DYSGU ÀN GILYDD YNG NGHRIST

St Richard Gwyn Catholic High

— Learning together in Christ —

A Spotlight on Religious Education









Members of year 9 attended a short service in our school chapel, led by Criw Cymraeg, to commemorate the 60th Anniversary of the Aberfan disaster.





We remember all those who died.
May God gather them in his loving arms.
May he comfort those who mourn and are still affected by the events that day.
Amen.

Remembrance day Whole School Prayer Service

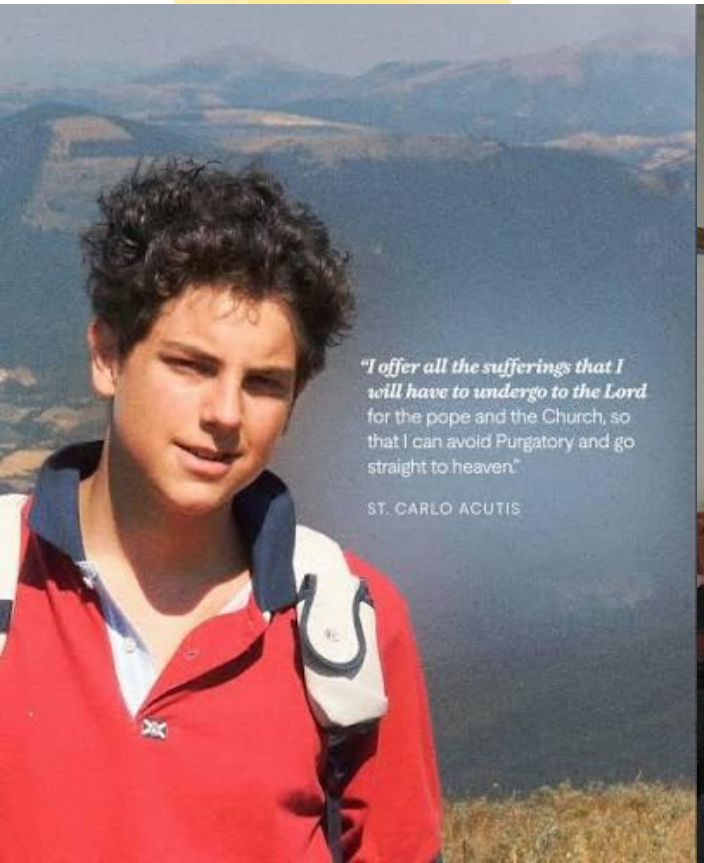




They shall grow not old, as we that are left grow old:
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them.

Laurence Binyon

Members of "C" forms from across the year groups, came together to share a liturgy service for St. Carlo Acutis' feast day.
Students took part in readings and leading prayers.
As St. Carlo was so devoted to the Eucharist and would pray before the Blessed Sacrament, we then had a time of Adoration.





CREATION & COVENANT: Our Place in God's World!

CURRICULUM STORYBOARD – RVE 7.1

BIG QUESTION:
How can understanding Creation help us live responsibly in God's world?

ESSENTIAL QUESTIONS

1. **How do we know about God?**
   - What do Catholics mean by revelation?
   - How is God revealed through Scripture, experience and the world around us?
2. **What does the Bible teach about Creation?**
   - How should Christians read the creation accounts?
   - What do the stories of Creation and the Fall teach about human nature?
3. **What responsibilities do humans have towards the world?**
   - What does it mean to be made in the image of God (Imago Dei)?
   - How does stewardship influence the way we care for creation?

SUGGESTED IMAGERY

- GOD'S WORLD IN OUR CARE
- CREATION (INSPIRED BY GENESIS)
- THE BIBLE – GENESIS 1
- BEAUTY & DIVERSITY OF CREATION
- STEWARDSHIP & SUSTAINABILITY
- GOD'S COVENANT WITH HUMANITY
- ADAM & EVE – THE FALL
- LOOKING AFTER OUR COMMON HOME
- HOPE & RENEWAL

WHY AM I LEARNING THIS?

Through this unit I will explore how religious beliefs influence how people understand the world and their responsibility within it.

This learning supports the Curriculum for Wales: Humanities Area of Learning and Experience by helping me:

- Understand different beliefs, values and worldviews.
- Explore ethical questions about caring for the environment.
- Consider how my actions affect people and the planet now and in the future.
- Develop informed viewpoints about important issues facing society today.

THIS LEARNING WILL HELP ME BECOME:

- An ethical, informed citizen who understands responsibilities towards others and the environment.
- An ambitious, capable learner who can investigate religious beliefs and use evidence to reach conclusions.
- A healthy, confident individual who reflects on personal values and choices.
- An enterprising, creative contributor who considers ways to improve the world around us.

LEARNING JOURNEY

1. God Reveals Himself
2. Reading the Bible
3. Creation Stories
4. Science & Faith
5. Imago Dei (Image of God)
6. The Fall
7. Stewardship & Caring for Our Common Home

SKILLS I WILL DEVELOP

I will...

- Find and use Bible references accurately.
- Explain different Christian beliefs about Creation.
- Interpret religious stories and artwork.
- Compare religious and scientific explanations of origins.
- Form my own opinion and support it with evidence.
- Evaluate different viewpoints respectfully.
- Discuss ethical issues linked to the environment.
- Use subject-specific vocabulary confidently.
- Answer "describe", "explain" and "evaluate" questions effectively.

KEY VOCABULARY & DEFINITIONS

God	The almighty Creator and first Person of the Trinity.
Revelation	The way God makes Himself known to humanity.
General Revelation	Knowing God through the world, nature and human experience.
Special Revelation	Knowing God through Scripture, religious experiences and God's direct communication.
Creationism	The belief that God created the universe and all life.
Scientism	The view that science provides the best explanation for how the universe began.
Creation (Ex Nihilo)	The belief that God created everything from nothing.
Imago Dei	The belief that human beings are made in the image and likeness of God.
The Fall	The story of Adam and Eve choosing to disobey God.
Stewardship	The responsibility humans have to care for God's creation.
Literal Sense	Reading a text according to the author's intended meaning.
Literary Form	The style of writing used in a text, such as poetry, history or parable.

KNOWLEDGE I WILL REMEMBER

- God reveals Himself through revelation.
- Catholics believe God created the world.
- Humans are made in the image of God.
- Catholics believe science and faith can work together.
- Stewardship means caring for our common home.
- The Fall teaches about human freedom and responsibility.

CREATED BY GOD. RESPONSIBLE FOR CREATION. CALLED TO MAKE A DIFFERENCE.

Year 7 Curriculum Storyboards

Prophecy to Promise

Women of Salvation History and God's Plan

"Here am I, the servant of the Lord, let it be with me according to your word." Luke 1:38

Faithful Women Brighter Tomorrows

"How does God work through ordinary people to bring about His plan of salvation?"

MY STARTING POINT – RAG RATING

How confident do you feel about these questions?

	Learning Question	Red	Amber	Green
1	What is typology?	☐	☐	☐
2	What roles have women played in salvation history?	☐	☐	☐
3	Why is Mary important to Catholics?	☐	☐	☐
4	How do Catholics express their devotion to Mary?	☐	☐	☐
5	Who was Hannah?	☐	☐	☐
6	What is the Magnificat?	☐	☐	☐
7	How is Josephine Bakhita a woman of the Magnificat?	☐	☐	☐

BIG IDEAS

- God works through ordinary people.
- Mary's "Yes" changed salvation history.
- The Magnificat is a call to justice.
- Prophets speak God's truth.
- Christians are called to be witnesses today.

Ordinary People Extraordinary Stories One Faithful God

Our Learning Journey

From prophecy... to promise... to you.

PAST · PEOPLE · PROMISE · TODAY

The same God is calling ordinary people today.

1 WHAT IS TYPOLOGY?

- Typology
- Allegorical sense
- Protoevangelium
- Salvation history

Hidden meanings. A bigger plan.

2 WOMEN IN SALVATION HISTORY

- Sarah
- Hannah
- Old Testament matriarchs
- Trusting God's promises

Women of faith change the world.

3 THE ANNUNCIATION

- Angel Gabriel
- Incarnation
- Obedience
- Faith

"Let it be with me according to your word."

4 WHY MARY MATTERS

- Immaculate Conception
- Veneration
- Mother of God
- Model disciple

Faith, humility and a true "Yes."

5 THE MAGNIFICAT

My soul glorifies the Lord...

- Justice
- Humility
- Hope
- God's Kingdom

A song of hope for the world.

6 JOSEPHINE BAKHITA

- Forgiveness
- Courage
- Human dignity
- Trust in God

From suffering to freedom.

7 LIVING THE MESSAGE TODAY

- Mother Teresa
- Service to the poor
- Human dignity
- Witness

Small acts of love can change the world.

LEARNING OBJECTIVES

By the end of this unit I will be able to:

- Explain the meaning of typology and salvation history.
- Describe the role of women in God's covenant plan.
- Explain Catholic beliefs about Mary and the Annunciation.
- Analyse the meaning of the Magnificat.
- Evaluate how people such as Josephine Bakhita and Mother Teresa lived out prophetic messages.
- Describe what it means to be a witness of Christ today.

SKILLS: I WILL...

As a learner I will:

- Read and interpret scripture.
- Write to describe, explain and evaluate.
- Analyse religious beliefs and ideas.
- Interpret religious artwork.
- Research key figures.
- Organise and present my ideas.
- Make links between faith, justice and the modern world.

FAITH IN ACTION

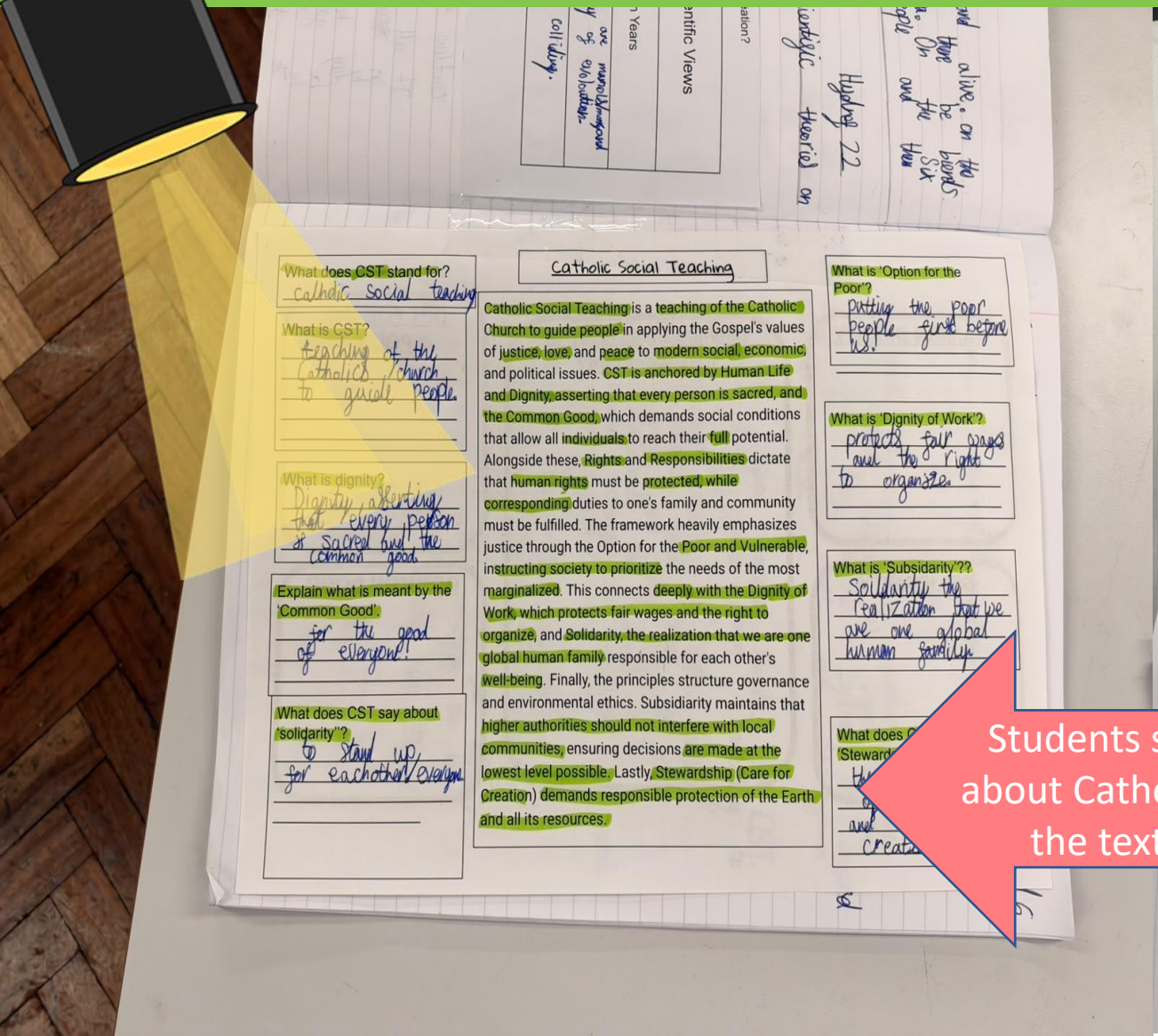
How can I live this message today?

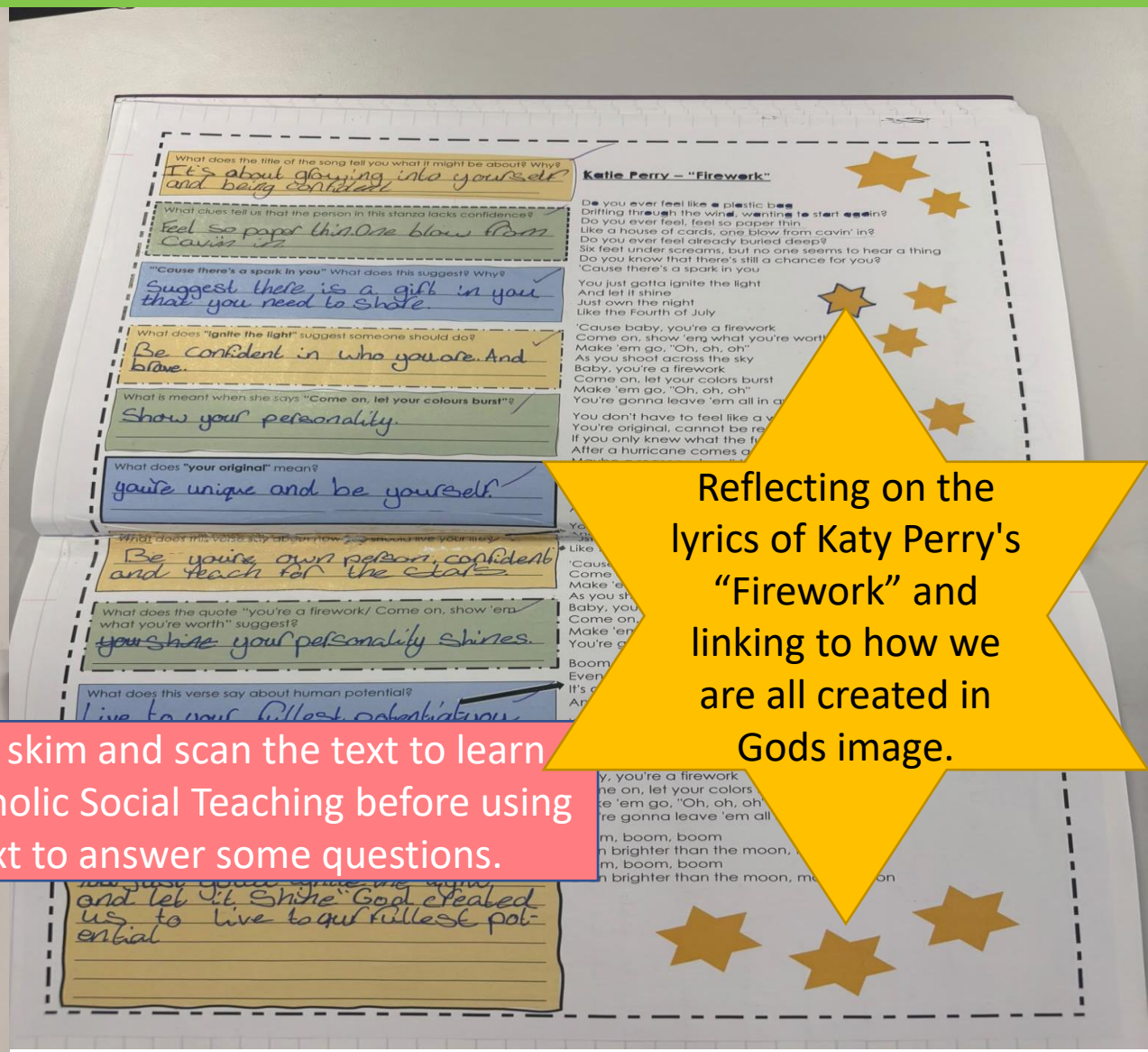
- Speak up for justice.
- Serve others with humility.
- Show courage when doing what is right.
- Follow Mary's example of faith.
- Be a witness to Gospel values.

Be the change. Live the Gospel.

DISCOVER THE PAST · LIVE THE PRESENT · BE A WITNESS TODAY · LEARNING TOGETHER FOR A BRIGHTER TOMORROW

Year 7 – Thinking about revelation and the story of creation. What can we learn about God and humans through this?

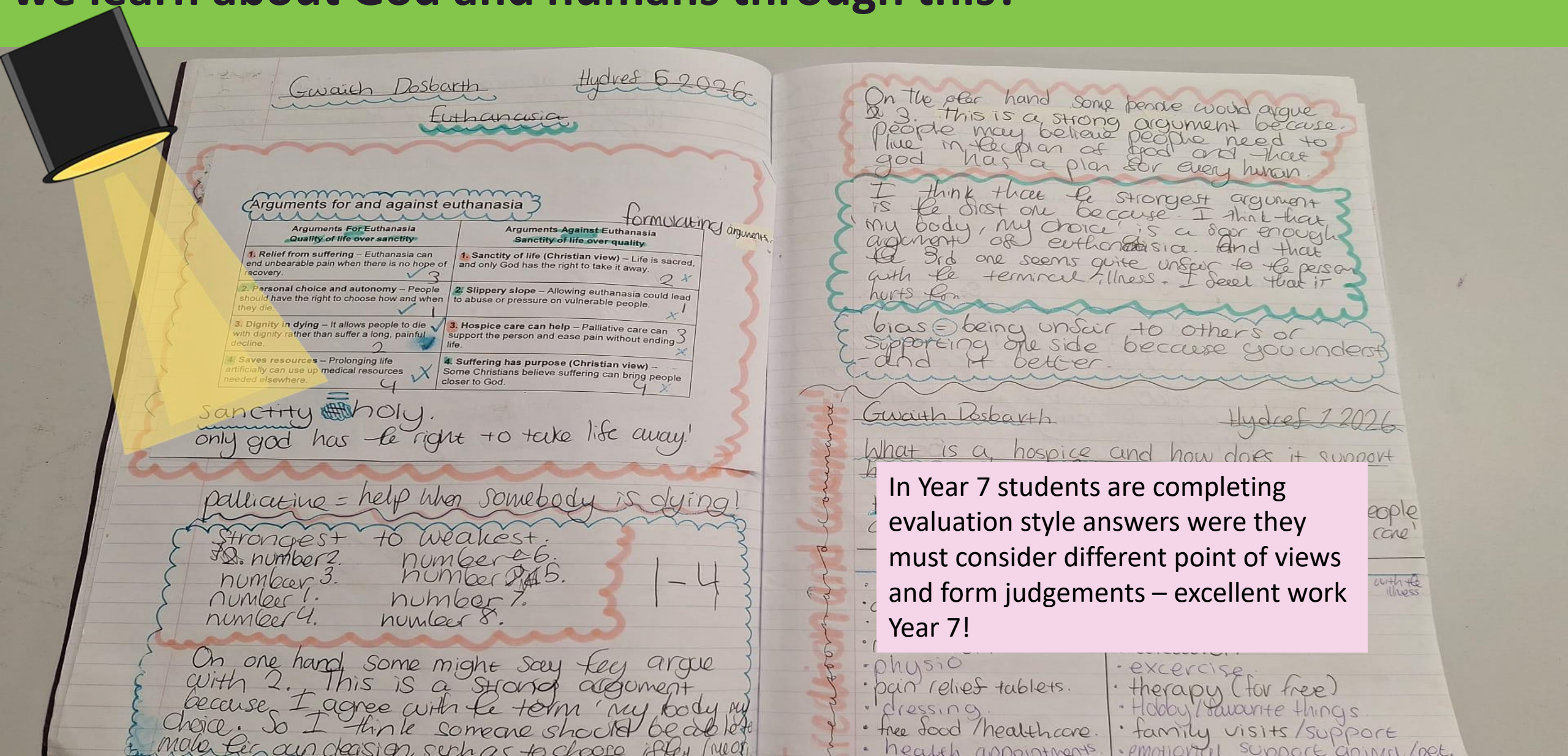




Students skim and scan the text to learn about Catholic Social Teaching before using the text to answer some questions.

Reflecting on the lyrics of Katy Perry's "Firework" and linking to how we are all created in Gods image.

Year 7 – Thinking about revelation and the story of creation. What can we learn about God and humans through this?



In Year 7 students are completing evaluation style answers were they must consider different point of views and form judgements – excellent work Year 7!

Year 7 – Thinking about revelation and the story of creation. What can we learn about God and humans through this?

Old Testament Scripture	How is God described?	WHAT ADJECTIVES WOULD YOU USE TO DESCRIBE THE NOUN THAT GOD IS COMPARED TO?	Why would God be described like as this?
Psalm 47:7	king	Ruler	he roles the world, takes care as his people
Psalm 7:8	Judge	Judger/ fairness	he's fair to everyone ass his people
Deuteronomy 32:10-11	protecter	Protects	he protects us from evil temptation and spiri
Genesis 2:1-4	lord	one and only	he is the one god-



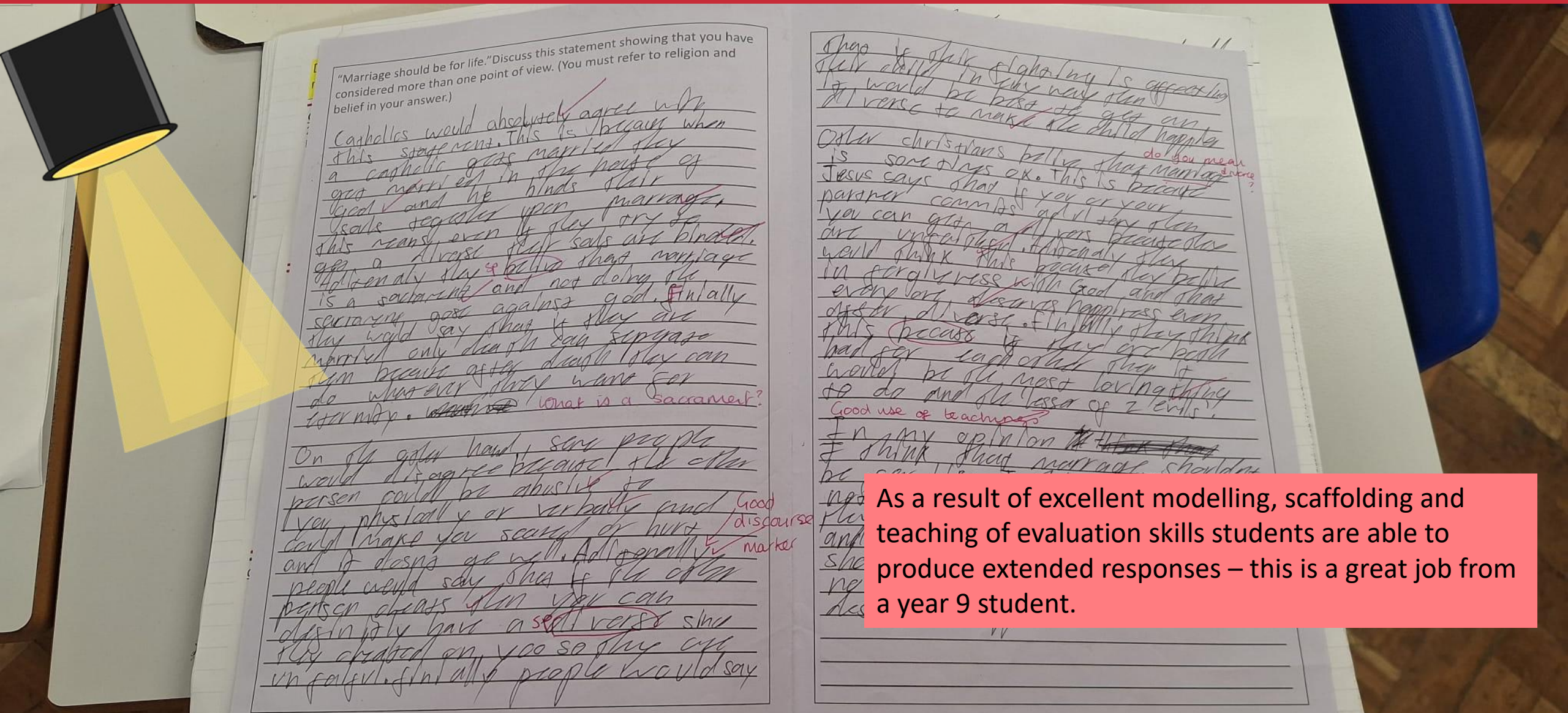
Use of quotes to reflect on how God is described in the Bibl and students are asked ti consider what adjectives would be used to describe the noun that God is compared to and why

Year 9 Curriculum Storyboards



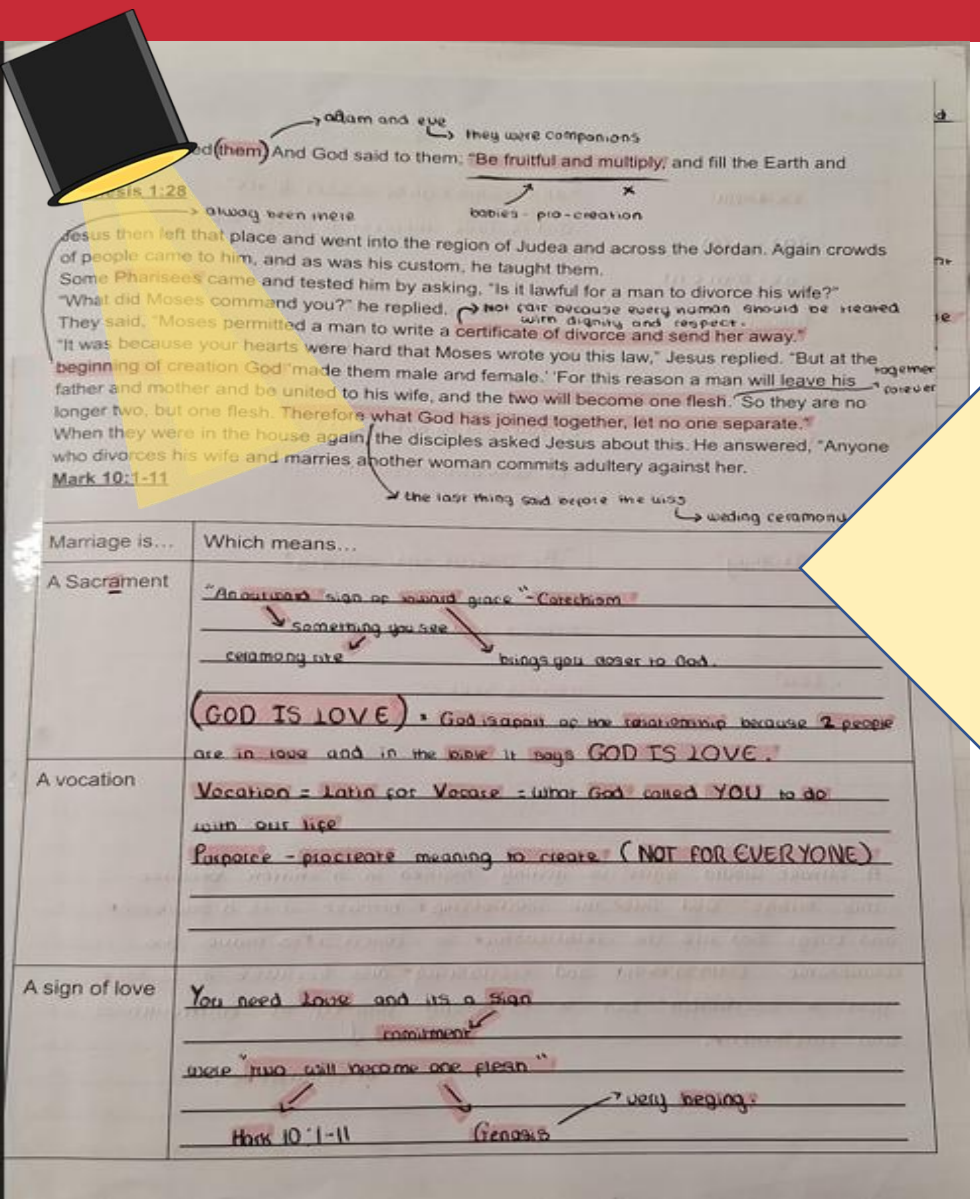


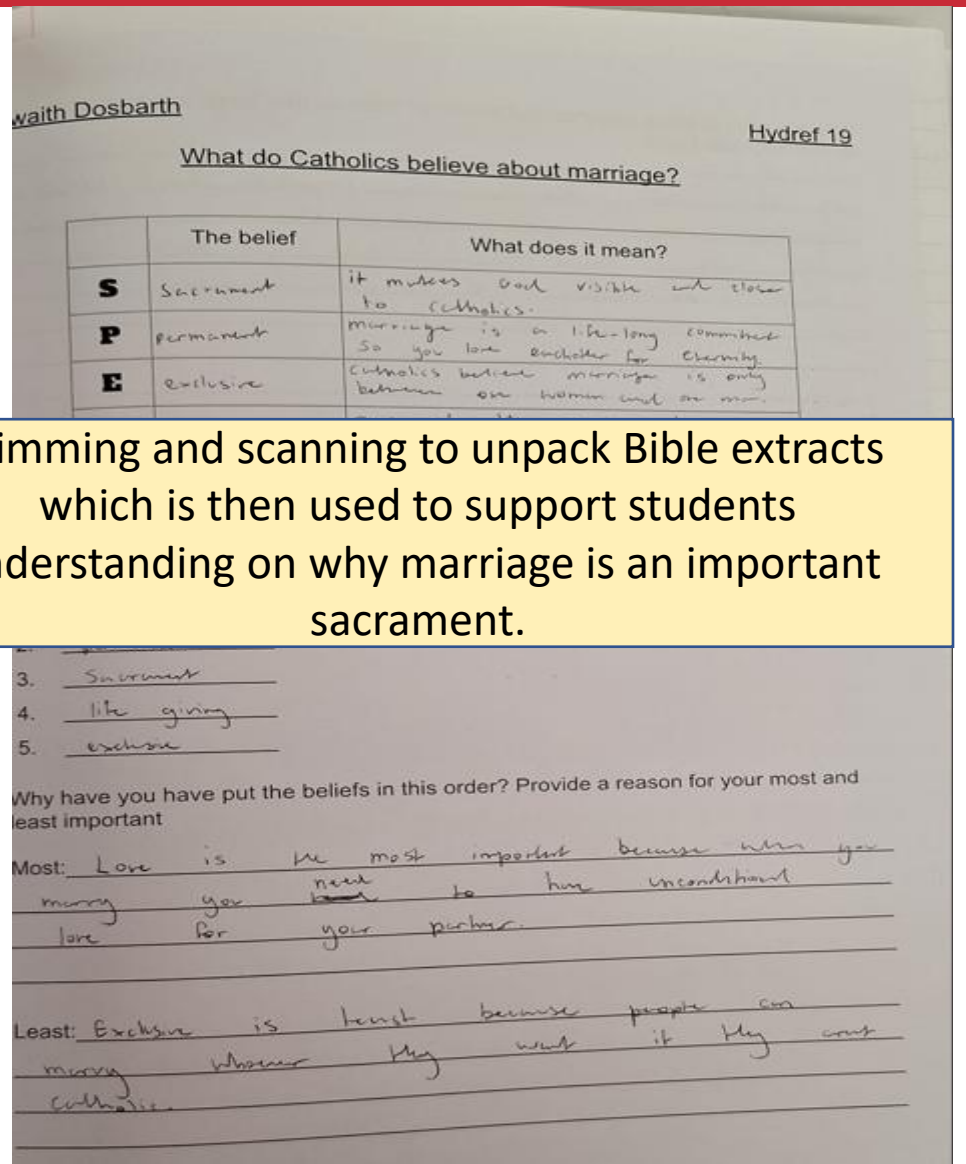
Year 9 – Exploring beliefs about relationships and marriage



As a result of excellent modelling, scaffolding and teaching of evaluation skills students are able to produce extended responses – this is a great job from a year 9 student.

Year 9 – Exploring beliefs about relationships and marriage

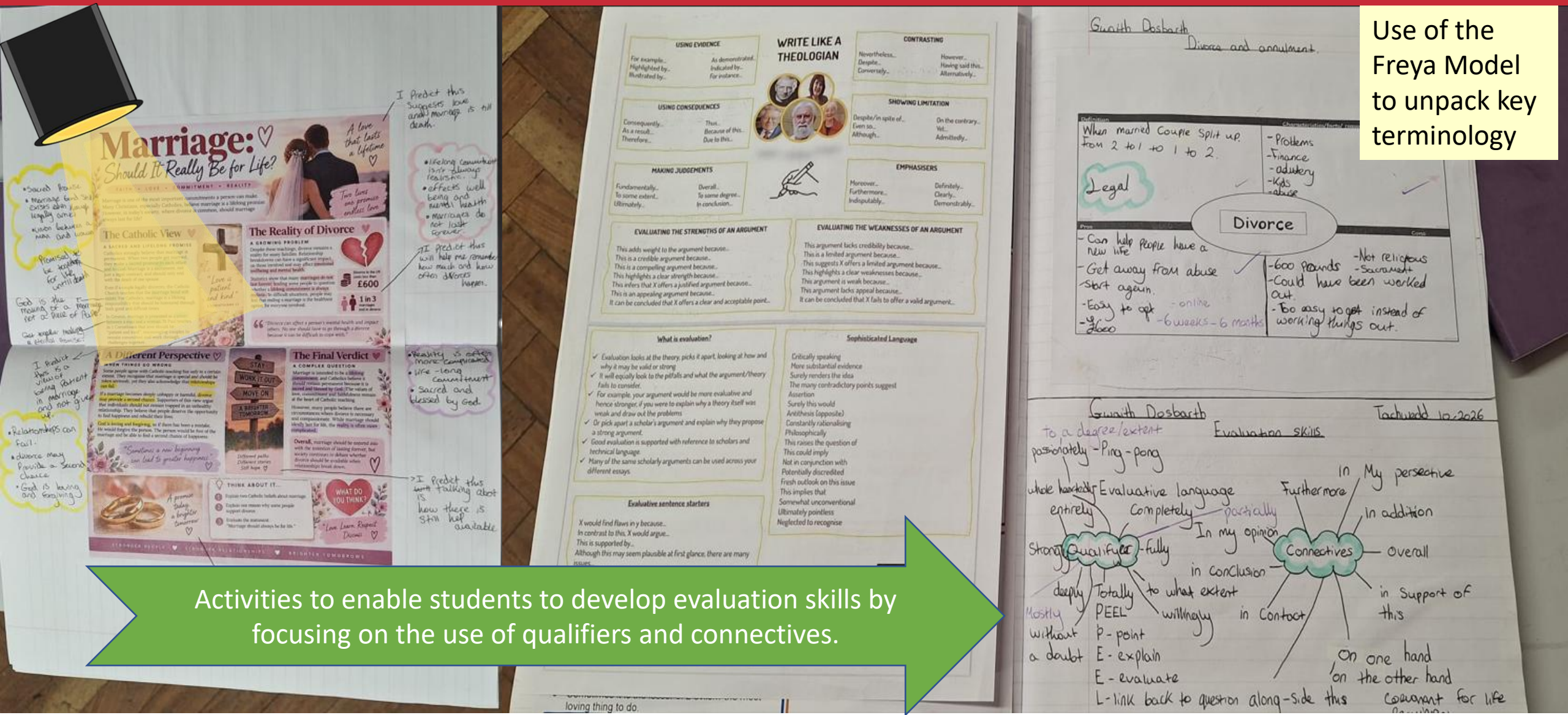




Skimming and scanning to unpack Bible extracts which is then used to support students understanding on why marriage is an important sacrament.

What is the purpose of marriage in the Catholic Church?

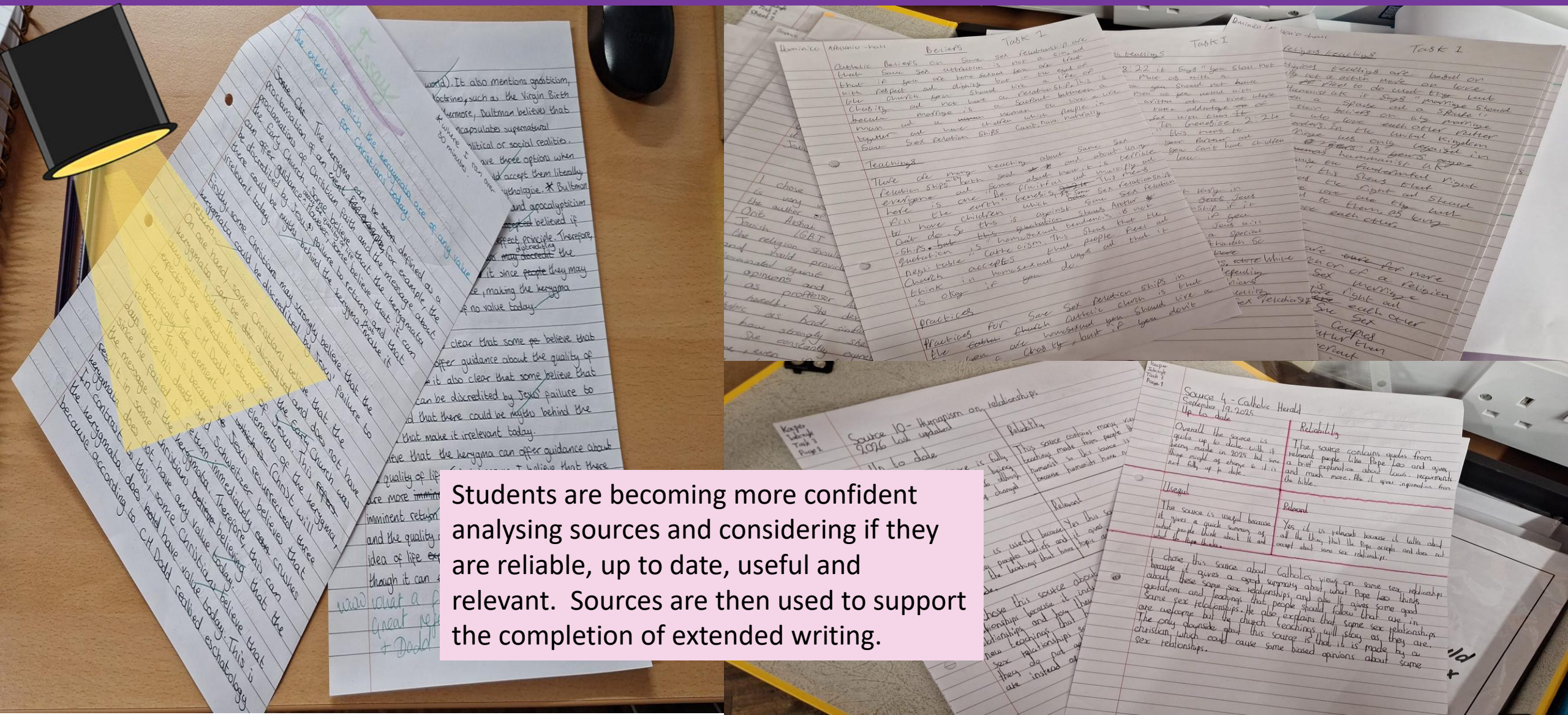
Year 9 – Exploring beliefs about relationships and marriage



Use of the Freya Model to unpack key terminology

Activities to enable students to develop evaluation skills by focusing on the use of qualifiers and connectives.

Year 10 are busy working on their NEA (coursework)



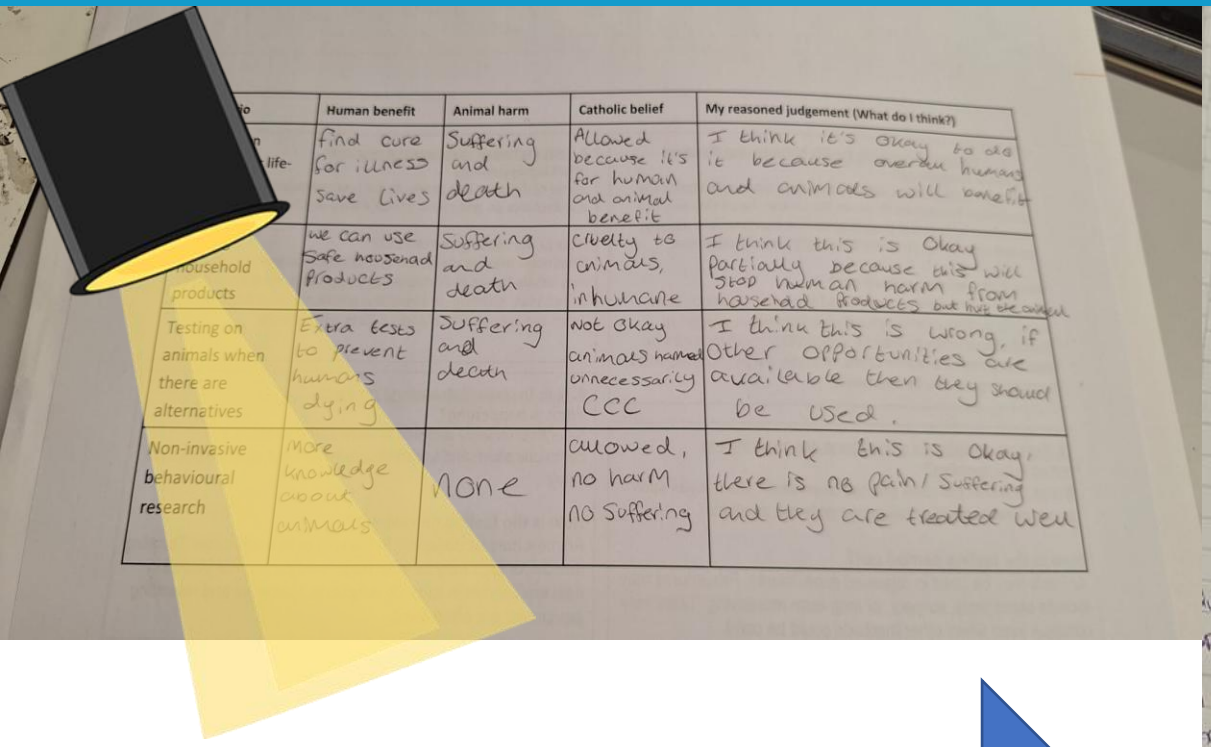
Students are becoming more confident analysing sources and considering if they are reliable, up to date, useful and relevant. Sources are then used to support the completion of extended writing.

Year 11 Curriculum Storyboards



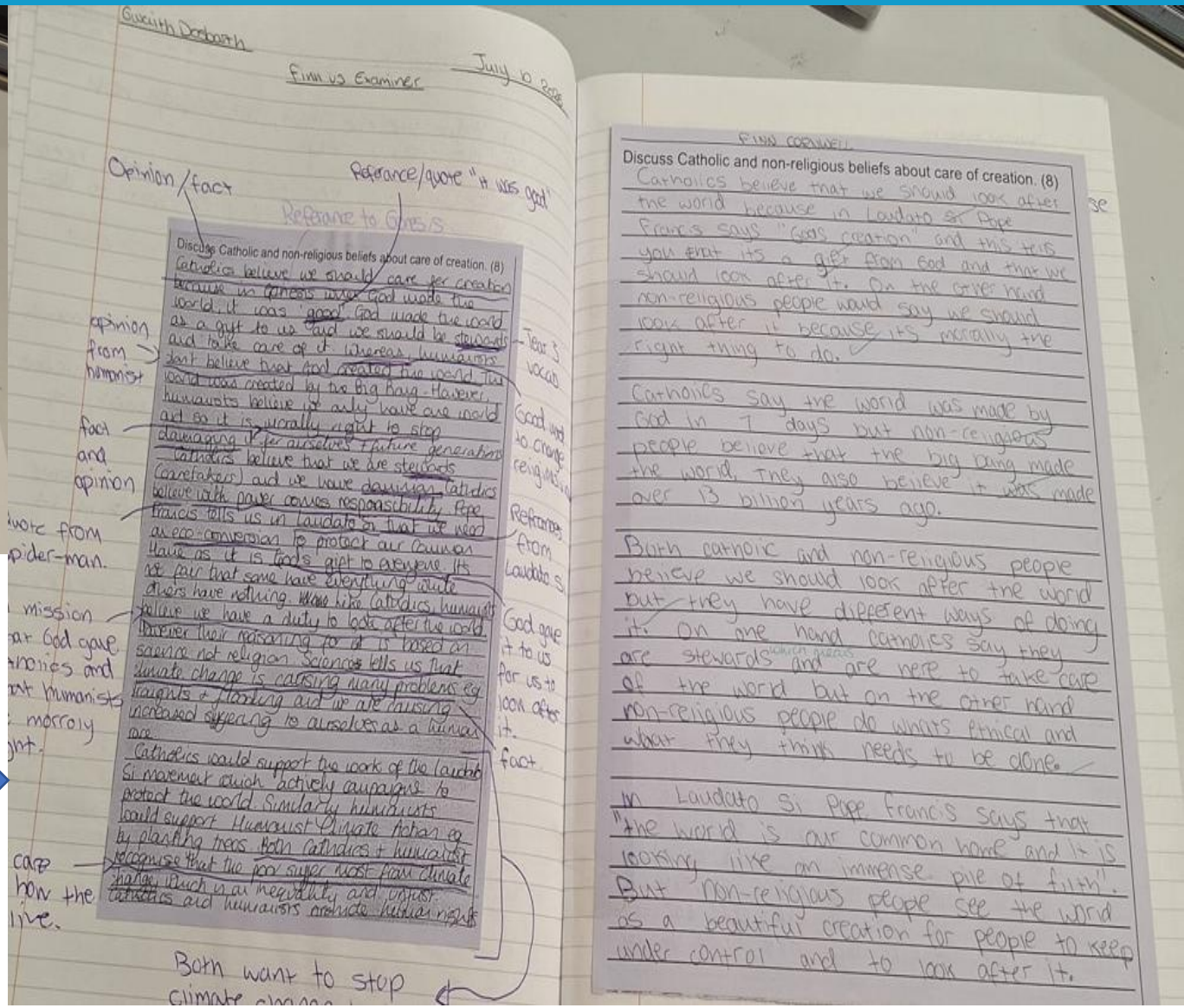


Year 11-Exploring medical ethics and environmental issues

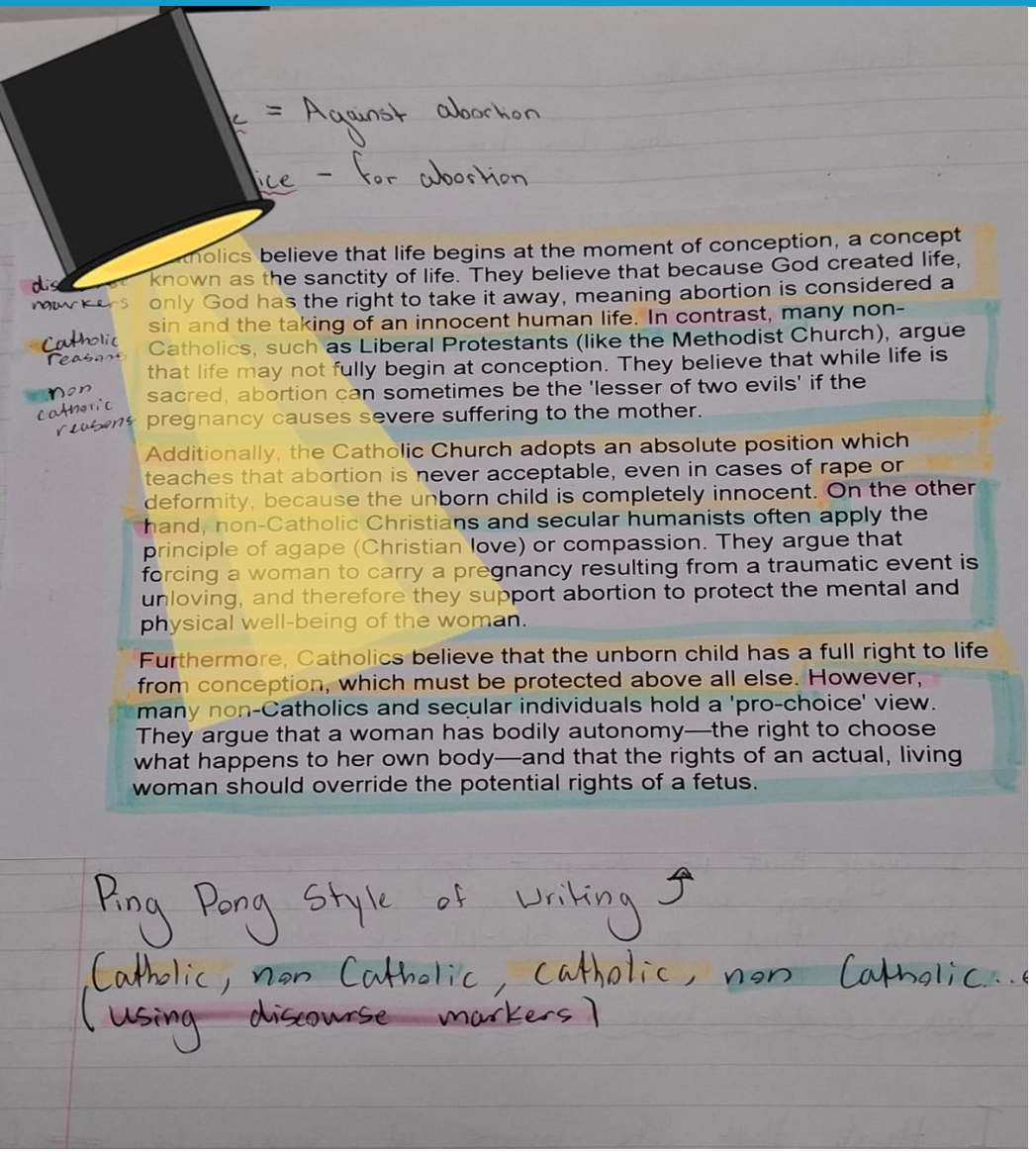


	Human benefit	Animal harm	Catholic belief	My reasoned judgement (What do I think?)
life-	find cure for illness save lives	Suffering and death	Allowed because it's for human and animal benefit	I think it's okay to do it because overall humans and animals will benefit
household products	we can use safe housenad products	Suffering and death	cruelty to animals, inhumane	I think this is okay partially because this will stop human harm from housenad products but must be careful
Testing on animals when there are alternatives	Extra tests to prevent humans dying	Suffering and death	not okay animals harmed unnecessarily CCC	I think this is wrong, if other opportunities are available then they should be used.
Non-invasive behavioural research	more knowledge about animals	none	allowed, no harm no suffering	I think this is okay, there is no pain / suffering and they are treated well

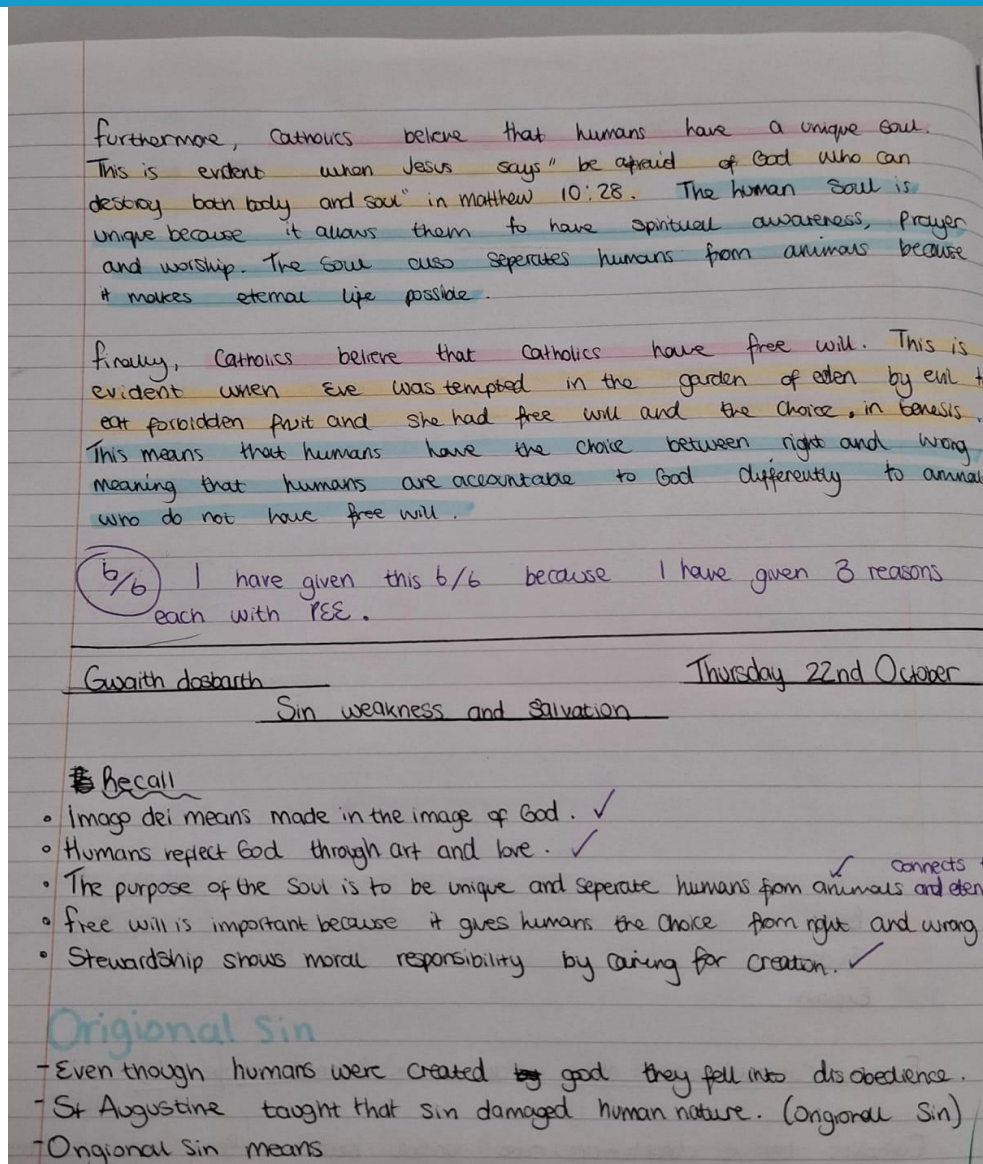
Students analysing a model answer to support them to complete one independently.



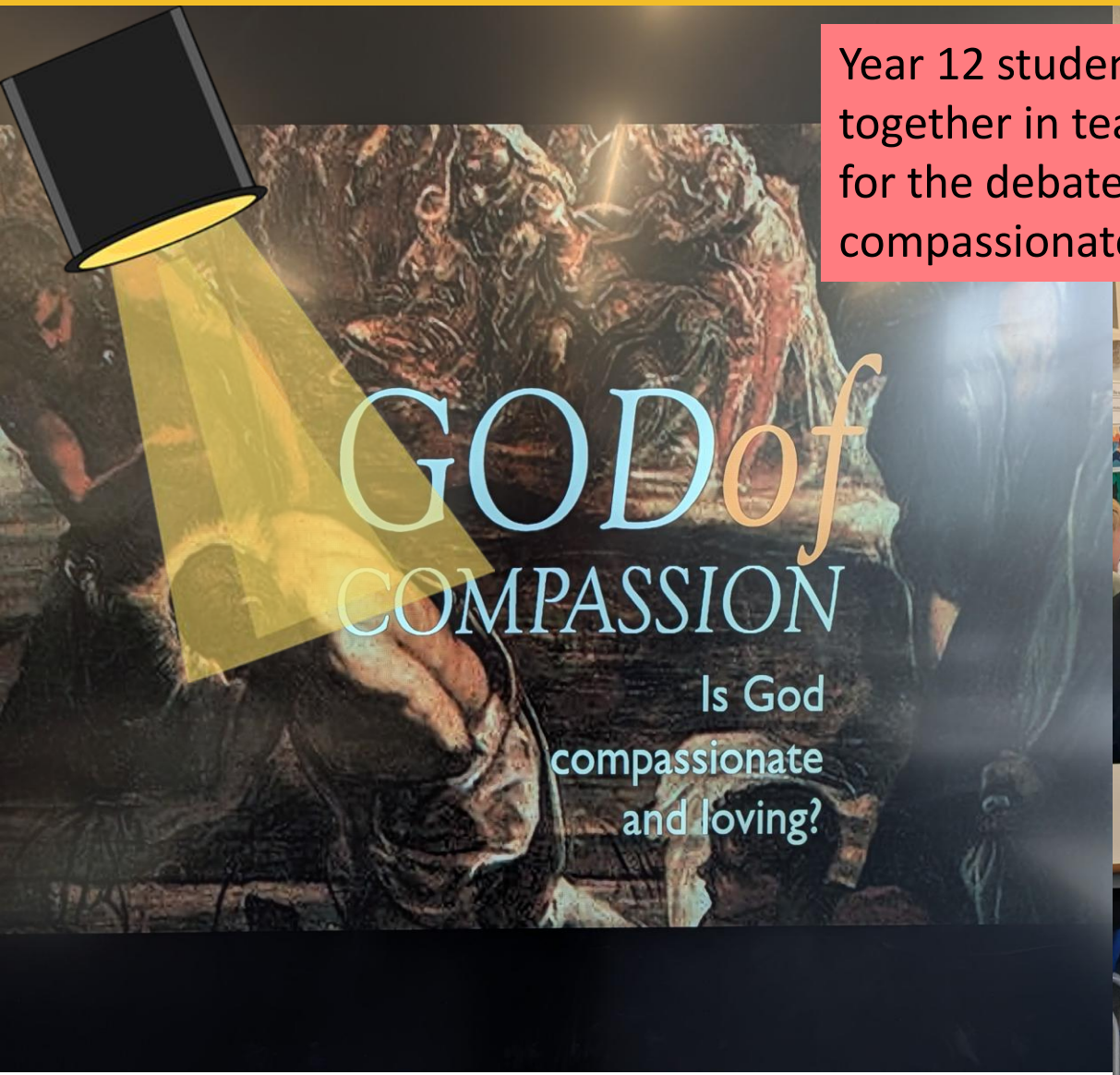
Year 11-Exploring medical ethics and environmental issues



Students in RE are taught excellent evaluation skills to enable them to be able to write good quality evaluation responses. Here we have an example of students “ping ponging” different responses for and against abortion.



Year 12 – Spiritual Reflection



Year 12 students are working together in teams to prepare for the debate on “Is God compassionate and loving?”

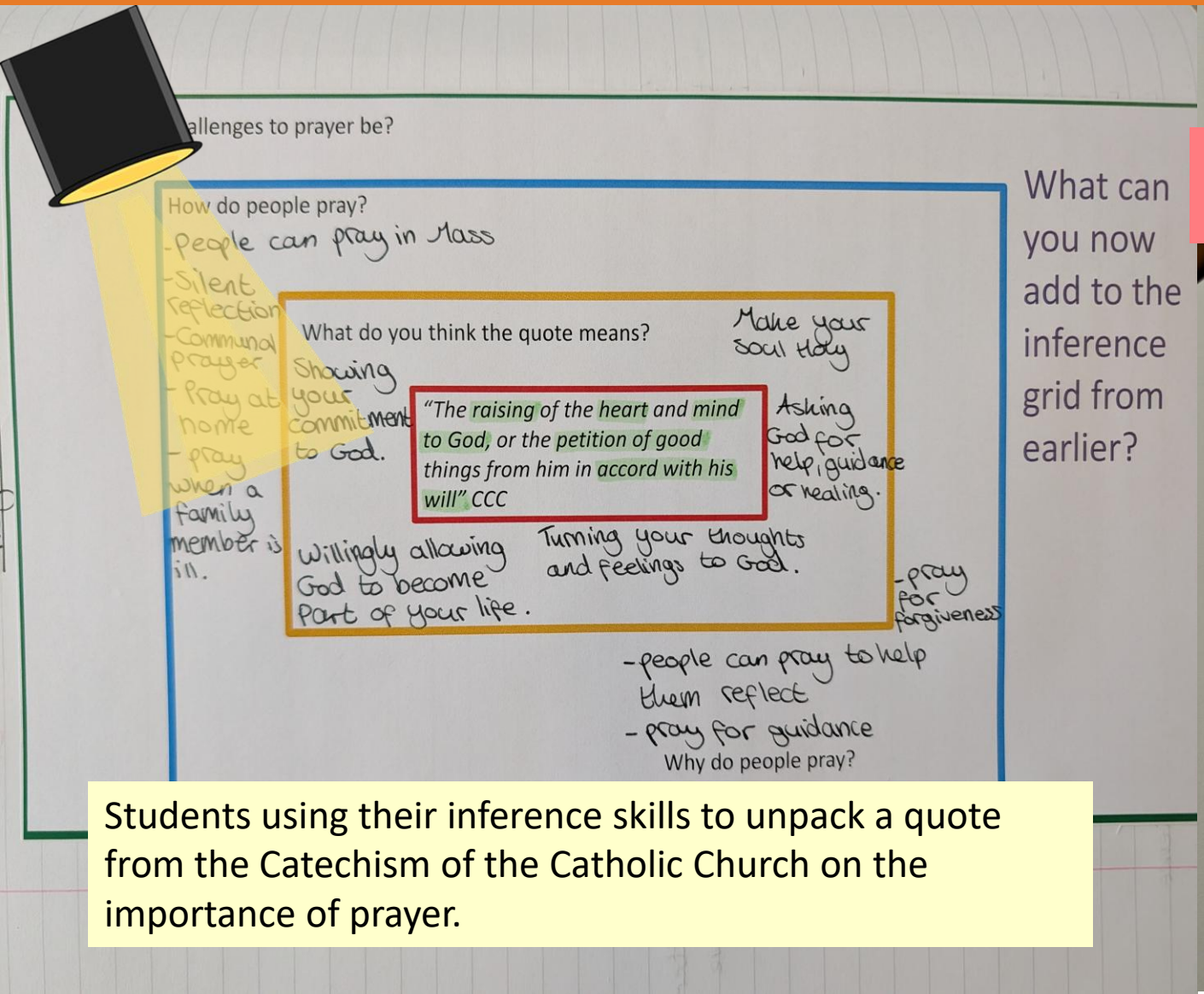


Year 12 – Spiritual Reflection

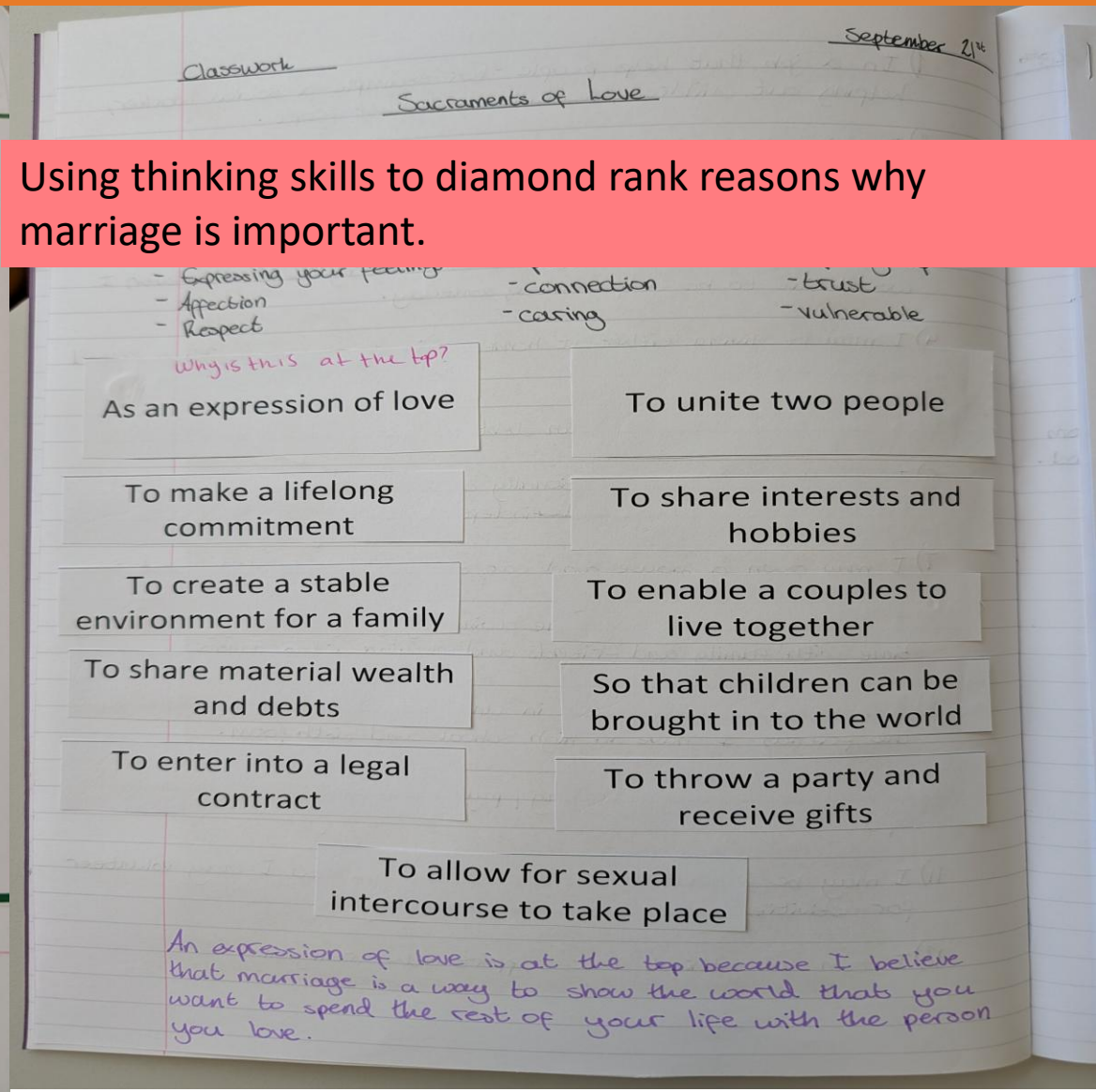


A fantastic effort from both teams who provided sustained arguments, backed up with evidence and challenged their opponents with thought provoking responses – well done!

Year 13 – Spiritual Reflection



Students using their inference skills to unpack a quote from the Catechism of the Catholic Church on the importance of prayer.



Using thinking skills to diamond rank reasons why marriage is important.

Year 13 – Spiritual Reflection

Year 13 students have been exploring the virtue of curiosity and linking it to science and religion.

They used the continuum activity to consider whether science is compatible with religion.

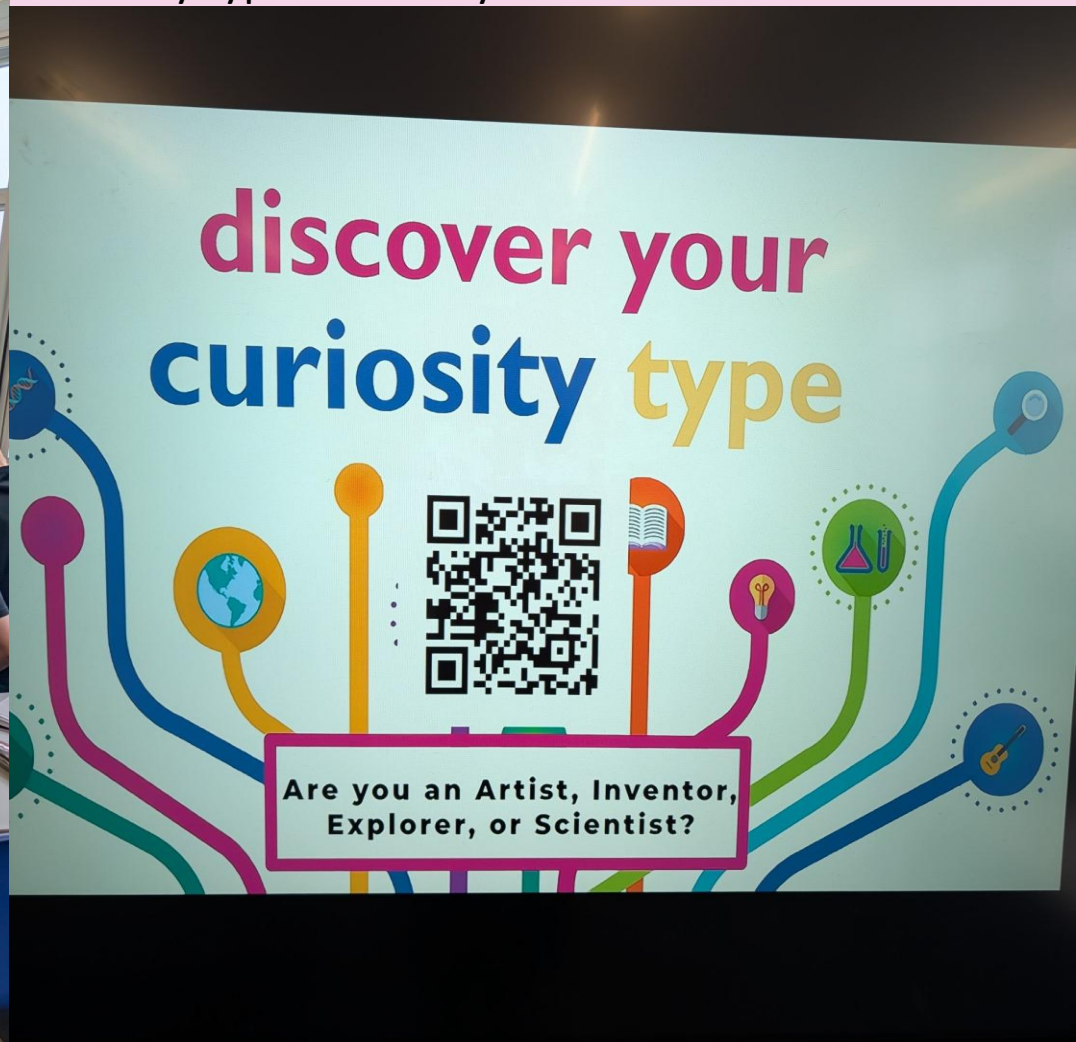
What do you think?



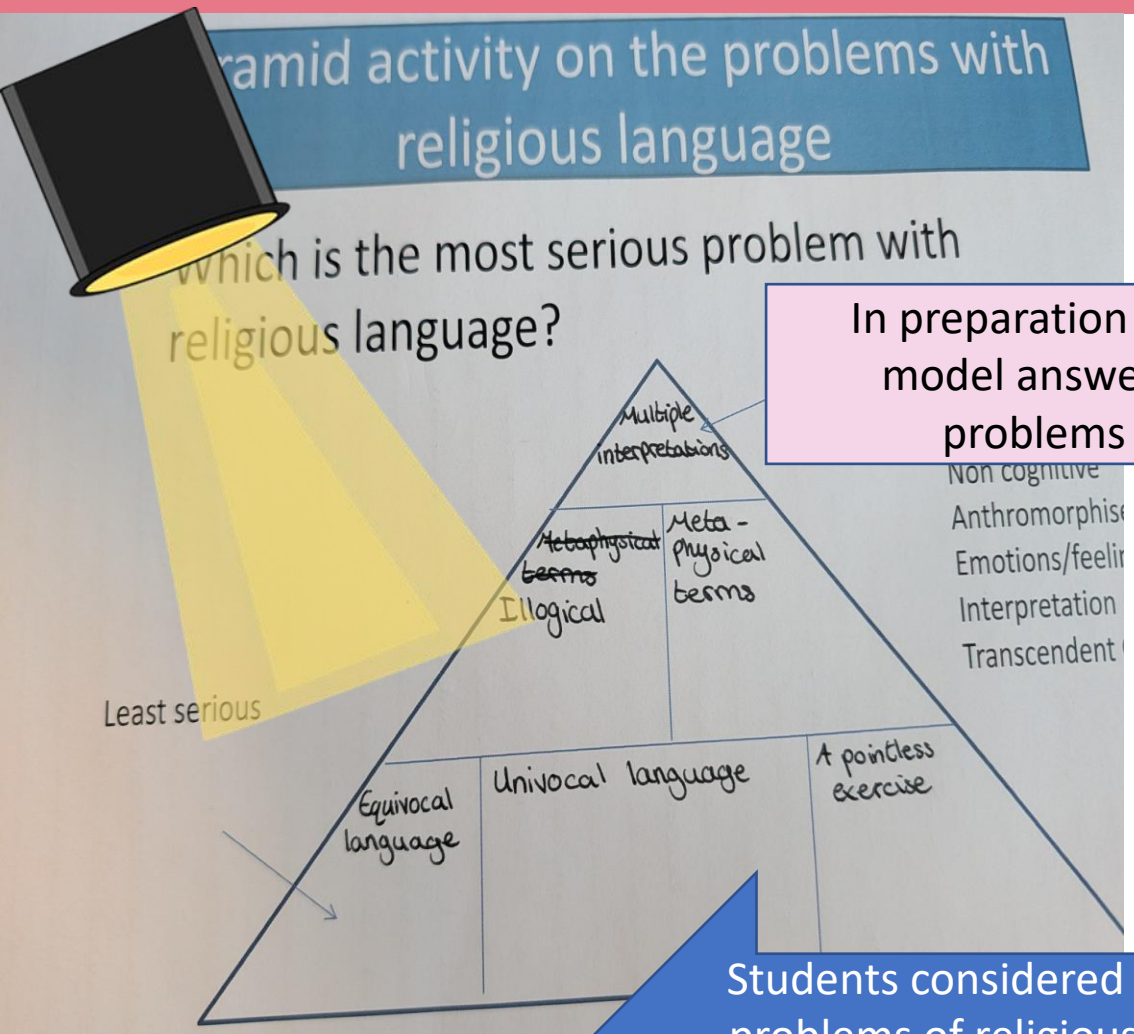
Year 13 – Spiritual Reflection



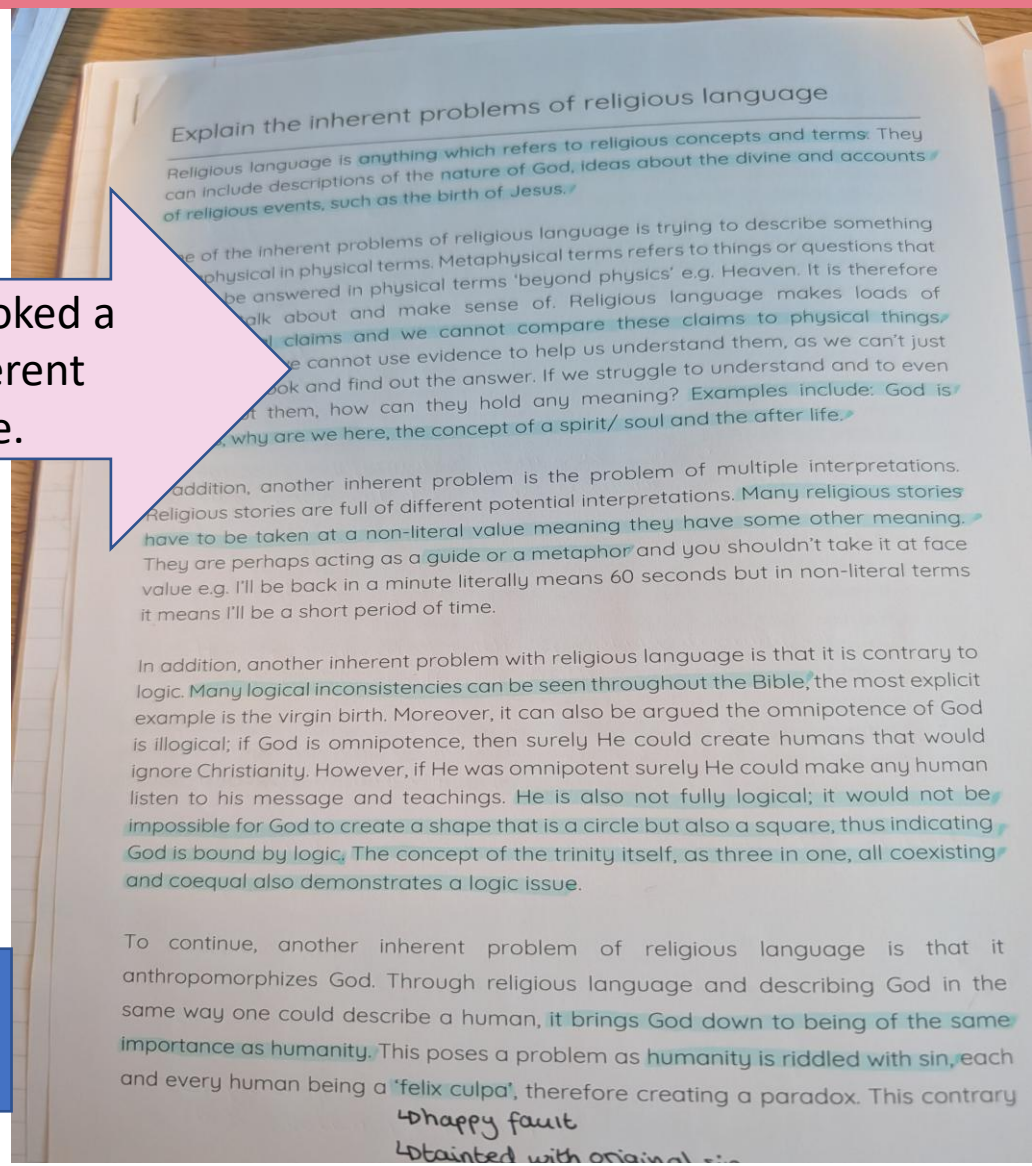
Students completed the online quiz to discover their curiosity type. What is yours?.....



Year 13 – Religious Ethics

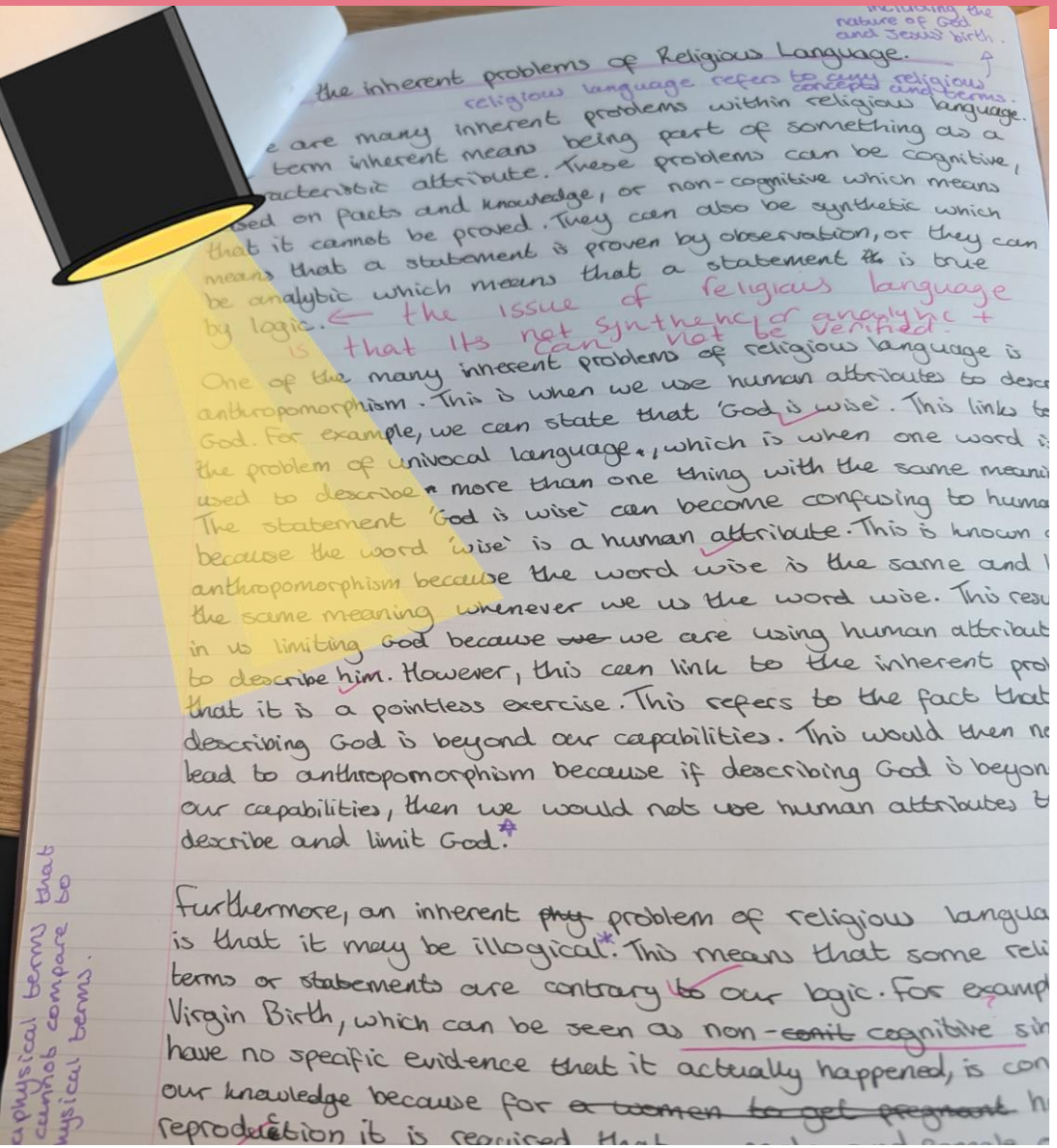


In preparation for an essay they looked a model answer to explain the inherent problems of religious language.

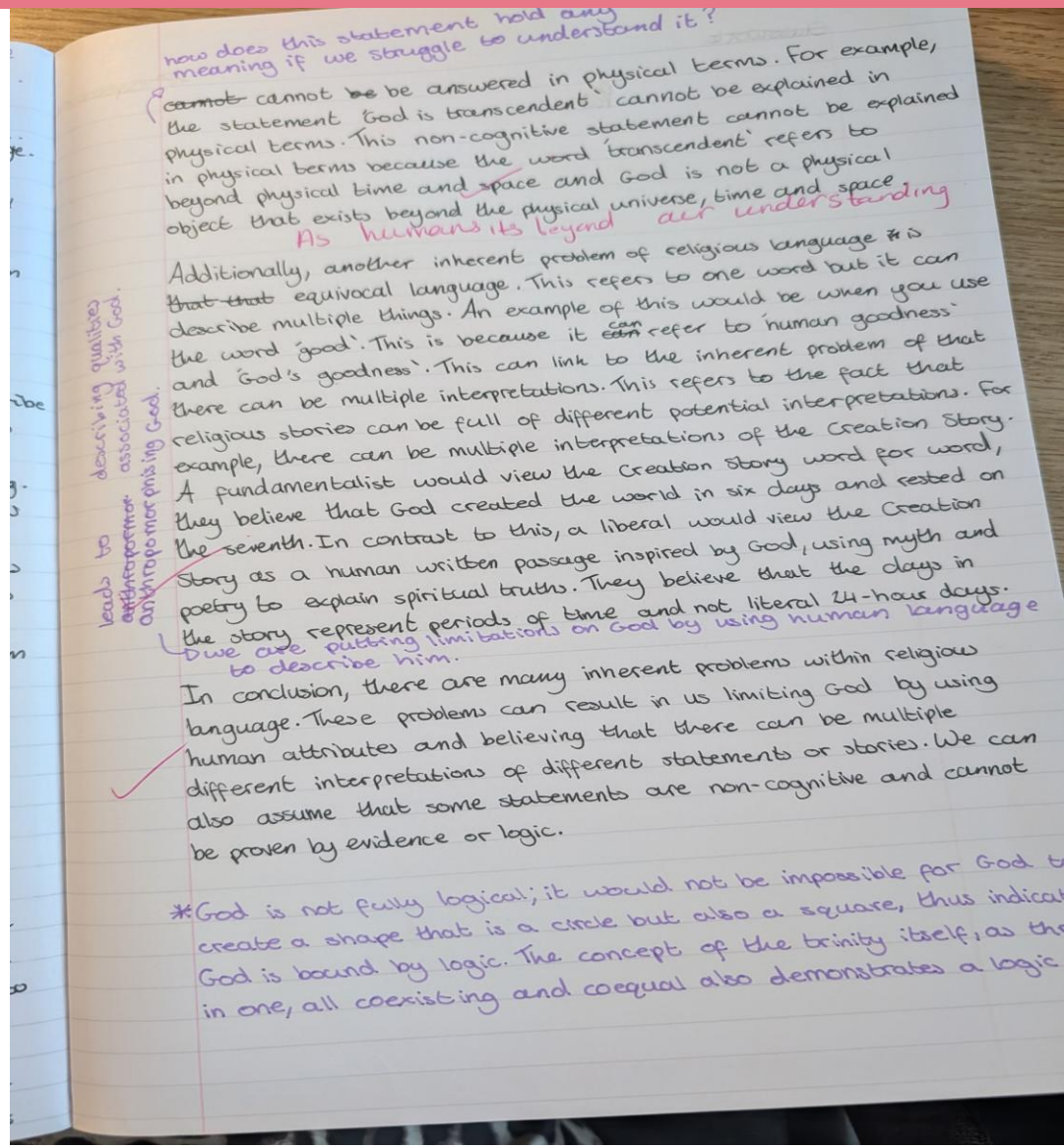


Students considered what the inherent problems of religious language are and used a diamond 9 to rank them.

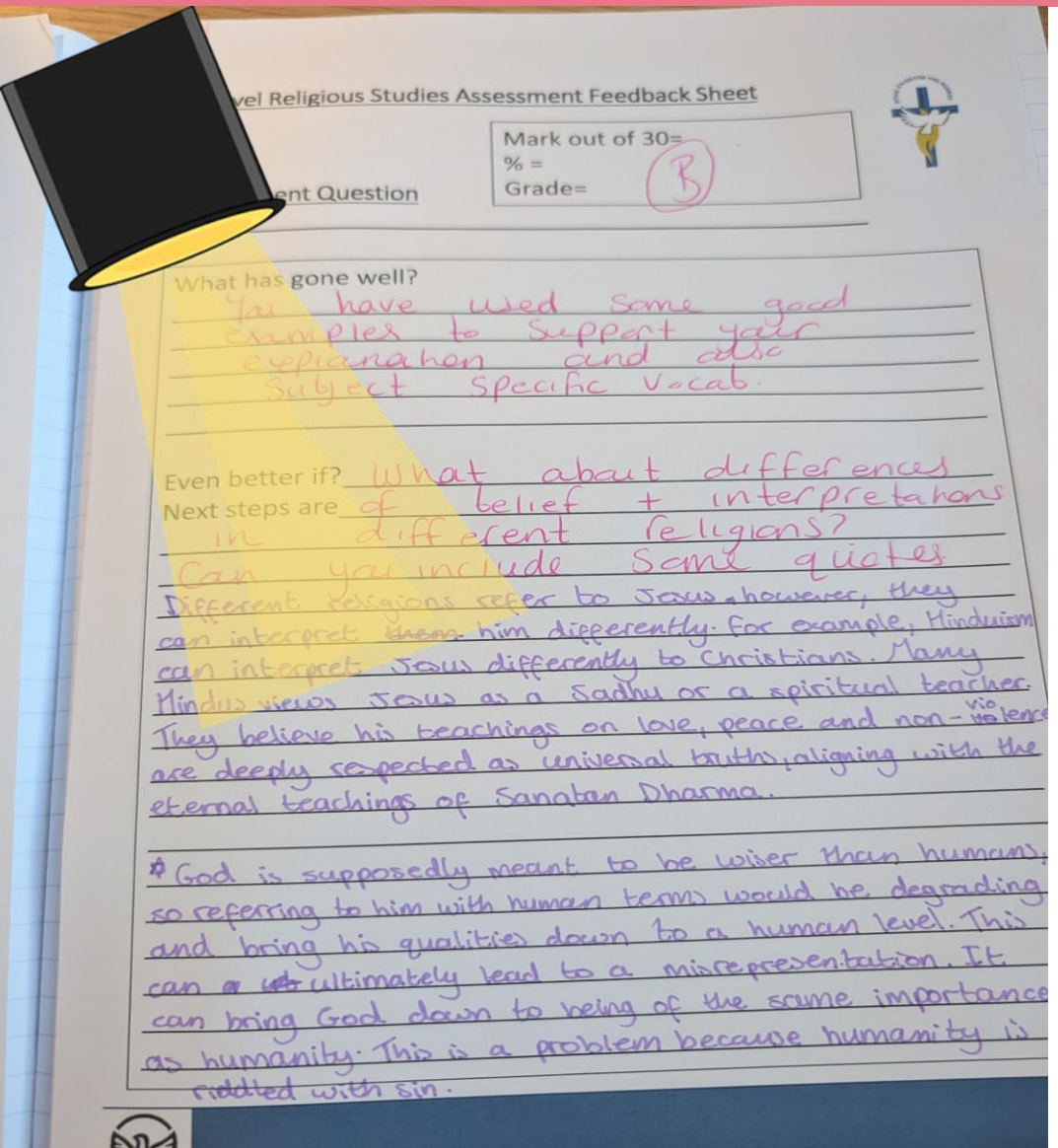
Year 13 – Religious Ethics



Students then completed an independent response and then completed some repair work following prompts from the teacher.



Year 13 – Religious Ethics



vel Religious Studies Assessment Feedback Sheet

Mark out of 30=
% =
Grade= B

ent Question

What has gone well?

You have used some good examples to support your explanation and also subject specific vocab.

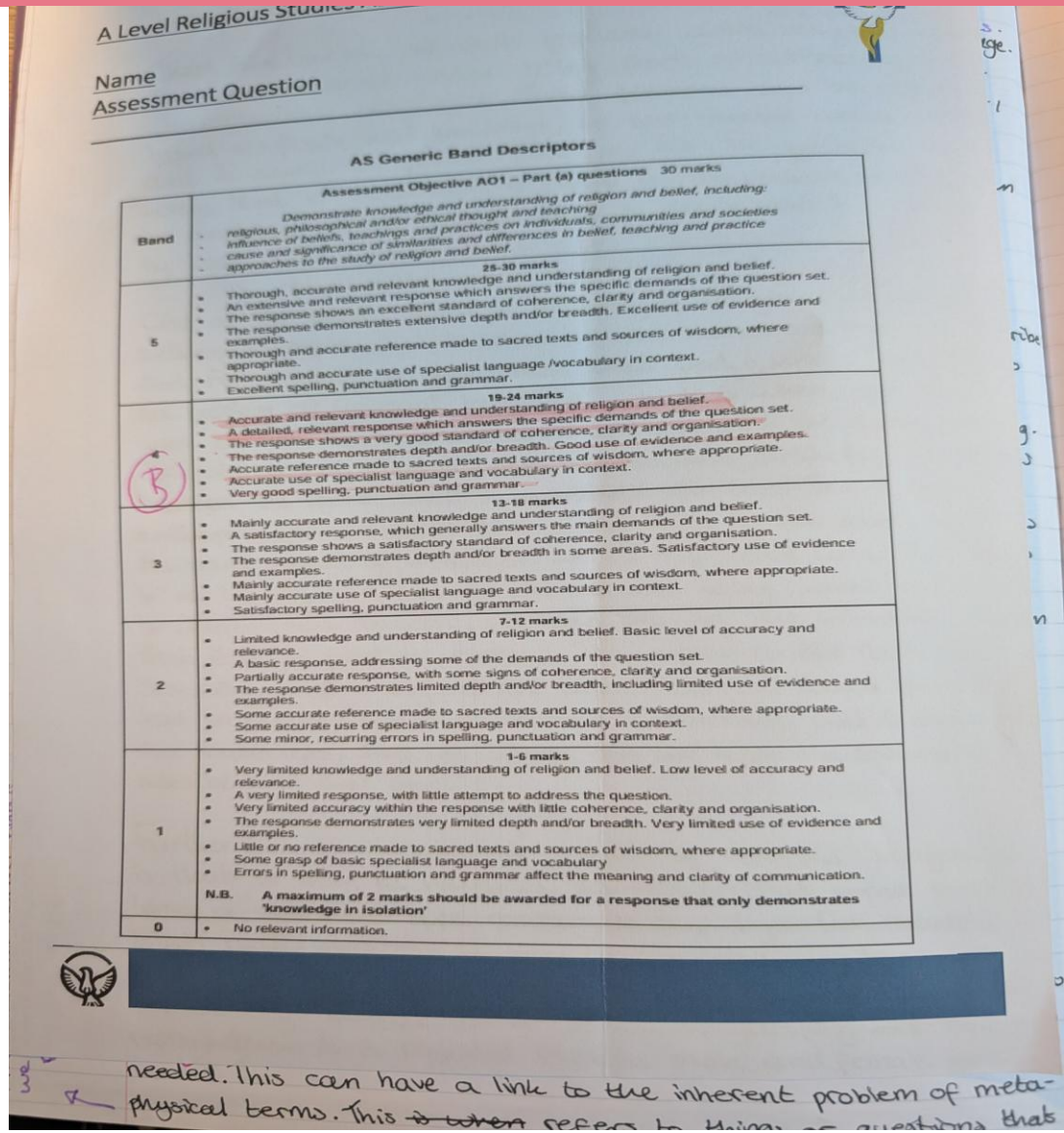
Even better if? Next steps are

What about differences of belief + interpretations in different religions? Can you include some quotes

Different religions refer to Jesus, however, they can interpret them him differently. For example, Hinduism can interpret Jesus differently to Christians. Many Hindus views Jesus as a Sadhu or a spiritual teacher. They believe his teachings on love, peace and non-violence are deeply respected as universal truths, aligning with the eternal teachings of Sanatan Dharma.

God is supposedly meant to be wiser than humans, so referring to him with human terms would be degrading and bring his qualities down to a human level. This can ultimately lead to a misrepresentation. It can bring God down to being of the same importance as humanity. This is a problem because humanity is riddled with sin.

Clear feedback is provided and students have time to complete their pupil response tasks to improve their work.



A Level Religious Studies

Name

Assessment Question

AS Generic Band Descriptors

Band	Assessment Objective AO1 – Part (a) questions 30 marks Demonstrate knowledge and understanding of religion and belief, including: religious, philosophical and/or ethical thought and teaching influence of beliefs, teachings and practices on individuals, communities and societies cause and significance of similarities and differences in belief, teaching and practice approaches to the study of religion and belief.
5	**25-30 marks** Thorough, accurate and relevant knowledge and understanding of religion and belief. An extensive and relevant response which answers the specific demands of the question set. The response shows an excellent standard of coherence, clarity and organisation. The response demonstrates extensive depth and/or breadth. Excellent use of evidence and examples. Thorough and accurate reference made to sacred texts and sources of wisdom, where appropriate. Thorough and accurate use of specialist language /vocabulary in context. Excellent spelling, punctuation and grammar.
4 (B)	**19-24 marks** Accurate and relevant knowledge and understanding of religion and belief. A detailed, relevant response which answers the specific demands of the question set. The response shows a very good standard of coherence, clarity and organisation. The response demonstrates depth and/or breadth. Good use of evidence and examples. Accurate reference made to sacred texts and sources of wisdom, where appropriate. Accurate use of specialist language and vocabulary in context. Very good spelling, punctuation and grammar.
3	**13-18 marks** Mainly accurate and relevant knowledge and understanding of religion and belief. A satisfactory response, which generally answers the main demands of the question set. The response shows a satisfactory standard of coherence, clarity and organisation. The response demonstrates depth and/or breadth in some areas. Satisfactory use of evidence and examples. Mainly accurate reference made to sacred texts and sources of wisdom, where appropriate. Mainly accurate use of specialist language and vocabulary in context. Satisfactory spelling, punctuation and grammar.
2	**7-12 marks** Limited knowledge and understanding of religion and belief. Basic level of accuracy and relevance. A basic response, addressing some of the demands of the question set. Partially accurate response, with some signs of coherence, clarity and organisation. The response demonstrates limited depth and/or breadth, including limited use of evidence and examples. Some accurate reference made to sacred texts and sources of wisdom, where appropriate. Some accurate use of specialist language and vocabulary in context. Some minor, recurring errors in spelling, punctuation and grammar.
1	**1-6 marks** Very limited knowledge and understanding of religion and belief. Low level of accuracy and relevance. A very limited response, with little attempt to address the question. Very limited accuracy within the response with little coherence, clarity and organisation. The response demonstrates very limited depth and/or breadth. Very limited use of evidence and examples. Little or no reference made to sacred texts and sources of wisdom, where appropriate. Some grasp of basic specialist language and vocabulary Errors in spelling, punctuation and grammar affect the meaning and clarity of communication. **N.B. A maximum of 2 marks should be awarded for a response that only demonstrates 'knowledge in isolation'**
0	No relevant information.

needed. This can have a link to the inherent problem of meta-physical terms. This ~~is when~~ refers to things or questions that