

## Year 9 Curriculum Overview

### Subject: RE

| Term                                  | Knowledge & Understanding  |   |   | Literacy Skills<br><br>Key Vocabulary   | Employability Skills   | Assessment Opportunities   |
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|                                       | Composites   | Components<br><br>[KEY concepts]  | Formal Retrieval  |   |  |  |
| <b>HT1:<br/>Creation and Covenant</b> | <b>What does it mean to say that every person has God-given dignity?</b> | <p>Creation of human beings (Genesis 1:26-28; 2:7,21-24)</p> <p>Human dignity, including the equal personal dignity of men and women</p> <p>Meaning and implications of imago Dei on moral issues such as abortion, euthanasia and capital punishment.</p> <p>Church's teaching on marriage (Genesis 1 &amp; 2, Mk 10:1-12)</p> <p>Origins, meanings and effects of Sacrament of Matrimony.</p> | <p>Throughout all units, students will retrieve by:</p> <ul style="list-style-type: none"> <li>• Cumulative vocabulary quizzes revisiting key theological terms from Years 7–9 (e.g. Trinity, Incarnation, Paschal Mystery, imago Dei, covenant, discipleship, redemption, communion of saints, mitzvot).</li> <li>• Retrieval starters linking scripture across units (e.g. Genesis</li> </ul> | <ul style="list-style-type: none"> <li>• imago Dei</li> <li>• inalienable dignity</li> <li>• human person</li> <li>• relational</li> <li>• rational</li> <li>• volitional</li> <li>• sanctity of life</li> <li>• marriage</li> <li>• Sacrament of Matrimony</li> <li>• Annulment</li> <li>• Abortion</li> <li>• Euthanasia</li> <li>• Capital punishment</li> </ul> | <p>From all units, students will gain the following skills:</p> <ul style="list-style-type: none"> <li>• Ethical reasoning and decision-making – evaluating moral issues (e.g. sanctity of life, capital punishment, ordination, sacrifice and redemption) using theological principles.</li> <li>• Specialist communication – confidently using precise religious vocabulary (e.g. imago Dei, atonement,</li> </ul> | <p>2x Multiple choice question quizzes</p> <p>1x marked piece of extended writing on Catholic beliefs about the sacrament of matrimony</p> |
| <b>HT2:<br/>Prophecy and Promise</b>  | <b>What is Mary's role in God's plan for salvation?</b>                  | <p>Typology with reference to Adam and Eve (Gen 1-3)</p> <p>Mary and Christ – incarnation and Marian dogmas</p> <p>Holy women of the OT and recurring biblical themes</p> <p>The Magnificat linked to these themes</p>  | <p>Throughout all units, students will retrieve by:</p> <ul style="list-style-type: none"> <li>• Retrieval starters linking scripture across units (e.g. Genesis</li> </ul>   | <ul style="list-style-type: none"> <li>• typology</li> <li>• protevangelium</li> <li>• Mary</li> <li>• Mother of God</li> <li>• Immaculate Conception</li> <li>• Our Lady</li> <li>• New Eve</li> <li>• Magnificat</li> <li>• the Rosary</li> </ul>   | <ul style="list-style-type: none"> <li>• Specialist communication – confidently using precise religious vocabulary (e.g. imago Dei, atonement,</li> </ul>  | <p>1X multiple choice quiz</p> <p>Summative assessment – assessing knowledge on HT1 and HT2.</p>   |

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|                                      |  | Links - OT women and Mary Marian feasts, prayers and titles   |   |  | sanctification, communion of saints, mitzvot)   |  |
| <b>HT3:<br/>Galilee to Jerusalem</b> | <b>What does it really mean to be a disciple of Jesus?</b> | <p>Mark's Gospel and discipleship</p> <p>The nature of discipleship in Mark's Gospel</p> <p>Discipleship and vocation</p> <p>Evangelical counsels, religious life and the rich young man (Mk 10:17-31)</p> <p>Sacrament of Holy Orders</p> <p>The ongoing debate as to whether women should also have the right to be ordained.</p> | <p>and the Fall → imago Dei and dignity; Sinai Covenant → New Covenant; Resurrection → salvation and the three states of the Church).</p> <ul style="list-style-type: none"> <li>• Comparison recall tasks (e.g. Eucharist and sacrifice → Hebrews 9; Islamic Five Pillars → Jewish mitzvot; Year 8 dialogue → Year 9 interfaith teaching).</li> <li>• Extended retrieval paragraphs answering past big questions from Years 7 and 8 (e.g. "Why do Catholics</li> </ul> | <ul style="list-style-type: none"> <li>• discipleship</li> <li>• vocation</li> <li>• Holy Orders</li> <li>• deacon, priest, bishop</li> <li>• religious life</li> <li>• evangelical counsels</li> <li>• poverty</li> <li>• chastity</li> <li>• obedience</li> <li>• celibacy</li> </ul>  | <p>in discussion and extended writing.</p> <ul style="list-style-type: none"> <li>• Critical analysis of sources – interpreting scripture (Genesis, Mark, Hebrews, Corinthians) and applying it to belief and practice.</li> <li>• Respectful dialogue and cultural literacy – engaging thoughtfully with Judaism and interfaith dialogue, understanding different traditions and worldviews.</li> <li>• Making connections and synthesis – linking doctrine, scripture,</li> </ul> | <p>1X multiple choice quiz</p> <p>Summative assessment – assessing knowledge on HT1, HT2 and HT3.</p>                                    |
| <b>HT4:<br/>Desert to Garden</b>     | <b>How was Jesus the ultimate sacrifice?</b>               | <p>Herod's temple, sacrifice and blood covenants</p> <p>Hebrews 9 and the Day of Atonement</p> <p>The New and Everlasting Covenant</p> <p>Christ as High Priest and true temple</p> <p>The effects of Christ's sacrificial offering</p>   | <ul style="list-style-type: none"> <li>• Extended retrieval paragraphs answering past big questions from Years 7 and 8 (e.g. "Why do Catholics</li> </ul>   | <ul style="list-style-type: none"> <li>• Sinai covenant</li> <li>• temple</li> <li>• sanctuary</li> <li>• Holy of Holies</li> <li>• Day of Atonement</li> <li>• High Priest</li> <li>• mystery of redemption</li> <li>• grace</li> <li>• redemption</li> <li>• atonement</li> <li>• salvation</li> <li>• reparation</li> <li>• sanctification</li> </ul> | <ul style="list-style-type: none"> <li>• Making connections and synthesis – linking doctrine, scripture,</li> </ul>   | <p>2x Multiple choice question quizzes</p> <p>1x marked piece of extended writing on Jesus as the High Priest and ultimate sacrifice</p> |

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| <p><b>HT5: To the ends of the Earth</b></p> | <p><b>What is the threefold role of the Church?</b></p>   | <p>Early Church in Corinth (1 Cor 12:27-31)</p> <p>Church as the communion of saints; three states of the Church</p> <p>Structure of the ‘Church on earth’,</p> <p>‘The Church in heaven’; intercession of the saints.</p> <p>‘The Church being purified’; purgatory; prayers for the dead.</p> <p>Angels and saints belong in the liturgy and other popular devotions</p>  | <p>believe in the Resurrection?” “How do prophets point to Christ?”) to strengthen long-term memory.</p> | <ul style="list-style-type: none"> <li>• Church</li> <li>• communion of saints</li> <li>• Church on Earth</li> <li>• Church in heaven</li> <li>• Church being purified</li> <li>• Saints</li> <li>• angels</li> <li>• archangels</li> <li>• purgatory</li> </ul>   | <p>sacraments and moral teaching into coherent arguments.</p> | <p>2x Multiple choice question quizzes</p> <p>1x marked piece of extended writing on the three states of the Church.</p> |
| <p><b>HT6: Dialogue and Encounter</b></p>   | <p><b><u>Dialogue:</u></b><br/><b>Why is interfaith dialogue important for Catholics?</b></p> <p><b><u>Encounter:</u></b><br/><b>What are the beliefs and practices of Judaism?</b></p> | <p><u>Dialogue:</u></p> <p>Catholic teaching on intercultural dialogue from Meeting God in Friend and Stranger – encountering others with openness and respect.</p> <p>The common good (CCC 1907–1909, 1925) as the goal of dialogue.</p> <p>Three key elements of fruitful dialogue: respect for the person, social wellbeing and development, and peace and security.</p> <p><u>Encounter:</u></p> <p>Beliefs: Jewish beliefs about God, creation, Covenants including mitzvot and the continued proclamation of the promised land and afterlife.</p> |  | <p><u>Dialogue</u></p> <ul style="list-style-type: none"> <li>• Ecclesiam Suam</li> <li>• dialogue</li> <li>• proclamation</li> <li>• Second Vatican Council</li> <li>• eastern Catholic churches</li> <li>• patrimony</li> <li>• liturgical traditions and rites</li> </ul> <p><u>Encounter:</u></p> <ul style="list-style-type: none"> <li>• Minyan</li> <li>• Tenakh</li> <li>• Torah</li> <li>• Shema</li> <li>• Talmud</li> </ul> |   | <p>1X multiple choice quiz</p> <p>Summative assessment – assessing knowledge gained from HT1-HT5</p>                     |

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|  |  | Practices: Worship, Prayer, Shabbat, coming of age and birth ceremonies, marriage and mourning rituals, festivals and the synagogue. |  | <ul style="list-style-type: none"><li>• Tikkum Olam</li><li>• Messiah</li><li>• Gan Eden</li><li>• Gehinnom</li><li>• Nevi'im</li><li>• Olam Ha-Ba</li><li>• Halakhah</li><li>• Mitzvot</li><li>• Covenant</li></ul> |  |  |
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