



KS4 Religious Studies – Year 9 Long Term

Mapping

Subject Intent/ Aims: In Year 9 Religious Education, we explore what it means to be human, to have dignity, and to live in relationship with God and others. We begin by examining the creation stories in Genesis and the Catholic belief that all human beings are made in the image of God (Imago Dei), giving every person sacred value and purpose. We reflect on how this belief shapes Catholic teachings on the body, sexuality, marriage, and family, and investigate real-life organization's that put these beliefs into action. We then move into *Prophecy and Promise*, where we learn how the Bible uses typology to link Old Testament figures to Jesus and Mary, deepening our understanding of her unique role in salvation history. We explore how holy women have shaped faith and justice, and how Marian devotion continues today. During *Lent*, we study discipleship through the Gospel of Mark, considering the challenges and rewards of being called by God. We reflect on our own vocations and the importance of service, commitment, and dignity for all. We also examine key Catholic beliefs around redemption, forgiveness, and justice, connecting them with the Church's mission of reconciliation in the world today. After Easter, we learn about the Church itself—on earth and in heaven—exploring its structure, saints, sacraments, and the importance of purity and community. Finally, in *Dialogue and Encounter*, we study Judaism as one of Christianity's sister faiths. We investigate Jewish beliefs, practices, and traditions, drawing comparisons with Catholicism on topics such as creation, law, family life, and the afterlife. Throughout the year, we are encouraged to think deeply, reflect on our beliefs, and understand the value of dialogue, dignity, and faith in shaping a just and compassionate world.

ADVENT:
Creation and Covenant
Prophecy and Promise

LENT:
Galilee to Jerusalem
Desert to Garden

PENTECOST:
To the ends of the earth
Dialogue and encounter: Judaism



<u>Big Questions</u>	<u>Big Questions</u>	<u>Big Questions</u>
<p><u>Creation and Covenant</u></p> <p>The Sanctity of life is more Important than the quality of life?</p> <p><u>Prophecy and Promise</u></p> <p>Why is Mary considered the most important woman in salvation history?</p>	<p><u>Galilee to Jerusalem</u></p> <p>What does it mean to be called by God and live as a disciple today?</p> <p><u>Desert to Garden</u></p> <p>How does the Catholic understanding of redemption and forgiveness shape beliefs about justice and reconciliation?</p>	<p><u>To the end of the earth</u></p> <p>What does it mean to belong to the Catholic Church on Earth and in Heaven</p> <p><u>Dialogue and encounter: Judaism</u></p> <p>What does it mean to be a Jew?</p>
<u>Key Content/ Knowledge)</u>	<u>Key Content/ Knowledge)</u>	<u>Key Content/knowledge</u>
<p><u>Advent 1: The dignity of the human being</u></p> <ol style="list-style-type: none"> 1. To describe the passages in Genesis 1 and 2 about the creations of humans and explore some of the differences between the two accounts. 2. To explain why the Church teaches that every human being has an inalienable dignity making links to Genesis 1 and 2 3. To consider the Catholic Church's beliefs about the purpose and sanctity of the body 4. To understand the Catholic Church's teachings on pre-marital sex 5. To investigate different attitudes towards contraception and understand the Catholic attitude towards contraception. 	<p><u>Lent 1: Galilee to Jerusalem</u></p> <ol style="list-style-type: none"> 1. To know how every person is called to live according to Gods plan and that Jesus called the first disciples and why this is significant today 2. To Know that Mark's Gospel builds on the Kingdom of God and teaches about discipleship 3. To know that God does not call disciples who are perfect and confident, but people who want to understand and be better and to know that the disciples did not always understand what Jesus was teaching 4. To know the costs and rewards of discipleship and how it might lead to persecution and disrespect for some <p><u>Assessment point 1</u></p> <ol style="list-style-type: none"> 5. To know the work of Aid to the Church in Need is 	<p><u>Pentecost 1: To the end of the Earth</u></p> <ol style="list-style-type: none"> 1. To know What does the Bible teach about the Church and to know the difference between Church and church 2. To know how the Church is the Communion of Saints and to explain what is meant by the Catholic being the communion of saints, 3. To know what Catholics believe about the Church on Earth and to describe the structure of the 'Church on Earth', 4. To understand how the Church is both divine and human 5. To evaluate whether the belief that the Church is 'holy' contradicts the teaching that the same Church is 'always in need of being purified'. <p><u>Assessment point 1</u></p>



<p>6. To investigate the work of a pro - life organisation and to assess it being a reflection on the Church's teaching on the sanctity of life</p> <p>7. Assessment point 1</p> <p>8. To consider the changing attitudes of marriage, divorce, family and homosexuality.</p> <p>9. To describe what the Church teaches is the nature and purpose of marriage and why it one of the seven sacraments with reference to Jesus' teaching on marriage in Mark 10:1-12</p> <p>10. The describe the rites of the sacrament of matrimony, explaining its origins, meaning and effects.</p> <p>11. To reflect on different attitudes towards divorce and understand the catholic response to this</p> <p>12. To reflect on different attitudes towards homosexuality and the Catholic response to these attitudes with refence to Pope Francis</p> <p>13. To reflect on the role of a Roman Catholic family in the Roman Catholic Church</p> <p>14. To investigate the Sulawesi cave art making links with the mystery of Imago-Dei</p> <p>15. To create our own artwork reflecting the mystery of Imago-Dei.</p> <p>Assessment point 2</p>	<p>to support those persecuted or oppressed</p> <p>6. To know that Churches, and other places of worship, are often beautiful and adorned to show respect for God</p> <p>7. To know what is meant by Vocation and the impact upon those who follow it, and those who receive from it</p> <p>8. To consider what a vocation could mean today, and then consider what their own vocation might be, possibly in career, or in their own religious approach</p> <p>9. To know that chastity, poverty and obedience are the three evangelical counsels (vows)</p> <p>10. To know that the Church teaches that man and woman have an equal personal dignity because they are created so in Genesis 1 and 2</p> <p>11. To know why women are not ordained to the priesthood in the Catholic Church, and the issues for and against the issue</p> <p>Assessment point 2</p> <p><u>Lent 2: Desert to Garden</u></p> <p>1. To know what Herod's Temple was like and to know how the Temple was used by Jewish</p>	<p>6. To understand Catholic belief that Christ is the head of the Church (Reteach Church as body of Christ)</p> <p>7. To explain what is meant by 'the Church in heaven' – angels and saints and to e Explain what Catholics mean by the Church being purified</p> <p>8. To describe Catholic teaching on purgatory and to explain the Church teaching about the intercession of the saints.</p> <p>9. To describe the importance of angels and saints to Catholics.</p> <p>10. Ethical option: Shrines and Relics Hinduism: Shrines at home</p> <p>Assessment point 2</p> <p><u>Pentecost 2: Dialogue and encounter: Judaism</u></p> <p>1. To Introduce key concepts. To explore how and why Judaism is one of the two sister faiths of Christianity, to investigate their common roots.</p> <p>2. To consider the need for interfaith dialogue in the modern world and what it means to meet God in friend and stranger.</p> <p>3. To understand the nature of God as One, with reference to the Covenant with Abraham, the</p>
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<p><u>Advent 2: Prophecy and Promise</u></p> <ol style="list-style-type: none"> 1. To define typology of scripture. To explain how Adam is a type of Christ and Mary is a type of Eve 2. To know why the Church teaches that the Blessed Virgin Mary is important. 3. To describe the story of one holy woman from the Old Testament. 4. To know how the Magnificat links between one holy woman from the Old Testament and Mary and to consider how you could be a person of the Magnificat <p><u>Assessment point 1</u></p> <ol style="list-style-type: none"> 5. To investigate the life and work of a woman who could be described as one of the 'women of the Magnificat' and to consider the claim that religion should have nothing to do with politics 6. To understand how holy women in the Old Testament kept alive the hope of salvation and to know Mary's role in salvation 7. To explain why Our Lady's prophecy is fulfilled, with reference to Marian feasts, prayers or titles 8. To investigate different Marian devotions from around the world 9. To consider the claim that Catholics pay Mary 	<p>people</p> <ol style="list-style-type: none"> 2. To recall what the Siani (Old) Covenant is and to know the link between covenants and atonement 3. To know what is meant by redemption and to know what is meant by the Mystery of Redemption 4. To know what is meant by the Mystery of Redemption and to know why Jesus' sacrifice was necessary 5. To know what is meant by forgiveness and to know what the church teaches about forgiveness <p><u>Assessment point 1</u></p> <ol style="list-style-type: none"> 6. To know what is meant by peace and justice and to know how aiming for peace may not attend to achieving justice 7. To know what Catholics must do to receive forgiveness and to judge whether there are some deeds too awful to be forgiven 8. To explain the work of the Second Vatican Council 9. To explain how artwork shows belief about forgiveness and reconciliation 	<p>Shema prayer. To know why Jew's, reject the Trinity and Incarnation.</p> <ol style="list-style-type: none"> 4. To understand the nature of God as Creator with reference to the Genesis stories of creation and Shabbat. 5. To understand the nature of God as Law giver and Judge with reference to the covenant with Moses and the Mitzvot. 6. To understand the Mitzvot as Moral authority for Jews and why they call themselves a people of the law, referring to the significance of the Torah. <p><u>7. Assessment point 1</u></p> <ol style="list-style-type: none"> 8. To explore the significance of the sanctity of life with reference to Pikuach Nefesh. 9. To consider the different Jewish attitudes towards abortion, making comparisons with the Catholic attitude learnt in previous units. 10. To consider Jewish attitudes to stewardship, with reference to Sukkot. 11. To investigate why the Synagogue is a central part of Jewish life 12. To reflect on religion in the modern world and be able to explain the arguments for and against wearing symbolic/religious clothing.
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<p>too much attention</p> <p>10. To compare representations of a Marian art subject and to reflect on the personal meaning of the Marian artwork</p> <p>Assessment point 2</p>	<p>Assessment point 2</p>	<p>13. To consider what it means to be a Jew today and the significance of history for Jewish, with reference to Pesach/Passover.</p> <p>14. To understand the importance of family life with reference to marriage and the marriage ceremony</p> <p>15. To draw comparison between Christianity and Judaism on the importance of the after life</p> <p>Reflection: What does it mean to be a Jew?</p> <p>Assessment point 2</p>
<p>HO Knowledge:</p> <p>To be able to evaluate and make sound judgements, giving reasoned arguments to support this judgement and making references to key sources of authority and/or sacred texts. To have a sound understanding of and be able to explain how and why belief can impact a person's actions/attitudes.</p>		
<p>HO Composites:</p> <p><u>The dignity of the human being</u></p> <ul style="list-style-type: none"> To understand Catholic beliefs about human dignity and creation. To explore Church teachings on the body, relationships, and sexuality. To reflect on how Catholic views on marriage and family shape moral choices. 	<p>HO Composites:</p> <p><u>Galilee to Jerusalem</u></p> <ul style="list-style-type: none"> To understand the call to discipleship and why it still matters today. To explore how Mark's Gospel teaches about the Kingdom of God and the challenges of following Jesus. 	<p>HO Composites:</p> <p><u>To the ends of the Earth</u></p> <ul style="list-style-type: none"> To understand what the Bible and the Catholic Church teach about the nature, purpose, and structure of the Church. To explore the meaning of the Church as both divine and human, holy yet in need of purification.



- To consider different perspectives on modern issues like divorce and homosexuality.
- To express the idea of human dignity through creative work and art.

Prophecy and Promise

- To understand how typology helps reveal Mary's role in salvation history.
- To explore why Mary is important in Catholic belief and how she is honoured through scripture, prayer, and devotion.
- To examine how holy women in the Bible and today reflect the values of faith, justice, and hope.
- To reflect on the significance of the Magnificat and how its message can inspire action.
- To evaluate different views on Marian devotion and the role of religion in public life.

- To reflect on the meaning of vocation and how individuals are called to serve God and others.
- To evaluate how the Church supports those living out their vocation, including those facing persecution.
- To understand the Church's teachings on dignity, gender roles, and religious commitment.

Desert to Garden

- To understand the significance of Herod's Temple and the Old Covenant in Jewish faith and Catholic tradition.
- To explore the meaning of redemption and why Jesus' sacrifice is central to the Mystery of Redemption.
- To examine Catholic teachings on forgiveness, including how it is received and its connection to justice.
- To evaluate how peace, justice, and reconciliation are lived out in Catholic life and belief.
- To reflect on how Vatican II and religious art express core beliefs about redemption and forgiveness.

- To examine the Catholic belief in the Communion of Saints, including the roles of angels, saints, and the Church in heaven.
- To reflect on Catholic teachings about purgatory, intercession, and the role of Christ as the head of the Church.
- To compare Catholic practices with those of other religions, such as the use of shrines in Hinduism.

Dialogue and encounter: Judaism

- To understand the shared roots and key differences between Judaism and Christianity as sister faiths.
- To explore the nature of God in Judaism as One, Creator, Lawgiver, and Judge, using key texts and practices.
- To examine the role of the Torah, Mitzvot, and moral authority in shaping Jewish identity and life.
- To reflect on Jewish beliefs about the sanctity of life, stewardship, and responses to ethical issues such as abortion.
- To consider the importance of interfaith dialogue, worship spaces, and religious



expression in modern society.

Composite Skills:

Literacy skills with **key concepts** and their definitions.

Describe skills and the importance of giving key facts and the impact of those facts.

Explain skills –How to expand their descriptions by giving evidence and examples –WHAT, WHY and HOW

Discussion skills Developing rounded and explained opinions with relevant evidence, Development of reflective skills by considering various viewpoints from both religious and non- religious perspectives.



Final composition/ Deliberate Practice:

AO1

Define

Definition of a key term ('What is meant by...')

Describe

Demonstrate knowledge and understanding by describing a belief, teaching, practice, event etc.

Pupils should be able to show excellent knowledge and understanding by describing different ideas/beliefs

They should be able to link belief to practice

They should be able to use a good range of key terms and teachings and explain why they are relevant

Explain

Demonstrate knowledge and understanding of a topic by giving a full explanation

To be able to Explain how... Explain why... Explain the main features of... Explain the importance of...

They should accurately use a good range of key terms and teachings and be able to explain why they are relevant

AO2

Discuss

Discuss a statement showing that they have considered more than one point of view



Evaluation of a view from more than one perspective.

Pupils are required to analyse and evaluate.

They must use their knowledge of religion and moral reasoning to offer different perspectives and viewpoints.

Pupils must be able to formulate judgements about those viewpoints.

They must be able to use religious language and sources of wisdom and authority.

They should be able to show an understanding of how belief affects behavior.

They must be able to use religious terms and teachings accurately and in a relevant way



Assessment/s (Formative and Summative):

Formative and regular assessments for each unit of work include:

- Key Concept tasks
- RRR tasks at the start of each lesson
- Discussion tasks/Think Pair Share
- Tiered questioning
- Synoptic quizzes to be completed regularly

Summative assessment

Pupils will be assessed twice per unit. Each assessment will test pupils' knowledge of the key content of each topic and of the key skills as set out below.

- Definition of a key term (linked to one of the eight key terms) from that topic.
- Demonstrate knowledge and understanding by describing a belief, teaching, practice, event.
- Demonstrate knowledge and understanding of a topic by explaining the statements made with reasoning and/or evidence.
- Demonstrate analysis and evaluation of a topic by discussing a variety of different arguments with reasoning, key terms and evidence. Students must arrive at a judgement.



<u>Advent</u>	<u>Advent 2</u>	<u>Lent 1</u>	<u>Lent 2</u>	<u>Pentecost 1</u>	<u>Pentecost 2</u>
<u>Key concepts:</u>	<u>Key concepts</u>	<u>Key Concepts</u>	<u>Key concepts</u>	<u>Key Concepts</u>	<u>Key Concepts</u>
Dignity	Typology	Discipleship	Sinai covenant	Church	Mitzvot
Imago Dei	Protoevangelium.	Holy Orders	Temple	Communion of Saints	Covenant
Sanctity of Life	Mary	Deacon, Priest, Bishop	Sanctuary	Church on earth	Torah
Quality of Life	The mother of Jesus.	Religious life	Day of Atonement	Church in Heaven	Pikuach Nefesh
Pro -Life	Mother of God	Evangelical counsels	High Priest	Church being purified	Pesach
Contraception	Immaculate Conception	Vow of poverty	Mystery of redemption.	Saints	Rosh Hashanah
Divorce	Our Lady.	Vow of chastity	Grace	Angels	Yom Kippur
Annulment	New Eve	Celibacy	Redemption	Archangels	Shema
	Magnificat		Salvation	Purgatory	
	The Rosary		sanctification		



<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>Analysis of Sources of authority/Sacred texts Biology- when does life begin? Art- A study of the Sulawesi cave art Science- Genetic engineering, fertility treatments and organ donation</p>	<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>Analysis of Sources of authority/Sacred texts History- The impact of conflict and pacifism History- The life of Key figures who fought against adversity History- The history of prejudice and discrimination Geography: Wealth and poverty- the distribution of wealth</p>	<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>Analysis of Sources of authority/Sacred texts Science- Design and Causation History- The history of the Monotheistic faiths</p>
<p><u>SMSC/ BV/ RSHE:</u></p> <p>SMSC –</p> <p>Spiritual:</p> <ul style="list-style-type: none"> • Reflect on human dignity and being made in God’s image. • Explore the faith and role of Mary and holy women. <p>Moral</p> <ul style="list-style-type: none"> • Discuss Church teachings on relationships, sex, and life issues. • Consider the moral impact of faith on personal choices and society. <p>Social:</p> <ul style="list-style-type: none"> • Examine family, marriage, and changing social 	<p><u>SMSC/ BV/ RSHE:</u></p> <p>SMSC –</p> <p>Spiritual:</p> <ul style="list-style-type: none"> • Reflecting on personal calling, discipleship, and vocation. • Exploring forgiveness, redemption, and reconciliation. <p>Moral:</p> <ul style="list-style-type: none"> • Considering the cost of discipleship and moral courage. • Understanding Church teachings on justice, equality, and dignity. 	<p><u>SMSC/ BV/ RSHE:</u></p> <p>Spiritual:</p> <ul style="list-style-type: none"> • Reflecting on the Church as a divine and human community. • Exploring Jewish and Catholic beliefs about God, life, and worship. <p>Moral:</p> <ul style="list-style-type: none"> • Considering teachings on purgatory, intercession, and sanctity of life. • Engaging with Jewish moral law and ethical decision-making (e.g. abortion, stewardship). <p>Social:</p> <ul style="list-style-type: none"> • Learning about the role of saints, shrines, and religious communities in faith life. • Understanding how religious identity shapes community and belonging. <p>Cultural:</p>



<p>attitudes.</p> <ul style="list-style-type: none"> Explore how belief influences community and identity. <p>Cultural:</p> <ul style="list-style-type: none"> Study global Marian devotions and religious art. Link ancient and modern art to beliefs about humanity. <p>RSHE-</p> <ul style="list-style-type: none"> Understanding the sanctity of the human body and the importance of respect for self and others. Exploring Catholic teachings on relationships, including pre-marital sex, contraception, marriage, and family life. Reflecting on changing attitudes towards sexuality, including divorce and homosexuality, in light of Church teaching and societal views. Developing awareness of the value of commitment, love, and the purpose of marriage as a sacrament. Considering the role of family and parenting in nurturing dignity, faith, and moral values. Encouraging students to think about role 	<p>Social:</p> <ul style="list-style-type: none"> Learning how faith influences action (e.g. Aid to the Church in Need). Exploring the impact of vocation on community and service. <p>Cultural:</p> <ul style="list-style-type: none"> Understanding religious architecture and symbolism. Exploring historical and modern expressions of belief (e.g. Vatican II, art) <p>RSHE-</p> <ul style="list-style-type: none"> Exploring personal vocation and identity. Understanding the value of commitment, service, and dignity. Reflecting on gender, equality, and Church roles. <p>BV</p> <ul style="list-style-type: none"> Individual Liberty: Exploring personal vocation and freedom to follow belief. Mutual Respect & Tolerance: Understanding 	<ul style="list-style-type: none"> Comparing Catholic and Hindu practices (e.g. shrines). Exploring Jewish customs, worship, and festivals as expressions of faith and culture. <p>RSHE-</p> <ul style="list-style-type: none"> Promoting respect for religious identity, values, and traditions. Understanding how beliefs influence decisions about life and relationships. Exploring shared human dignity across different faiths and practices. <p>BV</p> <ul style="list-style-type: none"> Individual Liberty: Respecting personal belief and religious identity. Mutual Respect & Tolerance: Encouraging understanding between different faiths (Judaism, Christianity, Hinduism). Rule of Law: Exploring religious law (Mitzvot) and its moral impact. Democracy: Discussing different religious views in an open and respectful way.
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<p>models, such as Mary and holy women, who embody courage, compassion, and justice.</p> <p>BV</p> <ul style="list-style-type: none"> • Individual Liberty: Respecting personal beliefs and choices. • Mutual Respect & Tolerance: Exploring diverse views on relationships and faith. • Rule of Law: Understanding moral and legal issues (e.g. life, family, sexuality). • Democracy: Encouraging open discussion and respectful debate. 	<p>different callings, roles, and forgiveness.</p> <ul style="list-style-type: none"> • Rule of Law: Engaging with Church structures, justice, and forgiveness. • Democracy: Encouraging respectful debate on equality and Church teachings. 	
<p><u>Adaptive curriculum</u></p> <p>Objectives:</p> <p>Advent 1</p> <ul style="list-style-type: none"> • I can recognise that Christians believe God made every person special • I can describe something the Bible says about humans in Genesis. 	<p><u>Adaptive curriculum</u></p> <p>Objectives:</p> <p>Lent 1</p> <ul style="list-style-type: none"> • I can recognise that Jesus called people to follow him, even if they weren't perfect. • I can describe what it means to be a disciple and follow God's plan. • I can name ways people serve others through vocation and faith. 	<p><u>Adaptive curriculum</u></p> <p>Objectives:</p> <p>Pentecost 1</p> <ul style="list-style-type: none"> • I can say that the Church is a special community for Christians. • I can describe how Catholics believe the Church is both human and from God.



<ul style="list-style-type: none"> • I can explain why the Church teaches that all people deserve respect. • I can understand that Catholics believe our bodies are sacred. • I can explore different beliefs about relationships, marriage, and family. • I can reflect on what makes a loving family and why it matters • I can create artwork that shows what it means to be made in God's image 	<ul style="list-style-type: none"> • I can understand that living with faith can be challenging but rewarding. • I can reflect on what kind of person I want to be and how I can help others. • I can compare what different people believe about men and women's roles in the Church. 	<ul style="list-style-type: none"> • I can understand that saints and angels are important in the Catholic faith. • I can explain that Catholics pray for others and believe in life after death. • I can compare how different religions use special places and objects to worship.
<p>Advent 2</p> <ul style="list-style-type: none"> • I can say who Mary is and why she is important in the Catholic Church. • I can describe one woman from the Old Testament who showed faith. • I can explain how Mary's story is linked to other stories in the Bible. • I can understand that some women today still live out Mary's message. • I can explore how people around the world show love and respect to Mary. • I can share my own ideas through art or writing about hope and faith. 	<p>Lent 2</p> <ul style="list-style-type: none"> • I can describe what Herod's Temple was and how Jewish people used it. • I can name the Old Covenant and explain that it was an agreement with God. • I can say that Catholics believe Jesus died to bring people back to God (redemption). • I can understand what forgiveness means and why it is important in the Church. • I can explore what Catholics believe about peace, justice, and saying sorry. • I can recognise how art or symbols show ideas of forgiveness and hope 	<p>Pentecost 2</p> <ul style="list-style-type: none"> • I can understand that Christianity and Judaism share some beliefs. • I can describe what Jewish people believe about God. • I can name special Jewish rules (Mitzvot) and their importance. • I can explore how Jewish people show care for life and the world. • I can recognise the value of learning about other religions and showing respect.
<p>Suggested activities:</p>	<p>Suggested activities:</p> <p>Lent 1:</p>	<p>Suggested activities:</p> <p>Pentecost 1</p> <ul style="list-style-type: none"> • Church Structure Puzzle Provide pieces of a jigsaw that represent



<p>Advent 1</p> <ul style="list-style-type: none"> • Imago Dei Art Project Create self-portraits or symbolic artwork showing how each student reflects the image of God. Use Sulawesi cave art as inspiration. • Role-play: Catholic Family Life In small groups, act out a Catholic wedding, a family prayer moment, or a family discussion about a difficult issue (e.g. marriage or faith). • Conscience Card Sort Match moral decisions (e.g. contraception, pre-marital sex) with Catholic responses. Discuss as a class, using sentence starters to scaffold responses. 	<ul style="list-style-type: none"> • Discipleship Timeline Create a visual timeline of the call of the disciples through to Jesus' death and resurrection, highlighting key moments of faith and failure. • Vocation Shoebox Task Decorate a shoebox to represent a vocation (e.g. priest, doctor, teacher, parent) with items or drawings inside showing how this role serves others. 	<p>different parts of the Church (Pope, priest, laity, etc.). Students assemble and explain each role.</p> <ul style="list-style-type: none"> • Saint Snap Game Create matching cards with saint names and what they are known for. Play a memory or snap game to reinforce knowledge. • Shrines Comparison Table Compare Catholic and Hindu shrines through photos and key facts. Students complete a simple table to show similarities and differences.
<p>Advent 2</p> <ul style="list-style-type: none"> • Mary and the Magnificat Reflection Journal Students write or draw how they could be a "person of the Magnificat" in today's world, using simple prompts (e.g. "I can help others by..."). • Who Am I? Character Study of Mary or an OT Holy Woman Create a mini biography or storyboard that 	<p>Lent 2</p> <ul style="list-style-type: none"> • Forgiveness Scenarios Use real-life or fictional forgiveness situations (e.g. "Your friend lied to you...") and ask pupils to decide how they'd respond using Catholic teaching. • Redemption in Art Examine religious artwork showing forgiveness or redemption. Then create their own piece (drawing, poem, collage) showing hope and healing. • Aid to the Church in Need Case Study Research and present how ACN helps persecuted Christians. Students can write letters of hope or create posters raising awareness. 	<p>Pentecost 2</p> <ul style="list-style-type: none"> • Faith Dialogue Circle Host a "Meet the Faiths" circle where students take on roles (Jewish person, Catholic, Hindu) and share how their faith approaches a moral issue. • Interfaith Wall of Respect Create a class display with quotes, images, and facts showing respect and understanding between faiths (especially Christianity and Judaism).



explores the character, courage, and faith of Mary or a woman from the Old Testament.

Adaptive Strategies:

- **Differentiated Texts:** Provide simplified or annotated versions of key texts for varying reading levels.
- **Visual Aids:** Use videos and infographics to illustrate key learning.
- **Group Work:** Create mixed-ability groups to encourage peer support.
- **Scaffolded Discussions:** Provide sentence starters and key points for debates.

Inclusive Practices

- Ensure materials are accessible (e.g., large print, audio versions).
- Use inclusive language and diverse examples.
- Provide additional support for students with special educational needs.



St Philip Howard Catholic Voluntary Academy



Department 2025/2026



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