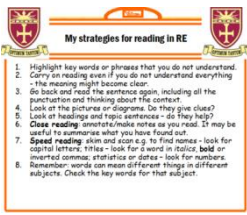
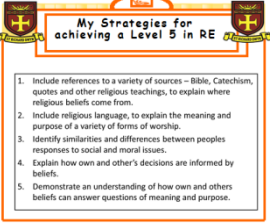


## Scheme of Work: Year 9. Unit 1 – How do we make sense of the world? Do faith and science conflict?

Learning Objectives	Pupil Activities	Literacy – Reading	Learning Outcomes/Success Criteria (AT1 i)	Additional Notes
<p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>To understand some of the different ways that people make sense of the world</li> <li>To know and understand how faith and science relate to one another</li> <li>To know and understand that science has an ethical dimension (through at least one topic)</li> <li>To reflect on the extent to which faith and science shape their own understanding of the world</li> </ul> <p>RE curriculum directory</p> <p>Areas of Study (pp. 59-160)</p> <p>Revelation (Dei Verbum) Knowing and loving God</p> <p>1.1.1 The nature of revelation – how do we know about God?</p> <p>1.1.2 The nature of revelation – God’s gift of himself</p> <p>1.6.1 The Holy Spirit</p> <p>Celebration (Sacrosanctum Concilium)</p> <p>3.1.2 God’s plan of blessing Life in Christ (Gaudium et Spes)</p> <p>4.1.1 Dignity of the human person made ‘In the image of God’</p> <p>4.2.1 Freedom and responsibility – God created the human person a rational being</p> <p>4.2.3 Morality of human action</p>	<p><b>1. How do we make sense of the world?</b></p> <ul style="list-style-type: none"> <li>Explore pupils’ different views on science and faith</li> <li>Consider whether ‘truth’ is whatever one believes?</li> </ul> <p><b>2. Faith and science – is there a conflict?</b></p> <ul style="list-style-type: none"> <li>Look at examples of scientists who have religious beliefs, e.g. Fr Georges Lemaitre (Big Bang theory), Maria Gaetana Agnesi (Maths and Philosophy), Fr Andrew Pinsent (Quantum physicist). Gregor Mendal</li> <li>Explore why the Catholic Church sees no conflict between faith and science.</li> <li>Why might some people perceive a conflict between faith and science? Explore a variety of issues.</li> </ul> <p><b>3. Faith and science – what are the ethical issues?</b></p> <ul style="list-style-type: none"> <li>Explore the place of ethics in science</li> <li>Explore ethical questions around one topic from the perspectives of faith and science, e.g. development of weapons, challenges of building ethics into artificial intelligence, stewardship versus exploitation of the earth’s resources (Laudato Si’), etc.</li> </ul> <p><b>4. How do I make sense of the world?</b></p> <ul style="list-style-type: none"> <li>Invite pupils to reflect on the extent to which faith and science shape their own understanding of the world.</li> </ul>	<ul style="list-style-type: none"> <li>Use their knowledge of:               <ul style="list-style-type: none"> <li>– word roots and families</li> <li>– grammar, sentence and whole-text structure</li> <li>– content and context to make sense of words, sentences and whole texts.</li> </ul> </li> <li>Use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i>, to skim texts for gist, key ideas and themes, and scan for detailed information.</li> <li>Assess the quality and reliability of information on web pages, considering its origins and verifying accuracy.</li> </ul> <p>Code</p> <p>9.RS2</p> <p>9.RS5</p> <p>9.RS8</p> 	<p>Learning outcomes:</p> <p><b>At level 5, pupils will be able to...</b></p> <p style="color: green;">Identify the main sources of religious belief that contribute to our understanding of science in the world.</p> <p style="color: green;">Demonstrate how religious beliefs and teachings give some explanation of the purpose and meaning of human life</p>  <p><b>At level 6, pupils will be able to...</b></p> <p style="color: orange;">Know and understand how sources of argument from different traditions provide answers to the questions between faith and science</p> <p style="color: orange;">Explain, with reference to religious beliefs, their own and others’ answers to questions of meaning.</p>	<p>The lesson numbers in the Lesson Outlines are intended as a guide. Circumstances such as INSET days, re-timetabled days etc, may mean that lessons have to be combined or omitted. Assessment lessons may cross over to the next due to time for peer-assessment.</p> <p>Levelled Assessment tasks are in the process of being developed and will be added where appropriate.</p> <p>At the end of every lesson all</p>

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**My Strategies for achieving a Level 6 in RE**

1. Include references to a variety of sources – Bible, Catechism, quotes and other religious teachings, explain how they help to answer some of life's "Big Questions."
2. Include religious language accurately, to explain religious practices and different types forms of religious celebration.
3. Explain how religious beliefs has an impact on people's lives.
4. Show evidence of own and other's views as well as the challenges of belonging to a religion.
5. Explain how own and others beliefs can answer questions of meaning and purpose.

At level 7, pupils will be able to...


Show a coherent understanding of the debate between faith and science

Evaluate religious and non-religious views and beliefs on human life

**My Strategies for achieving a Level 7 in RE**

1. Include references to a variety of sources – Bible, Catechism, quotes and other religious teachings.
2. Include extensive religious language accurately, to explain religious practices.
3. Consider historical and religious context, explain how this has an impact on people's lives.
4. Show evidence of comparing different faiths as well as considering non religious ideas.
5. Include balanced, reasoned viewpoints which must include examples/evidence.

pupils complete a reflection.  
Amser Meddwl



The diagram 'Amser Meddwl' is a central red circle with the text 'Say it out loud before you write it down!'. It is surrounded by several speech bubbles containing reflective questions and statements:

- Today I have learned that ...
- ... which was surprising because ...
- ... but now I see ...
- Today I have learned that ...
- ... which was surprising because ...
- ... but now I see ...
- Today I have learned that ...
- ... which was surprising because ...
- ... but now I see ...
- Today I have learned that ...
- ... which was surprising because ...
- ... but now I see ...

Learning Objectives – Range	Learning Objectives – Skills
<p><b>Pupils should be given opportunities to develop skills through engaging with -</b></p> <p><b>Human Experience:</b></p> <ul style="list-style-type: none"> <li>● <b>Belonging</b> – how and why individuals, local communities and society express religious identity and demonstrate commitment through worship, celebration, lifestyle, etc.</li> <li>● <b>Authority and influence</b> – how religious authority conveys ideas regarding revelation, wisdom and truth/interpretation and why this influences believers e.g. through the Bible and the life of Jesus.</li> <li>● <b>Relationships and responsibility</b> – how religion demonstrates rules for living, advice on making difficult decisions, recommend ways to develop and retain relationships and provide reasons why these are important, e.g. right/wrong, tolerance/respect, justice/equality, conflict/reconciliation.</li> <li>● <b>The journey of life</b> – how and why religious people take on different roles, responsibilities and commitments at different stages of life, e.g. becoming an adult.</li> </ul> <p><b>Search for Meaning:</b></p> <ul style="list-style-type: none"> <li>● <b>Knowledge and experience of the spiritual</b> – how and why people develop, interpret and act on their religious/spiritual experience, e.g. relationship with and responses to God, impact of religious commitment on</li> </ul>	<p><b>Engaging with fundamental questions.</b></p> <p><b>Pupils will be given opportunities to:</b></p> <ul style="list-style-type: none"> <li>● Ask, discuss and respond to fundamental questions raised by their own experiences, the world around them and aspects of religion;</li> <li>● Draw on their own experiences and a variety of sources in order to gather evidence and develop arguments;</li> <li>● Use problem-solving techniques, critical and creative thinking;</li> <li>● Formulate arguments and justify points of view, while recognising the conclusions are open to interpretation;</li> </ul> <p><b>Exploring religious beliefs, teaching and practices.</b></p> <p><b>Pupils will be given opportunities to:</b></p> <ul style="list-style-type: none"> <li>● Recall, describe and explain religious beliefs, teachings and practices;</li> <li>● Make and investigate the links between religious beliefs and practices;</li> <li>● Explain how religion impacts on the lives of individuals, communities and wider society;</li> <li>● Analyse and interpret the meaning and symbolism with in religious stories and rituals;</li> </ul> <p><b>Expressing personal responses.</b></p> <p><b>Pupils will be given opportunities to:</b></p> <ul style="list-style-type: none"> <li>● Express and begin to justify their feelings and opinions in a variety of ways;</li> <li>● Demonstrate how what they have learned has impacted on their own view/ideas;</li> <li>● Recognise, explore and reflect on the spiritual side of life;</li> <li>● Use a range of religious language appropriately;</li> <li>● Use ICT and other means to gain access to information and to communicate religious concepts.</li> </ul>



Lesson	Lesson objectives and levels	Description of activity/ resources and Christ Centred Curriculum	LNF code	Skills	Differentiation SEN/MAT	Homework
1&2  How do we make sense of the world?	<p><b>To explore different views on science and faith and to consider whether “truth” is whatever one believes.</b></p> <p><b>Show a coherent understanding of the debate between science and religion.</b></p> <p><b>To explain in detail what is understood by faith and reason by linking to different sources of evidence.</b></p> <p><b>To identify the distinctiveness of human nature as created by God.</b></p>	<p>Discuss what questions people used to ask of religion that they now think have been answered by science.</p> <p>Consider what it means to be human, paying particular reference to Image of God - Gen1:26-7 – 66 word challenge.</p> <p>Think, Pair, Share, “What is truth?” Sorting exercise – categories of “Truth”</p> <p>Explore faith and reason – Catechism teaching.</p> <p>Evaluate faith and science</p>	<p>9.RC1</p> <p>9.RC3</p> <p>9.WL2</p> <p>9.WG1</p>	<p>Asking questions about faith and science; activating prior knowledge/understanding about what is understood by what it means to be human; Develop information &amp; ideas about different types of truths ; communicate with peers; write accurately about the relationship between faith and science;</p> <p>CL 1, 2, 3. PO1 CTPS1 CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	
3 & 4  Philosophical Arguments for the Existence	<p><b>Evaluate religious and non-religious views and beliefs on the existence of God.</b></p> <p><b>Describe in detail the different philosophical arguments for the existence of God and explain the arguments against them.</b></p>	<p>Introduce key terms; Theist, Atheist and Agnostic.</p> <p>Gather information about class views on the existence of God.</p> <p>Sorting exercise - reasons for believing in the existence of a God, provide counter arguments.</p>		<p>Asking questions about people’s opinions about God. Presenting information and ideas about different philosophical arguments about the existence of God.</p> <p>CL 1, 2, 3. PO1 CTPS1</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p>	



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<p><b>e of God.</b></p>	<p><b>Identify different philosophical arguments for the existence of God and explain them.</b></p>	<p>Explore Design Theory and Cosmological Argument.</p> <p>Consider weaknesses of both arguments.</p> <p>Evaluate does God exist? Provide arguments for and against.</p>	<p>9.WL2 9.WG1</p>	<p>CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3</p>	<p>Where necessary differentiated material is produced by the classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	
<p><b>5 &amp; 6 Faith and Science.</b></p>	<p>I can explore a variety of issues why some people may perceive conflict between science and religion.(Level 7)</p> <p>I can describe in detail their scientific findings and link their work to Church teachings. (Level 6)</p> <p>I can identify different Christian scientists and explain what their findings were. (Level 5)</p>	<p>Make a list of groundbreaking scientific discoveries.</p> <p>Research 3 scientists and make fact files on them.</p> <p>Link to catechism teaching on faith and science.</p> <p>Mix and match activity – faith and science</p> <p>Religion and science can never cooperate’ – Evaluate this statement in your research.</p>	<p>9.RC1 9.RC3</p>	<p>Asking questions about different ideas between science and religion; Presenting information and ideas about similarities and differences between different scientists.</p> <p>PO1 CTPS1 CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1,2,3.</p>	<p>Extension</p> <p>Prepare a presentation on your chosen Catholic scientist to the class.</p> <p>You must explain what their discoveries were and how they influenced the great scientific thinkers of the modern world.</p> <p>You must describe how their faith influenced their work.</p> <p>Can you explain in detail the conflicting issues between</p>	



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					faith and science they may have experienced during their discoveries?	
<p><b>7 &amp; 8</b></p> <p><b>Ethics in science</b></p>	<p>I could evaluate religious and non-religious views and beliefs on human life. (Level 7)</p> <p>I should describe in detail why science and religion can have conflicting views. (Level 6)</p> <p>I must explain how science has an ethical dimension. (Level 5)</p>		<p>9.RC1</p> <p>9.RC3</p>	<p>Ask questions about community; identify prior knowledge; form opinions</p> <p>Develop &amp; Present information &amp; ideas about what pupils believe in; communicate ideas.</p> <p>DL2</p> <p>CTPS1</p> <p>CTPS2</p> <p>CTPS4</p> <p>CTPS9</p> <p>CTPS10</p> <p>PE/SA1</p> <p>PE/SA4</p> <p>PE/WR1,2,3</p> <p>CL 1,2,3.</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	



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<p><b>9&amp;10</b></p> <p><b>Assessment preparation and Assessment.</b></p> <p><b>AT2 (ii)</b></p>	<p>“Science has buried God.” AT2 (ii) Do you agree? Give reasons or evidence for your answer. Show that you have considered more than one point of view.</p> <p>Provide basic Catholic opinions about the relationship between the Church and Science.</p> <p>Develop your points further and given extended reasons. Refer to specific scientists. Write with grammatical accuracy to make the meaning clear. Use point, evidence and explain in your response. You have given detailed explanations of alternative perspectives, what are the problems with the teleological and cosmological arguments? Use religious language extensively throughout. What are the viewpoints of fundamental Christians about the relationship between science and religion? Consider other religious traditions and their teaching.</p>	<p>Research previous work to gather alternative viewpoints.</p> <p>Use the ladders and the top tip levels to gather information and structure response.</p>	<p>9.RC1</p> <p>9.RC2</p>	<p>Ask questions about faith and science identify prior knowledge; form opinions</p> <p>Develop &amp; Present information &amp; ideas about what pupils believe in; communicate ideas.</p> <p>DL2 CTPS1 CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1,2,3.</p> <p>Determine success criteria for answers; evaluate own learning &amp; thinking; Write accurately.</p> <p>DL2 CTPS1 CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1,2,3.</p>	<p>Use writing frames and literacy mats to help/</p>	<p>Summative assessment – pupils will complete successfully/identify strengths/weaknesses</p>
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<p><b>11</b></p> <p><b>DIRT Lesson</b></p>	<p>To reflect and improve a section of your work, which would enable you to progress at least a sub-level.</p> <p>To complete the EBI set tasks.</p> <p>To identify WWW, plot your attainment on your progress sheet and recognise what needs to be actioned in order to progress.</p>	<p>Improve work based on feedback. Analyse excellent work. Make improvements</p>				
<p><b>12</b></p> <p><b>Reflection</b></p>	<p><b>Unit Aims</b> To understand some of the different ways that people make sense of the world.</p> <p>To know and understand how faith and science relate to one another.</p> <p>To know and understand and science that science has an ethical dimension.</p> <p>To reflect on the extent to which faith and science shape their own understanding of the world.</p>	<p><b>Examen</b></p> <p>The earth is the Lord's, and everything in it, the world, and all who live in it; 2 for he founded it on the seas and established it on the waters. Psalm 24</p> <p>Complete focus activities</p>				

**Scheme of Work: Year 9 Unit 2 – Why is their suffering? How is God revealed through suffering?**

Learning Objectives	Pupil Activities	Literacy – Reading	Learning Outcomes/Success Criteria	Additional Notes
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**Learning objectives:**

- To know and understand why there is suffering and some ideas of where suffering comes from
- To know and understand what suffering reveals of God
- To know and understand how people respond positively to suffering
- To reflect on how they respond to suffering in their own lives and the lives of others

**RE Curriculum Directory**

Revelation: Dei Verbum

- 1.1.1 Nature of revelation – how do we know about God
- 1.5.3 The Mystery of the Incarnation
- 1.6.2 How can we say God loves us amidst such human suffering?
- 1.6.3 How can people say God is good if suffering and evil are present in the world?

Life in Christ: Gaudium et Spes

- 4.1.1 Dignity of the human person made in the image of God
- 4.2.1 Freedom and responsibility

**1. Why is there suffering?**

- Explore pupils' own views on why there is suffering. (Being sensitive that some pupils may have had recent experiences of suffering).
- Discuss some causes of suffering, e.g. illness, disease, injustice, natural disasters, war, crime, acts of inhumanity.
- Consider the question: What is 'evil'? What is the difference between moral evil and natural evil?

**2. Where does suffering come from and what is its purpose?**

- Explore a range of responses to the question of where suffering comes from:
  - The Augustinian theodicy – which suggests that suffering is a punishment for, or consequence of, sin (The Fall, Gen 3)
  - The Irenaean theodicy – which suggests that God created a world where suffering is intended, in order to help people to develop fully
  - The Free Will theodicy – which suggests that, for a world with free creatures, suffering is necessary

One view holds that suffering has no purpose:

A non-religious world view – which suggests that suffering is an inevitable consequence of evolution and living in a physical world.

**3. What does suffering reveal of God?**

- Consider that, in the Incarnation, Jesus reveals God to us and in his humanity he shared our joys and sorrows
- Consider that, in the crucifixion, Jesus suffered and died for us. Explore the text of the Suffering Servant in Isaiah.
- Explore how suffering is a mystery in which we can share in the suffering of Jesus (redemptive suffering) - brokenness reveals Jesus to us and enables us to fully live as community (Salvifici Doloris and Jean Vanier)

**4. How do people respond positively to suffering?**

- Look in more depth at UK and global examples of positive responses to suffering, e.g. responses to homelessness in the UK or responses to the effects of war.

**5. How do I respond to suffering?**

- Invite pupils to reflect on their responses to suffering in their own lives and ways in which they help others who are suffering.

Use their knowledge of:

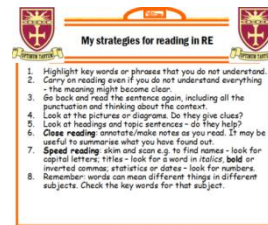
- word roots and families
- grammar, sentence and whole-text structure
- content and context to make sense of words, sentences and whole texts.
- Use a range of strategies, e.g. *speed reading, close reading, annotation, prediction*, to skim texts for gist, key ideas and themes, and scan for detailed information.
- Assess the quality and reliability of information on web pages, considering its origins and verifying accuracy.

Code

9.RS2

9.RS5

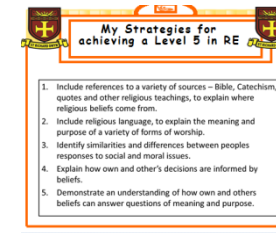
9.RS8



Learning outcomes:

**At Level 5, pupils will be able to...**

- identify sources that are used to explain the origins of suffering and how they led to particular religious beliefs
- demonstrate how religious beliefs and teaching give some explanation of the purpose of suffering.



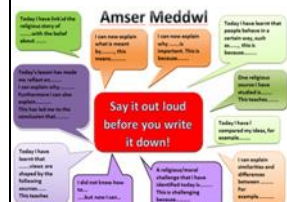
**At Level 6, pupils will be able to...**

- explain how sources and arguments are used in different ways to provide answers to questions of suffering
- explain with reference to religious beliefs their own and others' answers to questions of suffering.

The lesson numbers in the Lesson Outlines are intended as a guide. Circumstances such as INSET days, re-timetabled days etc, may mean that lessons have to be combined or omitted. Assessment lessons may cross over to the next due to time for peer-assessment.

Levelled Assessment tasks are in the process of being developed and will be added where appropriate.

At the end of every lesson all pupils complete a reflection. Amser Meddwl



			<p><b>My Strategies for achieving a Level 6 in RE</b></p> <ol style="list-style-type: none"><li>1. Include references to a variety of sources – Bible, Catechism, quotes and other religious teachings, explain how they help to answer some of life's "Big Questions."</li><li>2. Include religious language accurately, to explain religious practices and different types forms of religious celebration.</li><li>3. Explain how religious beliefs has an impact on people's lives.</li><li>4. Show evidence of own and other's views as well as the challenges of belonging to a religion.</li><li>5. Explain how own and others beliefs can answer questions of meaning and purpose.</li></ol> <p><b>At Level 7, pupils will be able to...</b></p> <ul style="list-style-type: none"><li>• show a coherent understanding of faith, religion and beliefs about suffering using a wide variety of sources and evidence</li><li>• evaluate different views and beliefs on questions of the meaning and purpose of suffering.</li></ul> <p><b>My Strategies for achieving a Level 7 in RE</b></p> <ol style="list-style-type: none"><li>1. Include references to a variety of sources – Bible, Catechism, quotes and other religious teachings.</li><li>2. Include extensive religious language accurately, to explain religious practices.</li><li>3. Consider historical and religious context, explain how this has an impact on people's lives.</li><li>4. Show evidence of comparing different faiths as well as considering non religious ideas.</li><li>5. Include balanced, reasoned viewpoints which must include examples/evidence.</li></ol>	
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Lesson	Lesson objectives and levels	Description of activity/ resources and Christ Centred Curriculum	LNF code	Skills	Differentiation SEN/MAT	Homework
<p><b>1&amp;2</b></p> <p><b>Why is there suffering?</b></p>	<p>To know and understand what is meant by “Moral” and “Natural” evil and to explore reasons for suffering.</p> <p>Justify the different views about the origin of evil between religious and non-religious traditions.</p> <p>Explain how the story of the Fall shapes the Catholic teaching about the origin of suffering in the world.</p> <p>Show understanding of what is meant by the terms moral and natural evil and refer to the story of the Fall.</p>	<p>Brainstorm types and causes of suffering</p> <p>Moral and Natural Evil</p> <p>Speed date</p> <p>Kahoot</p> <p>Story of the Fall</p> <p>Reading exercise</p> <p>Karma</p> <p>Evaluate “Karma makes good sense of suffering”</p>		<p>Develop information &amp; ideas; communicate with peers; write accurately about topic;</p> <p>DL2</p> <p>CTPS1</p> <p>CTPS2</p> <p>CTPS4</p> <p>CTPS9</p> <p>CTPS10</p> <p>PE/SA1</p> <p>PE/SA4</p> <p>PE/WR1,2,3</p> <p>CL 1, 2, 3.</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	
<p><b>3 &amp; 4</b></p> <p><b>Theodicy</b></p>	<p>To explore a range of responses to the question of where suffering comes from.</p> <p>Assess the strengths and weaknesses of the theodicies studied and explain in detail how they provide an answer to the cause of suffering.</p>	<p>Focus task – to explore the nature of God.</p> <p>Brainstorm who is God?</p> <p>Literacy squares – describe, explain, evaluate.</p> <p>“If God exists why is there so much suffering?”</p> <p>Compare contrast Augustinian and Irenaeus theodicy.</p> <p>Evaluate - God is all loving</p>	<p>9.RC1</p> <p>9.RC4</p> <p>9.RC3</p> <p>9.WS1</p> <p>9.WS2</p> <p>9.WS 4</p> <p>9.WG1</p> <p>9.WG3</p>	<p>Asking questions about the designated persons impact on the world;</p> <p>Presenting information and ideas about understanding of the different theodicies.</p> <p>Communicating information – feedback from discussions.</p> <p>DL2</p> <p>CTPS1</p> <p>CTPS2</p> <p>CTPS4</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated</p>	



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	<p>Demonstrate insight into Augustinian, Irenaean and Free Will theodicies.</p> <p>Show understanding of what is meant by the term theodicy and be able to describe and explain different ideas.</p>			<p>CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1, 2,3.</p>	<p>material is produced by the classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	
<p><b>5 &amp; 6</b></p> <p><b>Suffering as a form of revelation</b></p>	<p>To know and understand what suffering reveals of God.</p> <p>Explain in detail using religious language how these texts specifically influence people’s responses to suffering.</p> <p>Provide religious reasons why good can come from suffering; in addition provide your own opinion.</p> <p>Identify the similarities and differences between the text of the Suffering Servant and the Crucifixion.</p>	<p>Focus task – crucifixion image Discuss how the crucifixion can be a source of comfort.</p> <p>Read Isaiah 53:2-3 (NIV) What negative qualities of the Servant are described in this passage? What kind of Messiah do you think the people expected? Of all the ways the Messiah could have come and been known as, why do you think He did so in this way (seemingly out of touch with what was perceived or needed)?</p> <p>Read the crucifixion of Jesus Mark 15:21-39 Sequencing activity Evaluate “Suffering has no purpose, it only brings distress.’</p>	<p>9.RS5 9.RC1 9.RC3 9.RC4</p> <p>9.WS1 9.WS2 9.WS 4 9.WG1 9.WG3</p>	<p>Asking questions about the purpose of suffering Presenting information and ideas about understanding of the different views about the purpose of suffering and how it reveals God– feedback from discussions.</p> <p>DL2 CTPS1 CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1, 2, 3.</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	



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<p><b>7&amp;8</b></p> <p><b>Responding positively to suffering.</b></p> <p><b>Works of Mercy.</b></p>	<p>To know how believers respond in practice to situations of evil and suffering.</p> <p>To evaluate if one person can really make a difference to the problem of suffering.</p> <p>To explain how different Christians have responded to different types of suffering</p> <p>To describe practical ways that Catholics can live out Works of Mercy.</p>	<p>Brainstorm - works of mercy, spiritual and corporal.</p> <p>Focus task – painting on corporal works of mercy by Caravaggio.</p> <p>Focus on the teaching of Salvifici Doloris</p> <p>Hot seat exercise and research</p> <p>Dates</p> <p>Brief history</p> <p>How faith shaped their life</p> <p>Impact of work on others</p> <p>Legacy that they’ve left.</p> <p>Evaluate - “I can’t help it if others suffer. There’s nothing I can do.”</p>		<p>Asking questions about how to respond to issues of suffering. Presenting information and ideas about how people have responded to suffering – feedback from discussions</p> <p>DL2</p> <p>CTPS1</p> <p>CTPS2</p> <p>CTPS4</p> <p>CTPS9</p> <p>CTPS10</p> <p>PE/SA1</p> <p>PE/SA4</p> <p>PE/WR1,2,3</p> <p>CL 1, 2, 3.</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	
<p><b>9</b></p> <p><b>Responding positively to suffering</b></p> <p><b>South America</b></p>	<p>To evaluate whether using force is an effective way to end suffering</p> <p>To explain in detail why Camillo Torres and Helder Camara held different views towards the use of force.</p> <p>To know how Camillo Torres and Helder Camara responded to issues of injustice in South America.</p>			<p>Asking questions about how to respond to injustice. Presenting information and ideas about understanding of the different views from Camara and Torres. Communicating information – feedback from discussions. Develop &amp; Present information &amp; ideas about what pupils believe in; communicate ideas.</p> <p>DL2</p> <p>CTPS1</p> <p>CTPS2</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the classroom</p>	



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				CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1,2,3.	teacher to suit the needs of the class.  There are also differentiated slides on the PPT	
<b>10 &amp; 11,</b>  <b>Assessment preparation and Assessment.</b>  <b>AT2 (i)</b>	Engagement with own and others' Beliefs and Values: AT2 (i)  WHAT WE BELIEVE AND HOW IT AFFECTS US.  Give some reasons why beliefs affect our way of life. Explain why having a religious belief can be difficult in today's world. Be able to give a personal response, based on research and detailed reasoning, to a religious belief or world view and critically judge their own opinion.  Explain the most important beliefs that affect the way you live your life. Show how others' lives are affected by what they believe. Be able to use religious beliefs to give a personal perspective on morals and values, giving a detailed explanation of what others say and be able to make perceptive comments	"There will always be suffering in the world, why should I bother to respond to the suffering of others?"  Explain in detail what The Church teaches about the origin of Evil and Suffering.  Consider what a theodicy is and what St Augustine and Irenaeus stated about the origin of Evil  Identify sectors of society who would agree with the statement and provide reasons why.  Express YOUR own opinion, and justify it fully. What are your thoughts on the theodicies studied? Write about the challenges that religious believers face in today's society – why does suffering present a challenge to some people? Provide examples of these challenges. How do they pose challenges to the faith?  Use extensive religious language to give your own response; you must	9.RS5 9.RC1 9.RC3 9.RC4   9.WS1 9.WS2 9.WS 4 9.WG1 9.WG3	Determine success criteria for answers; evaluate own learning & thinking. Write accurately.		



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	<p>on the challenges or benefits of living a religious lifestyle in modern society.</p> <p>Give some examples of how your beliefs and way of life have helped you and other people to make decisions. Be able to show which religious beliefs affect their own and others' moral decision-making</p>	<p>consider different religious beliefs and world views.</p> <p>Consider whether this statement would be answered differently in different parts of the world. Does suffering occur more in particular parts of the world?</p> <p>Where? Why? Examples? What are the reasons for this?</p>				
<p><b>12</b></p> <p><b>DIRT</b></p>	<p>To reflect and improve a section of your work, which would enable you to progress at least a sub-level.</p> <p>To complete the EBI set tasks.</p> <p>To identify WWW, plot your attainment on your progress sheet and recognise what needs to be actioned in order to progress.</p>	<p>Dedicated feedback time to make improvements to assessed work</p>	<p>9.WS1 9.WS2 9.WS 4 9.WG1 9.WG3</p>			

**Scheme of Work: Year 9. Unit 3 – Is all life of value? How do we respect the sanctity of life?**

Learning Objectives	Pupil Activities	Literacy – Reading	Learning Outcomes/Success Criteria AT1 (i) AT2 (i)	Additional Notes
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			<p>life and how these have developed over time.          Articulate their own critical response(s) to different religious beliefs and world views about sanctity of human life.</p> <div data-bbox="1503 320 1787 555" style="border: 1px solid orange; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>My Strategies for achieving a Level 7 in RE</b></p> <ol style="list-style-type: none"> <li>1. Include references to a variety of sources – Bible, Catechism, quotes and other religious teachings.</li> <li>2. Include extensive religious language accurately, to explain religious practices.</li> <li>3. Consider historical and religious context, explain how this has an impact on people's lives.</li> <li>4. Show evidence of comparing different faiths as well as considering non religious ideas.</li> <li>5. Include balanced, reasoned viewpoints which must include examples/evidence.</li> </ol> </div>	
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Lesson	Lesson objectives and levels	Description of activity/ resources and Christ Centred Curriculum	LNF code	Skills	Differentiation SEN/MAT	Homework
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<p><b>1&amp;2</b></p> <p><b>Why should we care about others?</b></p>	<p>To explore views on what life is and why life demands respect?</p> <p>To write a detailed speech about why human life should be respected, referring to Church and Biblical teaching.</p> <p>To explain the teaching of "Image and Likeness of God"</p> <p>To describe the privileges and responsibilities given to mankind.</p>	<p>Focus task – inference squares</p> <p>Analyse Gen 1:26-28</p> <p>Discuss Imago Dei – link to scripture Catechism 356-8</p> <p>Discuss why people protect life Discuss reasons why people may want to end their life</p> <p>Kid President – live life to the full Speech – like Kid President You must write a speech about why human life is important by providing reasons. You should explain your reasons by providing examples and making links to religious language. You could refer extensively to Church and Bible teaching from today's lesson.</p>	<p>9.RS5 9.RC1 9.RC3 9.RC4</p> <p>9.WS1 9.WS2 9.WS 4 9.WG1 9.WG3</p>	<p>Asking questions about being created in the image and likeness of God.</p> <p>Presenting information and ideas the value of human life-communicating information – feedback from discussions</p> <p>DL2 CTPS1 CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1, 2, 3.</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	<p>Write a prayer of praise for human life – It must REFER to Biblical/Church teaching studied Create own version of Life is..... Reflecting the words of Mother Teresa. In your own creative style (Michelangelo) what does being created in the image and likeness of God mean to you. Design a postcard picture</p>
<p><b>3 &amp; 4</b></p> <p><b>The sanctity of life</b></p>	<p>To explore what is meant by sanctity of human life and how this is understood by Christians today.</p> <p>Critically evaluate the teaching of Catholics and other denominations on issues concerning sanctity of life.</p> <p>Explain how religious beliefs and teachings about the sanctity of life influence</p>	<p>Doctors dilemma game</p> <p>Discuss key questions</p> <p>Catechism 1700 – analysis by inference square</p> <p>Bible studies Genesis 1:27 Luke 15:4 Exodus 20:13 1 Corinthians 3: 16-17 Psalm 139: 13-16 Jeremiah: 29:11-13</p>	<p>9.RS5 9.RC1 9.RC3 9.RC4</p> <p>9.WS1 9.WS2 9.WS 4 9.WG1 9.WG3</p>	<p>Asking questions about the sanctity of life.</p> <p>Presenting information and ideas about religious teachings on the sanctity of life, communicating information – feedback from discussions.</p> <p>DL2 CTPS1 CTPS2 CTPS4 CTPS9</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the</p>	<p>Research other faith teaching on the Sanctity of Life.</p> <p>Judaism Islam Hinduism</p> <p>What do their sacred texts state?</p>



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	<p>moral values and behaviour.</p> <p>Identify similarities and differences about people's beliefs about the value of life.</p>	<p><a href="http://www.bbc.co.uk/schools/gcse/bitesize/rs/sanctity/">http://www.bbc.co.uk/schools/gcse/bitesize/rs/sanctity/</a> to research other religious views on the sanctity of life.</p> <p>Evaluate - "Is all life sacred?"</p>		<p>CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1, 2, 3.</p>	<p>classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	
<p><b>5 &amp; 6</b></p> <p><b>When does human life begin?</b></p>	<p>To understand differing religious views concerning abortion, in particular the Roman Catholic Church.</p> <p>To evaluate whether abortion is acceptable in certain circumstances.</p> <p>To understand differing religious views concerning abortion, in particular the Roman Catholic Church.</p> <p>Have knowledge of the legal aspects of abortion and a knowledge and understanding of the arguments for and against abortion.</p>	<p>What will Fiona do? - Mystery Game.</p> <p>Discuss – Is it right or wrong to abort?</p> <p>Facts and figures Legal aspect</p> <p>Time line exercise</p> <p>Juno clip</p> <p>Arguments for and Against Christian teachings.</p> <p>Activity worksheet Evaluate - "Abortion is always wrong"</p>	<p>9.RS5 9.RC1 9.RC3 9.RC4</p> <p>9.WS1 9.WS2 9.WS 4 9.WG1 9.WG3</p>	<p>Asking questions about the significance of celebrating religious festivals today.</p> <p>Determine success criteria for answers; evaluate own learning &amp; thinking. Write accurately</p> <p>DL2 CTPS1 CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1, 2, 3.</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	



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<p><b>7 &amp; 8</b></p> <p><b>When does life end?</b></p> <p><b>Euthanasia</b></p>	<p>To understand differing religious views concerning abortion, in particular the Roman Catholic Church.</p> <p>To evaluate whether abortion is acceptable in certain circumstances.</p> <p>To understand differing religious views concerning abortion, in particular the Roman Catholic Church.</p> <p>Have knowledge of the legal aspects of abortion and a knowledge and understanding of the arguments for and against abortion.</p>	<p>Picture focus task</p> <p>Brainstorm why might someone want to die?</p> <p>Chantal Sebire</p> <p>Keywords</p> <p>Case Studies – Should abortion be legalised?</p> <p>Arguments for and against</p> <p>Examine Christian attitudes</p> <p>Explore religious attitudes towards euthanasia</p> <p>Hospice Movement</p> <p>Euthanasia Leaflet</p>	<p>9.RS5 9.RC1 9.RC3 9.RC4</p> <p>9.WS1 9.WS2 9.WS 4 9.WG1 9.WG3</p>	<p>Asking questions about why people may consider ending their life.</p> <p>Presenting information and ideas about the similarities and differences religious attitudes. Communicating information – feedback from discussions.</p> <p>DL2 CTPS1 CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1, 2, 3.</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	<p>Address this question in your books.</p> <p>Hospices are miserable places to be. Agree or disagree?</p> <p>You must give at least three reasons to support your ideas. (But why don't you aim for five!)</p> <p>Think of spiritual and physical reasons.</p>
<p><b>9</b></p> <p><b>Sacrament of Healing</b></p> <p><b>Anointing of the Sick</b></p>	<p>To learn about the sacraments of healing, in particular the Sacrament of the Anointing of the Sick.</p> <p>Use a wide range of religious language to explain the celebration of the Anointing of the Sick.</p> <p>Explain the spiritual importance receiving the Anointing of the Sick.</p>	<p>Inference square task on James 5:14-15. Reference to healing in the Early Church.</p> <p>Bible references</p> <p>Write a brief account of what happened.</p> <p>Copy out the verse that suggests that healing took place.</p> <p>Explore symbols of the sacrament.</p> <p>Explore rite of the sacrament</p>	<p>9.RS5 9.RC1 9.RC3 9.RC4</p>	<p>Asking questions about what effects the sacrament brings. Presenting information and ideas about understanding of sacrament of healing– feedback from discussions.</p> <p>DL2 CTPS1 CTPS2 CTPS4 CTPS9 CTPS10</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the</p>	<p>Write an article for a youth magazine, explaining what the Sacrament of the Anointing of the Sick is.</p> <p>Use a wide range of religious language to explain the celebration of the Anointing of the Sick. Explain the spiritual importance receiving</p>



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	<p>Describe and explain the meaning and purpose of the different parts of the sacrament of the Anointing of the Sick.</p>	<p>Busted Halo Clip Sacrament 101 Effects.</p> <p>Evaluate “Euthanasia as a way of ending suffering is always wrong.”</p>	<p>9.WS1 9.WS2 9.WS 4 9.WG1 9.WG3</p>	<p>PE/SA1 PE/SA4 PE/WR1,2,3 CL 1, 2, 3.</p>	<p>classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	<p>the Anointing of the Sick. Describe and explain the meaning and purpose of the different parts of the sacrament of the Anointing of the Sick.</p>
<p><b>10 &amp; 11</b> <b>Lourdes</b> <b>A place of physical and spiritual discovery</b></p>	<p>To explain why Lourdes is considered as a place of spiritual and physical healing.</p> <p>To critically evaluate whether a pilgrimage to Lourdes is necessary to bring about physical and spiritual healing.</p> <p>To describe in detail, religious actions carried out by pilgrims and explain their significance.</p> <p>To explain why Lourdes is a place of pilgrimage for Catholics all around the world</p>	<p>Gather information about St Bernadette form various fact sheets around the classroom.</p> <p>Explain why Lourdes is a place of pilgrimage.</p> <p>Complete Lourdes worksheet about key religious activities.</p> <p>HCPT</p> <p>YouTube clip</p>		<p>Asking questions about what is the religious significance of Lourdes as a place of pilgrimage.</p> <p>Presenting information and ideas about understanding of the religious activities carried out in Lourdes and reasons why– Feedback from discussions.</p> <p>DL2 CTPS1 CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1, 2, 3.</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	<p>Research why Muslims go on Hajj, what do Muslims do whilst on pilgrimage (religious actions)</p> <p>“Going on pilgrimage is a waste of time” Do you agree or disagree? Give TWO reasons for your answer. You must refer to religious/moral teaching in your answer.</p> <p>Firstly I agree/disagree..... Secondly I agree/disagree .....</p>



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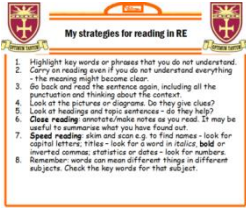

<p><b>12 &amp; 13</b></p> <p><b>Assessment Preparation and Assessment.</b></p>	<p>Analyse a range of faiths, religious beliefs; make reference to the texts used and how adherents interpret them.</p> <p>Show a coherent understanding of faith, religion and belief, using a variety of sources and evidence. Be able to weigh the strengths and weaknesses of different positions and draw reasoned conclusions.</p> <p>Explain how sources and arguments are used in different ways by different traditions to provide answers to questions of religious belief, ultimate questions and ethical issues. Be able to compare different beliefs within or between religious traditions, using sources to explain why these differences exist</p> <p>Identify sources of religious belief and explain how distinctive religious beliefs arise. Be able to describe similarity and difference'. Be able to describe the variety of beliefs within and between religious traditions, comparing and contrasting them.</p>	<p>Your task:</p> <p>Answer these questions in as much detail as you can (use the ladder to help you think about what to include):</p> <ol style="list-style-type: none"> <li>Use the words and pictures on the Think Sheet to collate and summarise information to explain what Christians believe about the Sanctity of Life. Explain why Christians have differing viewpoints on matters over life and death.</li> <li>What are the different religious attitudes towards abortion? Consider the legal basis on which abortion can be carried out. The different views held within Christianity, Catholic and Protestant view- When does life begin? How about other faiths? You MUST back up your answer with religious sources.</li> <li>"All life is sacred" Do you agree or disagree? Show that you have considered more than one point of view. You should do this by including viewpoints from a variety of faiths and include a variety of sources and evidence.</li> </ol>	<p>9.RS5 9.RC1 9.RC3 9.RC4</p> <p>9.WS1 9.WS2 9.WS 4 9.WG1 9.WG3</p>	<p>Ask questions about faith and science identify prior knowledge; form opinions Develop &amp; Present information &amp; ideas about what pupils believe in; communicate ideas.</p> <p>DL2 CTPS1 CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1,2,3.</p> <p>Determine success criteria for answers; evaluate own learning &amp; thinking; Write accurately.</p> <p>DL2 CTPS1 CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1,2,3.</p>	<p>Literacy place mats and writing frames will be available to provide scaffolding for pupils who need it.</p>	
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<p><b>14</b></p> <p><b>DIRT</b></p>	<p><b>To reflect and improve a section of your work, which would enable you to progress at least a sub-level.</b></p> <p><b>To complete the EBI set tasks.</b></p> <p><b>To identify WWW, plot your attainment on your progress sheet and recognise what needs to be actioned in order to progress.</b></p>	<p>Dedicated feedback time to make improvements to assessed work</p>	<p>9.WS1 9.WS2 9.WS 4 9.WG1 9.WG3</p>			
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## Scheme of Work: Year 9. Unit 4 – What shall I do with my life? What am I called to be?

Learning Objectives	Pupil Activities	Literacy – Reading	Learning Outcomes/Success Criteria	Additional Notes
<p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>Know and understand what vocation means</li> <li>To know and understand how people discern their vocation.</li> <li>To know and understand how vocation is lived.</li> <li>To reflect on the question, “What does vocation mean to me?”</li> </ul> <p>Revelation: Church (Lumen Gentium)            2.1 What is the Church 2.1.1 The holiness of the Church and communion of saints.            2.3 Catholic 2.3.3 A Hierarchical Church. 2.5 Mission 2.5.1 Mission 2.5.2 Vocation to Mission. Celebration (Sacrosanctum Concillium)            3.3.1 Sacraments of Christian Initiation.            3.3.2 Baptism 3.3.3 Confirmation. 3.3.4 The Eucharist 3.5 Holy Orders and Matrimony 3.5.1 Sacraments at the Service of Communion. 3.5.2</p>	<p><b>1. What should I do with my life?</b> - Explore pupils’ views about life choices. What do I want to do with my life? What influences what I should do with my life? Why might they be different?  <b>2. What is a ‘vocation’?</b> - Explore what it means to be ‘called’. - Explore the differences between: called to be, and called to do. - Discuss how a person’s work is only a part of their being ‘called’. - Explore why Christians believe that everyone has a vocation because everyone is created in God’s image and called to be a co-creator with God.  <b>3. How do people discern their vocation?</b> - Explore the mission of Christians as revealed in the Resurrection appearances and the account of Pentecost. - Explore ways in which people discern their vocation, through dialogue with God and with others, eg. Ignatian discernment, personal prayer, reflecting on scripture.  <b>4. How do people live out their vocation?</b> - Explore the elements of the rites of Matrimony, Holy Orders and Religious Profession, that relate to living out vocation as disciples. - Explore the single life, that is, without making vows and promises, as a way of living out vocation e.g. Aid workers, carers and volunteers.  <b>5. What does vocation mean to me?</b></p>	<ul style="list-style-type: none"> <li>Use their knowledge of:               <ul style="list-style-type: none"> <li>word roots and families</li> <li>grammar, sentence and whole-text structure</li> <li>content and context to make sense of words, sentences and whole texts.</li> </ul> </li> <li>Use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i>, to skim texts for gist, key ideas and themes, and scan for detailed information.</li> <li>Assess the quality and reliability of information on web pages, considering its origins and verifying accuracy.</li> </ul> <p>Code</p> <p>9.RS2</p> <p>9.RS5</p> <p>9.RS8</p> 	<p>Learning outcomes:</p> <p style="color: green;">At Level 5, pupils will be able to...</p> <p style="color: green;">Describe and explain the meaning and purpose of Confirmation in living out vocation.</p> <p style="color: green;">Demonstrate how the concept of vocation gives meaning and purpose to life.</p>  <p style="color: orange;">At Level 6, pupils will be able to...</p> <p style="color: orange;">Explain the significance for believers of Marriage, Holy Orders and Religious Profession in living out vocations as disciples.</p> <p style="color: orange;">Explain how the process of discernment helps answer questions about the meaning and purpose of life.</p>	<p>The lesson numbers in the Lesson Outlines are intended as a guide. Circumstances such as INSET days, re-timetabled days etc, may mean that lessons have to be combined or omitted.</p> <p>Assessment lessons may cross over to the next due to time for peer-assessment.</p> <p>Levelled Assessment tasks are in the process of being developed and will be added where appropriate.</p> <p>At the end of every lesson all pupils complete a reflection. Amser Meddwl</p>



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Holy Orders. 3.5.3 Marriage. 3.6 Prayers 3.6.2 A Universal Call Life in Christ  
 (Gaudium et Spes) 4.1 The Dignity of the Human Person made in the image of God 4.1.2 The desire for happiness. 4.6.2 Call to Family

Provide opportunities for pupils to reflect on their own vocation.

**My Strategies for achieving a Level 6 in RE**

1. Include references to a variety of sources – Bible, Catechism, quotes and other religious teachings, explain how they help to answer some of life's "Big Questions."
2. Include religious language accurately, to explain religious practices and different types forms of religious celebration.
3. Explain how religious beliefs has an impact on people's lives.
4. Show evidence of own and other's views as well as the challenges of belonging to a religion.
5. Explain how own and others beliefs can answer questions of meaning and purpose.

At Level 7, pupils will be able to...

Show a coherent understanding of the significance of vocation within marriage, Holy Orders, religious life and single life.

Evaluate how far a religious context is essential for under-standing the concept of vocation.

**My Strategies for achieving a Level 7 in RE**

1. Include references to a variety of sources – Bible, Catechism, quotes and other religious teachings.
2. Include extensive religious language accurately, to explain religious practices.
3. Consider historical and religious context, explain how this has an impact on people's lives.
4. Show evidence of comparing different faiths as well as considering non religious ideas.
5. Include balanced, reasoned viewpoints which must include examples/evidence.

**Amser Meddwl**

**Say it out loud before you write it down!**

- Today I have looked at the religious view of ... with the belief of ...
- I can now explain what it means to ... This is ...
- I can now explain why ... is important. This is because ...
- Today I have learnt that people believe in a certain way, such as ... This is because ...
- Over religious sources have explained ... This teaches ...
- Today I have ... compared my ideas, for example ...
- Today I have learnt that ... when we are exposed to the following ...
- I did not know how ... but now I can ...
- A religious context of challenge that have identified today is ... This is a challenging ...
- I can explain ... and ... and differences between ... For example ...



Lesson	Lesson objectives	Description of activity/ resources and Christ Centred Curriculum	LNF code	Skills	Differentiation SEN/MAT	Homework
<p><b>1</b></p> <p><b>What shall I do with my life</b></p> <p><b>(Linked to PSE framework)</b></p>	<p>To prepare students for making the right choices.</p> <p>Recognise the link between choices made in Year 9 and their career plan and have a plan of action in place.</p> <p>Identifying which subjects they have to continue with and consider which subjects they wish to peruse.</p> <p>Understand the importance of making the right choices.</p>	<p>Think Pair Share – Teaching on vocations.</p> <p>Write a mini bio</p> <p>Discuss working life pre 1950@s Top five facts Compare with current conditions</p> <p>Read and interpret graphs.</p> <p>Discuss subject options Action Plan.</p>	<p>Numeracy</p>	<p>Asking questions about career choices Presenting information and ideas about making the right choices and the importance of having an action plan in place– feedback from discussions.</p> <p>DL2 CTPS1 CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1, 2, 3.</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	
<p><b>2&amp;3</b></p> <p><b>Vocation</b></p>	<p>To know what a vocation is and some of the ways people respond to God’s call.</p> <p>To evaluate whether there is a best way to serve God.</p> <p>To identify how Jesus responded to his calling in life and compare it to how you live your life?</p>	<p>Discuss – “The best way to serve God is to be a priest”</p> <p>Speed date activity – vocation, including quiz.</p> <p>Prayer of Blessed John Henry Newman – write a short reflection.</p> <p>Bible Studies – Jesus’ call.</p>	<p>9.RS5 9.RC1 9.RC3 9.RC4</p> <p>9.WS1 9.WS2 9.WS 4</p>	<p>Activate prior skills, knowledge &amp; understanding of vocation and how to serve God;</p> <p>Respond to what has been read about vocation by Blessed John Henry Newman; communicate ideas and emotions.</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the classroom teacher to</p>	



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	<p>To explain what vocation is and why it is so important to Christians.</p>	<p>Temple, Baptism and Temptations – explore what significance they have for Christians today.</p> <p>Explore the different ways of responding to God’s call – consider the advantages and disadvantages.</p> <p>Complete the evaluation statement “The best way to serve God is to be a priest”</p>	<p>9.WG1 9.WG3</p>	<p>DL2 CTPS1 CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1,2,3.</p>	<p>suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	
<p><b>4</b></p> <p><b>How do people discern their vocation?</b></p>	<p>Explore ways in which people discern their vocation.</p> <p>Evaluate how far a religious context is essential for understanding the concept of vocation.</p> <p>Explain how the process of discernment helps answer questions of meaning and purpose.</p> <p>Describe how the Resurrection and Pentecost stories give meaning and purpose to Christian lives.</p>	<p>Starter – what do the following references suggest about vocation? Mk 1:16-30 Rm 12:4-8</p> <p>Consider skills and talents needed by people in different occupations.</p> <p>Answer questions on the calling of the disciples.</p> <p>Reflect on what vocation means – clip from vocation 101.</p> <p>Focus om the resurrection stories - what challenges do they present about how the disciples should see themselves. Matthew 28:1-20; Mark 16:1-20; Luke 24:1-49; John 20:1-21:25.</p> <p>Case study of Sean Devereux’s Thinking Hats</p> <p>‘It is not easy to answer God’s call in the modern day.’</p>	<p>9.RS5 9.RC1 9.RC3 9.RC4</p> <p>9.WS1 9.WS2 9.WS 4 9.WG1 9.WG3</p>	<p>Activate prior skills, knowledge &amp; understanding of vocation and how to discern it; form opinions;</p> <p>Respond to what has been watched; communicate ideas and emotions.</p> <p>DL2 CTPS1 CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1, 2, 3.</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	



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		Do you agree? Give two reasons for your point of view.				
<p><b>5&amp;6</b></p> <p><b>Marriage as a way of living out vocation.</b></p>	<p>Explore the meaning of commitment looking closely at the meaning of marriage.</p> <p>You will achieve this by: Describe and explain the meaning and purpose of marriage.</p> <p>Show understanding of how Christians view commitment and marriage.</p> <p>Use religious vocabulary to give reasons for marriage</p>	<p>Explore COMMITMENT.</p> <p>Marriage as Vocation – CCC 1603 AND reference to the Domestic Church 2226.</p> <p>True/false activity about marriage.</p> <p>Analyse St Paul’s teaching on love 1 Corinthians 13.</p> <p>Explore marriage vows – what do they mean?</p> <p>Sophia’s sketch – clip about marriage</p> <p>Evaluate cohabitation v marriage</p>	<p>9.RS5 9.RC1 9.RC3 9.RC4</p> <p>9.WS1 9.WS2 9.WS4 9.WG1 9.WG3</p>	<p>Activate prior skills, knowledge &amp; understanding of the importance of marriage; form opinions; Respond to what has been read; communicate ideas and emotions.</p> <p>DL2 CTPS1 CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1, 2, 3.</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	
<p><b>7</b></p> <p><b>Holy Orders</b></p>	<p>Explore the meaning of commitment looking closely the Sacrament of Holy Orders and the level of commitment a priest has to his parish and to the Church.</p> <p>You will achieve this by: Describe and explain the meaning and purpose of</p>	<p>Discuss five features of a Catholic Priest.</p> <p>CCC 1534 – what does this teach about Holy Orders?</p> <p>Brainstorm the role of a priest – watch clip</p> <p>Complete worksheet.</p> <p>Busted halo 101 – answer questions.</p> <p>The rite Mix and match</p>	<p>9.RS5 9.RC1 9.RC3 9.RC4</p>	<p>Activate prior skills, knowledge &amp; understanding of commitment; form opinions; Respond to what has been read; communicate ideas and emotions.</p> <p>DL2 CTPS1</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	



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	<p>Holy Orders as a sign of commitment.</p> <p>Show understanding of how Catholics view the Sacrament of Holy Orders.</p> <p>Use religious vocabulary to give reasons for becoming a priest</p>	<p>Symbols and meaning</p> <p>Advert for the sacraments of commitment</p> <p>You must create two adverts which will sell the idea of marriage and Holy Orders; you must include an original slogan.</p> <p>You should include two symbols which are involved in both celebrations.</p> <p>You could include the benefit (guarantee) which is experienced through both sacraments – again this could be a slogan or an image - THINK CCC.</p>	<p>9.WS1 9.WS2 9.WS4 9.WG1 9.WG3</p>	<p>CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1, 2, 3.</p>		
<p><b>8,9 &amp; 10</b></p> <p><b>The role of the Religious.</b></p>	<p>To explore the life of the religious and to evaluate how members of religious orders live out their vocation in their lives.</p> <p>To compare and contrast religious communities from other religious traditions.</p> <p>To explain the importance of the evangelical counsels.</p> <p>To know the difference between apostolic and contemplative religious orders.</p>	<p>3-2-1 prior knowledge recall of vocations.</p> <p>Activity on ST Paul’s letter to the Corinthians. The Body of Christ.</p> <p>Types of ministry.</p> <p>Discuss different types of religious apostolic and contemplative.</p> <p>Evangelical counsels</p> <p>Contemplative - time table.</p> <p>Contemplative - <a href="https://vimeo.com/18578016">https://vimeo.com/18578016</a></p> <p>Choose one of the 3 questions.</p> <p>Explain how the poor Clare nuns may find the orders life style challenging yet rewarding (Level 4/5)</p> <p>Analyse the difficulties you imagine may be faced by novices and postulants compared with everyday living? (Level 6)</p> <p>“Poor Clare’s do very little for society other than for themselves. They should be closed down.” Do you agree/ disagree. Explain your answer. (Level 7)</p>		<p>Activate prior skills, knowledge &amp; understanding of commitment; form opinions;</p> <p>Respond to what has been read; communicate ideas and emotions.</p> <p>DL2 CTPS1 CTPS2 CTPS4 CTPS9 CTPS10 PE/SA1 PE/SA4 PE/WR1,2,3 CL 1, 2, 3.</p>	<p>Differentiation through progressing through the colour coded lesson objectives and through questioning.</p> <p>Where necessary differentiated material is produced by the classroom teacher to suit the needs of the class.</p> <p>There are also differentiated slides on the PPT</p>	



		<p>Apostolic – discuss main features.          Use resources on the Franciscans of the Renewal <a href="http://franciscanfriars.com/">http://franciscanfriars.com/</a>          Choose one of the 3 questions.          Explain how the Franciscans of the Renewal may find the orders life style challenging at times (Level 4/5)          Which do you believe is preferable, the spirituality of the Poor Clare's or the Franciscans of the Renewal? (Level 6)          You feel God is calling you to join an order. Use the Carmelite vocation information to help you discern whether it is better to join an apostolic or contemplative order?          Include a balanced argument explaining more than one point of view. (Level 7)</p>				
<p><b>11 &amp; 12 Assessment Preparation and Assessment</b></p> <p><b>AT1 (ii)</b></p>	<p>This is the stage when you are ready to wonder and think deeply about religious celebration.</p> <p>Now YOU discover the meaning of the word SPIRITUAL. You can also explain why some different religious and spiritual celebrations are a great help to believers We don't have to have liturgy to worship.</p> <p>At this stage you will describe some examples of different types of worship and why we use them.</p>	<p>Your Task:          Vocation is the calling of God to every human being.          Produce a leaflet showing how we can all respond to God's call.</p> <p>Must include detail of the different ways of responding to God's call in the Catholic tradition.          What are the sacraments of commitment, what are the different ministries in the Church?</p> <p>Should explain the significance of the sacraments of commitment (marriage and holy orders and evangelical counsels)          How do they represent responding to God's call?</p> <p>Could also include information of how people from other faiths show commitment to God.</p>	<p>9.WS1          9.WS2          9.WS4          9.WG1          9.WG3</p>	<p>Determine success criteria for answers; evaluate own learning &amp; thinking.          Write accurately          DL2          CTPS1          CTPS2          CTPS4          CTPS9          CTPS10          PE/SA1          PE/SA4          PE/WR1,2,3          CL 1, 2, 3.</p>		






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		Explore other faiths; evaluate how they reflect responding to God's call. Consider world views				
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Assessment 1

Unit 1 – Science v Religion AT2 (ii)

**Has Science buried God?**

 <p style="text-align: center; font-size: small;">Provide a detailed explanation by referring to sources this persons standpoint.</p>	 <p style="text-align: center; font-size: small;">Provide a detailed explanation by referring to sources this persons standpoint.</p>	 <p style="text-align: center; font-size: small;">Provide a detailed explanation by referring to sources this persons standpoint.</p>
<p style="font-size: small;">Consider the evidence you have gathered and respond to the statement. Would you agree or disagree? Give reasons for your answer, show that you have considered more than one point of view.</p>		



## Y9 Levelled Task: Engagement with own & others' Beliefs & Values.

<p><b>Engagement with own and others' Beliefs and Values: AT2 (i)</b> <b>WHAT WE BELIEVE AND HOW IT AFFECTS US.</b></p>
<p><b>Give some reasons why beliefs affect our way of life. Explain why having a religious belief can be difficult in today's world.</b> Be able to give a personal response, <b>based on research</b> and detailed reasoning, to a religious belief or world view and <b>critically</b> judge their own opinion.</p>
<p><b>Explain the most important beliefs that affect the way you live your life. Show how others' lives are affected by what they believe.</b> Be able to use religious beliefs to give a personal perspective on morals and values, giving a <b>detailed</b> explanation of what others say and be able to make <b>perceptive comments</b> on the challenges or benefits of living a religious lifestyle in modern society.</p>
<p><b>Give some examples of how your beliefs and way of life have helped you and other people to make decisions.</b> Be able to <b>show</b> which religious beliefs affect their own and others' moral decision-making</p>



### Unit 2 – Evil and Suffering

“There will always be suffering in the world, why should I bother to respond to the suffering of others?”

- ✓ **Explain in detail** what The Church teaches about the origin of Evil and Suffering.
- ✓ Consider what a theodicy is and what St Augustine and Irenaeus stated about the origin of Evil
- ✓ **Identify sectors of society who would agree with the statement and provide reasons why.**
- ✓ **Express YOUR own opinion, and justify it fully.** What are your thoughts on the theodicies studied?
- ✓ **Write about the challenges that religious believers face in today's society – why does suffering present a challenge to some people?**
- ✓ **Provide examples of these challenges. How do they pose challenges to the faith?**
- ✓ Use **extensive religious language** to give your own response, you must consider different religious beliefs and **world views**
- ✓ Consider whether this statement would be answered differently in different parts of the world. Does suffering occur more in particular parts of the world?
- ✓ **Where? Why? Examples? What are the reasons for this?**

## Y9 Levelled Task - Beliefs, Teachings and Sources.

### UNIT 3 – How do we respect the Sanctity of Life ?

Beliefs Teachings and Sources: AT1 (i)
Analyse a range of faiths, religious beliefs; make reference to the texts used and how adherents interpret them.
Show a coherent understanding of faith, religion and belief, using a variety of sources and evidence. Be able to weigh the strengths and weaknesses of different positions and draw reasoned conclusions.
Explain how sources and arguments are used in different ways by different traditions to provide answers to questions of religious belief, ultimate questions and ethical issues. Be able to compare different beliefs within or between religious traditions, using sources to explain why these differences exist
Identify sources of religious belief and explain how distinctive religious beliefs arise. Be able to describe similarity and difference'. Be able to describe the variety of beliefs within and between religious traditions, comparing and contrasting them.



#### Your task:

Answer these questions in as much detail as you can (use the ladder to help you think about what to include):

1. Use the words and pictures on the Think Sheet to collate and summarise information to explain what Christians believe about the Sanctity of Life. Explain why Christians have differing viewpoints on matters over life and death.
2. What are the different religious attitudes towards abortion?  
Consider the legal basis on which abortion can be carried out. The different views held within Christianity, Catholic and Protestant view- When does life begin? How about other faiths? You **MUST** back up your answer with religious sources.
3. "All life is sacred" Do you agree or disagree? Show that you have considered more than one point of view. You should do this by including viewpoints from a variety of faiths and include a variety of sources and evidence.

# Y9 Levelled Task - Celebration & Ritual



## Celebration and Ritual: AT1 (ii) DIFFERENT TYPES OF PRAYER AND WORSHIP.

This is the stage when you are ready to wonder and think deeply about religious celebration. You will use plenty of key words to help show your understanding of celebration. Be able to use a **wide** religious and philosophical vocabulary to **evaluate** particular forms of worship.

Now YOU discover the meaning of the word **SPIRITUAL**. You can also explain why some different religious and spiritual celebrations are a great help to believers. Be able to **explain why** there is a different **emphasis** given to various types of religious and spiritual celebration.

We don't have to have liturgy to worship. At this stage you will describe some examples of different types of worship and why we use them. Be able to compare and contrast **different** forms of worship.



## Unit 4 – Called to Serve

### Your Task:

Vocation is the calling of God to every human being.  
Produce a leaflet showing how we can all respond to God's call.

- ✓ Must include detail of the different ways of responding to God's call in the Catholic tradition.
- ✓ What are the sacraments of commitment, what are the different ministries in the Church?
- ✓ Should explain the significance of the sacraments of commitment (marriage and holy orders and evangelical counsels)
- ✓ How do they represent responding to God's call?
- ✓ Could also include information of how people from other faiths show commitment to God.
- ✓ Explore other faiths; evaluate how they reflect responding to God's call. Consider world views