Pope Francis
Catholic Multi Academy Trust

The Salesian Academy of
St. John
Bosco

RE Curriculum Map

Vision Statement

`We learn not for school, but for life.'

The Salesian Academy of St John Bosco in accordance with Salesian principles and values aims to serve our school community by providing an education of the highest quality in which every pupil can flourish. We strive to present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society. In doing so we deepen religious and theological understanding and the ability to be able to communicate this effectively. The RE curriculum is distinctively Christian, inclusive and facilitates progression, broadening pupils' horizons promoting a sense of hope and aspiration for the future. Pupils will understand religious and worldviews present in the world today and be respectful to them. Nurturing confidence and offering perspectives of hope, respect, understanding, affection, and humour will enable pupils to recognise that they learn `not for school, but for life'. Furthermore, pupils will develop skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own.

NOTE: The Religious Education Directory includes the programmes of study approved by the Bishop's Conference.

Catholic schools are required to comply with the Religious Education Directory.

Year 7 Curriculum INTENT
Pupils will understand the Salesian nature of our school and their place within the worldwide family of Salesians who are present in over 150 countries. Pupils will learn about events that have shaped the Catholic Church in its 2000-year history. The Scheme of learning consists of 6 units that follow the People of God scheme of work used by the whole of the Liverpool Archdiocese but adapted to suit the Salesian nature of our school. Each of the six units is broken down into three or four smaller themes. *

Year 7 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Belonging	11	Pupils will have acquired and demonstrated an understanding of what religion is and the development of Christianity and the nature of God from a Christian tradition worldview. Pupils will also study the Salesian community as part of an introduction to the broader Catholic community.	Follow the People of God scheme of learning used by the Liverpool Archdiocese but adapted to suit the Salesian nature of school/learners.
Catholic Identity	13	Pupils will build upon the introduction to Christianity by understanding how beliefs influence Catholic practices and artistic expressions of the Catholic faith. Through learning the beliefs and practices of Catholicism it will allow pupils to participate in collective worship on a deeper level. Examples	

		of CAFOD Christmas themed lessons creating and writing Christmas cards to prisoners of conscience.	

Year 7 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Who is Jesus?	10	Gives pupils a deeper understanding of who Jesus was and his importance to Catholics. Pupils are introduced to how Jesus' actions and teachings throughout his life are used as examples for Catholics today.	
Kingdom of God	14	Pupils will have acquired how Catholic beliefs and practices are based on events and teachings of Jesus. They will build upon this to learn about four relevant parables and the events and significance of Holy Week. This unit has been specifically chosen to enable pupils to learn about the events of Holy Week as the Holy Week itself is approaching.	

Year 7 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Pilgrimage	10	This unit enables pupils to reflect on why Catholics go on pilgrimage to Holy places in Britain, Europe, and the wider world and how this links to Catholic identity including the election of a Pope in the Vatican City in Rome.	
Hinduism	13	Highly likely that this is the first introduction to studying Hinduism. Building upon identity pupils explore beliefs and practices of the worlds 4th largest religion and the impact of religion in Britain. This unit contributes to community cohesion.	

Year 8 Curriculum INTENT

Pupils follow the People of God scheme of work used by the Liverpool Archdiocese but adapted to suit the Salesian nature of our school. Each of the six topics is broken down into three smaller themes.

Pupils study a selection of significant stories from the Old Testament beginning with an introduction to the book of Genesis. Pupils are given the opportunity to develop biblical analysis, reading and interpreting their meanings and significance for Christians in the 21st Century. Pupils will then begin to study significant stories from the book of Exodus with a focus on the life of Moses and the Decalogue. This will lead into an understanding of Jewish beliefs and practices including festivals, rites of passage and how this impacts attitudes to forgiveness and reconciliation. Ultimately pupils will explore faith in action through the religions of Christianity and Islam.

Year 8 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Old Testament Studies	11 + Assessment	Pupils are introduced to stories from the Old Testament beginning with the story from the book of Genesis. Pupils will reflect upon key texts and develop biblical analysis skills seeking interpretation and significance for Christians in the 21st Century. Pupils will then focus on the book of Exodus specifically the life of Moses and the Decalogue. This unit enables pupils to explore prophecy, poetic expression, and Old Testament history.	
Jewish Beliefs	13 + Assessment	Pupils will build upon the exploration of beliefs and practices through the study of Judaism. Pupils will explain what it means to be a practicing Jew in 21st Century Britain building upon previous units of work on identity and belonging. In addition, this unit contributes to community cohesion introducing the idea of anti-Semitism.	

Year 8 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Jewish Rites of Passage and Festivals	11 + Assessment	Pupils will build upon the previous unit of work by exploring the significance and importance of rites of passage in Judaism. Specifically pupils will study some of the most important festivals in the Jewish calendar. They will investigate the reasons why festivals are celebrated within religions. This unit explicitly interleaves with KS4 scheme of work – A study of Judaism (exam 3).	
Forgiveness and Reconciliation	11 + Assessment	Pupils explore what is meant by forgiveness and build upon knowledge from previous units of work including stories in the Old Testament and Jesus' teachings towards forgiveness and the impact of this upon actions. Pupils will explore contemporary examples of forgiveness including Anthony Walker murder case that took place in Liverpool. This unit will also encompass the idea that as a Salesian school we can learn about the sacrament of Reconciliation.	

Year 8 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Catholic Faith in Action	10 + Assessment	This unit allows pupils to explore how Catholic Christians both as individuals and as organisations have used their faith to make the world a better place. This builds upon previous units including identity, belonging and the teachings of Jesus.	
Islam	16 + Assessment	Pupils further develop beliefs and practices in the 21st Century through exploration of Islam as the world's 2nd largest religion. This unit contributes to community cohesion reflecting on Islamophobia.	

Year 9 Curriculum INTENT
Pupils will be introduced to Sikhism as the worlds 5th largest religion along with a study of philosophy of religion, marriage, family and social issues, medical ethical and environmental issues, morality, crime and punishment and peace and conflict. Through the exploration of these topics pupils will engage with a variety of controversial issues that are a focus of political, legal and philosophical arguments today. Ultimately, focus is on stimulating pupil curiosity to promote engagement with RE as an academic and spiritual discipline.

Year 9 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Sikhi	15 + Assessment	Pupils explore beliefs and practices of Sikhi, the worlds 5th largest religion. The unit permits opportunities to reflect on what it means to be a practicing Sikhi in 21st Century Britain. It builds upon the idea of community cohesion along with previous units studied including identity and belonging.	
Philosophy of Religion	12 + Assessment	An introduction to life's biggest philosophical questions; `Where did the universe come from?' `Is there a God?', `What happens when we die?' The unit allows pupils to understand what is meant by an argument and develop skills to structure and present a philosophical argument clearly. Pupils will further explore philosophical and theological concepts that have been asked by humans throughout history.	

Year 9 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Family and Social Issues	10 + Assessment	Pupils will be introduced to the different types of family and link this to previous learning including identity and belonging. Pupils will explore key Catholic teachings surrounding marriage and family and one other Christian denomination along with non-religious ideas.	
Medical Ethics and Environmental Issues	12 + Assessment	Pupils will explore a range of medical and ethical issues including abortion, euthanasia, IVF and organ donation. Pupils will study secular arguments in addition to exploring Catholic teachings and teachings of one other Christian denomination.	

Year 9 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Morality, Crime and Punishment	10 + Assessment	Pupils will be introduced to ideas of Justice, crime, and punishment and recognise why justice and laws are important to Catholics. Pupils will make links to Jesus' teachings and explore the concept of morality. Building upon previous units of work pupils will study the aims of punishment including capital punishment. This will allow pupils to compare to Jesus' teachings on forgiveness and texts from the Old Testament.	
War and Conflict	13 + Assessment	Building upon the study of justice, pupils will investigate a range of Christian thought towards war including the Just	

		War theory, pacifism, and examples of conscientious objectors. Pupils will study the Northern Ireland troubles and the journey towards peace and reconciliation.	

Year 10 Curriculum INTENT
Pupils will reflect upon the influence of religion on individuals, communities and societies. They will use appropriate knowledge and understanding of key sources of wisdom and sacred texts. The texts will include the Bible, extracts from the documents of Vatican II or other ecumenical councils, extracts from

Papal encyclicals and exhortations, extracts from the work of key theologians and thinkers such as St Augustine of Hippo as well s the views of past and current philosophers (including ethical philosophers such as Peter Singer).

Pupils will know and understand the fact that the religious traditions of Great Britain are, in the main, Christian but also diverse (Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism). Pupils will focus on Christianity, Judaism, Humanism and Atheism. This will require pupils to consider philosophical questions concerning the origins and meaning of the universe, the nature of good and evil and different answers to the problem of evil and suffering and from the perspective of the Jewish religious tradition.

Year 10 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Exam 3 – Theme 5 – Jewish Beliefs	15	Pupils will be introduced to key Jewish beliefs, building upon knowledge and understanding studied during Y9. Pupils will explore Jewish beliefs about God as creator, judge and law-giver.	
Exam 3 – Theme 6 – Jewish Practices	18	Pupils will develop upon their knowledge and understanding of key Jewish beliefs and demonstrate through Jewish practices including worship in the home (Shabbat), worship in the Synagogue and the significance of what Jews wear for worship. This will link to exploring differences between Orthodox and Reform Jews.	

Year 10 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Exam 1 – Theme 1 – Origins and Meaning	23	Pupils will be introduced to key philosophical tinkers including St Augustine and St Thomas Aquinas. Pupils will	

		explore by comparing Catholic, other Christian and non-religious views on the origins of the universe and will make reference to Hawking's theory of the Big Bang, theories of evolution from Darwin and Dawkins.	
Exam 1 – Theme 1 – Origins and meaning continued	14	At this point pupils will be able to explain how Catholic Christians can view creation and evolution as compatible. Moreover pupils will build upon this prior knowledge to recognise the concept of imago Dei and how this impacts attitudes to the value of human life including reference to abortion.	

Year 10 Curriculum Map – Summer			
Topic details	**No. of Lessons**	**Rational/sequencing**	**N.C. coverage**
Exam 1 – Theme 2 – Good and Evil	14	Pupils will confidently explain what Catholics mean by `original sin' and `freewill' and link this to different Christian, non-Christian and philosophical attempts to answer questions about where different kinds of evil come from.	
Exam 1 – Theme 2 – Good and Evil continued	12	Pupils will be able to explain Catholic ambivalence about suffering using examples of the suffering of Jesus to demonstrate how it can be beneficial.	

Year 11 Curriculum INTENT
Pupils will build upon their knowledge and understanding of key sources of wisdom and sacred text and will become aware of varied interpretations of sources and teachings and how these may give rise to diversity within traditions. Pupils will evaluate philosophical and ethical studies in the modern world. They will express clearly divergent attitudes and understand different perspectives, using biblical analysis to demonstrate secure understanding. Focus will be on the study of sin and forgiveness – considering philosophical questions concerning the nature of criminality and the rationale for punishment. Through a study of teachings and beliefs, questions relating to the justifiability of capital punishment will be explored. Pupils will make links to relevant references to scripture and other sources of authority. Developing knowledge and understanding of the sanctity of life and value of human life pupils will consider religious beliefs about the nature of life and death. Pupils will explore the importance of dying well and the importance of palliative care with reference to Catholic teaching on assisted suicide and euthanasia.

Year 11 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Exam 2 – Theme 4 Sin and Forgiveness	13	Pupils will make links to topics studied during Y9 including reconciliation and forgiveness along with topics studied during Y10 including the concept of the sanctity of life and make links to Catholic teachings on crime and punishment. For example pupils will explain Catholic teachings on capital punishment and link back to the idea of imago Dei and value of human life.	
Exam 2 – Theme 4 Sin and Forgiveness continued	11	Pupils will build upon their knowledge and understanding of Salvation in KS3 and evaluate the claim that `outside the Church there is no salvation'. Pupils will recognise the significance of the Eucharist for Catholic Christians and its role in salvation. This will underpin attitudes towards	

		evangelisation and the benefits and challenges of mission in an increasingly secular and multi-faith society.	

Year 11 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Exam 2 – Theme 3 - Life and Death	12	Pupils will build upon diversity of belief and will outline key Catholic teachings on death and dying well linking back to topics studied at KS3 and KS4 including imago Dei and Sanctity of life. This will enable pupils to confidently explain divergent attitudes to palliative care, euthanasia and assisted suicide and the right to die.	
Exam 2 – Theme 3 – Life and Death	14	Pupils will develop their understanding of Catholic beliefs and teachings on the end of personal existence and link this to beliefs about the resurrection of the body and judgement by God, moral behaviour and ideas relating to heaven, hell and purgatory.	

Year 11 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Revision – Examination Craft – developing evaluative skills in extended writing through responsive teaching. Emphasis on first unit studied (Y10) to develop retrieval of knowledge and understanding. Revisit technical vocabulary required to access the examinations. Responsive teaching – offering more opportunities for pupil led (independent) learning.	Pending GCSE examination dates	Three examinations – six units of work studied. Pupils must be equally as secure in knowledge and understanding of the topics studied as they commenced Y10 as the final topic studied at the end of Y11. Pupils to be given the opportunity to develop examination craft particularly evaluating arguments. *This is the d) style question worth 15 marks +6 SPAG.	