



RE -KEY STAGE 3 – YEAR 9 – RE – CURRICULUM SEQUENCE MAP

KEY CURRICULUM INFORMATION- TO KNOW YOU MORE CLEARLY

The curriculum structures

The model curriculum has six components that will be known as branches which might, in practice, map helpfully onto the six half-terms of the school year. Each one has a core theme and invites pupils to learn about an aspect of Revelation, Scripture, life in Christ, and life in the Church, and to discern what their learning means academically and experientially enabling them to see, judge, and act through a deeper knowledge of the Christian faith.

- 1. Creation and covenant:** ‘The heavens are telling the glory of God’ (Ps 19:1). In this branch, pupils will encounter the God who creates and calls a people. They will explore revelation of the Christian belief that all that is comes from God, the Creation accounts in Genesis, and scientific explanations of the process of Creation. They will explore the call of God and his covenantal relationship with his people first through Abraham and Moses, then through the narrative of the Old Testament.
- 2. Prophecy and promise:** ‘In many and various ways, God spoke to our ancestors by the prophets’ (Heb 1:1). The prophets speak of God reaching to his people, calling them back into a relationship with him. In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God’s promise in a messiah, Jesus Christ. They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ. Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation.
- 3. Galilee to Jerusalem:** ‘God’s only Son, who is at the Father’s side, has made him known’ (Jn1:18). In this branch, pupils will experience the ministry of Jesus, the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus.
- 4. Desert to garden:** ‘Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day’ (1 Cor 15:3). In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church’s Liturgy and life. The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.
- 5. To the ends of the Earth:** ‘Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit’ (Mt 28:19). In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church. They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.
- 6. Dialogue and encounter:** ‘For “In him we live and move and have our being”’ (Acts 17:28). In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity. They will also encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue.

Year 9 Summary

The whole of year 9 deals with the mystery of the human person. It begins in branch 1, by revisiting the Creation accounts, focusing particularly on the belief that human beings are imago Dei and the implications this has for the principle of the dignity of the human person and the radical equality of man and woman. The nature of human beings as sexual beings, who are made for each other, forms the foundation for a study of the Church's teaching on marriage and the Sacrament of Matrimony.

In branch 2, we take the equality of men and women as our starting point and focus particularly on the role of the Blessed Virgin Mary in the salvation history narrative. In branch 3 we return to the Gospel of Mark and look at the call to discipleship that is offered to all human beings in Christ's proclamation of the kingdom, and the relationship between discipleship and individual vocations. In this context students will study the Sacrament of Holy Orders and the vocation to religious life.

In branch 4, we look at the mystery of redemption and students will be expected to come to some understanding of how the Church explains the connection between Christ's sacrificial death and individual redemption from sins. Finally, we look to the human person as one member of a community that spans both heaven and earth in the final branch where we look at the Church as the 'communion of saints', the mystical Body of Christ.



KEY STAGE 3 – YEAR 9 – RE– CURRICULUM SEQUENCE MAP

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
<u>Creation and Covenant</u> 1.1 What do the Genesis creation stories teach about human life? 1.2 Why is creation imago Dei important? 1.3 What's the value of morality and freedom? 1.4 What is the sanctity of life? 1.5 What does St Paul teach about the dignity of the human body? 1.6 What is the sacrament of Matrimony? 1.7 What happens in a Catholic wedding ceremony? Ethical Option: What are the ethical implications of IVF? Artistic Expression Option: How can art reflect human dignity? Lived Religion Option: How does the hospice movement support human dignity?	<u>Prophecy and Promise</u> 2.1 How can we read the Bible allegorically? 2.2 Who was Hannah? 2.3 Why is Hannah important? 2.4 What is the Magnificat? 2.5 How did holy women keep alive the hope of salvation? 2.6 How is God's choice of Mary important? 2.7 How do Marian dogmas show the importance of Mary? 2.8 What does it mean to say Mary is Ever Virgin? 2.9 How do Marian titles fulfil Mary's prophecy? Ethical Option: How does the Magnificat inspire those who are oppressed? Artistic Expression Option: How do devotional images show Catholic beliefs about Mary? Lived Religion Option: How is Josephine	<u>Galille to Jerusalem</u> 3.1 What does the Gospel of Mark teach about discipleship? 3.2 What does the story of the Rich Young Man teach? 3.3. What are the costs and rewards of discipleship? 3.4 How did the disciples sometimes fail? 3.5 How were women important in Jesus' ministry? 3.6 How did Jesus' female followers demonstrate discipleship? 3.7 What is a vocation? 3.8 What is meant by religious life? 3.9 What is the Sacrament of Holy Orders? Ethical Option: Why are only men ordained as Catholic priests? Artistic Expression Option: How is the calling of the twelve depicted in art?	<u>Desert to Garden</u> 4.1 What is the Temple in the Jerusalem? 4.2 What was Herod's Temple? 4.3 Why is the Day of Atonement relevant for Christians? 4.4 Why was Jesus' sacrifice necessary? 4.5 What is redemption? 4.6 What is the New Covenant? 4.7 How is Jesus both High Priest and Temple? Ethical Option: Can all sins be forgiven? Artistic Expression Option: How does art depict reconciliation? Lived Religion Option: What is Pax Christi?	<u>To the Ends of the Earth</u> 5.1 What does the Bible teach about the early Church? 5.2 How is the Church the communion of saints? 5.3 What do Catholics believe about the Church on earth? 5.4 Is the Church on earth holy? 5.5 Who leads the Church on earth? 5.6 What do Catholics believe about the Church in heaven? 5.7 What do Catholics believe about the Church being purified? 5.8 How do Catholics show devotion to saints and angels in the liturgy? 5.9 How do Catholics show devotion to saints and angels in prayer? Ethical Option: Should Catholics use shrines and relics in worship? Artistic Expression Option: How are saints represented in art?	<u>Dialogue and Encounter</u> 6.1 What does Meeting God in Friend and Stranger teach? 6.2 What does a commitment to the common good mean? 6.3 How does CSAN support respect for the person? 6.4 How does SVP support social wellbeing and development of society? 6.5 How does CAFOD work for peace and security?

	Bakhita a woman of the Magnificat?	Lived Religion Option: What is the role of lay people in the Catholic Church?		Lived Religion Option: How do Catholics around the world show devotion to Mary?	
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Identified assessment tasks in each unit	Identified assessment tasks in each unit	Identified assessment tasks in each unit	Identified assessment tasks in each unit	Identified assessment tasks in each unit	End of Year Exam

KEY STAGE 3 – YEAR 9 – DIOCESE EXPECTED OUTCOMES

UNDERSTAND

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors
	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES
	<p><u>UNDERSTAND</u></p> <p>U9.1.1. Describe the passages in Genesis 1 and 2 about the creation of human beings (focusing on 1:26- 28, 2:7, 2:21-24), explaining some of the differences between the two accounts of the creation of human beings in Genesis 1 and 2, with reference to the distinctive authorial voices.</p> <p>U9.1.2. Explain why the Church teaches that every human being has an inalienable dignity, making links with the accounts of the creation of human beings in Genesis 1 and 2. (RVE)</p> <p>U9.1.3. Explain why the Church teaches that man and woman have an equal personal dignity, making links with the accounts of the creation of human beings in Genesis 1 and 2. (RVE)</p> <p>U9.1.4. Describe how the mystery of imago Dei reveals certain truths about human beings (e.g., that they are, for example: persons, relational, rational, and free) and explain the moral implications of these truths (e.g., that every human life is sacred; that humans are stewards, not owners, of life; that moral life has a communal dimension; that human beings are able to</p>	<p><u>UNDERSTAND</u></p> <p>U9.2.1. Define the meaning of ‘typology’ in the context of the allegorical sense of scripture, showing some understanding of what is meant by describing Adam as a ‘type’ of Christ, and Eve as a ‘type’ of Mary, with reference to the text of Gen 1-3 (particularly the Protoevangelium (3:15)).</p> <p>U9.2.2. Describe what the Church teaches about the Blessed Virgin Mary and her importance, making links with the Church’s teachings about Christ as the incarnate Son of God, with reference to the four Marian dogmas.</p> <p>U9.2.3. Describe the story of one holy woman of the Old Testament making links with recurring themes in these stories, e.g., i) God’s choice of the humble, weak; ii) humility, exaltation of God; iii) faith, constancy; iv) gratitude, praise; v) salvation, remarkable reversal.</p> <p>U9.2.4. Describe the Magnificat, making relevant connections between at least one holy woman in the Old Testament and Mary, with reference to these recurring themes.</p> <p>U9.2.5. Make links between how the holy women of the Old Testament ‘kept alive the</p>	<p><u>UNDERSTAND</u></p> <p>U9.3.1. Describe what scholars suggest is the historical context and intended audience of Mark’s Gospel and the significance of this for the evangelist’s reflection on the nature of discipleship.</p> <p>U9.3.2. Describe the literal sense of key passages from the Gospel of Mark that show the nature of discipleship, focusing especially on the apparent failure of the disciples, making links with what scholarship suggests was the evangelist’s historical context and audience.</p> <p>U9.3.3. Describe what is meant by ‘vocation’, with reference to the prayer of St John Henry Newman¹⁶³ and make links with what the Gospels teach about the nature of discipleship.</p> <p>U9.3.4. Explain the importance of the evangelical counsels for the vocation to religious life, making links with the story of the rich young man in Mark’s Gospel.</p> <p>U9.3.5. Describe the rite, origins and meaning of the Sacrament of Holy Orders, including the distinction between the three degrees of ordination, explaining why this sacrament, along with</p>	<p><u>UNDERSTAND</u></p> <p>U9.4.1. Describe some of the key features of Herod’s Temple at the time of Jesus, recognising its role as a place of sacrifice, making links with the sealing of covenants by blood (Ex 24:8).</p> <p>U9.4.2. Describe the role of High Priest and the main features of the Day of Atonement rite in ancient Judaism, making links with how the author of Hebrews represents Christ’s sacrifice as superseding the Atonement rite in the Temple (Heb 9).</p> <p>U9.4.3. Explain why the Church teaches that the Old Covenant is superseded by a New and Everlasting Covenant in the blood of Christ, making links to the Agnus Dei and Ecce Agnus Dei prayer during Mass.</p> <p>U9.4.4. Describe what the Church means when it teaches that the New Covenant ushers in a new priesthood with Christ as High Priest, and a new way of worship ‘in spirit and truth’, making links with the belief that Christ’s body is the true temple (see Jn 2:13-25).</p> <p>U9.4.5. Make relevant links between the Church’s teaching that believers are all one in Christ, and that his sacrifice overcomes sin-</p>	<p><u>UNDERSTAND</u></p> <p>U9.5.1. Show an understanding of 1 Cor 12:27-31, recognising what scholarship indicates were the characteristics of the Church in First Century Corinth, with reference to, for example, foundation, congregation, disputes, gifts, Paul’s complaints and exhortations.</p> <p>U9.5.2. Explain what is meant by the Catholic teaching that the Church is the communion of saints, describing the three states of the Church, making links with Paul’s first letter to the Church in Corinth.</p> <p>U9.5.3. Describe the structure of the ‘Church on Earth’, explaining why the Church teaches that the visible Church is ‘the universal Sacrament of Salvation’.</p> <p>U9.5.4. Explain what is meant by ‘the Church in heaven’, making links with the Church teaching about the intercession of the saints.</p> <p>U9.5.5. Explain what is meant by ‘the Church being purified’, describing Catholic teaching about purgatory and prayers for the dead.</p> <p>U9.5.6. Describe how angels and saints belong in the Liturgy and other popular devotions connected to the saints and angels, making links with the</p>	<p><u>UNDERSTAND</u></p> <p>U9.6.1. Use a range of accurate religious vocabulary to show an understanding of the teachings of the Catholic Bishops of England and Wales about intercultural dialogue expressed in ‘Meeting God in Friend and Stranger’, paragraphs 108-114 (outlining the dialogue of life, the dialogue of religious experience, the dialogue of action and the dialogue of theological exchange). (RVE)</p> <p>U9.6.2. Recognise the essential elements of the commitment to the common good (respect for the person, social wellbeing and development of society, peace and wellbeing). (RVE)</p> <p>U9.6.3. Make relevant connections between the desire to promote the common good and the dialogue of action with reference to local, national, or international examples. (RVE)</p> <p>U9.6.4. Use a range of contextually accurate religious and/or philosophical vocabulary to show an understanding of the worldview studied. (RVE)</p> <p>U9.6.5. Demonstrate an understanding of the significance and influence of common and divergent</p>

	discern the morality of human acts), making links with St Paul's teaching on the dignity of the human body in 1 Cor 6:12-20. U9.1.5. Describe what the Church teaches is the nature and purpose of marriage, explaining why it is one of the seven sacraments, making links with Genesis 1 and 2 and Jesus' teaching on marriage in Mk 10:1-12 or parallels. U9.1.6. Describe the rite of the Sacrament of Matrimony, explaining its origins, meaning, and effects and why it is described as a 'sacrament at the service of communion'	hope of Israel's salvation' (CCC 664) and the Blessed Virgin Mary's role in salvation. U9.2.6. Explain why the Church teaches that Our Lady's prophecy ('All generations will call me blessed' (Lk	matrimony, is described as a sacrament at the service of communion	related divisions, and Mt 27:51 and Gal 3:28	belief that Church on Earth is united with the Church in heaven.	worldviews and practices within and between religions. (RVE) U9.6.6. Make relevant connections between different areas of study (belief, sources, structures, prayer, religious practices, and life), showing how one area influences others. (RVE)
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DISCERN

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors
	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES
	<p>DISCERN</p> <p>D9.1.1. Consider the claim that the human right to life begins at conception. Present arguments for and against the claim, including a Catholic response (with reference to the mystery of imago Dei) weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments. (RVE) D9.1.2. Consider the claim that no-one can make a promise that binds them for life. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments. (RVE) D9.1.3. Investigate the arguments of Bartolome de las Casas in the Valladolid Debate and assess the extent to which they were faithful reflections of the Church's teaching about the universal and inalienable dignity of human beings. D9.1.4. Investigate the work of a pro-life organisation and assess the extent to which it is a faithful reflection of the Church's teaching on the sanctity of human life. D9.1.5.</p>	<p>DISCERN</p> <p>D9.2.1. Consider the claim that Catholics pay too much attention to Mary. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments. D9.2.2. Consider the claim that religion should have nothing to do with politics. Present arguments for and against the claim, including a Catholic response (with reference to what you have learned about the Magnificat and justice), weighing the strengths and weaknesses of the arguments. D9.2.3. Compare and contrast representations of a Marian art subject (for example, Madonna and Child, Stabat Mater, Pieta), from different cultures, and offer an interpretation of similarities and differences in the representations. D9.2.4. Investigate the life and work of a woman who could be described as one of the 'women of the Magnificat' and assess the extent to which their life and work reflected the Magnificat and the recurring themes in the</p>	<p>DISCERN</p> <p>D9.3.1. Consider the claim that women should be ordained to the priesthood. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments. D9.3.2. Consider the claim that the Church should not hold any wealth because of Christ's call to poverty. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments. D9.3.3. Consider the claim that it is much easier to be a disciple today than it was at the time of Jesus. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments. D9.3.4. Offer an interpretation of a relevant</p>	<p>DISCERN</p> <p>D9.4.1. Consider the claim that some deeds are too awful to be forgiven. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments. D9.4.2. Consider the claim that some efforts of justice and peace try to achieve peace without attending to justice. Present arguments for and against the claim, including a Catholic response (with reference to Gaudium et Spes 78) weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments. D9.4.3. Investigate the work of a Catholic organisation that works for justice and peace and assess the extent to which it is a faithful expression of Catholic teachings about forgiveness, reconciliation and redemption. D9.4.4. Investigate different ways in which the Mystery of Redemption is expressed, (for example, as grace,</p>	<p>DISCERN</p> <p>D9.5.1. Consider the claim that the belief that the Church is 'holy' contradicts the teaching that the same Church is 'always in need of being purified'. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments, with reference to 1 Corinthians 12:27-3. Arrive at a judgement supported by an effective evaluation of the arguments. D9.5.2. Consider the claim that the Church is an invisible, spiritual bond between Christians, in which visible structures are irrelevant. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments. D9.5.3. Consider the claim that Christ, rather than bishops, priests, and deacons, is the only spiritual authority a Christian can accept. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the</p>	<p>DISCERN</p> <p>D9.6.1. Considering the claim 'You only believe what you believe because of the way you were brought up', presenting arguments for and against the claim, weighing the strengths and weaknesses of the arguments, arriving at a judgement supported by an effective evaluation of the arguments. (RVE) D9.6.2. Exploring how different religious beliefs influence works of art, music and other creative pathways considering how these reflect sources and beliefs. D9.6.3. Considering how they would answer the question 'Who is my neighbour?' and what is needed for meaningful engagement to take place, articulating reasons why people may and may not want to support particular groups, for example, people suffering from addiction, displaced people, or homeless people. (RVE) D9.6.4. Considering the three essential elements of the common good, i) respect for the person; ii) social wellbeing and development of society; iii) peace and security and constructing an argument about the</p>

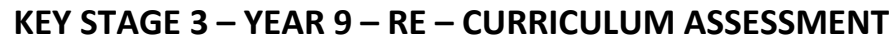
	<p>Offer an interpretation of an example of ancient human art (e.g., Sulawesi cave art) making links with Catholic sources, beliefs and practices relating to the mystery of imago Dei. (RVE)</p>	<p>lives of the holy women of the Old Testament. D9.2.5. Investigate different Marian devotions from around the world and assess the extent to which they are expressions both of Catholic b</p>	<p>work of art, making links with Catholic sources, beliefs and practices related to the discipleship and vocation. Compare and contrast it with another relevant artwork. Discuss what the makers could have intended to communicate and how effectively each conveys Catholic beliefs about discipleship and vocation. D9.3.5. Investigate the distinctive charism and work of a religious order and assess the extent to which it reflects Jesus' call to discipleship.</p>	<p>redemption, atonement, salvation, reparation, sanctification) and assess the extent to which is a faithful expression of the Church's teaching about forgiveness and reconciliation. D9.4.5. Offer an interpretation of a relevant work of art, making links with Catholic sources, beliefs and practices about forgiveness and reconciliation. Compare and contrast it with another relevant artwork. Discuss what the makers could have intended to communicate and how effectively each conveys Catholic beliefs about reconciliation and forgiveness</p>	<p>arguments. Arrive at a judgement supported by an effective evaluation of the arguments. D9.5.4. Consider the claim that praying to saints is worshipping saints. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. Arrive at a judgement supported by an effective evaluation of the arguments. D9.5.5. Explore the iconography of angels in sacred art from around the world and assess the extent to which the images reflect both Church teachings about angels and of a particular Christian community's culture.</p>	<p>importance of these elements to the world view studied. (RVE)</p>
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RESPOND

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors
	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES
	<p><u>RESPOND</u> R9.1.1. Reflect on the extent to which they recognise their own and other's dignity, irrespective of appearances, actions and feeling. (RVE) R9.1.2. Reflect on the mystery of imago Dei and the difference this makes to their relationship with themselves, with others and with the wider community. R9.1.3. Consider their own response to the belief that all human life is sacred from the moment of conception. R9.1.4. Create a piece of art that helps others to appreciate the dignity of human beings, inspired by ancient human art. (RVE)</p>	<p><u>RESPOND</u> R9.2.1. Consider the passage 'for just such a time as this' (Esther 4:14) and reflect on their own sense of how God calls everyone 'each by each' to advance God's purpose in a certain place and time, however weak, insignificant and unworthy they feel. R9.2.2. Compare their own and others' responses to questions of belief in the importance of social justice, leading to reasonable explanations of their own and others' views, in the light of the word of the Magnificat. R9.2.3. Consider a particular Marian artwork which appeals to them and reflect on what meaning it conveys to them. R9.2.4. Consider how they could be a person of the Magnificat</p>	<p><u>RESPOND</u> R9.3.1. Consider what their own vocation might be. R9.3.2. Consider ways in which they could be better disciples of Christ in the world today. R9.3.3. Compare their own and others' responses to the demand for poverty, chastity and obedience for those entering religious life, leading to reasonable explanations of their own and others' views. R9.3.4. Investigate the work of a charity that supports persecuted believers and consider what they could do to support their work</p>	<p><u>RESPOND</u> R9.4.1. Consider their own response to the belief that all sin can be forgiven. R9.4.2. Create their own symbol of reconciliation. R9.4.3. Explore the work of organisations dedicated to peace, justice and reconciliation and consider in what ways they could support this work.</p>	<p><u>RESPOND</u> R9.5.1. Consider the Catholic belief that all are called to be saints and reflect on what that might mean in their lives. R9.5.2. Reflect upon those saints that are of particular importance to them and the reasons for this. R9.5.3. Consider the Catholic belief that each person has their own guardian angel through life and reflect what that might mean in their lives.</p>	<p><u>RESPOND</u> R9.6.1. Reflecting on the meaning of what they have learned for their own lives. (RVE) R9.6.2. Considering how their own lives and the future of the communities to which they belong could be transformed by interreligious dialogue. Think about the opportunities for dialogue and the barriers to dialogue. (RVE) R9.6.3. Considering how they could act to bring about transformation because of their learning, for example, how could they work with people of divergent worldviews towards a common goal, such as caring for our common home. (RVE)</p>

DIOCESE ASSESSMENT CRITERIA

UNDERSTAND	DISCERN	RESPOND
<p>Show understanding of the literal sense of scripture passages (identifying literary forms, reading them according to the rules that govern its distinctive literary form, understanding how authorial intention affects meaning, including an understanding of the influence of the historical context of the intended audience) and begin to understand the allegorical and anagogical senses of scripture.</p> <ul style="list-style-type: none"> • Use a range of contextually accurate religious and philosophical vocabulary to show a coherent understanding of a range of religions, worldviews, beliefs, and actions. • Make relevant connections between different areas of study (doctrine, sources, structures, worship, and life), showing how one area influences others. 	<p>Play with possibilities, asking ‘what if?’ questions, testing ideas using thought experiments and counterfactual scenarios to deepen insight, critically engaging with different people’s responses to these questions.</p> <ul style="list-style-type: none"> • Offer an interpretation of the meaning of a variety of relevant creative and artistic expressions (for example, texts, stories, paintings, music, etc), with reference to the historical and cultural context of the maker. • Compare and contrast how effectively different relevant works of art reflect Catholic sources and beliefs. • Present an argument for a particular point of view, showing an awareness of different views. • Assessing the relative validity of different arguments. • Use relevant sources of wisdom and authority appropriately as justification for particular points of view, considering why different sources have weight for them. • Arrive at reasoned judgements, recognising the scope and limitations of different ways of reasoning. • Demonstrate an understanding of the significance and influence of common and divergent worldviews and practices within and between religions. 	<p>Reflect on the meaning of what they have learned for their own lives. Begin to explore the experiences and feelings of others, understanding what matters to them and the impact this has on their ways of life.</p> <ul style="list-style-type: none"> • Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. • Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.

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