

Curriculum Intent



Department of

Religious Education

St. Joseph's Catholic Academy:

Where dreams really

do come true!

KS3 RE Students

What does our KS3 Curriculum aim to do?

- Develop students spiritually.
- Give students opportunities for sacramental preparation.
- Development of theological literacy
- Development of empathy skills
- Awareness of six main world religions
- Allow students the opportunities to meet and work with people from different faith backgrounds including parish priests, military and prison chaplains, external speakers, Holocaust survivors.

What are the key things that our students (under the diocesan framework) need to learn?

- All 7 Sacraments of the Catholic Church.
- Awareness of different world faiths
- Deep understanding of the Mass, liturgy and liturgical music, symbolism and ministry.
- Significance and purpose of what it means to be Catholic, the importance of the trinity, the significance of the life of Christ and a deeper understanding of eschatology.
- To learn about scripture and religion (AT1)
- To learn from scripture and religion (AT2)
- An awareness of key religious and ethical issues facing the world today such as stewardship, equality, crime and punishment, war and conflict.
- The importance of the Pope and Church leaders.
- Key examples of people of faith such as Fr. Kolbe, Saint Oscar Romero and Mother Theresa.

KS3 RE Students

Why do we order KS3 modules the way we do?

- A focus on Catholic Christianity in content of the various units.
- Every year group finishes the academic year with a unit covering a world religion (year 7: Hinduism and Buddhism, year 8: Islam, year 9: Sikhism)
- Provides opportunities in every year to challenge and understand world issues to do with diversity and cultural difference
- New knowledge of the sacraments applied to faith and ethics

What skills do we want our KS3 learners to have mastered by the end of KS3?

- Empathy towards everyone (LGBT, people from other cultures and faiths)
- Religious tolerance and understanding (four non-Christian religions studies between year 7 and 9)
- Religious literacy (understanding the key concepts of belief, vocation, and religious practices)
- Respect for other cultures and faiths, comparing and contrasting with familiar aspects of Catholic Christianity.
- Opportunity to engage with the sacraments through lesson-based learning and class masses that are integrated into the curriculum
- Knowledge of community
- Ability to analyse scripture and apply it to world issues

KS4 RE Students

What does our KS4 Curriculum aim to do?

- To develop students' spiritual awareness of their own and others' faiths.
- To provide opportunities for sacramental awareness through participation in and learning about the importance of sacraments in the lives of believers.
- To develop students' academic knowledge of Catholic Christianity and Judaism so as to confidently complete the full course GCSE.
- To develop religious literacy across the curriculum in both Judaism and Catholic Christianity, including the use of some Latin and Hebrew terminology.
- Allow students the opportunities to meet and work with people from different faith backgrounds including parish priests, military and prison chaplains, external speakers, Holocaust survivors.

What are the key things that our students (under the diocesan framework) need to learn?

- The purpose and importance of the sacraments in the lives of believers.
- The history of the Catholic Church.
- Role of the Magisterium and the importance/authority of scripture and Catholic Catechism.
- Key theological ideas in Christianity eg. The Trinity, Incarnation, Salvation and Resurrection.
- Key theological ideas in Judaism including the oneness of God, judgement and creator.

KS4 RE Students

Why do we order KS4 modules the way we do?

- Student engagement and diversity—Catholic Christianity, Judaism, Catholic Christianity
- Development of core themes and concepts which thread throughout the modules eg. Imago dei, Sanctity of life, Stewardship, CST, Salvation, Resurrection
- Development of skills of knowledge recall, description, explanation and evaluation

What skills do we want our KS4 learners to have mastered by the end of KS4?

- Have varying degrees of religious literacy and knowledge, ranging from the use of terminology like Imago dei to Shekinah.
- Describe some religious practices and the origins of these practices.
- Explain some key religious beliefs, the source of these beliefs and how they impact the lives of believers.
- Apply knowledge to present a two sided argument with some evidence and justification of viewpoint.
- Varying degrees of skill in evaluation of this evidence

KS5 RE Students

What does our KS5 Curriculum aim to do?

- ♦ Challenge students academically
- ♦ Develop students spiritually and sacramentally.
- ♦ Give students a deeper understanding of Theology and New Testament scripture.
- ♦ Give students the opportunity to develop a deeper knowledge of ethical theories (both religious and secular) and then allow them the opportunity to apply these to key issues in the global world.
- ♦ Give students the opportunity to explore Philosophical arguments for the existence of God, religious experience, life after death and good and evil.
- ♦ Enhance the theological literacy of our students.
- ♦ Offer opportunities for students to engage with members of local faith communities such as local clergy and military chaplains.

What are the key things that our students (under the diocesan framework) need to learn?

- ♦ A deep understanding of the origins of the New Testament, the theories of authorship of the Synoptics and the fourth Gospel, the implications of parables, understanding of different theories on the resurrection and an awareness of scientific challenges to religion.
- ♦ Core religious ethical theories including Aquinas' Natural Moral Law and modern developments of the theory, Fletcher's Situational Ethics and modern developments of the theory.
- ♦ Core secular ethical theories including Utilitarianism (Act, Rule, Ideal, Negative and Preference), Kantian Ethics, Aristotelean Virtue Ethics and modern developments of the theory.
- ♦ Ethical approaches to sex, war, environmental issues, business and equality.
- ♦ Key Philosophical arguments for the existence of God such as the ontological argument, cosmological argument and teleological arguments.
- ♦ Philosophical perspectives on life after death, the soul, evil, religious experience and the views of key philosophical, theological and ethical scholars.

KS5 RE Students

Why do we order KS5 modules the way we do?

- ♦ The course is split up between 2 expert teachers in the field using their individual academic expertise from undergraduate and postgraduate studies. One teacher teaches Philosophy and Synoptic New Testament studies, the second teacher teaches Ethics and Fourth Gospel New Testament studies.
- ♦ We begin by teaching the Philosophy Year 12 and Ethics Year 12 knowledge from September—February half term and then study Year 12/13 New Testament February—September before finishing Year 13 Philosophy and Ethics October-May in Year 13. This allows us to keep each of the three papers 'fresh in students' minds'. Also, the Philosophy and Ethics papers have a lot more subject material to cover in them so need two larger time blocks to get through them.
- ♦ Teacher's expertise and teaching styles are matched to the subject material to ensure that each module is brought to life for the students.

What skills do we want our KS5 learners to have mastered by the end of KS5?

- ♦ To be able to think ethically about modern global issues.
- ♦ To be able to think analytically and philosophically about issues of existence, God, life after death and good and evil.
- ♦ To be able to interpret, critique and examine New Testament scripture from different perspectives.
- ♦ To be able to empathize with views counter to our own.
- ♦ To be spiritually deeper by the end of KS5 and have had opportunities to engage in both sacramental preparation and vocational exploration.
- ♦ To be able to present, sustain and justify an argument.
- ♦ To understand how Philosophy, Ethics and Theology are the 'bedrock' of academic study in modern society and how they have so many cross-curricular and cross-career links in the modern world.