



Bishop Milner Catholic College Year [13] CURRICULUM PLAN for [Religious Education]



The curriculum for this stage of students' education has been designed to develop and deepen a range of knowledge and understating of religious practices, to appreciate how religious texts influence beliefs, practices, and social response today. To explore philosophical questions and moral issues fundamental to the human experience and to be able to present a considered reflecting religious and humanist perspectives. To develop student knowledge and understanding of current Catholic social and moral teachings. Our aim is to build on and further develop the student's analytical and evaluative skills and to embed the use of sources of wisdom and authority in extended writing and development of argument.

Covenant with Creation

- Catholic teaching on responsibility towards creation
- What needs to be our response to environmental issues
- Consequences of environmental change- poverty, migration, food supplies

Half Term 2

Justice issues- Catholic Social Teaching- human dignity, dignity of workers- business ethics, Human rights- modern slavery/human trafficking, racism, Freedom of Expression- morality of the cancel culture- contrary to Christian teachings of forgiveness and reconciliation? how the Church responds- global solidarity

Half Term 3 Justice and Equality

- Catholic teaching on equality and respect for all
- Racism, sexism, ageism, ableism
 - Social inequality
 - Church responses to injustice in society around the world

HALF TERM 4:

Love and relationships – CS Lewis; the 4 loves, what does the Bible say about sex and relationships, homosexuality, gender identity, objectification of women. Encyclical- the Joy of Love

Half Term 5 Leaders of the Future- the Christian model of leadership

- What is the Christian model of leadership?
- How should faith, Christian moral values impact leadership in work and other aspects of life?
- Who are the emerging Christian leaders ?

EXAMS

Embedding this knowledge can be supported at home by; discussion of key questions and issues raised in lessons, independent reading relating to social and moral issues, watch related film, TV programmes, theatre or museums trips, visit religious sites or participate in religious ceremonies, follow relevant organisations on social media.