

**Religious Education: Curriculum Overview – Core RE**

Currently, Core RE for both Year 12 and 13 are on a cycle of Year A and Year B. With the introduction of the new RECD, this is something that will be reviewed.

Each student has one directed lesson for Core RE every week which they must attend. Some of the small questions will be explored over 2-3 lessons due to the nature of in-depth study of religious texts and examples of religious lives.

In both cycles, the Year 12 students will complete a module on Lourdes in the Autumn term, in preparation for the pilgrimage launch.

**Year A (2023/24)**

<b>Calendar</b>	<b>Theme/Big Question</b>	<b>Small Questions:</b>	<b>Assessment Opportunities</b>
<b>Autumn 1</b>	<b>Introduction to the Lourdes Pilgrimage</b>	<ul style="list-style-type: none"> <li>• Welcome to Sixth Form/What is Core RE?               <ul style="list-style-type: none"> <li>• What is the importance of Lourdes?</li> </ul> </li> <li>• What happened to St Bernadette at Lourdes?               <ul style="list-style-type: none"> <li>• Why has Lourdes become a place of pilgrimage?</li> </ul> </li> <li>• Should I go on the Lourdes pilgrimage?</li> </ul>	<ul style="list-style-type: none"> <li>• Why can Lourdes be considered a 'piece of Heaven on Earth'?</li> <li>• Going to Lourdes is only one form of service, if you were to decide not to go to Lourdes how could you serve the Church and other people in your everyday life? Think about school, work, your parish and your local community.</li> </ul> <p align="center"><b>OR</b></p> <ul style="list-style-type: none"> <li>• If you have decided that you would like to go to Lourdes then explain why and say what you can bring to the experience and how you think you may benefit from going.</li> </ul>



<p><b>Autumn 2</b></p>	<p><b>Catholic Social Teaching</b></p>	<ul style="list-style-type: none"><li>• What is Catholic Social teaching?</li><li>• What does the Church teach about human dignity?</li><li>• When should we put teachings about human dignity into action?<ul style="list-style-type: none"><li>• Why do we need community?</li><li>• What is the Common good?</li></ul></li><li>• What does community and participation look like in practice?<ul style="list-style-type: none"><li>• If we have rights, why do we have responsibilities?</li></ul></li><li>• What has the Church taught about human rights?</li><li>• What does the Catechism say about rights and responsibilities?<ul style="list-style-type: none"><li>• What is the preferential option for the poor?</li><li>• What does it mean to work for the poor?</li></ul></li><li>• What does Catholic social teaching say about the world of work?</li></ul>	<p>As well as a range of testing phases, and questions for reflection, Students will need to produce either a leaflet or presentation on the seven principles of Catholic Social Teaching that we have studied. You will need to include the following for each area.</p> <ul style="list-style-type: none"><li>• An overview of the Principle<ul style="list-style-type: none"><li>• Church / Bible teaching</li></ul></li><li>• Ways in which Catholics can/have put the principle into action in the world/ local community<ul style="list-style-type: none"><li>• A brief evaluation of its effectiveness</li></ul></li></ul> <p>Work will be peer marked to the specification in the booklet.</p> <p>Work will be marked in bands only; each area needs to be identified to reach that level.</p>
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<b>Spring 1</b>		<ul style="list-style-type: none"><li>• How has the Church supported young Christian workers?</li><li>• How are Trade Unions linked to CST?</li><li>• Why is the concept of solidarity important?</li><li>• Where can we see the concept of solidarity in action?</li><li>• How are Catholics around the world working for solidarity?</li><li>• What does Catholic Social Teaching say about the created earth?<ul style="list-style-type: none"><li>• What is a Christian theology of creation?</li></ul></li><li>• <i>The Letter A</i> production focusing on Laudato Si</li></ul>	
<b>Spring 2</b>	<b>Vocations</b>	<ul style="list-style-type: none"><li>• What is discernment and how can we discern in our lives?<ul style="list-style-type: none"><li>• What is the call to serve? What are the Corporal and Spiritual works of mercy?<ul style="list-style-type: none"><li>• How is marriage a vocation?</li></ul></li></ul></li><li>• What is the difference between a Deacon, Priest and Bishop?</li><li>• What does it meant to be Consecrated Religious? What are the different types of religious life and their congregation?</li></ul>	All states of life are equally important within the Church and build a life of discipleship for each individual. Evaluate.  In your answer: <ul style="list-style-type: none"><li>• Define key terms.</li><li>• Discuss the different states of life and why they are important.</li><li>• Argue which state of life you think is most important and discuss why someone might not agree with this.</li></ul>
<b>Summer 1</b>			



<p><b>Summer 2</b></p>	<p><b>Know Thyself</b></p>	<ul style="list-style-type: none"> <li>• Who am I?</li> <li>• How am I known by God?             <ul style="list-style-type: none"> <li>• God, Faith...Religion?</li> </ul> </li> <li>• What are some different forms of prayer and meditation?</li> <li>• How do I make the right spiritual choices?             <ul style="list-style-type: none"> <li>• Evaluation lesson</li> </ul> </li> </ul>	<p>Reflect on the learning you have covered this unit. Write a page about any of the issues that interested you. Discuss how this learning impacted you. Relate your points to content covered.</p>
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**Year B**

<p><b>Calendar</b></p>	<p><b>Theme/Big Question</b></p>	<p><b>Small Questions:</b></p>	<p><b>Assessment Opportunities</b></p>
<p><b>Autumn 1</b></p>	<p><b>Introduction to the Lourdes Pilgrimage</b></p>	<ul style="list-style-type: none"> <li>• Welcome to Sixth Form/What is Core RE?             <ul style="list-style-type: none"> <li>• What is the importance of Lourdes?</li> </ul> </li> <li>• What happened to St Bernadette at Lourdes?             <ul style="list-style-type: none"> <li>• Why has Lourdes become a place of pilgrimage?</li> </ul> </li> <li>• Should I go on the Lourdes pilgrimage?</li> </ul>	<ul style="list-style-type: none"> <li>• Why can Lourdes be considered a 'piece of Heaven on Earth'?</li> <li>• Going to Lourdes is only one form of service, if you were to decide not to go to Lourdes how could you serve the Church and other people in your everyday life? Think about school, work, your parish and your local community.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• If you have decided that you would like to go to Lourdes then explain why and say what you can bring to the experience and how you think you may benefit from going.</li> </ul>
<p><b>Autumn 2</b></p>	<p><b>Shifting Perspectives</b></p>	<p><i>In this unit we will explore the perspectives of four young people in the Holy Land. Our resources come from CAFOD, who work with young people in the region to promote peace and dialogue</i></p>	<p>Write a 500-word reflection about your identity as a young person in the UK compared to people we have learned about. You must include references to examples, teachings of Pope</p>



		<ul style="list-style-type: none"><li>• What is the conflict in Palestine and Israel about?</li><li>• How are young Palestinians and Israelis finding their way through the conflict?</li><li>• What does the conflict mean for their identity and their chances of a full life?</li><li>• How could a shift in their perspectives bring hope?</li><li>• How do I relate to the young people in the case studies?</li></ul>	Francis, case studies we have looked at. Ensure paragraphing, good SPAG
<b>Spring 1</b>	<b>The Search for Happiness</b>	<ul style="list-style-type: none"><li>• What do I think about my faith?<ul style="list-style-type: none"><li>• What is happiness?</li></ul></li><li>• Why is a belief in God so important for some people?<ul style="list-style-type: none"><li>• How does God speak to us?<ul style="list-style-type: none"><li>• Who is Jesus?</li></ul></li></ul></li><li>• How is the Holy Spirit important for the Church?</li></ul>	Write 500 words responding to the statement 'Jesus' miracles prove the existence of God' Discuss. In your answer you must refer to Catholic belief and show differing points of view. Use the lessons big and small questions (and your consolidation of these) and sources identified in every lesson to help. You could use the following format for PEEL paragraphs <ol style="list-style-type: none"><li>1. Lesson 2 arguments against God's existence</li><li>2. Lesson 3 How God communicates to us proves his existence</li><li>3. Lesson 4 The miracles of Jesus</li><li>4. My reflection on God's existence</li></ol>
<b>Spring 2</b>	<b>Persecution</b>	<ul style="list-style-type: none"><li>• Can I reflect on my own decision-making?<ul style="list-style-type: none"><li>• Why are human rights so important?</li></ul></li><li>• Why is Catholic teaching on human dignity and freedom relevant to rights?<ul style="list-style-type: none"><li>• How do we know what is real?</li></ul></li></ul>	Reflection: "I can't do anything to stop persecution"
<b>Summer 1</b>			



		<ul style="list-style-type: none"><li>• What is the reality of religious persecution in the world today?</li><li>• What sexual persecution is experienced by people in the world today?</li></ul> Opportunity to reflect via film case study	
<b>Summer 2</b>	<b>Ethics and Morality</b>	<ul style="list-style-type: none"><li>• What is the Sanctity of life?</li><li>• Can animal experimentation ever be justified?<ul style="list-style-type: none"><li>• Should we eat meat?</li><li>• What is Sexual Ethics?</li></ul></li><li>• What is genetic engineering? What are the arguments for and against?<ul style="list-style-type: none"><li>• Why are ethics needed in business?<ul style="list-style-type: none"><li>• What is cultural appropriation?</li></ul></li></ul></li><li>• Why is voting important to Catholics and the UK?</li></ul>	Students will have the opportunity to reflect on the range of issues discussed.