The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	RE
Year Group	Year 10
Intent	**Successful and resilient learners**: who understand that they are made in the image and likeness of God called to live their 'lives to the full' and who understand the power of Christ and his values in overcoming adversity. **Confident individuals**: who are secure in their understanding of their vocation and God given talents to take their place in the wider world. **Responsible citizens**: who make clear links to our school mission statement, Catholic and British values such as tolerance and mutual respect in particular in respect to peoples of other faiths and none who are aware of moral and life

	decisions that they make and how to be responsible ‘stewards’ of God's creation. To put into action and continue the ‘Fisher Way’ by putting their faith in action.					
Narrative	1. *All the learners will be developing strategies to consolidate learning of subject content as they progress throughout the year. They will cover a wide range of contemporary moral issues such as those relating to relationships, good and evil, matters of life and death and human rights. All learners will have knowledge and understanding of different perspectives including those of different faiths and none. By the end of this year leaners will be able to express their own opinion and be able to critically analyse their own and others’ perspectives.* 2. *This builds upon the work completed in KS3 by developing learners’ ability to respond and meet the demands of extended GCSE exam questions. Content covered builds upon component 3 learning in year 9 by completing learning for component 1.* 3. *This work supports Year 11 learning by laying the foundations for how to answer part D GCSE exam questions, alongside part A, B and C previously developed in year 9. All learners will be supported through their understanding of how to summarise, organise and learn content covered.*					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Component 3 Study of Judaism Practices continued. Worship The Synagogue Rituals Daily life Festivals	Foundational Catholic Theology Origins and meanings Origins of the Universe Environment Art Sanctity and Value of Human Life Cafod / SVP	Foundational Catholic Theology Good and Evil The Trinity Incarnation Origins of Evil Suffering Moral Authority Natural law Popular piety	Relationships and Sex Education 'Life to the Full' Authentic freedom, Body Image, Pregnancy and Abortion, Parenthood: Applied Catholic Theology Life and Death Dying well, Resurrection, eschatology	Life and death continued Magisterium. 2nd Vatican Council,	

Key skills	Develop learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism ,religious beliefs, • Develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments • provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life • challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.	Develop learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism ,religious beliefs, • Develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments • provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life • challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.	Develop learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism ,religious beliefs, • Develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments • provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life • challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.	Develop learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism ,religious beliefs, • Develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments • provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life • challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.	Develop learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism ,religious beliefs, • Develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments • provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life • challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.	Develop learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism ,religious beliefs, • Develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments • provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life • challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a

						pluralistic society and global community.
Cultural capital and careers	wider knowledge and understanding of World Faiths- beliefs and practices. Increased empathy and understanding of alternative beliefs and ways of life	Background to issues of discrimination, equality and stereotyping in British society. Personal vocation and what makes for healthy relationships? Sena - Law student http://casestudies.reonline.org.uk/case study/sena-law-student/	UK Law on key ethical issues. Wider discussion on environmental and climate change causes, solutions and ethical challenges Arun – junior doctor Sanctity of life http://casestudies.reonline.org.uk/case study/arun-junior-doctor/	Fulfilment of DFE guidelines on Relationships and Sex education - teaching presented in line with Bishops of England and Wales. Personal reflection on importance of healthy relationships including sexual relationships and responsible parenting.	Wider knowledge on the legal system in the UK and abroad with reference to the death penalty. Exploring the work of prison reformers and the need for reform.	Wider knowledge and understanding on key example of forgiveness in light of recent terrorist attacks and discrimination. Deepened empathy and understanding of alternative beliefs and practices.
Assessment	• Regular key words tests • Every fifth lesson a knowledge check assessment. • Time for learners to summarise and revisit	• Regular key words tests • Every fifth lesson a knowledge check assessment. • Time for learners to summarise and revisit	• Regular key words tests • Every fifth lesson a knowledge check assessment. • Time for learners to summarise and revisit	• Regular key words tests • Every fifth lesson a knowledge check assessment. • Time for learners to summarise and revisit	• Regular key words tests • Every fifth lesson a knowledge check assessment. • Time for learners to summarise and revisit previous	• Regular key words tests • Every fifth lesson a knowledge check assessme nt. • Time for learners to summarise

	previous learning. • End of unit GCSE style assessment.	previous learning. • End of unit GCSE style assessment.	previous learning. • End of unit GCSE style assessment.	previous learning. • End of unit GCSE style assessment.	learning in preparation for year 10 mock assessments. • Year 10 mock examinations.	and revisit previous learning. • End of unit GCSE style assessment.