

**Plan Of Learning For The Year**

**Half Term 1**

- **Origins and Meanings: Catholic, other Christian and non-Christian beliefs about creation, the Bible, the origins of the universe**
- **Judaism - Beliefs and Teachings: beliefs about God, diversity of Judaism in Britain**

**Half Term 2**

- **Origins and Meanings: Scientific theories on the origin of the universe, sanctity of life, art and symbolism in Catholic Belief**
- **Judaism: Covenant with Abraham and Moses; the Messiah – different views within Judaism**

**Half Term 3**

- **Origins and Meanings: imago Dei and Catholic Social Teaching; Interfaith Dialogue; Stewardship; Humanism and human life; Sanctity of life and abortion**
- **Judaism - Practices: worship in the home, synagogues; free will and duties**

**Half Term 4**

- **Good and Evil: Catholic, other Christian and non-Christian beliefs on the origin of evil; Catholic and non-Christian beliefs on the goodness of God and the problem of evil; Catholic beliefs about suffering and the suffering of Jesus; the Trinity**
- **Judaism – Beliefs: Sanctity of life; Practices: rituals; keeping kosher in Britain**

**Half Term 5**

- **Good and Evil: The Incarnation; Incarnation and the Problem of Evil; Jesus' moral teachings;**

**Half Term 6**

- **Good and Evil: Natural Law; Statues and Sculpture; Pilgrimage; The Rosary**
- **Judaism – Practices: Rituals – including Brit Milah, Bar/bat mitzvah, Marriage; Judaism - beliefs: Life after Death, mourning and funerals**

**Feedback, Retrieval & Assessment**

- Students will frequently be assessed through retrieval quizzes at the start of each lesson, but also through self and peer assessment. Teacher assessments will take place in books each half term and via a formal assessment at three points during the year.
- Feedback can be to the whole class, in books or on formal assessments. Students are expected to respond to the feedback in order to improve their work

**Super curriculum opportunities / extra-curricular activities**

- Students will watch documentaries and film clips related to their learning; some RSE content links to their learning in areas of the GCSE content
- We endeavour to access speakers/visitors, particularly to support the Judaism content
- The department works closely with the Chaplaincy team and supports opportunities that allow the students to put their faith into action

**Cultural Capital, SMSC, Careers and Futures**

- Religious Education benefits our students through enriching their knowledge of the world, their community, our school community and their own spirituality
- Religious Education is a very transferable subject with links to many career paths including Medicine, Social Work, Policing, Education, Armed Forces, Law, Social Care, Catering
- Students who have left All Saints with an A level in RE have gone on to study Drama, Politics, Philosophy, Medicine, Law, Theology to name just a few

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> <li>• Will Students only study Christianity? No, we are committed to the study of other world religions and students will spend at least half a term in each year learning about their wider world religions and other philosophies such as Humanism</li> <li>• Will Students be disadvantaged if they are not Catholic? No, our intake is very diverse and we ensure this is fully recognised in the way we teach the content.</li> <li>• Is RE is just for those with a faith? No, RE is for everyone! Learning about what people believe and how it influences their decisions in life is important for all citizens of the world</li> </ul>	<ul style="list-style-type: none"> <li>• RE connects with many other subjects on the curriculum, such as English, History, Geography, RSE, PSHE, Art, Drama, Science. In addition, students will notice links with current affairs and philosophical ideas about the world</li> </ul>	<ul style="list-style-type: none"> <li>• The GCSE syllabus is very demanding whilst offering points of access for all students</li> <li>• Students are offered opportunities for extended writing as well as shorter answers in their exam papers</li> <li>• THE RE GCSE is not tiered, every student takes the same final exams</li> </ul>