



## Subject: Religious Education/Philosophy and Ethics

Student Development (Personal Development) and Curriculum Mapping				
Year Group	Be Respectful (Character)	Have an Understanding (Community, Equality, Diversity, and Inclusion)	Have Affection and Humour (Mental Health and Well-Being)	Be Independent and Resilient (Careers, Aspirations and Preparation for Adulthood)
Year 7	<p>Students learn about The Common Good as part of their wider study of the Church.</p> <p>They look at the way Jesus treated others in the Gospels and His command to love our neighbours. Students are also made familiar with the parable of <i>The Sheep and Goats</i>, demonstrating the importance of respect especially for the marginalised.</p> <p>Students study the life of Don Bosco which shows them how to respect others.</p> <p>The topic of Lent encourages students to reflect on how they treat/show respect to others.</p>	<p>Students learn about The Common Good as part of their wider study of the Church. The Common Good focuses very much on the areas of community, equality, diversity and inclusion.</p> <p>They look at the way Jesus treated others in the Gospels and His command to love our neighbours. Students are also made familiar with the parable of <i>The Sheep and Goats</i> demonstrating the importance of inclusion especially for the marginalised.</p> <p>Students study the life of Don Bosco which shows them how to look out for the needs of others and, in that way, build up community.</p>	<p>The study of Bible texts demonstrates to students God's love for each one of them which should have a positive impact on their mental health and well-being.</p>	<p>The study of Don Bosco might encourage some students to think about religious life as a way of life. The way Don Bosco faced challenges would give students concrete examples of how to overcome obstacles and difficulties in life.</p> <p>Exam questions that ask students to express an opinion forces them to become independent in their thinking and to be resilient when their views are challenged.</p>



		The topic of Lent encourages students to reflect on how they treat others.		
<b>Year 8</b>	Year 8 students, in their study of Creation, learn that everyone is made in the <i>image of God</i> and, therefore, need to show respect to everyone including themselves. Being made in the <i>image of God</i> means that every human being is sacred and that, in itself, encourages respect and awe.	Year 8 students study the Creation accounts, and their attention is drawn to the fact that everyone is made in the image of God. Hence community, equality, diversity, and inclusion are taken seriously. Study of the gifts of the Holy Spirit encourage tolerance of others and inclusion of people from all walks of life. Looking at the lives of Old Testament and modern-day prophets shows students how to treat others in their day to day lives.	Pope Gregory told St Augustine to treat the English gently when he arrived to evangelise England in 597AD. This is a powerful message that Year 8 students are encouraged to adopt in their treatment of others. Such an attitude makes for positive mental health and well-being of all.	A study of the Big Bang theory by the Catholic priest Fr Georges Lemaître demonstrates to students that their faith in God need not put them at odds with a career in Science. Indeed, it should encourage them to push the boundaries of what we know to discover more in whatever they choose to do in life. Pushing the boundaries of knowledge is an excellent way of becoming independent. It should remind students that God has blessed us all with individual talents that can be used for the benefit of the human race.  Exam questions that ask students to express an opinion forces them to become independent in their thinking and to be resilient when their views are challenged.
<b>Year 9</b>	One area of study in Year 9 is specifically on <i>Imago Dei</i> and this area of study further develops students' understanding of the uniqueness of each life. Coupled with a study of the Sanctity of Life, students develop an appreciation of all life from conception to the grave. This endows students with a	A study of the genealogy of Jesus highlights the importance of family and the need to develop tolerance and understanding. In this spirit students engage with the reality and beauty of community, equality, diversity, and inclusion	The study of Mary, Mother of God, shows students the importance and strength of the feminine in life. This aids students in their mental health and well-being particularly if they are struggling, due to life experiences, of relating to God as a Father figure.	The study of female figures in Judaism who have taken a leading role in the salvation of the Jewish nation would encourage female students to think about taking on leadership roles later in life. It would also encourage students of both genders to be independent and resilient during difficult times in their lives.



	<p>deep understanding of the precious nature of human life and the need to show respect to all.</p>		<p>The topic of Mercy encourages students to show mercy to others and lets them know that God shows them mercy too. This should have a positive impact on mental health and well-being.</p>	
<p><b>Year 10</b></p>	<p>As part of the GCSE Edexcel course students learn that everyone is made in <i>the image of God</i> and therefore everyone is precious and has dignity. That means that every human deserves to be treated with respect.</p>	<p>The study of Catholic Social Teaching covers Community, Equality, Diversity, and Inclusion. Catholic teachings direct Catholics to reach out to others, no matter who they are and to make them feel part of the family of God. The study of the Parable of <i>The Sheep and Goats</i> in Eschatology also focuses students' minds on their treatment of others and the need to include all people in society. This inclusion is directed particularly towards the vulnerable and marginalised in society.</p>	<p>The study, as part of Creation, of humans being made in the image of God raises students' perception of themselves and of others. This should foster a sense of well-being in all of them.</p>	<p>The need to look beyond their own outlook of life, forces students to widen their understanding of human nature and to hone their critical thinking skills. This leads to resilience and independence. It also encourages some students to think about following a career in Law or Journalism or, indeed, any profession that demands critical thinking.</p>
<p><b>Year 11</b></p>	<p>As part of the GCSE Edexcel course students learn that everyone is made in <i>the image of God</i> and therefore everyone is precious and has dignity. That means that every human deserves to be treated with respect.</p>	<p>The study of ethical issues in Year 11 such as Family, Gender Prejudice and Discrimination, etc. promotes values that protect community, equality, diversity, and inclusion.</p>	<p>The study of ethical issues and different lifestyles reveals to students the diversity in life. They learn that God's love is for everyone no matter who they are because everyone is precious in the eyes of God.</p>	<p>The need to look beyond their own outlook of life, forces students to widen their understanding of human nature and to hone their critical thinking skills. This leads to resilience and independence. It also encourages some students to think about following a career in Law or Journalism or, indeed, any profession that demands critical thinking.</p>



<p><b>Year 12</b></p>	<p>As part of the Philosophy and Ethics AQA A Level course and General RE, students are reminded that every human life is precious because everyone is made <i>in the image of God</i>. Accordingly, everyone deserves to be treated with respect.</p>	<p>The study of ethical issues in General RE and at A Level promotes values that protect community, equality, diversity, and inclusion. Of course, these values have been taught and fostered from Year 7 with students.</p>	<p>The study of ethical issues and different lifestyles reveals to students the diversity in life. They learn that God’s love is for everyone no matter who they are because everyone is precious in the eyes of God.</p>	<p>The need to look beyond their own outlook of life, forces students to widen their understanding of human nature and to hone their critical thinking skills. This leads to resilience and independence. It also encourages some students to think about following a career in Law or Journalism or, indeed, any profession that demands critical thinking.</p>
<p><b>Year 13</b></p>	<p>As part of the Philosophy and Ethics AQA A Level course and General RE, students are reminded that every human life is precious because everyone is made <i>in the image of God</i>. Accordingly, everyone deserves to be treated with respect.</p>	<p>The study of ethical issues in General RE and at A Level promotes values that protect community, equality, diversity, and inclusion. By this point in their school life, students should be building on what they have already been taught throughout their time at SJBC. Critical analysis and reflection is encouraged.</p>	<p>The study of ethical issues and different lifestyles reveals to students the diversity in life. They learn that God’s love is for everyone no matter who they are because everyone is precious in the eyes of God.</p>	<p>The need to look beyond their own outlook of life, forces students to widen their understanding of human nature and to hone their critical thinking skills. This leads to resilience and independence. It also encourages some students to think about following a career in Law or Journalism or, indeed, any profession that demands critical thinking.</p>