

Year 9 Curriculum Overview 2026-2027

Subject: RE

Term	Knowledge & Understanding			Literacy Skills Key Vocabulary	Employability Skills	Assessment Opportunities
	Composites	Components [KEY concepts]	Formal Retrieval			
HT1: Creation and Covenant	What does it mean to say that every person has God-given dignity?	Creation of human beings (Genesis 1:26-28; 2:7,21-24) Human dignity, including the equal personal dignity of men and women Meaning and implications of imago Dei on moral issues such as abortion, euthanasia and capital punishment. Church's teaching on marriage (Genesis 1 & 2, Mk 10:1-12) Origins, meanings and effects of Sacrament of Matrimony.	Throughout all units, students will retrieve by: - 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). - Retrieval starters linking scripture across units (e.g. Genesis	- imago Dei - inalienable dignity - human person - relational - rational - volitional - sanctity of life - marriage - Sacrament of Matrimony - Annulment - Abortion	From all units, students will gain the following skills: - Ethical reasoning and decision-making – evaluating moral issues (e.g. sanctity of life, capital punishment, ordination, sacrifice and redemption) using theological principles. - Specialist communication – confidently using precise religious vocabulary (e.g. imago Dei, atonement,	Formative assessment – 5 mark question on the Sacrament of Matrimony. Summative assessment – 20 mark assessment which will assess key concepts of this unit.
HT2: Prophecy and Promise	What is Mary's role in God's plan for salvation?	Typology with reference to Adam and Eve (Gen 1-3) Mary and Christ – incarnation and Marian dogmas Holy women of the OT and recurring biblical themes The Magnificat linked to these themes	Throughout all units, students will retrieve by: - 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). - Retrieval starters linking scripture across units (e.g. Genesis	- typology - protevangelium - Mary - Mother of God - Immaculate Conception - Our Lady - New Eve - Magnificat - the Rosary	From all units, students will gain the following skills: - Ethical reasoning and decision-making – evaluating moral issues (e.g. sanctity of life, capital punishment, ordination, sacrifice and redemption) using theological principles. - Specialist communication – confidently using precise religious vocabulary (e.g. imago Dei, atonement,	Formative assessment – 5 mark question on the link between Hannah and Mary. Summative assessment – 20 mark

		Links - OT women and Mary Marian feasts, prayers and titles	and the Fall → imago Dei and dignity; Sinai Covenant → New		sanctification, communion of saints, mitzvot) in discussion and extended writing.	assessment which will assess key concepts of this unit.
HT3: Galilee to Jerusalem	What does it really mean to be a disciple of Jesus?	Mark's Gospel and discipleship The nature of discipleship in Mark's Gospel Discipleship and vocation Evangelical counsels, religious life and the rich young man (Mk 10:17-31) Sacrament of Holy Orders The ongoing debate as to whether women should also have the right to be ordained.	Covenant; Resurrection → salvation and the three states of the Church). Comparison recall tasks (e.g. Eucharist and sacrifice → Hebrews 9; Islamic Five Pillars → Jewish mitzvot; Year 8 dialogue → Year 9 interfaith teaching).	- discipleship - vocation - Holy Orders - deacon, priest, bishop - religious life - evangelical counsels - poverty - chastity - obedience - celibacy	- Critical analysis of sources – interpreting scripture (Genesis, Mark, Hebrews, Corinthians) and applying it to belief and practice. - Respectful dialogue and cultural literacy – engaging thoughtfully with Judaism and interfaith dialogue, understanding different traditions and worldviews.	Formative assessment – 5 mark question on the Sacrament of Holy Orders. Summative assessment – 20 mark assessment which will assess key concepts of this unit.
HT4: Desert to Garden	How was Jesus the ultimate sacrifice?	Herod's temple, sacrifice and blood covenants Hebrews 9 and the Day of Atonement The New and Everlasting Covenant Christ as High Priest and true temple The effects of Christ's sacrificial offering	Extended retrieval paragraphs answering past big questions from Years 7 and 8 (e.g. "Why do Catholics believe in the Resurrection?"	- Sinai covenant - temple - sanctuary - Holy of Holies - Day of Atonement - High Priest - mystery of redemption - grace - redemption - atonement - salvation - reparation - sanctification	Making connections and synthesis – linking doctrine, scripture, sacraments and moral	Formative assessment – 5 mark question on Christ as the High Priest Summative assessment – 20 mark assessment which will assess key concepts of this unit.

HT5: To the ends of the Earth	What is the threefold role of the Church?	Early Church in Corinth (1 Cor 12:27-31) Church as the communion of saints; three states of the Church Structure of the ‘Church on earth’, ‘The Church in heaven’; intercession of the saints. ‘The Church being purified’; purgatory; prayers for the dead. Angels and saints belong in the liturgy and other popular devotions	“How do prophets point to Christ?”) to strengthen long-term memory.	• Church • communion of saints • Church on Earth • Church in heaven • Church being purified • Saints • angels • archangels • purgatory	teaching into coherent arguments.	Formative assessment – 5 mark question on the three states of the Church: Militant, Penitent and Triumphant. Summative assessment – 20 mark assessment which will assess key concepts of this unit.
HT6: Dialogue and Encounter	<u>Dialogue:</u> Why is interfaith dialogue important for Catholics? <u>Encounter:</u> What are the beliefs and practices of Judaism?	<u>Dialogue:</u> Catholic teaching on intercultural dialogue from Meeting God in Friend and Stranger – encountering others with openness and respect. The common good (CCC 1907–1909, 1925) as the goal of dialogue. Three key elements of fruitful dialogue: respect for the person, social wellbeing and development, and peace and security. <u>Encounter:</u> Beliefs: Jewish beliefs about God, creation, Covenants including mitzvot and the continued		<u>Dialogue</u> • intercultural dialogue • common good • respect for the person • social wellbeing • development of society • peace and security • worldview • religious worldview • non-religious worldview <u>Encounter:</u> • Minyan • Tenakh		Formative assessment – 5 mark question on the elements of interfaith dialogue. Summative assessment – 20 mark assessment which will assess key concepts of this unit. An overall end of year grade will be calculated using

		proclamation of the promised land and afterlife. Practices: Worship, Prayer, Shabbat, coming of age and birth ceremonies, marriage and mourning rituals, festivals and the synagogue.		• Torah • Shema • Talmud • Tikkum Olam • Messiah • Gan Eden • Gehinnom • Nevi'im • Olam Ha-Ba • Halakhah • Mitzvot • Covenant		the average score students scored across the 6 summative assessments. Therefore, their overall RE grade will be a score out of 120 converted into a percentage.
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