

# Religious Education Overview

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p><b><u>Creation and covenant</u></b></p> <p>This unit introduces pupils to the Catholic understanding of God as Creator and the unfolding of God’s relationship with humanity through covenant. It builds the foundations for biblical literacy, Catholic theology, and moral formation across Key Stage 3. Pupils explore Genesis as a theological text revealing truths about God, creation, and humanity. They learn that God creates freely, lovingly, and purposefully, and that humans are made in the image and likeness of God, possessing inherent dignity and responsibility. The unit emphasises stewardship and care for creation as part of Catholic Social Teaching, and the goodness, order, and harmony of creation. Pupils study covenant as a binding, loving relationship initiated by God. They examine the major Old Testament covenants: Noah, which expresses renewal and God’s promise to creation; Abraham, which centres on faith, promise, and blessing; and Moses, where the Law shapes the identity of God’s people. They learn that covenant requires a human response and prepares for the New Covenant fulfilled in Christ. The unit develops pupils’ understanding of how Catholics</p>	<p><b><u>Creation and covenant</u></b></p> <p>In Year 8, learners explore a rich and engaging programme of study that helps them understand faith, morality, and the human experience through the lens of Catholic Christianity. Our curriculum supports the Welsh Curriculum’s vision of developing ethical, informed citizens, healthy, confident individuals, and ambitious, capable learners. Learners begin the year by examining the themes of creation, covenant, rules, and conscience. They explore why communities need shared expectations and how personal conscience guides moral decision-making. This supports the Welsh Curriculum’s focus on helping learners understand their place in society, the importance of responsibility, and how beliefs shape human behaviour. Across all units, learners develop skills in critical thinking, textual interpretation, ethical reasoning, and reflective</p>	<p><b><u>Creation and covenant</u></b></p> <p>In Year 9, learners deepen their understanding of faith, morality, and the human experience through a series of rich and thought-provoking units. The curriculum supports the Welsh Curriculum’s aim of developing ethical, informed citizens who can reflect on their values, understand different perspectives, and contribute positively to society.</p> <p>Learners begin the year by exploring what it means to be made in the image of God, linking this belief to the sanctity of life. They examine a range of ethical issues— including IVF and other modern medical questions— developing their ability to think critically, evaluate arguments, and understand how beliefs shape moral choices. This supports the Humanities and Health and Well-being Areas of Learning and Experience by encouraging thoughtful ethical reasoning and respect for human dignity.</p>	<p><b><u>Catholic Christianity</u></b></p> <p>This theme gives learners a clear overview of core Catholic beliefs and how these beliefs shape real-life action. It covers Catholic teachings about God as creator and all-powerful, the Trinity as Father, Son and Holy Spirit, and key beliefs about Jesus’ life, mission, and role in salvation. Learners also explore Catholic ideas about the soul, human nature, and the importance of foundational statements of faith such as the Nicene Creed and the Lord’s Prayer, along with the role of the Bible, papal encyclicals, and the Catechism in guiding belief. The theme then focuses on Catholic belief in action, including supporting the poor, giving generously, and living out faith through practical service. Learners study modern examples of Catholic community work and activism and examine how CAFOD puts Catholic teaching into practice through its global work for justice and poverty relief. This theme helps learners understand Catholic beliefs about the meaning of life, life after death, and the practices surrounding mourning and funerals. It explores the Catholic view that life’s purpose</p>	<p><b><u>Catholic Beliefs</u></b></p> <p>This theme introduces learners to how Catholics understand the Bible and the afterlife, showing that the Bible is viewed as the inspired Word of God but also as a collection of writings shaped by context, audience, and author intention. Learners explore how scripture is used for guidance, worship, and ceremonies, and how Catholics interpret it through literal, symbolic, conservative, or mythic approaches alongside other authorities such as conscience, the Magisterium, Natural Law, and civil law. The theme also helps learners understand Catholic beliefs about life after death, based on Jesus’ teachings and the Resurrection, including judgement and responsibility, the resurrection of the body, and the realities of Heaven, Hell, and Purgatory.</p>

	<p>read Scripture, including inspiration, truth, literary forms, symbolism, and the role of Scripture in worship, prayer, and moral life. Pupils build disciplinary skills such as interpreting biblical texts using context and symbolism, using accurate theological vocabulary, connecting Scripture to doctrine and lived Catholic practice, and reflecting on moral implications such as stewardship, trust, and community. Links to Catholic life include human dignity, the call to care for creation (including themes from Laudato Si'), the Church as a covenant community, and prayer and liturgy that celebrate God's creative love. By the end of the unit, pupils should be able to explain Catholic beliefs about creation and covenant, interpret key biblical passages with understanding, make links between Scripture, doctrine, and moral action, and reflect on their responsibilities toward creation and community.</p>	<p>discussion, supporting the Welsh Curriculum's commitment to nurturing thoughtful, compassionate young people who can contribute positively to their communities.</p>		<p>includes worshipping God, loving others, following Natural Law, and growing spiritually. Learners examine the foundations of Catholic belief in life after death, including teachings about heaven, hell, resurrection, and purgatory, and how these shape Catholic hope and moral choices. The theme also looks at why mourning and funeral practices matter in Catholicism—honouring the dead, giving thanks for their life, expressing faith in eternal life, and using symbols to show the link between this world and the next. Key practices such as the vigil, requiem mass, funeral service, hymns, prayers, and the offering of Mass for the deceased help Catholics express grief, faith, and community support.</p>	
Autumn 2	<p><b><u>Prophecy and Promise</u></b> This unit introduces pupils to the role of the prophets in the Old Testament and how their message forms part of God's unfolding plan of salvation. Pupils explore how God speaks through the prophets to call His people back to faithfulness, to challenge injustice, and to offer hope for the future. They learn that prophecy in the biblical sense is not fortune-telling but a Spirit-inspired</p>	<p><b><u>Prophecy and Promise</u></b> In this Unit learners study key Old Testament prophecies, considering how these messages offered hope, challenge, and guidance to the people of Israel. They explore how themes of promise, judgement, and fulfilment connect across Scripture. This develops</p>	<p><b><u>Prophecy and Promise</u></b> This unit of study explores the holy women of the Bible, exploring how their courage, faith, and leadership can inspire those who face oppression today. This unit helps learners recognise the importance of justice, resilience, and hope, linking closely to the Welsh</p>	<p><b><u>Catholic Christianity</u></b> This theme helps learners understand how Catholics express identity and belonging, and how Catholic beliefs shape moral decision-making in contemporary society. It explores the importance of belonging to a worshipping community, sharing a common purpose, and expressing Catholic identity through practices such as pilgrimage to places like Lourdes</p>	<p><b><u>Catholic Beliefs</u></b> This theme helps learners understand what the Catholic Church is and why Mary holds a special place in Catholic belief. The Church is described as one, holy, catholic, and apostolic, and is understood as both the Body of Christ and the People of God. Learners explore how views about salvation have developed over time, the role of the Pope as the</p>

<p>proclamation of God’s truth, rooted in covenant relationship and moral responsibility. The unit highlights how the prophets remind Israel of God’s promises and prepare the way for the coming of the Messiah. Pupils study key prophetic figures such as Isaiah, Jeremiah, and Micah, examining their historical context, their call narratives, and the central themes of their teaching. They explore messages of judgement, repentance, and restoration, and consider how the prophets confronted idolatry, oppression, and social injustice. The unit emphasises the prophetic vision of hope, including promises of a new covenant, a suffering servant, and a future king who will bring peace and justice. These promises are understood within Catholic teaching as pointing towards Jesus Christ, the fulfilment of the prophetic tradition. The unit also develops pupils’ understanding of how the Church continues the prophetic mission today through its teaching, witness, and commitment to justice. Pupils learn how Scripture is used in liturgy, especially during Advent, when prophetic texts prepare believers for the coming of Christ. They reflect on how Christians are called to act prophetically by speaking truth, defending human dignity, and working for the common good. Throughout the unit, pupils build skills in interpreting biblical texts, recognising symbolism</p>	<p>learners’ ability to interpret religious texts, think critically, and make connections across time—key skills within the Humanities AoLE.</p>	<p>Curriculum’s focus on understanding human rights, identity, and diverse experiences across time.</p>	<p>and St Peter’s Basilica, as well as through rites of passage including baptism, communion, and confirmation. Learners examine how Catholics make moral decisions by following divine commands, using Natural Law, drawing on teachings about love and forgiveness, and forming conscience. The theme also covers Catholic beliefs about judgement in the afterlife and how actions in this life have consequences. Finally, learners gain a basic understanding of the problem of evil, the difference between moral and natural evil, and how the Irenaean and Augustinian theodicies attempt to explain why suffering exists in a world created by a good and powerful God.</p>	<p>successor of Peter with the authority to make infallible statements, and how the Magisterium guides Catholic teaching through both papal and council decisions. The significance of the Second Vatican Council is also highlighted through its major documents that shaped modern Catholic practice. The theme then examines the veneration of Mary as Mother of God and a model for the Church, her sinless nature through the Immaculate Conception, and her role in intercessory prayer. Learners also explore Marian visions at places such as Lourdes, Knock, and the Welsh shrines of Cardigan and Penrhys, showing how Mary continues to inspire devotion and pilgrimage.</p>
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	<p>and imagery, and understanding the relationship between historical context and theological meaning. They use key vocabulary such as prophecy, Messiah, covenant, justice, repentance, and fulfilment. They learn to connect Old Testament prophecy with New Testament realisation, especially in the life and mission of Jesus. The unit concludes by considering how Christians today live out the prophetic call through faith, action, and witness. By the end of the unit, pupils should be able to explain the role and purpose of the prophets, interpret key prophetic texts, identify major themes of prophecy such as justice and hope, and make links between Old Testament promises and their fulfilment in Christ. They should also be able to reflect on how the prophetic mission continues in the life of the Church and in the call for Christians to work for justice and truth.</p>				
Spring 1	<p><u><a href="#">Galilee to Jerusalem</a></u></p> <p>This unit introduces pupils to the public ministry of Jesus as presented in the Gospels, focusing on His journey from Galilee to Jerusalem and the significance of this movement within salvation history. Pupils explore how Jesus proclaims the Kingdom of God through His teaching, miracles, parables, and actions, and how His identity is gradually revealed to His disciples</p>	<p><u><a href="#">Galilee to Jerusalem</a></u></p> <p>Learners are introduced to the journey of Jesus’ ministry, focusing especially on His outreach to those on the margins of society. They reflect on how Catholics today are called to follow His example through compassion, justice, and service. This unit strengthens learners’ understanding of</p>	<p><u><a href="#">Galilee to Jerusalem</a></u></p> <p>In this unit, learners consider the costs and rewards of discipleship, examining what it means to follow Jesus in both His time and today’s world. They explore holy orders and monastic life, gaining insight into vocation, service, and commitment. This supports the development of healthy,</p>	<p><u><a href="#">NEA – Relationships</a></u></p> <p>This theme explores how religions and non-religious worldviews understand relationships, how these perspectives compare, and the skills learners need to analyse sources and form justified judgements. It covers a range of relationship-based issues—such as marriage, divorce, contraception, cohabitation, same-sex relationships, interfaith marriage,</p>	<p><u><a href="#">Catholic Practices</a></u></p> <p>This theme introduces learners to how Catholic practices and special places express faith through the cycle of the Church year and the use of sacred spaces. The liturgical year unfolds the mystery of Christ, beginning with Advent’s preparation for the Incarnation, followed by Christmas and Epiphany, and continuing through Lent, Holy Week, and Easter, which</p>

<p>and to the crowds who follow Him. The unit highlights the growing tension between Jesus and the religious authorities, helping pupils understand why the journey to Jerusalem becomes a turning point that leads towards the Passion. Pupils study key episodes from Jesus' ministry in Galilee, including His calling of the disciples, His healing miracles, and His parables that reveal the nature of God's Kingdom. They learn how Jesus' actions demonstrate compassion, authority, and divine power, and how His teaching challenges people to conversion, forgiveness, and faith. As the narrative moves towards Jerusalem, pupils examine how Jesus prepares His followers for what lies ahead, including predictions of His suffering and death, and the growing opposition He faces. The unit also explores the symbolic and theological importance of Jerusalem as the centre of Jewish worship and the place where Jesus' mission reaches its fulfilment. Pupils consider how the Gospels present Jesus' final journey as purposeful and deliberate, revealing His obedience to the Father's will and His commitment to the salvation of humanity. They learn how this journey connects to Old Testament expectations of the Messiah and how it leads directly into the events of Holy Week. Throughout the unit, pupils develop skills in interpreting</p>	<p>ethical citizenship, empathy, and social responsibility, aligning closely with Health and Well-being and Humanities.</p>	<p>confident individuals who can reflect on purpose, responsibility, and the impact of personal choices.</p>	<p>gender roles, and religious upbringing—showing how different traditions and non-religious perspectives develop beliefs, teachings, and practices around them. Learners examine similarities and differences between religions, and between religious and non-religious views, while also considering how changing patterns of belief and developments in UK law shape contemporary attitudes to relationships. The theme also develops key skills: selecting or producing suitable sources to understand different viewpoints, using those sources to analyse and evaluate perspectives in order to reach a justified judgement, and reflecting on personal values and beliefs in a thoughtful and reasoned way.</p>	<p>celebrate repentance, sacrifice, and the Resurrection. Learners also explore the significance of the Ascension, Pentecost, and major solemnities such as Corpus Christi, St Peter and St Paul, the Assumption, and All Saints. The theme highlights why places of worship matter, examining key features of a Catholic church. It also introduces the purpose of pilgrimage in Wales and beyond, including visits to places. This theme focuses on how Catholics express their faith through religious life, symbols, and art. Learners explore different religious orders and how members follow the evangelical counsels with their challenges and benefits. They examine the work of contemplative and apostolic communities, along with the role of retreats and monastic life in supporting prayer and service. The theme also covers key Catholic symbols, and how art and statuary, including works like Michelangelo's <i>Creation of Adam</i> and <i>Pietà</i>, express core beliefs. Learners also consider the significance of Rosary beads as a form of prayer reflecting on the Incarnation, the Trinity, and devotion to Mary.</p>
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	<p>Gospel texts, recognising literary features such as parables, miracle stories, and narrative structure. They use key vocabulary including Kingdom of God, discipleship, miracle, parable, Messiah, and Jerusalem. They learn to connect Jesus' ministry to Catholic belief and practice, including the significance of the sacraments, the call to discipleship, and the Church's mission to continue Christ's work in the world. The unit concludes by reflecting on how Christians today respond to Jesus' call to follow Him. By the end of the unit, pupils should be able to describe key events in Jesus' ministry, interpret Gospel passages with understanding, explain the significance of Jesus' journey to Jerusalem, and make links between Jesus' actions and Catholic beliefs about salvation.</p>				
Spring 2	<p><b><u>Desert to Garden</u></b>  This unit explores the final days of Jesus' earthly life, focusing on the events of Holy Week and the Paschal Mystery. Pupils follow the movement from the desert, symbolising struggle, testing, and human weakness to the garden, symbolising new life, hope, and resurrection. They learn how the Gospels present Jesus' Passion, death, and resurrection as the fulfilment of God's saving plan and the heart of Christian faith. The unit helps pupils understand that these events are not simply historical</p>	<p><b><u>Desert to Garden</u></b>  Finally, pupils explore themes of suffering, forgiveness, and reconciliation, considering how Christians respond to difficult ethical questions. They examine how faith communities support healing and hope in times of challenge. This encourages learners to reflect on their own values, emotional understanding, and relationships—key elements of the Health and Well-being AoLE.</p>	<p><b><u>Education</u></b>  In this unit, learners explore the importance of education as a fundamental human right and investigate how access to schooling varies across the globe. This topic supports the Welsh Curriculum's aim of developing ethical, informed citizens who understand global inequality and can reflect on their role in creating a fairer world. Exploring Global Education Systems</p>	<p><b><u>Judaism</u></b>  This theme gives learners a clear overview of key Jewish beliefs, how those beliefs shape daily life, and how Jewish identity is expressed in contemporary society. It begins with core teachings about God as one, eternal, just, merciful, and the creator, along with beliefs about the Messiah, the Messianic Age, and the soul as a divine, rational, and free-willed part of each person. Learners explore the importance of the Shema, the covenants with Abraham and</p>	<p><b><u>Human Rights</u></b>  This theme helps learners understand how Catholic teaching shapes attitudes toward human rights, equality, and the use of wealth. It explores the Church's belief in the dignity of every human person and its commitment to promoting human rights, equality, and the common good through both teaching and practical action. Learners consider examples of conflict between personal religious conviction and national law, as well as the tension between freedom of religious expression, respect for</p>

<p>moments, but mysteries celebrated and made present in the life of the Church today. Pupils study key moments such as the Last Supper, the agony in the garden, the trials before the authorities, the crucifixion, and the resurrection appearances. They explore the meaning of Jesus' suffering and self-giving love, recognising how His obedience to the Father reverses the disobedience seen in earlier biblical narratives. The contrast between the desert and the garden becomes a way of understanding the journey from sin to redemption, from death to new life, and from despair to hope. Pupils learn how the resurrection transforms the disciples and becomes the foundation of Christian belief. The unit also examines how the Church remembers and celebrates these events through the liturgy, especially during the Triduum and Easter season. Pupils explore the symbolism of Holy Week rituals, the significance of the Eucharist as the memorial of Christ's sacrifice, and the meaning of baptism as participation in Christ's death and resurrection. They reflect on how Christians today are called to live in the light of the resurrection, embracing hope, forgiveness, and renewal. Throughout the unit, pupils develop skills in interpreting Gospel narratives, recognising symbolism, and understanding the theological meaning behind the events of Holy</p>		<p>Learners begin by researching different education systems from a range of countries, comparing school structures, opportunities, and expectations. They examine how factors such as geography, culture, economics, and government policy shape young people's experiences of schooling. This encourages learners to think critically, analyse information, and appreciate the diversity of educational models worldwide—key skills within the Humanities AoLE.</p> <p>The Right to Education A central focus of the unit is the question: "Do all humans have the right to an education?" Learners explore international agreements such as the Universal Declaration of Human Rights and consider why education is essential for dignity, opportunity, and participation in society. They reflect on how access to education links to wider issues such as poverty, gender equality, and human rights.</p> <p>Real-Life Case Studies Pupils investigate real examples where the right to education has been restricted or removed, including situations involving conflict, discrimination, child labour,</p>	<p>Moses, and how sacred texts such as the Torah, Tenakh, and Talmud guide Jewish life in both Orthodox and Reform traditions. The theme also examines Jewish belief in action through values such as <i>Gemilut Hasadim</i> (acts of kindness), helping the poor, and <i>Tikkun Olam</i> (repairing the world), with modern examples like Mitzvah Day showing how these teachings inspire community service. Learners then consider Jewish beliefs about the meaning of life—living the covenant, observing mitzvot, pursuing justice, and strengthening family and community—and explore Jewish teachings about the afterlife, including Gan Eden, Gehenna, resurrection, Olam Ha-Ba, and Sheol. Finally, the theme looks at Jewish identity today through pilgrimage to significant places, dress and dietary customs, and moral decision-making shaped by commandments, conscience, and the balance between good and harmful inclinations, as well as beliefs about divine judgement.</p>	<p>others, tolerance, censorship, and the dangers of extremism. The Mass is studied as a sign of unity and communion within the Church. The theme also examines Catholic beliefs about prejudice and discrimination, including attitudes toward racial, gender, religious, and disability equality, and how these teachings guide Catholic responses to injustice. Finally, learners explore ethical questions about wealth and poverty, including how wealth should be used responsibly, and study the work of CAFOD as a modern Catholic charity working to reduce poverty and support global justice.</p>
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	<p>Week. They use key vocabulary such as Passion, Paschal Mystery, sacrifice, resurrection, salvation, and redemption. They learn to connect the biblical story to Catholic belief and practice, seeing how the Church continues to proclaim the victory of Christ over sin and death.</p>		<p>or political oppression. These case studies help learners develop empathy, moral reasoning, and a deeper understanding of global justice—supporting the Welsh Curriculum’s focus on ethical citizenship and social awareness.</p> <p><b>Why This Learning Matters</b> By examining both the opportunities and barriers faced by young people around the world, learners gain a broader perspective on fairness, equality, and human dignity. They are encouraged to think about how individuals and communities can work together to protect the right to education for all, helping them grow into thoughtful, compassionate young people who can contribute positively to society.</p>		
<p>Summer 1</p>	<p><b><u>To the Ends of the Earth</u></b> This unit introduces pupils to the beginnings of the Church and the spread of the Gospel after the resurrection and ascension of Jesus. Pupils explore how the early Christian community, empowered by the Holy Spirit, continues the mission Jesus entrusted to His disciples. They learn how the Acts of the Apostles presents the growth of the Church from a small group in Jerusalem to a worldwide movement, fulfilling Jesus’</p>	<p><b><u>To the Ends of the Earth</u></b> In this unit, learners explore the biblical evidence for the Resurrection, examining the significance of the empty tomb and why the Resurrection is considered the central truth of Christian faith. They reflect on how this belief shapes Christian hope, identity, and understanding of life after death. Learners also investigate questions about the human soul,</p>	<p><b><u>Desert to Garden</u></b> Learners explore themes of atonement, forgiveness, and reconciliation, studying Herod’s Temple, the New Covenant, and the significance of Jesus’ final days. They also learn about the early Church and how Catholic organisations work for peace, justice, and the common good. This encourages learners to</p>	<p><b><u>Non Religious</u></b> Non-religious beliefs focus on the idea that life has no single fixed meaning and that individuals create purpose through autonomy, ethical living, fulfilment, and contributing positively to others, often finding value in nature, relationships, and personal growth. Death is generally seen as the end of existence, with no soul or afterlife, which places emphasis on making the most of the present life.</p>	<p><b><u>Relationships</u></b> This theme helps learners understand Catholic beliefs about relationships, sexuality, and equality in modern society. It explores Catholic teachings on the purpose of relationships, including the roles of men and women, family life, cohabitation, and marriage, as well as the Church’s views on adultery, divorce, annulment, and remarriage, alongside the support offered by Marriage Care in Wales. Learners examine Catholic ideas</p>

<p>command to take the Good News “to the ends of the earth.” The unit helps pupils understand that mission, witness, and evangelisation are central to the identity of the Church. Pupils study key events such as Pentecost, the communal life of the early believers, the ministry of Peter, and the dramatic conversion and missionary journeys of Paul. They explore how the Holy Spirit transforms fearful disciples into courageous witnesses, and how the early Church faces challenges such as persecution, cultural differences, and questions about identity and inclusion. Through these narratives, pupils see how the Church grows through preaching, service, and the power of the Spirit, and how its mission is rooted in the teachings and example of Jesus. The unit also examines how the Church today continues this mission through its global presence, its works of charity and justice, and its proclamation of the Gospel. Pupils learn about the diversity of the Church, the role of modern missionaries, and the importance of ecumenism and interfaith dialogue. They reflect on how Catholics are called to witness to their faith in everyday life through words, actions, and service to others. Throughout the unit, pupils develop skills in interpreting narrative texts from Acts, recognising themes such as mission, community, courage, and transformation. They use key</p>	<p>considering different Christian perspectives and how these beliefs influence the practices and symbolism of a Catholic funeral. This supports the Welsh Curriculum’s aim of developing ethical, informed citizens who can understand diverse beliefs about life, death, and human dignity, while also encouraging thoughtful reflection within the Health and Well-being AoLE.</p>	<p>understand how faith communities respond to suffering, build peace, and promote social justice—key elements of the Humanities and Health and Well-being AoLEs.</p> <p>Across the year, pupils develop skills in critical thinking, ethical reflection, textual interpretation, and empathetic understanding. These units help learners grow into thoughtful, compassionate young people who can engage confidently with moral issues and contribute positively to their communities</p>	<p>Mourning and funeral practices vary widely but typically centre on expressing grief, celebrating the life of the deceased, and supporting those left behind, often through personalised ceremonies led by a celebrant with music and a eulogy. Identity and belonging are expressed through shared values rather than religion, such as involvement in charities, community groups, and causes that promote social good. Moral decisions are guided by conscience, reason, free will, and ethical frameworks such as absolutism (judging the act), relativism (judging the situation), and consequentialism (judging the outcomes).</p>	<p>about human love, sexual complementarity, and the unitive and procreative purposes of sex, together with teachings on responsible parenthood, natural fertility methods, and the rejection of artificial contraception. The theme also considers Catholic and wider Christian attitudes to same-sex relationships, highlighting how interpretations differ across traditions. Finally, learners study Catholic teaching on gender equality, the rejection of discrimination, and the differing roles of women and men in the Church compared with other Christian perspectives.</p>
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	<p>vocabulary including apostle, mission, evangelisation, Pentecost, witness, and Holy Spirit. They learn to connect the story of the early Church to Catholic belief and practice, seeing how the same Spirit continues to guide and strengthen the Church today. The unit concludes by inviting pupils to consider how they can participate in the Church's mission through service, prayer, and witness. By the end of the unit, pupils should be able to describe the key events in the early Church, explain the significance of Pentecost and the role of the Holy Spirit, interpret passages from Acts with understanding, and make links between the mission of the apostles and the mission of the Church today. They should also be able to reflect on how Christians are called to share the Gospel through their words, actions, and commitment to the common good.</p>				
<p>Summer 2</p>	<p><b><u>Dialogue and Encounter</u></b> This unit introduces pupils to the Catholic understanding of dialogue with other religions and worldviews, exploring how the Church engages respectfully and thoughtfully with people of different beliefs. Pupils learn that dialogue is rooted in the dignity of every human person and in the belief that truth is ultimately found in God. The unit helps pupils understand that the Church values what is true and holy in other traditions while remaining faithful</p>	<p><b><u>Judaism</u></b> In our study of Judaism, learners are introduced to one of the world's oldest living faiths, exploring how Jewish people worship, celebrate, and live out their beliefs today. This unit supports the Welsh Curriculum's focus on understanding identity, culture, and religious diversity, helping learners</p>	<p><b><u>The Ends of the Earth</u></b> In this unit, learners explore the biblical evidence for the Resurrection, examining the significance of the empty tomb and why the Resurrection is considered the central truth of Christian faith. They reflect on how this belief shapes Christian hope, identity, and understanding of life after death. Learners also investigate questions about the human soul, considering</p>	<p><b><u>Stewardship of the Earth</u></b> <b><u>Unit 3</u></b> This theme helps learners understand how Catholic Christianity views humanity's responsibility toward the earth and toward animals, showing how these beliefs shape real-world action. Learners explore Catholic teaching that the world is created by God and that humans, made in God's image, are given both dominion and stewardship a duty to care for creation responsibly,</p>	<p><b><u>Revision / Exams</u></b></p>

<p>to the revelation of Christ. They explore how dialogue promotes peace, mutual understanding, and cooperation in a diverse world. Pupils study the theological foundations for interreligious dialogue, including the teachings of the Second Vatican Council, especially <i>Nostra Aetate</i>, which emphasises the shared search for meaning, the importance of listening, and the call to reject discrimination and prejudice. They learn how the Church understands its relationship with Judaism, recognising the deep historical and spiritual bonds between the two faiths. They also explore the Church’s approach to Islam, Hinduism, Buddhism, and other world religions, focusing on respect, shared values, and opportunities for collaboration. The unit highlights how dialogue does not mean abandoning one’s own beliefs but engaging with others in a spirit of openness and charity. The unit also examines how dialogue takes place in everyday life, not only at official or theological levels. Pupils consider how friendships, school communities, and local neighbourhoods provide opportunities for encounter with people of different backgrounds. They reflect on how Christians are called to build bridges, challenge stereotypes, and work for the common good. Examples of modern interfaith initiatives, peacebuilding</p>	<p>become respectful and informed citizens.</p> <p><b>How Jewish People Worship</b></p> <p>Jewish worship centres on a deep relationship with God, expressed through prayer, study, and community life. Worship can take place at home or in the <b>synagogue, the Jewish house of prayer</b>. Many Jewish families pray daily, observe the Sabbath (Shabbat), and follow traditions that have been passed down for thousands of years. Worship often includes reading from the <b>Torah</b>, singing, and reflecting on God’s teachings.</p> <p><b>Key Terms Learners Explore</b></p> <p><b>Synagogue</b> The place where Jewish people gather for worship, learning, and community events. It is also a centre for teaching, celebration, and support. The synagogue contains the <b>Ark</b>, which holds the Torah scrolls, and a <b>bimah</b>, the raised platform from which the Torah is read.</p> <p><b>Kosher</b> Meaning “fit” or “proper,” kosher refers to foods that meet Jewish</p>	<p>different Christian perspectives and how these beliefs influence the practices and symbolism of a Catholic funeral. This supports the Welsh Curriculum’s aim of developing ethical, informed citizens who can understand diverse beliefs about life, death, and human dignity, while also encouraging thoughtful reflection within the Health and Well-being AoLE.</p>	<p>use resources sustainably, and protect the environment, as emphasised in <i>Laudato Si’</i> and reflected in the work of the Laudato Si’ Movement. The theme also examines Catholic beliefs about animal rights, recognising animals as part of God’s creation and deserving compassionate treatment. Learners consider how Catholics balance using animals for human benefit with the moral obligation to avoid unnecessary harm, including differing views on diet, ethical treatment, and the use of animals in scientific research. These ideas are reflected in the work of Catholic Concern for Animals, which promotes humane treatment and respect for all living creatures.</p>	
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	<p>efforts, and community projects help pupils see how dialogue contributes to a more just and compassionate society. Throughout the unit, pupils develop skills in understanding different perspectives, recognising shared human questions, and expressing their own beliefs clearly and respectfully. They use key vocabulary such as dialogue, encounter, respect, revelation, dignity, and common good. They learn to appreciate both similarities and differences between religious traditions and to understand why the Church encourages engagement rather than isolation or conflict. By the end of the unit, pupils should be able to explain why the Church values dialogue and encounter, describe the Church's relationship with other religions, recognise the importance of respect and understanding, and reflect on how dialogue contributes to peace and the common good. They should also be able to express their own beliefs with clarity while listening to and appreciating the perspectives of others.</p>	<p>dietary laws. These rules guide how animals are prepared, which foods can be eaten together, and how kitchens are organised. Learning about kosher laws helps pupils understand how faith influences daily life and ethical choices.</p> <p><b>Torah</b> The most important text in Judaism, containing the first five books of the Hebrew Bible. It guides Jewish beliefs, worship, and moral living.</p> <p><b>Shabbat</b> The weekly day of rest, beginning on Friday evening and ending on Saturday evening. Families gather for meals, prayers, and time together, reflecting the importance of rest, community, and gratitude.</p> <p>Through this introduction to Judaism, learners develop respect for different religious traditions and gain insight into how beliefs shape identity, community, and daily life. This supports the Welsh Curriculum's aim of helping young people understand the diverse world around them and engage thoughtfully with others.</p>			
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