

## RE Curriculum Overview – Year 9

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1</b>						
Spiritual Quest	<ul style="list-style-type: none"> <li>• Know that each person seeks a meaning to life.</li> <li>• Think about what gives meaning to our lives.</li> <li>• Know where and how we can find God.</li> <li>• Reflect on our own search for God.</li> <li>• Know about the mystery of the Trinity.</li> <li>• Reflect on how the Trinity gives meaning to our lives.</li> <li>• Know about the problem of suffering.</li> </ul>	<ul style="list-style-type: none"> <li>• Using case study details to support and answer questions.</li> <li>• Empathising with other perspectives, different from our own</li> <li>• Effective discussion in pairs, including listening to others points of views.</li> <li>• The ability to ask probing questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Written assessment at the end of the unit</li> <li>• Peer assessment in class</li> <li>• Self-assessment in class</li> <li>• Mini keyword assessments</li> <li>• Exam questions set as homework</li> <li>• Online quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Green pen class assessments</li> <li>• Watch a YouTube Clip to consolidate learning</li> <li>• Further reading on each topic provided.</li> <li>• Short and long questions included extended writing ( 'D' questions at GCSE)</li> </ul>	<p>Loving and compassionate in all that we do and say.</p> <p>SERVIAM to our neighbours and the wider world of God's creation.</p> <p>That we are called to be witnesses to the truth</p> <ul style="list-style-type: none"> <li>○ Dignity of God's people</li> <li>○ Community and participation</li> <li>○ Dignity in work</li> <li>○ Solidarity</li> <li>○ Personal</li> <li>○ Cultural</li> <li>○ Social</li> <li>○ History</li> </ul>	<ul style="list-style-type: none"> <li>• Area of Study 3: Philosophy and ethics based on Catholic Christianity. Section 1: Arguments for the existence of God.</li> <li>• Area of study 1. A study of Christianity: Beliefs and teachings</li> </ul>

	<ul style="list-style-type: none"> <li>• Reflect on the mystery of suffering.</li> <li>• Consider what happens in death, judgement, heaven and hell.</li> <li>• Reflect on how we can prepare now.</li> <li>• Know about some people's journey of faith.</li> <li>• Reflect on what we can learn from them.</li> </ul>				<ul style="list-style-type: none"> <li>○ Geography</li> <li>○ English</li> <li>○ Journalist</li> <li>○ Teacher</li> <li>○ Chaplin</li> <li>○ Charity officer</li> <li>○ Solicitor</li> <li>○ Youth worker</li> <li>○ Policy officer</li> <li>○ Social work</li> <li>○ HR officer</li> </ul>	
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**Autumn Term 2**

The Gospels	<ul style="list-style-type: none"> <li>• Know about the formation of the Gospels.</li> <li>• Reflect on what you believe about then and why you believe it.</li> <li>• Consider some events in St. Matthew's Gospel that are not covered by the other evangelists.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how to use the Bible.</li> <li>• Interpreting texts.</li> <li>• Research and selecting appropriate information make an informative poster or other visual display.</li> </ul>	<ul style="list-style-type: none"> <li>• Written assessment at the end of the unit</li> <li>• Peer assessment in class</li> <li>• Self-assessment in class</li> <li>• Mini keyword assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Poster</li> <li>• Green pen class assessments</li> <li>• Watch a YouTube Clip to consolidate learning</li> <li>• Further reading on each topic provided.</li> <li>• Short and long questions included</li> </ul>	<p>Grateful and generous for all Jesus has done for us.</p> <p>SERVIAM to our neighbours and the wider world of God's creation.</p> <p>That we are called to be witnesses to the truth</p> <ul style="list-style-type: none"> <li>○ Dignity of God's people</li> </ul>	<ul style="list-style-type: none"> <li>• Area of study 1. A study of Christianity: Beliefs and teachings</li> <li>• Area of study 1. A study of Christianity: Practices.</li> <li>• Area of study 1. A study of Christianity: Sources of Wisdom and authority.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Reflect on what they reveal about God.</li> <li>• Know that Mark's Gospel focuses on Jesus as the Christ and the Son of God.</li> <li>• Reflect on Jesus' invitation to follow him.</li> <li>• Understand that St. Luke focuses on Jesus' concern for the poor, the outcasts and the powerless.</li> <li>• Reflect on the message this has for us today.</li> <li>• Know that St John uses symbols to show the relationship Jesus has with his Father and believers.</li> <li>• Think about our relationship</li> </ul>		<ul style="list-style-type: none"> <li>• Exam questions set as homework</li> <li>• Online quizzes</li> </ul>	<p>extended writing ('D' questions at GCSE)</p>	<ul style="list-style-type: none"> <li>○ <b>Community and participation</b></li> <li>○ <b>Dignity in work</b></li> <li>○ <b>Solidarity</b></li> <li>○ <b>Personal</b></li> <li>○ <b>Cultural</b></li> <li>○ <b>Social</b></li> <li>○ <b>History</b></li> <li>○ <b>Geography</b></li> <li>○ <b>English</b></li> <li>○ <b>Journalist</b></li> <li>○ <b>Teacher</b></li> <li>○ <b>Chaplin</b></li> <li>○ <b>Charity officer</b></li> <li>○ <b>Solicitor</b></li> <li>○ <b>Youth worker</b></li> <li>○ <b>Policy officer</b></li> <li>○ <b>Social work</b></li> <li>○ <b>HR officer</b></li> </ul>	
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	<p>with and in Jesus.</p> <ul style="list-style-type: none"> <li>• Understand that in the Gospels everyone is invited into the Kingdom of God.</li> <li>• Reflect on our response to this invitation.</li> </ul>					
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**Spring Term 1**

Life in the Spirit	<ul style="list-style-type: none"> <li>• Know how the Holy Spirit transformed the lives of the Apostles.</li> <li>• Appreciate that the Spirit can help us.</li> <li>• Deepen our understanding of the gifts of the Spirit.</li> <li>• Reflect on how these gifts relate to daily life.</li> <li>• Understand what the sacrament of Confirmation means.</li> <li>• Reflect on the commitment it involves.</li> </ul>	<ul style="list-style-type: none"> <li>• Using case study details to support and answer questions.</li> <li>• Interpreting texts.</li> <li>• Effective discussion in pairs, including listening to others points of views.</li> </ul>	<ul style="list-style-type: none"> <li>• Written assessment at the end of the unit</li> <li>• Peer assessment in class</li> <li>• Self-assessment in class</li> <li>• Mini keyword assessments</li> <li>• Exam questions set as homework</li> <li>• Online quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Green pen class assessments</li> <li>• Watch a YouTube Clip to consolidate learning</li> <li>• Further reading on each topic provided.</li> <li>• Short and long questions included extended writing ( 'D' questions at GCSE)</li> </ul>	<p>To be a faith filled and hopeful person and in our community.</p> <p>SERVIAM to our neighbours and the wider world of God's creation.</p> <p>That we are called to be witnesses to the truth</p> <ul style="list-style-type: none"> <li>○ Dignity of God's people</li> <li>○ Community and participation</li> <li>○ Dignity in work</li> <li>○ Solidarity</li> <li>○ Personal</li> <li>○ Cultural</li> </ul>	<ul style="list-style-type: none"> <li>• Area of study 1. A study of Christianity: Beliefs and teachings</li> <li>• Area of study 1. A study of Christianity: Practices.</li> <li>• Area of study 1. A study of Christianity: Sources of Wisdom and authority.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Have some understanding of the meaning of discernment.</li> <li>• Reflect on its importance.</li> <li>• Know about some people whose lives have been transformed by the Spirit.</li> <li>• Think about how their experience can help us.</li> </ul>				<ul style="list-style-type: none"> <li>○ Social</li> <li>○ History</li> <li>○ Geography</li> <li>○ English</li> <li>○ Journalist</li> <li>○ Teacher</li> <li>○ Chaplin</li> <li>○ Charity officer</li> <li>○ Solicitor</li> <li>○ Youth worker</li> <li>○ Policy officer</li> <li>○ Social work</li> <li>○ HR officer</li> </ul>	
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**Spring Term 2**

God's Call	<ul style="list-style-type: none"> <li>• Know that God calls each person who seeks to do His will.</li> <li>• Reflect on the different ways God calls.</li> <li>• Understand the vocation to Marriage.</li> <li>• Think about the reasons why people get married.</li> <li>• Know about the Sacrament of Marriage.</li> <li>• Reflect on its importance.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting texts.</li> <li>• Effective discussion in pairs, including listening to others points of views.</li> <li>• Effectively evaluating questions and statements that require more than one point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Written assessment at the end of the unit</li> <li>• Peer assessment in class</li> <li>• Self-assessment in class</li> <li>• Mini keyword assessments</li> <li>• Exam questions set as homework</li> </ul>	<ul style="list-style-type: none"> <li>• Green pen class assessments</li> <li>• Watch a YouTube Clip to consolidate learning</li> <li>• Further reading on each topic provided.</li> <li>• Short and long questions included extended writing ('D' questions at GCSE)</li> </ul>	<p>Listening and attentive to our God given, purpose, our vocation</p> <p>SERVIAM to our neighbours and the wider world of God's creation.</p> <p>That we are called to be witnesses to the truth</p> <ul style="list-style-type: none"> <li>○ Dignity of God's people</li> </ul>	<ul style="list-style-type: none"> <li>• Area of study 1. A study of Christianity: Practices.</li> <li>• Area of Study 3: Philosophy and ethics based on Catholic Christianity. Section 2. Religious teachings on relationships and families in twenty first century.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Know about the vocation of a priest.</li> <li>• Think about what the priest does for us.</li> <li>• Know about the Sacrament of Holy Orders.</li> <li>• Think about the blessings and challenges of a priestly vocation.</li> <li>• Know about the vocation to Religious Life.</li> <li>• Reflect on the blessings and challenges of this vocation.</li> </ul>		<ul style="list-style-type: none"> <li>• Online quizzes</li> </ul>		<ul style="list-style-type: none"> <li>○ Community and participation</li> <li>○ Dignity in work</li> <li>○ Solidarity</li> <li>○ Personal</li> <li>○ Cultural</li> <li>○ Social</li> <li>○ History</li> <li>○ Geography</li> <li>○ English</li> <li>○ Journalist</li> <li>○ Teacher</li> <li>○ Chaplin</li> <li>○ Charity officer</li> <li>○ Solicitor</li> <li>○ Youth worker</li> <li>○ Policy officer</li> <li>○ Social work</li> <li>○ HR officer</li> </ul>	
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**Summer Term 1**

Morality and Conscience	<ul style="list-style-type: none"> <li>• Understand the meaning of Morality.</li> <li>• Reflect on your own understanding of it.</li> <li>• Understanding the meaning of Christian morality.</li> <li>• Reflect on what it means for us.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting texts.</li> <li>• Empathising with other perspectives, different from our own.</li> <li>• Effective discussion in pairs, including listening to others points of views.</li> </ul>	<ul style="list-style-type: none"> <li>• Written assessment at the end of the unit</li> <li>• Peer assessment in class</li> <li>• Self-assessment in class</li> </ul>	<ul style="list-style-type: none"> <li>• Poster</li> <li>• Green pen class assessments</li> <li>• Watch a YouTube Clip to consolidate learning</li> <li>• Further reading on each topic provided.</li> <li>• Short and long questions</li> </ul>	<p>Leading groups and communities with justice for all.</p> <p>Acting with truth and integrity especially for the poor and marginalised.</p> <p>SERVIAM to our neighbours and the wider world of God's creation.</p>	<ul style="list-style-type: none"> <li>• Area of Study 3: Philosophy and ethics based on Catholic Christianity. Section 2. Religious teachings on relationships and families in twenty first century.</li> <li>• Area of study 1. A study of Christianity: Sources of</li> </ul>
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	<ul style="list-style-type: none"> <li>Consider the moral issues we face today.</li> <li>Reflect on our response to them.</li> <li>Understand what is meant by conscience.</li> <li>Be aware of how to inform our conscience.</li> <li>Know about some people who acted according to their conscience.</li> <li>Reflect on what we can learn from them.</li> <li>Understand we are all called to holiness.</li> <li>Reflect on what this means for you.</li> </ul>	<ul style="list-style-type: none"> <li>The ability to ask probing questions.</li> <li>Research and selecting appropriate information make an informative poster or other visual display.</li> <li>Effectively evaluating questions and statements that require more than one point of view.</li> <li>Forming reasoned conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Mini keyword assessments</li> <li>Exam questions set as homework</li> <li>Online quizzes</li> </ul>	included extended writing ( 'D' questions at GCSE)	<p>That we are called to be witnesses to the truth</p> <ul style="list-style-type: none"> <li>Dignity of God's people</li> <li>Community and participation</li> <li>Dignity in work</li> <li>Solidarity</li> <li>Personal</li> <li>Cultural</li> <li>Social</li> <li>History</li> <li>Geography</li> <li>English</li> <li>Journalist</li> <li>Teacher</li> <li>Chaplin</li> <li>Charity officer</li> <li>Solicitor</li> <li>Youth worker</li> <li>Policy officer</li> <li>Social work</li> <li>HR officer</li> </ul>	<p>Wisdom and authority.</p> <ul style="list-style-type: none"> <li>Area of study 1. A study of Christianity: Practices.</li> </ul>
<b>Summer Term 2</b>						
<p><b>GCSE Begins</b></p> <p>Area of study 2. A study of a second religion: Judaism-</p>	<ul style="list-style-type: none"> <li>Know and understand essential Jewish teachings about a range of ideas and principles</li> </ul>	<ul style="list-style-type: none"> <li>Analysing and interpreting text</li> <li>Empathising with other perspectives,</li> </ul>	<ul style="list-style-type: none"> <li>Written assessment at the end of the unit</li> </ul>	<ul style="list-style-type: none"> <li>Answer exam questions; 3m, 4m, 5m, and 12m</li> <li>Green pen class assessments</li> </ul>	<p>Leading groups and communities with justice for all</p> <p>SERVIAM to our neighbours and the wider world of God's creation.</p>	

<p>beliefs and teachings.</p>	<p>including, shekinah, messiah, covenant, mitzvot and the sanctity of life.</p> <ul style="list-style-type: none"> <li>• Know and understand a variety of Jewish sources and wisdom and authority such as the Torah, Tenakh, Mishna and Rabbinic teachings</li> <li>• Be able to evaluate divergent Jewish points of view effectively.</li> </ul>	<p>different from our own</p> <ul style="list-style-type: none"> <li>• Comparing different viewpoints</li> <li>• Effective discussion in pairs, including listening to others points of views.</li> <li>• Understanding importance of good literacy to present ideas coherently e.g. PEEL</li> <li>• Using the sources accurately to support arguments e.g. Torah, Talmud, 13 Principles</li> <li>• Effectively evaluating questions and statements that require more than one point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer assessment in class</li> <li>• Self-assessment in class</li> <li>• Mini keyword assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a YouTube Clip to consolidate learning</li> <li>• Further reading on each topic provided e.g. from another textbook or revision guide.</li> <li>• Short and long questions included extended writing ( 'D' questions at GCSE)</li> <li>• Booklet given over Summer Break to consolidate what's already been learned and introduce the next Unit in September – Judaism Practices</li> </ul>	<p>That we are called to be witnesses to the truth</p> <ul style="list-style-type: none"> <li>○ Dignity of God's people</li> <li>○ Community and participation</li> <li>○ Dignity in work</li> <li>○ Solidarity</li> <li>○ Personal</li> <li>○ Cultural</li> <li>○ Social</li> <li>○ History</li> <li>○ Geography</li> <li>○ English</li> <li>○ Journalist</li> <li>○ Teacher</li> <li>○ Chaplin</li> <li>○ Charity officer</li> <li>○ Solicitor</li> <li>○ Youth worker</li> <li>○ Policy officer</li> <li>○ Social work</li> <li>○ HR officer</li> </ul>	
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