

KNOWLEDGE AND SKILLS OVERVIEW	HT1	HT2	HT3	HT4	HT5	HT6
<b>Key Stage 3</b> (Year 7-Based on the 2022 RECD. Year 8 and 9-People of God scheme)						
<b>Year 7</b>	<b>Creation and Covenant</b> <ul style="list-style-type: none"> <li>• How do we know what God is like?</li> <li>• Catholic about creation, including challenges from Science and how the Catholic Church responds to these.</li> <li>• The call to care for creation</li> <li>• St Francis of Assisi</li> <li>• Sr Dorothy Stang</li> </ul>	<b>Prophecy and Promise</b> <i>Content tbc-taken from 2022 RECD</i>	<b>From Galilee to Jerusalem</b> <i>Content tbc-taken from 2022 RECD</i>	<b>From Desert to Garden</b> <i>Content tbc-taken from 2022 RECD</i>	<b>To the ends of the earth</b> <i>Content tbc-taken from 2022 RECD</i>	<b>Dialogue and encounter</b> <i>Content tbc-taken from 2022 RECD</i>

<b>Year 8</b>	<b>Can one person change the world?</b> <ul style="list-style-type: none"> <li>• What is the Messiah and what did people at the time expect from a Messiah?</li> <li>• How did Jesus challenge these expectations?</li> <li>• Who was John the Baptist?</li> <li>• Who else has tried to change the world for the better?</li> </ul>	<b>Do we need rules?</b> <ul style="list-style-type: none"> <li>• Identify the rules we keep at home, in school and in society.</li> <li>• Consider why rules are important.</li> <li>• Reflect on what the world would be like if there were no rules.</li> <li>• Confirmation</li> </ul>	<b>Hindu Dharma</b> <ul style="list-style-type: none"> <li>• Origins</li> <li>• Sources of Authority</li> <li>• Beliefs about the Divine</li> <li>• Goddesses and gods</li> <li>• Diwali</li> <li>• Worship</li> <li>• Death and the afterlife</li> <li>• Creation</li> <li>• Varna (Caste)</li> </ul>	<b>Forgiveness</b> <ul style="list-style-type: none"> <li>• What is justice?</li> <li>• What is injustice?</li> <li>• Can we give examples of justice and injustice?</li> <li>• How do Christians fight for justice?</li> <li>• Why do Christians fight for justice?</li> </ul>	<b>Vocation</b> <ul style="list-style-type: none"> <li>• To understand what is meant by the word 'vocation'</li> <li>• To explore the vocation of marriage</li> <li>• To explore the vocation of Holy Orders</li> <li>• To explore how Mary gives us an example for how to live out our vocation</li> </ul>	<b>People of Promise</b> <ul style="list-style-type: none"> <li>• To understand the importance of Covenant and Prophets to Jewish and Christian identity.</li> <li>• Abraham</li> <li>• Moses</li> <li>• Isaiah</li> </ul>
<b>Year 9</b>	<b>Islam</b> <ul style="list-style-type: none"> <li>• Muslim beliefs about God</li> <li>• The Qur'an</li> <li>• The Five Pillars</li> <li>• Eid-ul-Fitr</li> <li>• The Mosque</li> <li>• Jihad</li> <li>• Women in Islam</li> </ul>	<b>Believing in God</b> <ul style="list-style-type: none"> <li>• Arguments for the existence of God</li> <li>• The problem of evil and suffering</li> <li>• How Catholics respond to the problem of evil and suffering</li> </ul>	<b>Matters of Life &amp; Death</b> <ul style="list-style-type: none"> <li>• Sanctity of life</li> <li>• Abortion</li> <li>• Euthanasia</li> </ul>	<b>Religion, Technology and Science</b> <ul style="list-style-type: none"> <li>• Global warming</li> <li>• Pollution</li> <li>• Stewardship</li> <li>• Moral decision making</li> <li>• Animal ethics</li> </ul>	<b>War and Peace</b> <ul style="list-style-type: none"> <li>• What are the causes of conflict?</li> <li>• Just war</li> <li>• Pacifism</li> <li>• Women Peacemakers</li> <li>• Pax Christi</li> <li>• Franz Jagestatter</li> <li>• Use of nuclear weapons</li> <li>• Terrorism</li> <li>• Drone warfare</li> </ul>	

				<ul style="list-style-type: none"> <li>• Designer babies</li> </ul>	
<b>Key Stage 4</b> All students study GCSE RE. We follow Eduqas Route B.					
<b>Year 10</b>	<b>Judaism – beliefs &amp; teachings</b> <ul style="list-style-type: none"> <li>• Nature of God</li> <li>• Covenant</li> <li>• Life on earth</li> </ul>	<b>Origins &amp; meaning</b> <ul style="list-style-type: none"> <li>• Creation story</li> <li>• Scientific theories</li> <li>• Sanctity of life</li> <li>• The bible</li> <li>• Religious art</li> </ul>	<b>Good and Evil</b> <ul style="list-style-type: none"> <li>• Origins of evil</li> <li>• Trinity</li> <li>• Incarnation</li> <li>• Jesus and moral authority</li> </ul>	<b>Judaism – practices</b> <ul style="list-style-type: none"> <li>• Worship</li> <li>• Rituals</li> <li>• Festivals</li> </ul>	
<b>Year 11</b>	<b>Life &amp; Death</b> <ul style="list-style-type: none"> <li>• Religious symbolism</li> <li>• Afterlife</li> <li>• Eschatology</li> </ul>	<b>Sin &amp; forgiveness</b> <ul style="list-style-type: none"> <li>• Crime &amp; punishment</li> <li>• Artefacts</li> <li>• Evangelisation</li> </ul>	<b>Revision</b>		
<b>Key Stage 5</b> <b>Core RE</b> All sixth form students will complete the same year of study-e.g. in 2022-23, year 12 and year 13 will complete year a.					
<b>Core RE Year A</b>	Creed and Covenant <ul style="list-style-type: none"> <li>• What is the meaning of life?</li> <li>• Care for creation</li> <li>• How do we know what is right and wrong?</li> </ul>	From Galilee to Jerusalem	Year 12 only-To the Ends of the Earth		

	<ul style="list-style-type: none"> <li>Application of ethics to a contemporary moral issue</li> </ul>		
<b>Core RE Year B</b>	Prophecy and Promise	From Desert to Garden	

**Key Stage 5  
A Level RE**

We follow the AQA Specification which is split into three key areas of study-Christianity, Ethics and Philosophy.

<b>Year 12 Christianity</b>	<b>Sources of wisdom &amp; authority</b> <ul style="list-style-type: none"> <li>The Bible</li> <li>The Church</li> <li>Jesus</li> </ul>	<b>God</b> <ul style="list-style-type: none"> <li>Trinity</li> <li>Concept of God</li> <li>Female perspective</li> </ul>	<b>Self, Death &amp; Afterlife</b> <ul style="list-style-type: none"> <li>Purpose of life</li> <li>Resurrection</li> <li>Afterlife</li> </ul>	<b>Key conduct &amp; moral principles</b> <ul style="list-style-type: none"> <li>Good moral conduct</li> <li>Sanctity of life</li> <li>Stewardship &amp; Dominion</li> </ul>	<b>Expressions of religious identity</b> <ul style="list-style-type: none"> <li>Baptism</li> <li>Holy Communion</li> <li>Mission of the Church</li> </ul>
<b>Ethics</b>	<b>Natural Law</b> <ul style="list-style-type: none"> <li>Normative ethical theories</li> </ul>	<b>Moral law</b> <ul style="list-style-type: none"> <li>Double effect – Aquinas</li> <li>Evaluation of natural moral law</li> </ul>	<b>Situation ethics</b> <ul style="list-style-type: none"> <li>Fletcher – situation ethics</li> </ul>	<b>Virtue ethics</b> <ul style="list-style-type: none"> <li>Theft</li> <li>Lying</li> </ul>	<b>Application of ethical theories</b> <ul style="list-style-type: none"> <li>Embryo research</li> <li>Abortion</li> <li>Euthanasia</li> <li>Capital punishment</li> </ul>
<b>Philosophy</b>	<b>Religious experience</b> <ul style="list-style-type: none"> <li>Visions</li> <li>Numinous experiences</li> </ul>	<b>Design argument</b> <ul style="list-style-type: none"> <li>David Hume</li> <li>William Paley</li> <li>Relationship between reason &amp; faith</li> </ul>	<b>Ontological argument</b> <ul style="list-style-type: none"> <li>Anselm</li> <li>Gaunilo &amp; Kant</li> </ul>	<b>Cosmological argument</b> <ul style="list-style-type: none"> <li>Aquinas</li> <li>Hume</li> <li>Russell</li> </ul>	<b>Evil &amp; suffering</b> <ul style="list-style-type: none"> <li>Natural / moral evil</li> <li>Free will defence</li> <li>Hick's soul making theodicy</li> </ul>

	<ul style="list-style-type: none"> <li>• Mystical experiences</li> </ul>				
<b>Year 13 Christianity</b>	<b>Christianity, migration &amp; religious pluralism</b> <ul style="list-style-type: none"> <li>• Multicultural societies</li> <li>• Secular states – influence on Christian thought.</li> </ul>	<b>Christianity, gender &amp; sexuality</b> <ul style="list-style-type: none"> <li>• Historical / social factors that influenced Christian teaching</li> <li>• Feminist approaches</li> </ul>	<b>Christianity &amp; science</b> <ul style="list-style-type: none"> <li>• How Christianity responded to specific scientific discoveries</li> <li>• How science challenged Christian belief</li> </ul>	<b>Christianity &amp; the challenge of secularisation</b> <ul style="list-style-type: none"> <li>• Relegation of religion</li> <li>• Dawkins delusion</li> <li>• Relevance of Christianity</li> <li>•</li> </ul>	
<b>Ethics</b>	<b>Meta ethics</b> <ul style="list-style-type: none"> <li>• Naturalism</li> <li>• Divine command theory</li> </ul>	<b>Free will &amp; moral responsibility</b> <ul style="list-style-type: none"> <li>• Conditions of moral responsibility</li> <li>• Determinism</li> <li>• Reward &amp; punish</li> </ul>	<b>Conscience</b> <ul style="list-style-type: none"> <li>• Making moral decisions</li> <li>• Moral guide</li> </ul>	<b>Bentham &amp; Kant</b> <ul style="list-style-type: none"> <li>• How far these theories are consistent with Christian moral decision making.</li> </ul>	
<b>Philosophy</b>	<b>Religious language</b> <ul style="list-style-type: none"> <li>• Verification &amp; Falsification principles</li> </ul>	<b>Miracles</b> <ul style="list-style-type: none"> <li>• Hume &amp; Wiles</li> <li>• Significance of key views</li> </ul>	<b>Self, death &amp; Afterlife</b> <ul style="list-style-type: none"> <li>• Descartes – existence of the soul</li> <li>• Body-soul relationship</li> </ul>	Dialogues  Links between Christianity & Philosophy / Ethics	

			<ul style="list-style-type: none"> <li>• Personal existence after death</li> </ul>		
<p><b>Oracy</b> Encouragement to discuss and work through concepts with one another. Class debates on issues. Opportunities for students to deliver presentations.</p>	<p><b>Literacy</b> Students are given a knowledge organiser at the start of the each unit which includes of key tier 3 vocabulary for that unit. Pupils develop their essay-writing skills at an age appropriate level from year 7. Teachers mark for literacy when marking work. Pupils read a variety of age-appropriate but challenging texts.</p>	<p><b>Numeracy</b> Pupils have the opportunity to study data in a variety of forms (e.g. raw data, graphs) to gain a deeper understanding of lived religious experience.</p>			
<p><b>CULTURAL CAPITAL</b></p>	<p>Pupils are given access to a variety of stimuli to increase their cultural capital, including but not limited to works of art from around the world. Pupils in all Key Stages are given the opportunity to meet with faiths in our local community. Year 9 have a visit from a Muslim speaker, Year 10 visit the Princes Road Synagogue and Year 12 visit Toxteth Tab. We hope to open these opportunities up to more year groups in the future, including planning a trip to Rome.</p>				

Department: RE