

Year 11 Curriculum Overview
Subject: RE

Term	Knowledge & Understanding			Literacy Skills Key Vocabulary	Employability Skills	Assessment Opportunities
	Composites	Components [KEY concepts]	Formal Retrieval			
HT1 & HT2: Component 2, Section 1 – Life and Death	What are Catholic beliefs about eschatology?	<p>Catholic teaching on the meaning of death, the importance of dying well and the importance of palliative care with reference to Catholic teaching on assisted suicide and euthanasia.</p> <p>Contrasting views on quality and sanctity of life and the right to die</p> <p>Catholic beliefs about life after death,</p> <p>Catholic belief in resurrection of the body in contrast to popular beliefs about survival of the soul</p> <p>Contrasting views about death as the end of personal existence</p> <p>Catholic teaching on heaven and hell with</p>	<p>MCC quizzes (interleaving HT1–HT4): key terms + key distinctions (e.g. sanctity vs quality of life; sin vs crime; retribution/deterrence/rehabilitation; ordinary vs extraordinary Magisterium).</p> <p>Spiral “Do Now” retrieval every lesson: 3 questions (1 from last lesson, 1 from last half-term, 1 from last year) to keep Resurrection/Trinity /Eucharist /Covenant links active.</p> <p>Core knowledge drills: definitions + short examples for the full keyword lists (e.g. heaven/ hell/ purgatory/ judgement; absolutism/relativism; salvation/grace/freedom; evangelisation).</p> <p>Scripture/teaching recall questions: quick-fire recall of supporting references (e.g. parables of judgement; Lord’s Prayer; “source and summit”; marks of the Church;</p>	<ul style="list-style-type: none"> • death • eternal life • heaven • hell • judgement • Magisterium • resurrection • soul 	<p>Advanced critical analysis – evaluating complex ethical issues (e.g. euthanasia, capital punishment, salvation and hell) and constructing balanced, evidence-based arguments.</p> <p>Independent thinking and judgement – comparing absolutist and relativist approaches, religious and non-religious perspectives, and reaching justified conclusions.</p>	<p>4x Multiple choice question quizzes, 2 in HT1 and 2 in HT2.</p> <p>1x marked piece of extended writing on Catholic attitudes towards eschatology in HT1</p> <p>1x summative assessment at the end of HT2 assessing all knowledge in this section.</p>

	<p>How is the Magisterium a source of guidance for Catholics?</p> <p>How do artefacts and music express Catholic beliefs?</p>	<p>reference to the parables of judgement</p> <p>Catholic teaching on purgatory</p> <p>The nature of the Catholic Magisterium and its exercise in both its ordinary and extraordinary forms by both popes (pontifical) and councils (conciliar)</p> <p>The nature and importance of the Second Vatican Council, its history and four key documents.</p> <p>How Christian beliefs about eternal life influenced the iconography in Christian sarcophagi, with particular reference to the Sarcophagus with Scenes of the Passion in the Museo Pio Cristiano, Vatican, Rome</p> <p>How Christian beliefs in the resurrection are expressed by the paschal candle as it is used in the Easter Vigil and during Catholic Baptism</p>	<p>key Vatican II documents and purpose).</p> <p>Comparative “two views” retrieval: short answers contrasting Catholic teaching with non-religious/alternative Christian / Jewish views (assisted dying/euthanasia, death as end of existence, capital punishment, forgiveness vs punishment).</p> <p>Knowledge organisers + self-quizzing: students quiz themselves from KO sections (cover-copy-check), then correct in green using model answers.</p> <p>“Explain the link” retrieval: one-sentence links that force synoptic thinking (e.g. Paschal Mystery → salvation; Baptism → resurrection; Eucharist → redemption; prayer for the dead → purgatory/communion of saints).</p>		<p>Confident written communication – producing structured extended responses using precise theological and philosophical vocabulary.</p> <p>Interpretation of sources – analysing scripture, Church teaching (Magisterium, Vatican II), artefacts, architecture and music as expressions of belief.</p> <p>Ethical awareness and social responsibility – applying Catholic principles (grace, forgiveness, human dignity, evangelisation)</p>	
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	<p>What is the significance of prayer within Catholic communities?</p>	<p>The significance of different forms of music used in worship and how music expresses Catholic beliefs about eternal life, with reference to Faure’s Requiem</p> <p>The symbols, prayers and texts of the Catholic funeral rite in Britain and how these express Catholic beliefs about eternal life</p> <p>The significance of prayer as “the raising of the mind and heart to God”, both in formulaic and extempore prayers, with particular reference to the Lord’s Prayer</p> <p>The meaning and significance of the Catholic practice of praying for and offering Masses for the dead</p>			<p>to contemporary British society.</p>	
<p>HT3 & HT4: Component 2, Section 2 – Sin and Forgiveness</p>	<p>What are Catholic attitudes towards crime and punishment?</p>	<p>The difference between crime and sin their relationship to morality, with reference to absolutist and relativistic approaches to the morality of actions</p> <p>The different rationales given for criminal</p>		<ul style="list-style-type: none"> • absolutism • Eucharist • evangelisation • forgiveness • punishment • relativism • salvation • sin 		<p>4x Multiple choice question quizzes, 2 in HT3 and 2 in HT4.</p> <p>1x marked piece of extended writing on Catholic attitudes</p>

	<p>What do Catholics believe about salvation and redemption?</p> <p>How is the Church a</p>	<p>penalties: retribution, deterrence, rehabilitation and a critical evaluation of the justifiability of each</p> <p>Christian teachings about forgiveness, with reference to the tension between forgiveness and punishment</p> <p>The development of Catholic teaching on capital punishment. Arguments for and against Capital punishment within Christianity and non-religious views</p> <p>The meaning and significance of the term “salvation” for Catholics and the role of grace and human freedom in redemption. How do Catholics believe the life, death, resurrection and ascension of Jesus saves them?</p> <p>The compatibility of a belief in Hell and a belief in the unconditional love of God and the universal nature of God’s mercy</p> <p>The nature of the Church as one, holy, catholic and</p>				<p>towards the magisterium as a source of guidance.</p> <p>1x summative assessment at the end of HT4 assessing all knowledge in this section.</p>
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	<p>source of guidance for Catholics?</p> <p>How do church buildings express beliefs?</p> <p>How do Catholics practice the sacraments as well as mission and evangelisation?</p>	<p>apostolic and Mary as a model of the Church</p> <p>The meanings and significance of different understandings of the Church as the 'Body of Christ' and 'the people of God' and the meaning of the claim "outside the Church there is no salvation"</p> <p>How the sacred objects within a Church represent Catholic beliefs about salvation with particular reference to the altar and the font.</p> <p>How the orientation of Catholic churches and their architectural features facilitate Catholic worship and reflection on the mystery of salvation</p> <p>The Catholic belief in the sacramental nature of the whole of reality and its connection to the seven sacraments: their names, meanings and effects; the meaning and significance of sacraments for a Catholic understanding of salvation.</p>				
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The meaning and significance of the Eucharist as “the source and summit” of Christian life and the role it plays in Catholic understanding of salvation

Catholic teaching on the imperative to evangelise and the forms this should take

How Catholic beliefs about the relationship between faith and salvation influence attitudes to mission and evangelisation locally, nationally and globally

Evangelising in Britain; benefits and challenges. Results of the 2011 census compared to the 2001 census, showing an increase in diverse religious and non-religious beliefs and practices, whilst also showing that over half of those who responded considered themselves Christian; results of the 2021 census showing Christianity to remain the dominant religion in Britain but fewer than half of those

		<p>who responded considered themselves Christian.</p> <p>U.K. laws, festivals and traditions are rooted in the Christian tradition. However, festivals, beliefs and cultures of other religious and non-religious traditions are also recognised and celebrated.</p>			
<p>HT5: Revision</p>	<p>Revising content learnt in Years 10 and 11.</p>	<p>Revision for the following components and themes:</p> <ul style="list-style-type: none"> • Component 1: Foundational Catholic Theology <ol style="list-style-type: none"> 1. Origins and Meaning 2. Good and Evil • Component 2: Applied Catholic Theology <ol style="list-style-type: none"> 1. Life and Death 2. Sin and Forgiveness • Component 3: Judaism <ol style="list-style-type: none"> 1. Beliefs and Teachings 2. Practices 		<p>All vocabulary revisited.</p>	<p>Practice papers will be set to assess knowledge and close misconceptions.</p>