



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>Stewardship</p>	<p>To understand why Christians consider themselves to be “Stewards” of the Earth and show an appreciation of how this impacts Christian lifestyle and behaviour.</p> <p>To show a knowledge of the papal encyclical “Laudato Si” and to understand the teaching of the current Pope on environmental issues.</p>	<p>Stewardship Encyclical Climate Change Laudato Si Speciesism</p>	<p>Pupils will begin with a reminder of the basics from the Christian Living topic covered in Year 7.</p> <p>Then pupils will look at Laudato Si and consider the relationship of human beings with the environment and the teachings of Pope Francis found within that encyclical.</p> <p>Pupil’s will also consider atheist viewpoints about the environment with reference to speciesism.</p>	<p>Links to the Christian Living Unit in Year 7 (Summer 1). The teachings of Genesis to “Have dominion over creation” ~ what does this actually mean?</p> <p>Links to the Year 7 and 8 curriculum in the understanding of an encyclical and their importance within the Catholic Church.</p> <p>Links directly to GCSE Component One ~ Origins and meanings (Environmental Issues)</p>	<p>Revision of Key vocabulary.</p> <p>Research task on the work of the organisation A Rocha</p> <p>B and C style practice GCSE questions on the topic of Christian / Humanist attitudes to the environment.</p>
<p>Catholic Social Teaching and Gaudium et Spes</p>	<p>To understand the history of Catholic Social Teaching and it’s impact on the behaviour and lifestyle of Roman Catholics.</p> <p>To know the work of CAFOD and to understand how and why they maintain the dignity of humans</p>	<p>CAFOD FairTrade Caritas International Social Justice Gaudium et Spes</p>	<p>Pupils will look at the beginnings of CST in 1891 and the teachings of Pope Leo XIII on workers rights.</p> <p>Pupils will then look at the work of CAFOD and FairTrade as organisations that embody these beliefs in social justice. Pupils will look at how CAFOD was established in the light of Vatican II (Gaudium et Spes)</p> <p>Pupils will consider how CAFOD provides an “Option for the Poor” and gives dignity to God’s people.</p>	<p>Links to the Christian Living Unit in Year 7 (Summer 1). The background to CAFOD and the SVP and projects in which they are involved.</p> <p>Links to Year 8 curriculum (Church— Spring 1) ~ Pupils will recap their knowledge of Vatican II ~ specifically Gaudium et Spes.</p> <p>Links directly to GCSE Component One ~ Origins and Meanings (the work of global and local organisations on the dignity of the individual)</p>	<p>Revision of Key Vocabulary</p> <p>Preparation for an oral presentation on one aspect of CAFODs work</p> <p>B, C and D style practice GCSE questions on the topics of CAFOD, CST and Social Justice</p>



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<p>Oscar Romero</p>	<p>To know who Oscar Romero was and why he is such an influential figure in the Catholic Church</p> <p>To understand how his work embodies the teachings of the Beatitudes in Matthew’s gospel.</p>	<p>Beatitudes</p> <p>Liberation Theology</p>	<p>Pupils will look at the autobiographical details of Oscar Romero.</p> <p>Pupils will then study his attitude to social injustice within El Salvador and consider if his leadership was in keeping with the teachings they have studied of the Catholic Church.</p>	<p>Links to whole school House system (the life of Oscar Romero)</p> <p>Links to teachings studied in Year 7 & 8 (Parable of Sheep & Goats / Golden Rule)</p> <p>Links to GCSE Component One ~ Good and Evil (Jesus as a source of moral authority)</p>	<p>Revision of Key Vocabulary</p> <p>Creative writing from the viewpoint of Oscar Romero himself.</p> <p>B and C style GCSE practice questions.</p>



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Theories of Punishment	<p>To know the three “theories of punishment” required for GCSE Component Two</p> <p>To analyse which theory of punishment is most in keeping with the teachings of Christianity</p>	<p>Deterrence</p> <p>Rehabilitation</p> <p>Retribution</p>	<p>Pupils will look at the difference between Crime and Sin and consider whether all crimes are sins and vice versa.</p> <p>Pupils will study the biblical attitudes to punishment and justice and Jesus’ own teaching on this.</p> <p>Pupils will study each of the three theories of punishment and look at examples of each in modern life</p>	<p>Links to the work in Half Term 1 on social justice and the dignity of the individual</p> <p>Links directly to GCSE Component Two ~ Sin and Forgiveness (Theories of Punishment and the nature of Justice)</p>	<p>Continual revision of Key vocabulary.</p> <p>B, C and D style practice GCSE questions on the topic of Crime, punishment and Justice</p>
Capital Punishment	<p>To know the arguments on either side of the Capital Punishment debate</p>	<p>Capital punishment</p> <p>Imago Dei</p>	<p>Pupils will begin by learning factual / statistical information regarding Capital Punishment on a global scale.</p> <p>Pupils will study specific case studies ~ predominantly based on Texas Death Row. They will analyse whether they believe CP to be justifiable in such cases and why.</p> <p>Pupils will study the main arguments on each side of the debate and consider which they believe to be most persuasive and why.</p>	<p>Links to Year 7 (Christian Living Summer 1), looking at humans being made Imago Dei.</p> <p>Links to Year 8 (God ~ sacraments / forgiveness), are some sins beyond forgiveness?</p> <p>Links directly to GCSE Component Two ~ Sin and Forgiveness (Capital Punishment)</p>	<p>Continual Revision of Key Vocabulary</p> <p>Research / presentation task on Capital Punishment case studies (using the Texas Death Row website)</p> <p>B, C and D style GCSE practice questions on the topic of Capital punishment.</p>
Capital Punishment and Catholicism	<p>To consider and understand the teachings of Roman Catholic Popes on Capital Punishment</p> <p>To analyse if capital punishment is in keeping with Christian beliefs.</p>		<p>Pupils will look at the teachings of Pope St John Paul II and Pope Francis on the issue of Capital punishment.</p>		



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<p>Introduction to Judaism and The Nature of God</p>	<p>To show a knowledge and understanding of the diversity within Judaism in the UK today</p> <p>To identify the core principles of Judaism</p> <p>To show an understanding of God as One, Creator, Law-giver and Judge</p> <p>To understand the nature of Shekinhah within Judaism</p>	<p>Modern Orthodox</p> <p>Ultra Orthodox</p> <p>Reform Jew</p> <p>Shema</p> <p>Shekinhah</p>	<p>Pupils will begin by learning the Key concepts as provided by Eduqas.</p> <p>Pupils will undertake a variety of tasks to gain an understanding of the main Jewish traditions in the UK today (Haredi, Modern Orthodox and Reform)</p> <p>Pupils will use texts and visual aids to ascertain how the Nature of God as One and Creator is expressed in the Shema prayer and in Genesis 1.</p> <p>Pupils will analyse how the Ten Commandments are still relevant today. Pupils will consider ways in which Jews believe God’s divine presence (shekinhah) is felt on earth.</p>	<p>Links to Year 7 (Bible~ Spring 1) - The importance of Moses and Abraham in the Christian and Jewish faiths</p> <p>Links to Year 7 (Spring 2 ~ The Nature of God)</p> <p>Links to Year 8 SoW ~ Autumn 1 & 2 ~ the history of Judaism and the issue of anti Semitism</p> <p>Links to GCSE Component One (Origins and Meanings) ~ Beliefs about Genesis and God as Creator</p>	<p>Continual Revision of Key vocabulary</p> <p>B, C and D style GCSE practice questions on the topic of The Nature of God</p> <p>GCSE C style question</p> <p>“Explain how the nature of God within Judaism is reflected in either The Shema Prayer OR in Genesis 1”</p>
<p>The concept of Messiahship within Judaism</p>	<p>To know the meaning of Mashiach and differing Jewish beliefs about it’s nature.</p> <p>To understand what Jews mean by the term “The Messianic Age”</p>	<p>Messiah</p> <p>Mashiach</p>	<p>Pupils will analyse the differing viewpoints about Who the Messiah is, When he will come and what he will do.</p> <p>Pupils will study how different Jewish Traditions interpret beliefs about Messiah from the Tenakh</p> <p>Pupils will look at practical ways in which Jews believe we can bring about The Messianic Age</p>	<p>Links to Year 7 (Spring 2 ~ the Nature of God) ~ Jesus as the promised Messiah within Christian belief</p> <p>Links to Year 11 Incarnation “was Jesus just a good man?”</p>	<p>Imaginative writing:</p> <p>“If you was a Jewish child, living in the 21st century, what would you be wanting the Messiah to do or change when they finally came?”</p> <p>GCSE B style</p> <p>“Describe the key differences between Orthodox and Reform attitudes to the Messiah”</p>



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<p>The importance of Covenant within Judaism</p>	<p>To understand the term “Covenant” in reference to God’s relationship with Abraham</p> <p>To understand how God’s covenant with Moses still impacts Judaism today</p>	<p>Covenant</p> <p>Torah</p> <p>Tenakh</p>	<p>Pupils will learn the three strands of the Abrahamic Covenant : Promise of land, descendants and blessing</p> <p>Pupils will be able to explain why Moses is considered with such importance in Judaism</p> <p>Pupils will analyse how the Mitzvot continue to impact the lives of Jews today by using examples such as Commandment 1 being reflected in the daily Shema prayer</p>	<p>Links to Year 7 (Bible ~ Spring 1) The importance of Moses and Abraham.</p> <p>Links to GCSE Components 1 and 2 ~ The use of Sources of Wisdom in governing our moral development and decision making.</p>	<p>GCSE C style question “Explain the importance of the Abrahamic Covenant within Judaism”</p> <p>GCSE D style question "The Ten Commandments are no longer relevant in 21st Century life” Discuss.</p>
<p>Life on Earth</p>	<p>To show a knowledge and understanding of the Jewish concept of Pikuach Nefesh</p> <p>To analyse how it relates to the topic of abortion and the Sanctity of Life</p> <p>To understand the relationship between Free Will and the 613 Mitzvot.</p> <p>To show an understanding of the different perspectives on the Afterlife (Olam ha ba) within Judaism</p>	<p>Mitzvot</p> <p>Pikuach Nefesh</p>	<p>Pupils will study the Sanctity of Life within Judaism and the impact of their belief in Pikuach Nefesh on the issue of abortion.</p> <p>Pupils will study what abortion is and the circumstances in which SOME religious people may find it acceptable.</p> <p>Pupils will look at Yetzer Ha tov and Yetzer Ha ra and how it impacts on moral decision making.</p> <p>Pupils will make a comparison of Jewish belief in Olam Ha Ba to the beliefs of the Catholic Church as outlined in the parables of Christ</p>	<p>Links to PSHE programme on the sacredness of life and issues of abortion and relationships</p> <p>Links to GCSE Component 1 on the sanctity and dignity of human life.</p> <p>Links to GCSE component 1 on the nature and importance of conscience</p> <p>Links to GCSE component 2 ~ resurrection of the body and life everlasting</p>	<p>GCSE C style question “Explain the importance of Pikuach Nefesh within the Jewish religion”</p> <p>GCSE D style question “Pikuach Nefesh is the most important of all Jewish beliefs” Discuss.</p> <p>GCSE D style question “There is no resurrection. Jews should concern themselves only with this life</p>