stage 4 curriculum enables GCSE pupils to have a solid knowledge of Catholic Christianity including pneumatology, Christology, soteriology, eschatology, exegesis, philosophy, ethical and moral issues as well as architecture, forms of worship and drama. Pupils will also study Jewish eschatology, the Tenakh, Talmud as well as key moral issues such as Pikuach Nefesh and Jewish worship.
A smooth transition to sixth form is achieved as pupils begin the A level in Theology with *a priori* and *a posteriori* demonstrations for the existence of God and Theodicy.
The Key Stage 5 curriculum ensures A Level pupils will have a solid knowledge of pneumatology, Christology, soteriology, eschatology, exegesis, philosophy, normative and metaethics, Theodicy and cognitive and non-cognitive models of religious language. Those studying core RE will encounter moral issues in contemporary society including human trafficking and also consider the relationship between science and religion.

Substantive Knowledge: These topics have been purposefully chosen to follow the curriculum directory and ensure pupils have a deep, meaningful and broad understanding of the Catholic Faith in modern Britain.
Disciplinary Knowledge: The skills developed in RE are source analysis, oracy, literacy, evaluation, analysis and comprehensive knowledge.

GCSE students are encouraged to move onto A Level studies during their course. The students have A Level skills flagged to them in GCSE classes as well as areas of further content that will interest the students. University degree and career links are flagged to students through displays, taster lessons and by teachers. The department is well aware of the Gatsby benchmarks and employability and transferable skills are regularly referred to in and around lessons.

Inclusivity: lessons are designed to be inclusive in topic (as referred above) and to students of all abilities. All topics are for all students. Teachers may adapt learning resources to support students with SEN as well as students who have recently joined the school, have English as a second or new language or have missed a series of lessons.

Outside of lessons: trips for religious education students are organised in Year 7, 8, 9, 10 and for the sixth form. Destinations in recent years have included our school parish, provincial house, CHAT schools. The department is planning a trip to the holy land. Trips are linked to the curriculum but also the wider benefit to students.

Expertise: the department benefits from three subject specialists, two non-specialists and one trainee who each bring their own fields of expertise to the planning of lessons and the knowledge that can be shared with students. Members of the department are members of the European Theological Association and the Catholic Theological Association of Great Britain. We share best practice with other departments especially with the humanities department.

Year	Term One	Assess. 1	Term 2	Assess. 2	Term 3	Term 4	Assess. 3	Term 5	Term 6	End of Year
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Year 7	Creation and Covenant Bible Creation. Interpretations of creation. Genres in the Bible. The intent of this module is to introduce pupils to the substantive knowledge of the scriptures with particular focus on creation. Pupils are to develop disciplinary skills in evaluation and interpretation with reference to the creation narratives. Pupils will make cross-curricular links to English and Historical disciplinary skills of interpretation and source analysis as well as substantive links to Science	Written Exam 45 minutes: Students will complete a written exam with a various styles of questions Pupils will be provided grade descriptors and a green-pen assessment for learning sheet.	Prophecy and Promise: The intent of this module is for students to understand how to use the Bible. Students will look at how to navigate around the Bible They will understand the what the term “the Bible is inspired by the Holy spirit”. They will understand the difference between sacred tradition and scripture and the role of the magisterium.	Written Exam 45 minutes: Students will complete a written exam with a various styles of questions Pupils will be provided grade descriptors and a green-pen assessment for learning sheet.	Gailee to Jerusalem Students will focus on who Jesus is in this module. They will cover Jesus as the son of God, Son of David and the incarnation. They will look at the Arian Heresy and how this contradicts the official teachings of the Catholic Church. They will look at how Jesus is the perfect human and how this can be an inspiration to us all. Students will look at how Jesus inspired the life of Father Mychal Judge and reflect on the how the life of Jesus has impacted their own life.	Desert to Garden In this unit students will focus on the Last supper as part of the paschal mystery. They will look at why the last supper is important to Catholics and how this has led to the practise of the Eucharist. Students will explore how Jesus is present at the last supper and why the Mass is referred to as a sacrifice. Students will also look at divergent Christian beliefs on the Eucharist.	Written Exam 45 minutes: Students will complete a written exam with a various styles of questions Pupils will be provided grade descriptors and a green-pen assessment for learning sheet.	To the end of the Earth This module focuses in on the role of the Holy spirit. Students will explore who the Holy spirit is and the role of the Holy spirit had in the life of Jesus in reference to his conception and Baptism. Students will look at how the Holy spirit is still on earth after Jesus ascension to heaven such as at Pentecost. Students will also explore how the holy spirit is still at work on earth today through the sacrament of confirmation. Students will know the gifts of the holy spirit and how through the use of these gifts we can live our lives as Christians.	Dialogue and encounter	Written Exam 1 hour minutes: Students will complete a written exam with a various styles of questions Pupils will be provided grade descriptors and a green-pen assessment for learning sheet.
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Year 8	Creation and Covenant : In this unit students will study why we have sin and suffering in the world. They will study Genesis chapter 3 the story of the Fall and see that God created a good world which was spoilt by humans. They will study how students can avoid sin by using their conscience. They will discuss whether humans need rules to live a good life.	Written Exam 45 minutes: Students will complete a written exam with a various styles of questions Pupils will be provided grade descriptors and a green-pen assessment for learning sheet.	Prophecy and Promise In this unit students will be studying the prophets. They will look at the role of the prophets in the old testament and how each offer a unique proclamation that help humans understand God. Students will look at the prophetic messages from Amos. They will study what makes a text prophetic and how ordinary lay people today are called to be prophets too.	Written Exam 45 minutes: Students will complete a written exam with a various styles of questions Pupils will be provided grade descriptors and a green-pen assessment for learning sheet.	Galilee to Jerusalem In this unit, students study the ministry of Jesus, focusing particularly on his proclamation of the kingdom reign of God through his action, parables and miracles.. The students engage in scriptural scholarship, identifying both the literal and moral senses of key scriptural passages that demonstrate the nature of God’s reign: • Jesus encounters with those on the margins • Parables of the kingdom • Miracles In each of these sets of passages, students examine what they teach us about the nature of God’s kingdom and Christ’s role in inaugurating the reign of God on Earth. Students will then make connections between Jesus’ teaching on the	Desert to Garden In this unit, we ask the deeper question about the meaning of human suffering and confront the mystery of suffering: if God loves us, why does he allow us to suffer? This question can only be answered by a Christian in light of Jesus’ own suffering and death. This unit begins with a study of the account of Jesus’ passion and death, reflecting on the meaning of this suffering by making links with the Suffering Servant prophecy of Isaiah. Students will also be expected to show some understanding of how the Church celebrates Jesus’ passion, death and resurrection during the liturgies of the Triduum. The question of the mystery of suffering is addressed directly by looking at the various answers the scriptures and the Church has given concerning the meaning of suffering.	Written Exam 45 minutes: Students will complete a written exam with a various styles of questions Pupils will be provided grade descriptors and a green-pen assessment for learning sheet.	To the ends of the earth In this unit students look to God’s final answer to the mystery of suffering, which is the promise that all suffering will ultimately be overcome by God’s love; death will be defeated and we shall look upon God face to face. Students begin by looking at two scriptural passages that provide the basis for a belief in the Resurrection and the hope of eternal life: one of the accounts of the Resurrection from the Gospels and St Paul’s explanation of the centrality of the resurrection of the body to Christian belief in his letter to the Church in Corinth (1 Cor 15). They will make connections between the two <i>passages</i> studied and Catholic beliefs concerning the	Dialogue and encounter By the end of this unit of study, pupils will know: • Contemporary principles of dialogue and proclamation in the Catholic Church were established during the Second Vatican Council. • Pope St Paul VI’s dialogical approach was realised in the Council documents. • How the concentric circles model of dialogue is reflected in Ecclesiam Suam 1964 (97-8, 106-109, 111-113). By the end of the unit of study, pupils will know: • That the Universal Catholic Church includes different Catholic Churches, each possessing its own proper traditions and patrimony. • One Catholic Church other than the Latin Church and the tradition to which it belongs (including its patrimony and cultural riches, such as music and art).	Written Exam 1 hour Students will complete a written exam with a various styles of questions Pupils will be provided grade descriptors and a green-pen assessment for learning sheet.
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					kingdom, specifically his encounters with the sick and sinful, and the Sacrament of the Anointing of the Sick. Finally, they will consider ways in which Christians today are to show special care for the poor, sick and marginalised through the corporal and spiritual works of mercy			resurrection of the body and life everlasting, including the four last things. They will study the main elements of a Catholic funeral rite within a Requiem Mass, understanding its significance and the ways in which it reflects Catholic beliefs about resurrection and the hope of immortality. Finally, they will then compare the Catholic understanding with the beliefs of other religious people about life after death and with those who reject the existence of an immortal soul entirely		
Year 9	Creation and Covenant This unit focuses on the dignity of the human person, a key principle of Catholic Social Teaching. It teaches that all people have equal and inalienable dignity because they are created in the image and likeness of God (imago Dei).	Written Exam 45 minutes: Students will complete a written exam with a various styles of questions	Prophecy and Promise This unit focuses on the Blessed Virgin Mary and her role in salvation history. Students explore how Mary fulfils Old Testament promises, including the Protoevangelium in Genesis, and examine the important role of women throughout salvation history. They study Mary in relation to Christ and	Written Exam 45 minutes: Students will complete a written exam with a various styles of questions	Galilee to Jerusalem This unit focuses on discipleship and vocation, building on students’ previous study of the Gospel of Mark. Students explore how Mark presents the challenges and demands of following Jesus, connecting this to Mary as a model	Desert to Garden This unit focuses on how Christ’s death brings salvation and redemption. Students explore Jesus as the High Priest, using the Letter to the Hebrews and the Jewish tradition of sacrifice and atonement to understand his death. They examine ideas such as sacrifice, covenant, the		To the ends of the earth This unit focuses on the Church as a community created through Christ’s saving work. Students explore St Paul’s letters and the early Church, connecting them to the Catholic	Dialogue and encounter Judaism Introduction The intent of this module is for pupils to develop substantive knowledge of Jewish beliefs and practices in the 21 st Century. Pupils will	Judaism introduction – basic Jewish beliefs and practices including rites of passage, the Jewish community. Jewish ideas

	Students explore this through the Creation accounts, the equality of men and women, and the Church’s teaching on marriage as a sacrament established by God and elevated by Christ. They also apply human dignity to contemporary ethical issues such as abortion, capital punishment, and Euthanasia , and consider human creativity and art as evidence of being made in God’s image.	Pupils will be provided grade descriptors and a green-pen assessment for learning sheet.	the Incarnation, as well as Marian titles, feasts and devotions. Finally, they explore the Magnificat and its themes of salvation, liberation and God’s concern for the poor.	Pupils will be provided grade descriptors and a green-pen assessment for learning sheet.	disciple. They consider how Christians are called to different vocations, with particular focus on priesthood, religious life and the Sacrament of Holy Orders, including deacons, priests and bishops. Finally, they explore the challenges of living as a faithful disciple in the modern world.	Lamb of God and the Eucharist, before connecting these teachings to forgiveness, reconciliation and restorative justice in the modern world.		belief in the communion of saints. They study the three states of the Church: the Church on Earth, the Church in heaven, and the Church being purified in purgatory. Finally, they explore Catholic practices such as praying to saints and angels and compare these beliefs with other Christian traditions.	apply the disciplinary skills of explanation, interpretation and description in their consideration of various Jewish beliefs. Pupils will also develop their ability to engage in the British value of tolerance and discussion of other faiths. Pupils will make cross-curricular links to Geography Year 7: What is Geography to apply disciplinary skills of map reading to deepen their substantive knowledge the Exodus, the vocation of Abraham and the Diaspora.	of the Almighty. The <i>Mitzvot</i> , <i>bar mitzvah</i> , <i>brit</i> , the synagogue and the <i>Tenakh</i> . Pupils will be provided grade descriptors and a green-pen assessment for learning sheet.
Year 10	Catholic Beliefs GCSE The intent of this module is for pupils to develop their substantive knowledge based upon their previous studies of Catholic beliefs in Year 7, 8 and 9. Pupils will develop a substantive knowledge of the Trinity and attendant heresies of Adoptionism and Arianism which builds upon their study of the Nicene Creed in Year 9. They will study the development of the Trinity through the Old and New Testament and apply the textual skills	Written Exam 50 minutes: catholic Beliefs – Key Catholic Beliefs including Trinity, Nicea, <i>Ex Nihilo</i> creation and Original Sin. Pupils will be provided grade descriptors and a green-	Catholic Practices GCSE The intent of this module is for pupils to develop substantive knowledge based upon their previous studies of Catholic practices in Year 7, 8 and 9. Pupils will develop a substantive knowledge of the Catholic liturgical and sacramental practices building upon their previous studies of the Sacraments in Year 7, 8 and 9. Pupils will apply their disciplinary skills of explanation, description and evaluation to Catholic liturgical and non-liturgical worship.	Written Exam 50 minutes: Catholic Beliefs and Catholic Practices – Key Catholic Beliefs including Incarnation, the Paschal Mystery, Salvation, Grace and Eschatology. Key Catholic practices	Catholic Sources of Wisdom GCSE The intent of this module is for pupils to develop substantive knowledge based upon their previous studies of Catholic sources of wisdom and authority in Year 7, 8 and 9. Pupils will develop a substantive knowledge of the Catholic sources of wisdom and authority beginning with a study of the scripture. This will build upon substantive knowledge of the Old and New	<u>Jewish Beliefs</u> Students will study key Jewish teachings They will build on their knowledge gained in year 9. Students will study Monotheism: Understanding the fundamental Jewish belief in the existence of one God, as well as exploring the implications of this monotheistic belief within the context of Jewish theology. Covenants: Exploring the concept of the covenant between God and the Jewish people, including its historical	Written Exam Jewish beliefs and SOWA 50 mins	Jewish Practices Students will develop their substantive knowledge on Jewish Practices. They will build on their knowledge gained in year 9. This includes shabbat, festivals the rituals and customs associated with various life cycle events, including birth, circumcision (<i>brit Milah</i>), <i>bar</i> and <i>bat mitzvah</i> , marriage (<i>kiddushin</i>), and death, Prayer and Worship:	Revision for end of year exams Students will complete revision on topics covered across the whole year. Students will use a range of revision strategies such as Active Recall: Encouraging students to retrieve information from memory actively rather than simply	End of year assessments Paper 1: Catholic Beliefs and Practices 50mins Paper 2: Jewish Beliefs and Practices 50 mins

	they have learned in Years 7, 8 and 9 to the concept of a Triune God. Pupils will develop a substantive knowledge of the nature of humanity building upon their previous study of the Sanctity of Life in Year 8. Pupils will develop and consolidate disciplinary skills as required by the Edexcel Religious Studies: Catholic Christianity Specification A course. Pupils will make cross-curricular links to their wider studies of the Roman Empire throughout History Year 7: Roman Britain to contextualise their substantive knowledge of the Constantinian conversion and the Council of Nicea.	pen assessment for learning sheet.	Pupils will develop and consolidate disciplinary skills as required by the Edexcel Religious Studies: Catholic Christianity Specification A course.	such as liturgical worship, the sacramental nature of reality, the seven sacraments, the funeral rite and types of prayer including intercession, thanksgiving and petition. Pupils will be provided grade descriptors and a green-pen assessment for learning sheet.	Testament learned in Year 7, 8, 9 and 10 as well as the applying disciplinary skills of description, explanation, evaluation and exegesis. Pupils will develop their substantive knowledge of the magisterium and its relation to apostolicity which will build upon prior learning about the early Church. Pupils will develop their substantive knowledge as well as cultural capital with a study on the Second Vatican Council including documents such as Sacrosanctum Concilium, Lumen Gentium, Gaudium et Spes and Dei Verbum. Pupils will complete a study of Mary as a model of vocation and our place as members of the Body of Christ. This will build upon prior learning	significance and its ongoing implications for Jewish identity and practice. Messiah and Messianic Age: Examining the Jewish understanding of the Messiah, the expectations surrounding the arrival of the Messiah, and the concept of the Messianic Age as envisioned in Jewish tradition. Afterlife and Resurrection: Understanding the Jewish beliefs concerning the afterlife, resurrection, and the concept of Olam Ha-Ba (the World to Come) within the framework of Jewish eschatology.		Understanding the structure and content of Jewish prayer services, the significance of the synagogue, and the various prayers and blessings recited during different occasions .Sacred Texts: Exploring the role and significance of key Jewish sacred texts, including the Torah, Talmud, and other commentaries, in shaping Jewish religious practices and beliefs. Halakha: Examining the concept of Jewish law (halakha) and its application in various aspects of Jewish life, including its influence on personal and communal practices.	reviewing notes or texts. This can involve techniques such as flashcards, quizzes, or summarizing key points from memory. Mind Mapping: Creating visual representations of information, which can help students see the connections between different concepts and organize their thoughts effectively. Practice Testing: Engaging students in frequent testing or mock exams to help them familiarize themselves with the format and type of questions they might encounter during the actual examination.	
Year 11	Catholic Forms & Expressions of Religious Life GCSE The intent of this module is for pupils to develop substantive knowledge based upon their previous studies of Catholic forms and expressions of religious life in Year 7, 8 and 9. Pupils will	Written Exam Students will sit an exam based on the Catholic forms of expression and ways	Philosophy – Proofs of God and Problem of Evil GCSE The intent of this module is for pupils to develop substantive knowledge based upon their previous studies of philosophy in Year 9. Pupils will develop a substantive knowledge of <i>a posteriori</i> arguments	Written exam Mock Paper Full Catholic Christianity Paper	Religion & Family Life GCSE The intent of this module is for pupils to develop substantive knowledge based upon their previous studies of relationships and the family in Year 7, 8 and 9. Pupils will	Revision for GCSE Students will complete revision on topics covered across the whole year. Students will use a range of revision strategies such as Active Recall: Encouraging students to retrieve information from memory actively rather than simply reviewing notes or texts. This can involve techniques such as flashcards, quizzes, or	Written Exam Mock Paper Judaism and Philosophy Paper	Revision GCSE The intent of this module is for pupils to revise their substantive and disciplinary skills in preparation for their Edexcel Religious Studies: Catholic Christianity	Revision The intent of this module is for pupils to revise their substantive and disciplinary skills in preparation for their Edexcel Religious Studies: Catholic	GCSE Exam

	develop a substantive knowledge of the Catholic forms and expressions of religious life such as the design, intent and decoration of Catholic churches and places of worship. They will apply their disciplinary skills of explanation, description and evaluation to the various types of Church architecture such as Gothic, Baroque and Neo-Byzantine as well as developing their cultural capital in relation to the types of Church buildings across the world. Pupils will undertake a study of symbolism in religious practices and artwork. Pupils will develop and consolidate disciplinary skills as required by the Edexcel Religious Studies: Catholic Christianity Specification A course. Pupils will make cross-curricular links to Year 7 History: The Development of the Church, State and	of life unit. This test is knowledge based.	for the existence of God as well as a substantive knowledge of Theodicies. Pupils will develop their disciplinary skills of evaluation, explanation, exemplification and description. Pupils will make cross-curricular links to GCSE Science: evolution and the Big Bang in developing their substantive knowledge and evaluative ability of various models of creation.		develop a substantive knowledge of Catholic teachings on marriage, sexual relationships, families and support for the family in the local parish. This will be a key opportunity for pupils to reflect upon their careers and their vocations in life. Pupils will develop their disciplinary skills of evaluation, explanation, exemplification and description. Pupils will make cross-curricular links to GCSE Sociology: Family to better understand, consolidate and revise types of family.	summarizing key points from memory. Mind Mapping: Creating visual representations of information, which can help students see the connections between different concepts and organize their thoughts effectively. Practice Testing: Engaging students in frequent testing or mock exams to help them familiarize themselves with the format and type of questions they might encounter during the actual examination.		Specification A exam. Students will complete revision on topics covered across the whole year. Students will use a range of revision strategies such as Active Recall: Encouraging students to retrieve information from memory actively rather than simply reviewing notes or texts. This can involve techniques such as flashcards, quizzes, or summarizing key points from memory. Mind Mapping: Creating visual representations of information, which can help students see the connections between different concepts and organize their thoughts effectively. Practice Testing: Engaging students in frequent testing or mock exams to help them familiarize themselves with the format and type of questions they might encounter during the actual examination.	Christianity Specification A exam. Students will complete revision on topics covered across the whole year. Students will use a range of revision strategies such as Active Recall: Encouraging students to retrieve information from memory actively rather than simply reviewing notes or texts. This can involve techniques such as flashcards, quizzes, or summarizing key points from memory. Mind Mapping: Creating visual representations of information, which can help students see the connections between different concepts and organize their thoughts effectively. Practice Testing: Engaging students in frequent testing or mock exams to help them familiarize themselves with the format and type of questions they might	
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	Society in Medieval Britain to contextualise their understanding of how the Reformation affected Catholic Christian and Protestant forms and expressions of religious life. Pupils will also make cross-curricular links to their KS3 and KS4 studies of Music, Art and Drama as well as the use of Music and Drama Catholic Christian liturgies which they will have participated and participate in as part of the Catholic life of the school to contextualise substantive knowledge of Catholic Christian forms and expressions of religious life. They will also consider how Art reflects belief throughout the school. This will better inform their disciplinary skills in explaining, describing, outlining and evaluating the use of Music, Drama and Art in the liturgical and non-liturgical worship								encounter during the actual examination.	
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	as well as the wider Catholic community									
Year 12	Philosophical issues and questions • Design Argument • Cosmological Argument • Ontological Argument A study of three ethical theories: • Utilitarianism • Situation Ethics • Natural Moral Law	Written Exam	The nature and influence of religious experience • The nature of religious experience • Influence of religious experience as an argument for the existence of God Problem of evil and suffering (1) • Theodicies and solutions to the problem of suffering	Written Exam	Application of ethical theories to issues of importance • War and peace • Sexual Ethics Religious beliefs, values and teachings • The nature of God as personal and as Creator • The Trinity •	Religious beliefs, values and teachings • The nature of the Church • Key moral principles Sources of wisdom and authority • The Bible • The nature and role of Jesus, including the strengths and weaknesses of key ideas, their impact on the development of Christianity and understanding the nature of Jesus in the life of Christians	Written Exam	Practices that shape and express religious identity • The diversity of practice in the Eucharist • The diversity of practice in creative expressions of religious identity	Revision	Written Exam

Year 13	Social and historical developments • Science • Secularisation (2) • New movements in theology Medical ethics: beginning and end of life issues • Issues in medical ethics with a focus on beginning and end of life debates (4)	Written Exam 2 hours X3	• Deontology, Virtue Ethics and the works of scholars Ethical language – • Meta ethics • Religion and morality Religion and society • Pluralism and diversity • Equality and discrimination – gender	Written Exam 2 hours X3	. Works of scholars Atonement theory • A comparison of key ideas in the work of Karl Barth and John Hick (3) (4) Religious language • Context to critiques of religious belief and points for discussion	Influences of developments in religious belief • Views about life after death across a range of religious traditions • Life after death • Religion and science debates and their significance for philosophy of religion	Written Exam	Revision	A level Exam	A Level Exam
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Impact:

- How is progress measured?
- Progression is measured by the abilities of students at the end of each Key Stage. Students must be in possession of the necessary body of knowledge and the religious education skills to solve religious education problems. Students should also be able to use this knowledge and understanding to place themselves in 21st century Britain and understand much of the nature of the Catholic faith in the 21st century. This is checked through different forms of assessment listed below and students are expected to have a firm grasp of the core knowledge at each stage of the course.
- Assessment for learning takes place at the start of topics; knowledge tests are embedded through schemes of work, most summative assessment is through essay writing, students also complete reports and presentations. Assessments refer to the departmental grade descriptors as Key Stage 3 and to the assessment objectives in Key Stage 4 and 5. Green pen feedback is built into schemes of work so that students can reflect on their own answer and look at work of other students as a modelled answer.
- What difference is the curriculum making to student learning? Students react positively to the range of historical topics in our curriculum. Subjects for the curriculum are discussed with students, especially at Key Stage 3 and 5 where there is more flexibility with lesson time, and areas of particular interest can be built into the scheme of work.
- How is assessment/mock data used? All pupil progress data is analysed by HoD and disseminated to the department. Mock data is used to inform revision, and 1-2-1 sessions with students if possible. Green pen is embedded through lessons and sample work is a regular part of department planning and delivery. This is supposed to allow students to understand how they can improve their work and know how to improve next time.
- How is core vocabulary learnt? Display boards, key words, glossaries and learning activities such as starters, crosswords and match-ups.