



**GCSE Religious Studies AQA Specification B 2016**  
Planning Calendar: Catholic Christianity, Judaism  
and Perspectives on Faith



### Planner at a glance

Term		Area of Study
Summer	Y9	<b>Component 1: Catholic Christianity</b> Section 1: Introduction and Creation
Autumn	Y10	<b>Component 1: Catholic Christianity</b> Section 2: Incarnation Section 3: The Triune God Section 4: Redemption
Spring	Y10	<b>Component 1: Catholic Christianity</b> Section 5: Church Section 6: Eschatology
Summer	Y10	<b>Component 2: Judaism</b> Section 1: Beliefs and Teachings Section 2: Practices
Autumn	Y11	<b>Component 2: Perspectives on Faith</b> Theme 1: Religion, relationships and families Theme 2: Religion, peace and conflict
Spring	Y11	<b>Revision</b>
Summer	Y11	<b>Revision and examinations x2</b>

## Full Planner

<b>Year 9</b> <b>Summer</b>	<b>Component 1</b>
	<p><b>Introduction to Religious Studies GCSE</b></p> <p>Outline of the structure of the course including 2 examinations at the end:</p> <ul style="list-style-type: none"><li>• Catholic Christianity (50%) – Paper 1</li><li>• Judaism (25%) – Paper 2</li><li>• Perspectives on Faith (25%) – Paper 2</li></ul> <p><b>Believing in God</b></p> <p>The students will be introduced to the course by exploring key issues including:</p> <ul style="list-style-type: none"><li>• <b>Arguments for the Existence of God</b></li><li>• <b>The Nature of God</b></li><li>• <b>Challenges to the existence of God</b></li></ul> <p>Lesson 1: Introduction to GCSE RE (course, assessment, exams, content and plan) Lessons 2-3: Arguments for the existence of God Lessons 4-5: Why some people don't believe in God's existence Lessons 6-7: The Design and Cosmological arguments</p> <p><b>Topic 1: Creation</b></p> <p><b>Overview:</b></p> <p>Students explore the Catholic understanding of creation, particularly the notions of God as creator, humanity as the image of God and the role of humanity as stewards of creation. Students also explore the basis for these beliefs in scripture and their expression both in the visual arts and in the increasing agency of the Church in tackling global concerns about the environment, as well as different Christian understandings of the account of creation in Genesis 1 and 2 and the Catholic understanding of the harmony between science and religion. Although the material is set out in separate sections, all parts are linked and students may draw ideas together in any way they wish in response to the set questions.</p> <p><b>Forms of expression – art</b></p> <p>The meaning and significance of Michelangelo's <i>Creation of Adam</i>. How it reflects Catholic beliefs about God as creator and the creation of humanity in the image of God. How its meaning and significance contrasts with one other Christian</p>

artistic expression of creation.

### **Beliefs and teachings**

The nature of God expressed in Genesis 1 and 2: God as creator, God as transcendent and omnipotent; the significance of these beliefs for Catholics.

The meaning and significance of the belief that human beings are made in the image of God.

The influence of this on Catholic views about: free will, stewardship, the dignity of human beings and the sanctity of life.

### **Sources of authority**

#### **Scripture**

The origin of the Bible, its structure and key literary forms, including law, history and prophecy.

The meaning and significance of Catholic understanding of inspiration and of the Bible as the revealed Word of God.

Issues concerning the literary type of the Genesis creation accounts and different Christian understandings of their significance.

#### **Tradition**

Natural law, including how belief in the goodness of creation leads to Catholic understanding of natural law and how belief in natural law influences Catholic views about the sanctity of life.

#### **Magisterium**

The influence of the Second Vatican Council on Catholic views of the harmony between science and religion, e.g. *Gaudium et Spes* 36.

#### **Practices**

Care for the environment as an expression of the requirement to 'love our neighbour' in concrete terms.

The meaning of stewardship and of different ways in which Catholics might carry out their duty to be stewards at a local national and global level. The meaning and significance of CAFOD's work on sustainability as an expression of Catholic beliefs about the goodness of creation.

	<p>Lessons 1-2: How Christian belief in creation is expressed through art</p> <p>Lessons 3-5: The nature of God and humanity through the Creation Story (Genesis 1 and 2)</p> <p>Lessons 6-7: The Bible as the Word of God</p> <p>Lessons 8-9: Revision lesson and Assessment</p> <p>Lessons 10-11: Evaluation and intervention using PLCs</p> <p>Lessons 12-13: Natural law and views on the sanctity of life</p> <p>Lessons 14-15: Vatican II and the relationship between science and religion</p> <p>Lesson 16-18: The Environment, Stewardship, Cafod and sustainability</p>
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<b>Year 10</b>	<b>Component 1: Catholic Christianity</b>
<b>Autumn</b>	Topic 2: Incarnation
	<p><b>Forms of expression – symbol and incarnation</b></p> <p>The religious significance and relevance of the following Christian symbols: Icthus (fish), Alpha and Omega, Chi-Rho.</p> <p>How belief in the incarnation has influenced Catholic views about religious art and imagery.</p> <p>The meaning and significance for Catholics of one sculpture or statue of Jesus and different Christian views about sculptures, statues or images of Jesus.</p> <p><b>Beliefs and teachings</b></p> <p>The meaning and scriptural origins of the belief in Jesus as the incarnate Son (Luke 1:26–38 and Matthew 1:18–24) and divine Word (John 1:1–4.14).</p> <p>Jesus as both fully human and fully God, including the meaning and significance of:</p> <p style="padding-left: 40px;">Jesus as ‘Son of Man’ (Mark 8:31)</p> <p style="padding-left: 40px;">Jesus as ‘Son of God’ (Mark 14:61–62).</p> <p><b>Sources of authority</b></p> <p><b>Scripture</b></p> <p>Jesus as the fulfilment of the law, a model of virtues and authoritative source for moral teaching as exemplified in the Beatitudes (Matthew 5:1–12) and in his teaching on how Christians should respond to those in need (Matthew 25:31–46).</p> <p><b>Tradition</b></p>

	<p>The meaning and significance of ‘the glory of God is a human being, fully alive’ from the writings of Irenaeus (<i>Adversus Haereses</i>, 4,20,7).</p> <p><b>Magisterium</b></p> <p>The similarities and differences in the understanding of the incarnation as presented in <i>Dei Verbum</i> 4 and <i>Verbum Domini</i> 12.</p> <p><b>Practices</b></p> <p>The meaning and significance of grace and the sacramental nature of reality, including how a belief in the incarnation leads to these beliefs.</p> <p>The names of the seven sacraments and Catholic beliefs about their effects on the sanctification of life.</p> <p>The meaning and significance of the influence of <i>imago dei</i> on Catholic practice in terms of protection of the unborn, with reference to Luke 1:44.</p> <p>Lessons 1-2: How the Incarnation is expressed through symbolism, art and imagery  Lessons 3-4: Jesus as human and divine  Lesson 5: Jesus through the Beatitudes and the Last Judgement  Lesson 6: Irenaeus: ‘The glory of God is a human being, fully alive’  Lesson 7: the Incarnation as presented in <i>Dei Verbum</i> 4 and <i>Verbum Domini</i> 12  Lessons 8-9: Grace, Sacraments and protecting the unborn  Lessons 10-11: Revision lesson and Assessment  Lesson 12: Evaluation and intervention using PLCs</p>
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<p><b>Year 10</b></p> <p><b>Autumn</b></p>	<p><b>Component 1: Catholic Christianity</b></p> <p>Topic 3: The Triune God, mission and prayer</p>
	<p><b>Forms of expression – music and the glory of God</b></p> <p>The use of different styles of music in worship including psalms, plainchant, traditional hymns, contemporary worship songs and their influence.</p> <p>Mass settings used in liturgy, their significance and influence.</p> <p>Eucharistic acclamations: the Gloria, Alleluia, Sanctus and Mystery of Faith.</p> <p><b>Beliefs and teachings</b></p> <p>One God as a Trinity of persons: Father, Son and Holy Spirit as expressed in the Nicene Creed; the scriptural origins of this belief: Deuteronomy 6:4,</p>

Matthew 3:16–17, Galatians 4:6.

How belief in the Trinity has influenced Christian interpretations of Genesis 1:1–3.

The significance and influence of belief in the Trinity in Catholic life today, including an understanding of mission and evangelism as a work of the Spirit presented in Benedict XVI's *Deus Caritas Est* 19.

### **Sources of authority**

#### **Scripture**

Christian understanding of God as a Trinity of persons with reference to Mark 1:9–11 and Galatians 4:6–7.

#### **Tradition**

St Augustine and Catherine LaCugna on the intimacy of God's love; similarities and differences.

#### **Magisterium**

The meaning and significance of conciliar magisterial authority, including its influence on Catholic doctrine of the Trinity with reference to the Councils of Nicaea (AD 325) and Constantinople (AD 381).

#### **Practices**

The meaning and significance of Baptism as a sign of initiation and participation in the life of God, Father, Son and Spirit.

The significance of prayer as a 'raising of the heart and mind to God', including contrasting features of traditional and spontaneous prayers.

How prayer and posture are linked in Christian worship.

Lessons 1-2: Music in worship

Lessons 3-4: One God as Trinity

Lesson 5: Christians and the Trinity

Lesson 6: The intimacy of God's love: St Augustine and Catherine LaCugna

Lessons 7: Magisterial Authority

Lesson 8-9: Baptism, prayer and worship

Lessons 10-11: Revision lesson and Assessment

Lesson 12: Evaluation and intervention using PLCs

<p><b>Year 10</b></p> <p><b>Autumn</b></p>	<p><b>Component 1: Catholic Christianity</b></p> <p>Topic 4: Redemption – ransomed, healed, restored, forgiven</p>
	<p><b>Forms of expression – architecture and design</b></p> <p>How the architecture, design and decoration of Catholic churches reflect Catholic beliefs and facilitate worship.</p> <p>How the lectern, altar, crucifix and tabernacle express different aspects of the mystery of redemption and facilitate worship.</p> <p>How contrasting architecture and artefacts within a church emphasise different aspects of Catholic belief both for individuals and as a community of believers including table or altar, a plain cross, crucifix or ‘risen Christ’.</p> <p><b>Beliefs and teachings</b></p> <p>The death of Jesus understood as restoration through sacrifice; the resurrection understood as restoration through recreation; the ascension understood as restoration of the cosmic order.</p> <p>The significance of each event in the story of redemption.</p> <p>Contrasting Christian views on ‘salvation’ (past, present or future) and grace.</p> <p>How far the story of redemption has influenced Catholic understanding of the liturgy.</p> <p><b>Sources of authority</b></p> <p><b>Scripture</b></p> <p>Identification and understanding of redemption themes in Mark 15:21–39 and John 20:1–18, Acts 1:6–11 and 2:1–4.</p> <p><b>Tradition</b></p> <p>A comparison of salvation metaphors in Irenaeus and Anselm.</p> <p><b>Magisterium</b></p> <p>The meaning and significance of the conscience as the Voice of God and as a guide for the redeemed with reference to Gaudium et Spes 16 and the Catechism of the Catholic Church. Different Christian understandings of the</p>

	<p>conscience and its value as a guide.</p> <p><b>Practices – Eucharist and redemption</b></p> <p>The Mass as the ‘source and summit’ of Christian life including the meaning and significance of the Eucharist for Catholics and other Christian denominations.</p> <p>Understanding how the Words of Institution, the Agnus Dei, the ‘Real Presence’ and ‘the sacrifice of the Mass’ are linked. How belief in the ‘real presence’ influences Eucharistic adoration.</p> <p>Lessons 1-2: Catholic churches as a reflection of belief and practice  Lessons 3-4: The resurrection as redemption, salvation and grace  Lesson 5: Redemption in the Gospels  Lesson 6: Salvation in Irenaeus and Anselm  Lesson 7: Conscience as the ‘Voice of God’  Lessons 8-9: Mass and the Eucharist  Lessons 10-11: Revision lesson and Assessment  Lesson 12: Evaluation and intervention using PLCs</p>
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<p><b>Year 10</b> <b>Spring</b></p>	<p><b>Component 1: Catholic Christianity</b> Topic 5: Church and the Kingdom of God</p>
	<p><b>Forms of expression – drama and the faith journey</b></p> <p>How ‘dramatised prayer’, including the Stations of the Cross, reflects Catholic beliefs about the Church as a people of God on a sacred journey of service.</p> <p>Pilgrimage as dramatised journey: the meaning and significance of pilgrimage to holy sites including Jerusalem, Rome, Walsingham and Lourdes.</p> <p>How Catholic understandings of mission and evangelism are expressed in drama and the influence of such drama.</p> <p><b>Beliefs and teachings</b></p> <p>The meaning and significance of the ‘Reign’ or ‘Kingdom’ of God as expressed in the Lord’s Prayer (Matthew 6:9–13).</p> <p>Understanding of Catholic teaching on justice, peace and reconciliation as signs of the Kingdom.</p> <p>Understanding the hierarchy of the Church and its consultative nature as</p>

reflected in the Second Vatican Council, including an outline of the history of the Council, the four key documents and their themes.

### **Sources of authority**

#### **Scripture**

The meaning and significance of Mary as model of discipleship in the Church:  
Luke 1:46–55 the Magnificat as a controversial Kingdom prayer.

#### **Tradition**

Identification and meaning of the four marks of the Church: one, holy, Catholic and apostolic; how belief in ‘apostolic succession’ leads to a Catholic understanding of the magisterium.

#### **Magisterium**

The nature of the magisterium both conciliar and pontifical.

The role of the magisterium in providing Catholic social teaching in  
*Gaudium et Spes* 1 and *Evangelii Gaudium* 53–54.

#### **Practices – Church as Body of Christ**

How the command to love our neighbour in concrete ways is expressed in the works of Catholic agencies, locally, nationally and globally: the work of two agencies should be studied, one working locally, the other working nationally and globally.

How Kingdom values have influenced the ways in which vocation is understood in Catholicism whether through priesthood, family, religious life or community.

How belief in justice, peace and reconciliation is expressed in the life of one important Catholic figure.

Lessons 1-2: Faith through drama and pilgrimage

Lessons 3-4: Kingdom of God, justice and Church authority

Lesson 5: Mary as a model of discipleship

Lesson 6: Magisterium and social teaching

Lesson 7: One, holy, catholic and apostolic Church

Lessons 8-9: Neighbour, vocation and role models

Lessons 10-11: Revision lesson and Assessment

Lesson 12: Evaluation and intervention using PLCs

<p><b>Year 10</b> <b>Spring</b></p>	<p><b>Component 1: Catholic Christianity</b> Topic 6: Eschatology: Christian life, death and eternity</p>
	<p><b>Forms of expression – artefact and eschatology</b></p> <p>The features and Christian significance of the Paschal candle as an artefact of Resurrection.</p> <p>Michelangelo’s <i>The Last Judgement</i>; the meaning and significance of its religious themes.</p> <p>How different Christian beliefs about life after death are expressed in different forms of memorial expression, e.g. tombstones, monuments and remembrance gardens.</p> <p><b>Beliefs and teachings</b></p> <p>Catholic beliefs about eschatology and life after death; resurrection, including how the resurrection of Jesus has influenced Christian eschatology with reference to 1 Corinthians. 15:42–44.</p> <p>The four last things: death, judgement, heaven and hell.</p> <p>Catholic beliefs about purgatory and the difference between particular and final judgement.</p> <p>The meaning and significance of different Christian beliefs about life after death.</p> <p><b>Sources of authority</b></p> <p><b>Scripture</b></p> <p>The religious significance of the story of the Rich Man and Lazarus (Luke 16:19–31).</p> <p><b>Tradition</b></p> <p>The meaning and significance of the idea of the cosmic reconciliation of all things with reference to Mother Julian of Norwich, Revelations of Divine Love 32.</p>

	<p><b>Magisterium</b></p> <p>The importance of the Second Vatican Council for a Catholic understanding of eschatology, with particular reference to <i>Lumen Gentium</i> 48 and Catechism of the Catholic Church 1037.</p> <p><b>Practices – liturgies of life and death</b></p> <p style="padding-left: 40px;">Identification and understanding of ‘the last rites’ as sacramental expression of reconciliation, healing and hope.</p> <p style="padding-left: 40px;">Understanding and evaluation of the ways in which the prayers and actions of the funeral rite are influenced by Catholic beliefs about life after death.</p> <p>Evaluate the influence of 'the sanctity of life' on Catholic views about the care of the dying and euthanasia.</p> <p>Lessons 1-2: Belief through the Paschal Candle, <i>The Last Judgement</i> and memorial expression</p> <p>Lessons 3-4: Death, Judgement, Heaven and Hell</p> <p>Lesson 5: The Rich Man and Lazarus</p> <p>Lesson 6: Julian of Norwich – cosmic reconciliation</p> <p>Lesson 7: Vatican II and eschatology</p> <p>Lessons 8-9: Preparing for death and care of the dying</p> <p>Lessons 10-11: Revision lesson and Assessment</p> <p>Lessons 12: Evaluation and intervention using PLCs</p>
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<b>Year 10</b>	<b>Component 2: Perspectives on Faith</b>
<b>Summer</b>	<b>Section A: Judaism</b>
	<p><b>Beliefs and teachings</b></p> <p><b>Key beliefs</b></p> <p style="padding-left: 40px;">The nature of God:</p> <p style="padding-left: 80px;">God as one</p> <p style="padding-left: 80px;">God as Creator</p> <p style="padding-left: 80px;">God as Law-Giver and Judge, loving and merciful.</p> <p style="padding-left: 40px;">The divine presence (Shekhinah).</p> <p style="padding-left: 40px;">Beliefs about life after death, including judgement and resurrection.</p> <p style="padding-left: 40px;">The nature and role of the Messiah, including different views on the role</p>

and importance of the Messiah.

### **The Covenant and the mitzvot**

The promised land and the Covenant with Abraham, Genesis 12:1–3.

The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments, Exodus 20:1–17.

Key moral principles including justice, healing the world, charity and kindness to others.

The importance of the sanctity of human life, including the concept of 'saving life' (Pikuach Nefesh).

The relationship between free will and the 613 mitzvot.

Mitzvot between man and God, and mitzvot between man and man, including different views about their importance.

### **Practices**

#### **The synagogue and worship**

The synagogue and its importance.

The design and religious features of synagogues including reading platform (bimah), ark (aron hakodesh), ever burning light (ner tamid) and associated practices; differences between Orthodox and Reform synagogues.

Public acts of worship including:

synagogue services in both Orthodox and Reform synagogues  
the significance of prayer, including the Amidah, the standing

prayer.

Shabbat in the home and synagogue and its significance.

Worship in the home and private prayer.

The written law (Tenakh) and the oral law (Talmud), and their study, use and significance in daily life.

#### **Family life and festivals**

##### **Rituals and their significance:**

ceremonies associated with birth including Brit Milah.

Bar and Bat Mitzvah

the marriage ceremony

mourning rituals.

	<p>Dietary laws and their significance, including different Jewish views about their importance:</p> <p style="padding-left: 40px;">kosher and trefah</p> <p style="padding-left: 40px;">separation of milk and meat.</p> <p><b>Festivals and their importance for Jews in Great Britain today, including the origins and meaning of:</b></p> <p style="padding-left: 40px;">Rosh Hashanah and Yom Kippur</p> <p>Pesach.</p> <p>Lessons 1-2: Jewish and Christian beliefs in one God and creator, Law-Giver, Judge, loving and merciful</p> <p>Lessons 3-4: Shekhinah, life after death and Messiah</p> <p>Lessons 5-6: Covenant and moral principles</p> <p>Lessons 7-8: Sanctity of life and the mitzvot</p> <p>Lessons 9-10: The synagogue, prayer, worship and law</p> <p>Lessons 11-12: Jewish rituals and their importance</p> <p>Lessons 13-14: Jewish festivals and their importance</p> <p>Lessons 15-16: Revision lesson and Assessment</p> <p>Lesson 17: Evaluation and intervention using PLCs</p>
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<b>Year 10</b>	<b>Revision</b>
<b>Summer</b>	
	<p>In preparation for the end of year examination, students should be given the opportunity to prepare through revision lessons in the classroom. How many lessons will depend on curriculum time constraints.</p> <p>Then, following the examination, there should be time to evaluate and intervene using PLCs.</p> <p>It is recommended to use 2-4 lessons for revision and 2 lessons for evaluation and intervention.</p>

<b>Year 11</b>	<b>Component 2: Perspectives on Faith</b>
<b>Autumn</b>	<b>Section B: Themes</b>

## **Theme A: Religion, relationships and families**

Students should study the following dialogues.

### **Dialogue 1: Relationships and the human condition – love and sexuality: communion and complementarity**

#### **Key ideas**

Foundational biblical understanding of human beings as sexual, male and female.

The meaning and significance of Catholic teaching about the nature and purpose of sexual love as marital, unitive and procreative.

Key features of John Paul II's *Theology of the Body*.

#### **Contrasts or links**

Different perspectives, Christian and non-religious (such as atheist or humanist) in contemporary British society on these issues including sex before marriage, adultery and homosexuality.

### **Dialogue 2: Perspectives on relationships – marriage, cohabitation, divorce and separation**

#### **Key ideas**

Foundational conditions of a valid marriage in the Catholic Church.

The nature of marriage and the marriage vows.

Catholic guidelines on annulment, divorce and remarrying.

#### **Contrasts or links**

Different perspectives, Christian and non-religious (such as atheist or humanist) in contemporary British society on these issues including cohabitation and the extension of marriage laws to same sex couples.

Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.

### **Dialogue 3: Families and responsibilities – roles of men, women and children within the family**

#### **Key ideas**

Catholic approaches to family planning.

	<p>Catholic views on the nature and purpose of the family in the 21<sup>st</sup> century, including procreation; security and education of children; the roles and responsibilities within the family of men and women (Ephesians 5:21–6.4).</p> <p>Catholic teaching on the dignity of work within the home.</p> <p><b>Contrasts or links</b></p> <p>Different perspectives, Christian and non-religious (such as atheist or humanist) in contemporary British society on these issues including the use of artificial contraception and the rights of same-sex parents and single people to have children.</p> <p><b>Dialogue 4: Gender, equality and discrimination – equality of women and men</b></p> <p><b>Key ideas</b></p> <p>Foundational equality of women and men in biblical tradition.</p> <p>Catholic teaching on the equality of women and men.</p> <p>Gender prejudice and discrimination, including examples; key features of Catholic opposition to gender prejudice and discrimination.</p> <p><b>Contrasts or links</b></p> <p>Different perspectives, Christian and non-religious (such as atheist or humanist) in contemporary British society on these issues including the view that treating men and women equally means treating them the same.</p> <p>Lesson 1-3: British society and sexual relationships; Catholic teaching on the body and sexual relationships</p> <p>Lessons 4-6: British society and marriage, cohabitation, divorce and separation; Catholic teaching on marriage, annulment, divorce and remarriage</p> <p>Lessons 7-9: British society and family life; Catholic teaching on family life</p> <p>Lesson 10-12: British society and the equality of men and women; Catholic teaching on gender and equality</p> <p>Lesson 13-14: Revision lesson and Assessment</p> <p>Lesson 15: Evaluation and intervention using PLCs</p>
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<p><b>Year 11</b></p> <p><b>Autumn</b></p>	<p><b>Component 2: Perspectives on Faith</b></p> <p><b>Section B: Themes</b></p>
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**Theme B: Religion, peace and conflict**

Students should study the following dialogues.

**Dialogue 1: Christian perspectives on human violence, justice, forgiveness and reconciliation****Key ideas**

Biblical perspectives on violence as a feature of the human condition including bullying.

The concepts of forgiveness and reconciliation; teachings of Jesus in the New Testament about forgiveness and reconciliation, including John 14:27.

The concept of justice; Catholic perspectives on the relationship between justice and human dignity.

**Contrasts or links**

Different perspectives, Christian and non-religious (such as atheist or humanist) in contemporary British society on these issues including anger (including 'righteous anger') as a response to injustice and violent protest as a response to injustice.

**Dialogue 2: Christian perspectives on societal war and just war****Key ideas**

The meaning and significance of the Just War theory.

Catechism of the Catholic Church 2309.

Catholic attitudes to nuclear war and the use of weapons of mass destruction.

Catholic views regarding consequences of modern warfare: civilian casualties, refugees and environmental damage.

**Contrasts or links**

Different perspectives, Christian and non-religious (such as atheist or humanist) in contemporary British society on these issues including nuclear deterrence (including different Catholic views), nuclear war and the use of weapons of mass destruction.

**Dialogue 3: Holy war and pacifism**

**Key ideas**

Religion and belief as a reason for war and violence; the idea of Holy War.

Old Testament biblical perspectives on war.

The role of religion in 21<sup>st</sup> century conflicts, including responses to the victims of war.

**Contrasts or links**

Different perspectives, Christian and non-religious (such as atheist or humanist) in contemporary British society on these issues including pacifism, Catholic beliefs about pacifism, and pacifism as a developing theme in Papal teaching.

**Dialogue 4: Christian perspectives on terrorism and Christian initiatives in conflict resolution and peace making****Key ideas**

Biblical and contemporary Catholic perspectives on terrorism as a mode of conflict.

Catholic views on the use of torture.

Catholic views about radicalisation and martyrdom.

Catholic perspectives on conflict resolution and peacemaking, including biblical perspectives.

**Contrasts or links**

Different perspectives, Christian and non-religious (such as atheist or humanist) in contemporary British society on these issues.

The work of two Christian organisations active in conflict resolution and peacemaking and examples of nonviolent resistance from within and beyond the Catholic tradition.

Lesson 1-3: British society and violence and justice; Catholic teaching on violence, forgiveness, reconciliation and justice

Lessons 4-6: British society and nuclear technology and WMDs; Catholic teaching on Just War, nuclear and WMDs and consequences of modern warfare

Lessons 7-9: British society and pacifism; Catholic teaching on Holy War and pacifism

Lesson 10-11: British society and terrorism, conflict resolution and peace making

Lesson 12-13: Catholic teaching on terrorism, use of torture, radicalisation and martyrdom and conflict resolution and peace making including the work of 2 Christian organisations

Lessons 14-15: Revision lesson and Assessment

	Lesson 16: Evaluation and intervention using PLCs
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<b>Year 11</b>	<b>Mock Examination Revision</b>
<b>Winter</b>	
	<p>In preparation for the mock examination, students should be given the opportunity to prepare through revision lessons in the classroom. How many lessons will depend on curriculum time constraints.</p> <p>Then, following the examination, there should be time to evaluate and intervene using PLCs.</p> <p>It is recommended to use 2-4 lessons for revision and 2 lessons for evaluation and intervention.</p>

<b>Year 11</b>	<b>Final Examination Revision</b>
<b>Spring</b>	
	<p>It is anticipated that the main teaching of the course will be completed by the end of the Autumn Term in Year 11. The Spring Term and into the Summer Term should be given over to examination preparation and revision.</p> <p>Following the mock examinations, there should be time to evaluate and intervene using PLCs. The PLCs and SmithProformas should be used to enable students to focus on areas of weakness as identified in the mocks.</p>