

Curriculum Overview (Post 16) CORE RE

A learner in Year 12 will know: How Catholic beliefs, teachings and values inform responses to contemporary moral, social and environmental issues.		A learner in Year 12 will be able to: Think critically, engage in theological reflection, evaluate different viewpoints and apply faith-based principles to real-world issues with confidence and independence.	
Creation and Covenant		Prophecy and Promise	Galilee to Jerusalem
Term 1	Creation and Covenant - Taking Care of the Planet		End Point
	<p>Knowledge: Students will explore Christian understandings of creation, stewardship and humanity's responsibility to care for the world. They will examine how scripture shapes Catholic beliefs about the environment and consider how Catholic Social Teaching promotes responsibility, sustainability and care for all creation. Students will evaluate contemporary environmental challenges and reflect on moral responses to issues such as climate change, waste and global inequality.</p> <p>Skills: Define, explain, interpret scripture, analyse sources of wisdom, evaluate ethical issues, apply Catholic Social Teaching, discuss, justify viewpoints.</p> <p>Demonstrating Learning: Student presentation exploring Christian stewardship, environmental responsibility and the application of Catholic Social Teaching to contemporary environmental issues. Students will communicate informed viewpoints, use religious sources of wisdom and demonstrate their understanding through verbal presentation and discussion. Alongside this, students will complete retrieval quizzes, questioning and a range of AFL activities.</p>		<p>By the end of this unit, students will be able to...</p> <ul style="list-style-type: none"> • explain key religious beliefs and teachings; • analyse and interpret sources of wisdom; • apply their learning to contemporary issues; • evaluate different viewpoints; • communicate informed and reasoned judgements. <p>Students will develop as reflective and informed learners, using theological understanding, ethical reasoning and Catholic Social Teaching to investigate environmental issues and propose actions that contribute to the common good.</p>
Term 2	Prophecy and Promise – What is Truth? Revelation and Experience		End Point
	<p>Knowledge: Students will explore questions about truth, belief and reality, considering how religious and non-religious worldviews seek to understand the world. They will examine the role of revelation, experience, reason and evidence in shaping beliefs and investigate how individuals and communities determine what they hold to be true. Students will reflect on how beliefs influence identity, decision-making and responses to contemporary issues.</p> <p>Skills: Define, explain, analyse sources of wisdom and authority, interpret religious teachings, evaluate arguments, compare viewpoints, discuss philosophical questions, justify reasoned judgements.</p> <p>Demonstrating Learning: Students will engage in philosophical discussion and produce an evaluative written response exploring questions of truth, revelation and experience. They will communicate informed viewpoints, analyse different perspectives and demonstrate their understanding through discussion and extended writing. Alongside this, students will complete retrieval quizzes, questioning and a range of AFL activities.</p>		<p>By the end of this unit, students will be able to...</p> <ul style="list-style-type: none"> • explain different religious and non-religious understandings of truth; • analyse and interpret sources of wisdom and authority; • evaluate the role of revelation, experience and reason in shaping belief; • compare and critique different viewpoints on philosophical and ethical questions; • communicate informed and reasoned judgements. <p>Students will develop as reflective and critical thinkers, using theological understanding, philosophical reasoning and respectful dialogue to explore questions of truth, belief and reality, evaluating how different worldviews shape responses to contemporary issues.</p>

Term 3	Galilee to Jerusalem – Who is Jesus? Do Miracles still matter?	End Point
	<p>Knowledge: Students will explore the life, teachings, ministry, death and resurrection of Jesus and examine why he is central to Christian belief. They will investigate different understandings of Jesus' identity, analyse biblical accounts of miracles and consider their significance for believers. Students will reflect on whether miracles still matter today and evaluate how the life and teachings of Jesus continue to influence individuals and communities.</p> <p>Skills: Define, explain, interpret scripture, analyse sources of wisdom and authority, evaluate miracle accounts, compare viewpoints, discuss theological questions, justify reasoned judgements.</p> <p>Demonstrating Learning: Students will participate in theological discussions and produce an evaluative written response exploring the identity of Jesus and the significance of miracles. They will communicate informed viewpoints, engage with biblical sources and demonstrate their understanding through discussion, reflection and extended writing. Alongside this, students will complete retrieval quizzes, questioning and a range of AFL activities.</p>	<p>By the end of this unit, students will be able to...</p> <ul style="list-style-type: none"> • explain key beliefs about the life, teachings and identity of Jesus; • analyse and interpret biblical accounts and sources of wisdom; • evaluate the significance of miracles within Christian belief; • consider different viewpoints on the relevance of miracles today; • communicate informed and reasoned judgements. <p>Students will develop as reflective and informed learners, using theological understanding and critical reasoning to explore the person of Jesus, evaluate the significance of miracles and consider how Christian beliefs continue to influence individuals and society today.</p>

A learner in Year 13 will know: How Catholic beliefs, teachings and values inform responses to contemporary moral, social and environmental issues.		A learner in Year 13 will be able to: Think critically, engage in theological reflection, evaluate different viewpoints and apply faith-based principles to real-world issues with confidence and independence.	
Desert to Garden		Dialogue and Encounter	To the ends of the earth
Term 1	Desert to Garden – Making peace with pain <p>Knowledge: Students will explore religious and philosophical responses to suffering, pain and adversity. They will examine Christian understandings of suffering through the life, death and resurrection of Jesus, alongside exploring how faith, hope and resilience can shape responses to difficult experiences. Students will consider the problem of evil and suffering, reflect on personal and societal experiences of pain, and evaluate how individuals and communities seek meaning, healing and reconciliation.</p> <p>Skills: Define, explain, interpret scripture, analyse sources of wisdom and authority, evaluate philosophical and theological arguments, compare viewpoints, discuss ethical and existential questions, justify reasoned judgements.</p> <p>Demonstrating Learning: Students will engage in theological and philosophical discussions exploring suffering, resilience and hope. They will communicate informed viewpoints, analyse religious teachings and demonstrate their understanding through reflection, discussion and extended writing. Alongside this, students will complete retrieval quizzes, questioning and a range of AFL activities.</p>	End Point <p>By the end of this unit, students will be able to...</p> <ul style="list-style-type: none"> • explain Christian beliefs about suffering, hope and redemption; • analyse and interpret sources of wisdom relating to pain and adversity; • evaluate religious and philosophical responses to suffering; • consider how faith and belief influence responses to life's challenges; • communicate informed and reasoned judgements. <p>Students will develop as reflective and compassionate learners, using theological understanding, philosophical reasoning and personal reflection to explore questions of suffering, resilience and hope, considering how individuals and communities can find meaning and purpose in the face of adversity. `</p>	
Term 2	Dialogue and Encounter – Shaping Belief & Living with difference <p>Knowledge: Students will explore how beliefs, values and worldviews are shaped through dialogue, encounter and lived experience. They will examine the importance of respect, dignity and human flourishing within a diverse society, considering how people of faith and no faith respond to difference. Students will investigate the role of interfaith dialogue, the challenges and opportunities of living in a pluralistic society, and the ways in which encounter with others can deepen understanding and shape belief.</p> <p>Skills: Define, explain, analyse sources of wisdom and authority, interpret religious teachings, compare worldviews, evaluate different perspectives, engage in respectful dialogue, justify reasoned judgements.</p> <p>Demonstrating Learning: Students will engage in discussion and complete an evaluative written response exploring how dialogue and encounter shape beliefs, values and relationships. They will analyse sources of wisdom and authority, evaluate different religious and non-religious perspectives, and communicate informed and reasoned judgements about the importance of living respectfully with difference in a diverse society. Alongside this, students will complete retrieval quizzes, questioning and a range of AFL activities.</p>	End Point <p>By the end of this unit, students will be able to...</p> <ul style="list-style-type: none"> • explain how beliefs and worldviews are shaped through dialogue and encounter; • analyse and interpret sources of wisdom and authority; • evaluate the importance of respect, dignity and inclusion within a diverse society; • compare different religious and non-religious perspectives on living with difference; • communicate informed and reasoned judgements. <p>Students will develop as reflective and compassionate learners, using theological understanding, critical thinking and respectful dialogue to engage with different beliefs and worldviews, fostering mutual understanding and promoting the common good within a diverse society.</p>	

Term 3	To the ends of the earth – Are human rights respected?	End Point
	<p><u>Knowledge:</u> Students will explore the concept of human rights and examine how religious and non-religious worldviews understand human dignity, equality and justice. They will investigate key human rights issues affecting local, national and global communities and consider the role of individuals, governments, charities and faith organisations in promoting and protecting human rights. Students will reflect on the principles of Catholic Social Teaching and evaluate the responsibilities that accompany freedom, citizenship and participation in society.</p> <p><u>Skills:</u> Define, explain, analyse sources of wisdom and authority, evaluate ethical and social issues, apply Catholic Social Teaching, compare viewpoints, conduct independent research, reflect on personal values and vocation, justify reasoned judgements, communicate informed conclusions.</p> <p><u>Demonstrating Learning:</u> As a final reflection on their Core Religious Education journey, students will complete an independent transition booklet beyond the classroom. Through research, reflection and evaluation, they will investigate a contemporary human rights issue, drawing upon religious, ethical and philosophical perspectives. The project will encourage students to reflect on their personal values and vocation, consider their responsibilities towards others and the wider world, and prepare thoughtfully for the next stage of life, learning and active citizenship..</p>	<p><u>By the end of this unit, students will be able to...</u></p> <ul style="list-style-type: none"> ● explain key beliefs about the life, teachings explain the significance of human dignity and human rights in shaping a just society; ● evaluate a range of viewpoints on contemporary human rights issues; ● reflect on their own values, beliefs and aspirations; ● consider their responsibilities towards others and the wider world; ● communicate informed and reasoned judgements about how they can contribute to the common good. <p>Students will leave Core Religious Education as reflective and compassionate individuals, equipped to embrace the next stage of life with confidence, purpose and a commitment to promoting human dignity, justice and the common good in whatever path they choose.</p>