

Year: 9 Key Stage 3 Curriculum Map						
Term Unit length:	Rosary Term September – October	Advent Term October – December	Epiphany Term January – February	Lent Term February – March	Easter Term April – May	Trinity Term June – July
<u>Curriculum Unit title</u>	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
<u>Prior knowledge</u>	Creation and Covenant Year 7 and Year 8	Prophecy and Promise Year 7 and Year 8	From Galilee to Jerusalem 7 and Year 8	Desert to Garden units in Year 7 and Year 8	To the Ends of the Earth units in Year 7 and Year 8	Dialogue and Encounter units in Year 7 and Year 8 & Covenants
<u>Links to the RE Directory</u>	Covers all four knowledge lenses content (Hear, Believe, Celebrate and Live) from the RE Directory 2023.	Covers all four knowledge lenses content (Hear, Believe, Celebrate and Live) from the RE Directory 2023.	Covers all four knowledge lenses content (Hear, Believe, Celebrate and Live) from the RE Directory 2023.	Covers all four knowledge lenses content (Hear, Believe, Celebrate and Live) from the RE Directory 2023.	Covers all four knowledge lenses content (Hear, Believe, Celebrate and Live) from the RE Directory 2023.	Covers all four knowledge lenses content (Hear, Believe, Celebrate and Live) from the RE Directory 2023.
<u>Pedagogy</u> <u>The way the curriculum is taught</u> <u>Ways of knowing:</u> There are three types of activities in each lesson <u>Command words</u> Understand Discern Response	Students must understand: <ul style="list-style-type: none">• Bible teachings on two accounts of creation including Genesis 1 and Genesis 2• Humans’ response to imago Dei and sanctity of life• Church teachings on the value of morality and freedom• St Paul teachings about the dignity of the human body• Church teachings o the sacrament of matrimony• What makes a Catholic marriage valid?• Ethical implications of IVF• Connection between Art and human dignity	Students must understand: <ul style="list-style-type: none">• Interpreting scriptural texts• Church teachings about Hannah as an example of faith and constancy in God• Make connection between the Magnificat and Hannah’s prayer• Make connection between holy women and the hope of salvation• Church teachings about Mary including how Marian Dogmas show the importance of Mary• Church teaching about the Magnificat• Different ways the Church show devotion to Mary around the world	Students must understand: <ul style="list-style-type: none">• Church teachings about discipleship Including the costs and rewards of being a disciple• Women in the ministry of Jesus• Church teaching about vocation• Church teaching about religious life• The Sacrament of Holy Orders• Calling of the Twelve depicted in art• The role of lay people in the Church	Students must understand: <ul style="list-style-type: none">• Make connection between the Temple in Jerusalem and Herod’s Temple Including the covenant God made with the Jewish people• Make connections between the Jewish Day of Atonement and Christian beliefs about Jesus• Church teaching about the mystery of redemption• Make connection between the Old and the New Testament• The New covenant including why the Church believe that Jesus is both High pries and Temple• The Church teaching on forgiveness of sins including whether all sins can be forgiven• Different forgiveness and reconciliation are depicted in art	Students must understand: <ul style="list-style-type: none">• Bible teaching about the early Church• Church teaching about the communion of saints including the universal call to holiness• Connections between the role of the Church on earth the universal sacrament of salvation• Church teachings about Saints and angels• Church teachings about purgatory• Different ways in which the Church show devotion to saints and angels in the liturgy• Church teaching about the use of shrines and relics in worship• Different ways saints are represented in art	Students must understand: <ul style="list-style-type: none">• Make connection between interreligious and intercultural dialogue Church teaching about how we can meet God• Church teaching common good• The work of the Caritas Social Action Network (CSAN)• Make connection between the work of St Vincent de Paul (SVP) and social wellbeing• Make connection between the work of CAFOD and world peace and security• Jewish beliefs about the Almighty, the Messiah, Abraham, Moses, Sanctity of Life, the Mitzvot, Life after death.
<u>Adapted resources: (Challenge and scaffolds)</u>	Retrieval practice & Access to prior knowledge Sentence starters Source of wisdom and authority		Adapted responses to feedback WAGOLL Modelling		Targeted questioning Open questions Evaluation Structure slips Quality writing skills Key terms	
<u>NC/Spec coverage:</u>	Year 9 teaching and learning focus on the Religious Education Curriculum Directory for Catholic schools. Later in the year, the assessments will take the structure of Edexcel GCSE Religious Studies Spec A Catholic Christianity with Judaism.					
<u>Cross-curricular links:</u>	Literacy, Art, History, Geography, Maths, Music, PSHE, Science, DT, Food and Technology					
<u>Assessment To evaluate the pace of pupils progress, pupil outcomes, and pupil’s readiness for the next steps:</u> Command words: Understand, Discern, Respond	Class work and homework tasks will contain a range of tasks where pupils will be required to demonstrate understanding, discernment and response. A formal end of unit test will take place at the end of this unit	Class work and homework tasks will contain a range of tasks where pupils will be required to demonstrate understanding, discernment and response. A formal end of unit test will take place at the end of this unit	Class work and homework tasks will contain a range of tasks where pupils will be required to demonstrate understanding, discernment and response. A formal end of unit test will take place at the end of this unit	Class work and homework tasks will contain a range of tasks where pupils will be required to demonstrate understanding, discernment and response. A formal end of unit test will take place at the end of this unit	Class work and homework tasks will contain a range of tasks where pupils will be required to demonstrate understanding, discernment and response. A formal end of unit test will take place at the end of this unit	Class work and homework tasks will contain a range of tasks where pupils will be required to demonstrate understanding, discernment and response. A formal end of unit test will take place at the end of this unit

Growth Milestones	What will pupils know (KNOWLEDGE) What can pupils do (SKILL)
	<p>To have an awareness of different types of vocation and to reflect on their own possible vocation.</p> <ul style="list-style-type: none"> • Pupils can put their Christian faith into practice. Students can recognise that we are living amongst saints. • Pupils can understand that science and religion complement one another and therefore both disciplines can coexist. • To have healthy expectations of a loving relationship. Pupils are confidently able to express their personal opinions in a sensitive manner. • Pupils have a firm understanding of Jewish beliefs and teaching and understand the strong religious links with Christianity.
Catholic school/ British values:	<p>Democracy – Students will learn about the role of democracy throughout their studies. They will learn about how citizens can influence the decision making through the democratic process and the challenges it faces in Britain today.</p> <p>The rule of law – Students will have an appreciation that living under the rule of law protect individual citizens and is essential for their wellbeing and safety.</p> <p>Individual liberty – Students will have an understanding that young people have the right to belong and join groups, if this does not hinder other people from enjoying their rights.</p> <p>Mutual respect and tolerance of different faiths and beliefs – An understanding that the freedom to choose and hold other faith and beliefs is protected by law.</p>
Cultural capital:	<p>Students are encouraged to develop a deep sense of understanding about different beliefs and practices. They explore variety of religious belief, practices and traditions sets that has been passed on from generations to generations in the community they live in. Students use a variety of culture rich sources such as art, music, poetry and literature to build up a rounded cultural capital.</p>
Careers Links: Education, NHS, law, civil service, politics, NGO, politics	<p>Religious Studies is very practical because it involves:</p> <p>The ability to understand how people have thought and acted in different places and times, and the complexity of how social behaviours are shaped by beliefs and values.</p> <p>Studying religion encourages self-awareness, initiative, creativity and teamwork. Religious Studies students are excellent communicators and make great leaders.</p> <p>Learning about different faiths – how they interact, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team building at work)</p> <p>Being able to understand different viewpoints and philosophies, from an interdisciplinary perspective—and apply that understanding to find practical solutions.</p> <p>Contextualised critical and analytical skills, applied to the real world, and dealing with issues arising from multiple and conflicting interpretations of texts and traditions with sensitivity and empathy</p>

