Year 9 Religious Education Curriculum Map

9 Term	Autumn Term1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	**Creation and Covenant**	**Prophecy and Promise**	**Galilee to Jerusalem**	**Desert to Garden**	**To the Ends of the Earth**	**Dialogue and Encounter: Judaism**
Focus	This unit explores the dignity of the human person, a principle of Catholic Social Teaching and a foundational scriptural truth: all people have inalienable dignity, and men and women are equal, made in God's image. Students examine the moral implications of this dignity and its role as the basis for Christian marriage.	The focus is on the Blessed Virgin Mary's role in salvation history. Students learn how Mary fulfils the Protoevangelium in Genesis and study typology in the allegorical sense of Scripture.	Students deepen their understanding of Mark's Gospel by studying the theme of discipleship. They explore its historical context, especially the persecuted Roman Church, and why Mark emphasizes the disciples' failures more than other Gospels.	This unit addresses how Christ's death is redemptive. It connects the ordained priesthood to Christ as High Priest and builds on previous learning about salvation and life after death, examining how Scripture and the Church explain Christ's salvific power.	This unit explore the nature of communion brought about through Christ's saving work: the Church. This builds on earlier learning about human beings as relational and created for communion.	For the final unit, pupils explore dialogue and encounter between Christianity and Judaism. In this unit, they study Jewish beliefs and teachings.
Overview	• Genesis and human life • Imago Dei • Morality and freedom • The sanctity of life • St Paul and the dignity of the human body • The Sacrament of Matrimony • Catholic wedding ceremonies	• Reading the Bible allegorically • Hannah and her importance • The Magnificat • Holy women keeping the hope of salvation alive • God's choice of Mary • Marian dogmas • Marian titles • Two of the following three: an ethical,	• The Gospel of Mark and discipleship • The Rich Young Man • Costs and rewards of discipleship • Ways the disciples sometimes failed • Women's importance in Jesus' ministry	• The Temple of Jerusalem • Herod's Temple • The Day of Atonement • Jesus' sacrifice • Redemption • The New Covenant • Jesus as High Priest and Temple • Two of the following three: an ethical, artistic, or lived	• The early Church • The communion of saints • The Church on earth • The holiness of the Church • Leadership of the Church on earth • The Church in heaven • The Church being purified • Saints and angels	• The Nature of God: God as one. • The Nature of God: God as creator. • The Nature of God: God as lawgiver and judge; the divine presence. • Life after death, judgement and resurrection.

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	• Two of the following three: an ethical, artistic, or lived religion example linked to the above topics.	artistic, or lived religion example linked to the above topics.	• Women's discipleship • Vocations • Religious lie • The Sacrament of Holy Orders • Two of the following three: an ethical, artistic, or lived religion example linked to the above topics.	religion example linked to the above topics.	• Two of the following three: an ethical, artistic, or lived religion example linked to the above topics.	• The nature and role of the Messiah. • The Promised Land and the covenant with Abraham. • The covenant at Sinai and the Ten Commandments. • Key moral principles in Judaism. • Sanctity of life. • Free will and Mitzvot.
Skills	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making

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Link to GCSE	Catholic Christianity: Creation, Triune God	Catholic Christianity: Triune God, Redemption	Catholic Christianity: Redemption	Catholic Christianity: Incarnation, Redemption, Eschatology	Catholic Christianity: Triune God, Church and the Kingdom of God, Eschatology	Catholic Christianity: Church and the Kingdom of God Judaism: Beliefs and teachings
Link to A Level	Religion and Ethics	New Testament Studies Religion and Ethics	New Testament Studies Religion and Ethics	New Testament Studies Religion and Ethics	New Testament Studies Religion and Ethics	Religion and Ethics
Assessment	Two assessments. One mid-unit and one end of unit test.	Two assessments. One mid-unit and one end of unit test.	Two assessments. One mid-unit and one end of unit test.	Two assessments. One mid-unit and one end of unit test.	Two assessments. One mid-unit and one end of unit test.	Two assessments. One mid-unit and one end of unit test.
PSHE curriculum **British Values RC Ethos**	Tolerance Respect Individual liberty	Tolerance Respect Individual liberty	Tolerance Respect Individual liberty	Tolerance Respect Individual liberty	Tolerance Respect Individual liberty	Tolerance Respect Individual liberty
Catholic Social Teaching / Loreto Values	**CST: Human Dignity** - exploring the Imago Dei, sanctity of life and equality of all people as the basis for relationships and marriage. **Loreto Value: Sincerity and Freedom.**	**CST: Human Dignity and Vocation** - studying Mary's response to God's call as a model of faithful service and discipleship. **Loreto Value: Freedom and Truth.**	**CST: Participation and Human Dignity** - examining discipleship, vocation and the contribution of all people, including women, to the life and mission of the Church. **Loreto Value: Freedom, Justice and Sincerity.**	**CST: Solidarity and Human Dignity** - understanding Christ's redemptive sacrifice and the call to accompany others through suffering and reconciliation. **Loreto Value: Sincerity and Truth.**	**CST: The Common Good and Solidarity** - exploring communion in the Church, shared responsibility and belonging to the global Christian community. **Loreto Value: Justice and Freedom.**	**CST: Solidarity and Promotion of Peace** - fostering mutual respect, understanding and positive relationships between Christians and Jews. **Loreto Value: Justice, Truth and Freedom.**
Employability skills	• Problem-solving • Decision making • Creativity • Communication • Adaptability	• Problem-solving • Decision making • Creativity • Communication • Adaptability	• Problem-solving • Decision making • Creativity • Communication • Adaptability	• Problem-solving • Decision making • Creativity • Communication • Adaptability	• Problem-solving • Decision making • Creativity • Communication • Adaptability	• Problem-solving • Decision making • Creativity • Communication • Adaptability

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	• Collaboration • Time management • Organisation • Information use • Following instructions	• Collaboration • Time management • Organisation • Information use • Following instructions	• Collaboration • Time management • Organisation • Information use • Following instructions	• Collaboration • Time management • Organisation • Information use • Following instructions	• Collaboration • Time management • Organisation • Information use • Following instructions	• Collaboration • Time management • Organisation • Information use • Following instructions