



**St Paul's**  
CATHOLIC SCHOOL

Ministerium Tuum Imple Love | Serve | Do the best that is possible

## **Welcome to the Year 10 Parents' Information Evening.**

**Please ensure you have registered your  
attendance by scanning the QR code.**

**Please do not record this presentation.**

**The PowerPoint will be available on our website  
tomorrow.**

## Key Dates

- Work Experience- 22<sup>nd</sup> January for one week
- Year 10 PPEs- 11<sup>th</sup> March
- Classcharts- If you have not yet got onto class charts please make contact with Mr Cresswell.

# Safeguarding at St Paul's Catholic School

**Safeguarding Team**

**Designated Safeguarding Lead**

Mr Knight (A138)

**Deputy**

**Deputy Designated Safeguarding Lead**

Mrs Hoskins (A138)

**Year 10**

**Mr Cresswell** – Head of Year

**Mr Adeyemi** – Chaplaincy & Pastoral



# Information from the St. Paul's Safeguarding Team.

- Practical tips to support your child's safety online.
  1. Ask them to show you which social media apps they use and what they like about them. Talk about how they use them and what makes them so engaging.
  2. Explain how you can use privacy settings to make sure only approved friends can see posts & images.
  3. Check if any of their apps have 'geo-location' enabled, sharing their location unintentionally.
  4. Show them how to report offensive comments or block people who upset them.
  5. Check 'tagging' settings so that when others are posting or sharing photos online, your child's identity is not revealed. Also, get people's consent before sharing photos.
  6. Encourage your child to come and talk to you if they see anything that upsets them.

- Source: <https://www.internetmatters.org/>



**St Paul's**  
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# **PSHE and RSE Curriculum: Miss White**

# PSHE and RSE

**PSHE: Personal, Social, Health and Economic Education**

**RSE: Relationships and Sex Education (legal requirement – made statutory from September 2020)**

**Delivered by the form tutor during extended tutor time (40 minute lesson)**

**Subject lead is Miss White – can be contacted by email on [naomi.white@st-pauls.org.uk](mailto:naomi.white@st-pauls.org.uk)**

# PSHE and RSE Curriculum

Advent 1	Advent 2	Lent 1 and 2	Pentecost 1	Pentecost 2
<p><b>Creating a GCSE Vision</b></p> <ul style="list-style-type: none"> <li>• Building confidence</li> <li>• Goal setting</li> <li>• Motivation</li> <li>• Effort</li> <li>• Building grit</li> <li>• Positive habits</li> </ul>	<p><b>Employability</b></p> <ul style="list-style-type: none"> <li>• Being enterprising</li> <li>• Job interviews</li> <li>• Presenting yourself</li> <li>• Online presence</li> <li>• Online reputation</li> <li>• The purpose of work experience</li> <li>• Work experience health and safety</li> </ul>	<p><b>Physical and Emotional Risks of Sex</b></p> <ul style="list-style-type: none"> <li>• My relationships</li> <li>• Physical risks of sex</li> <li>• STDs and STIs</li> <li>• Hormones and boundaries</li> <li>• Pornography, the media and sex</li> <li>• Image sharing</li> <li>• Revenge pornography</li> </ul>	<p><b>Finance</b></p> <ul style="list-style-type: none"> <li>• Money and work</li> <li>• Savings</li> <li>• Financial risk and security</li> <li>• Investing</li> <li>• Homelessness</li> <li>• The future of money</li> </ul>	<p><b>Drugs and Addiction</b></p> <ul style="list-style-type: none"> <li>• Drugs and the law</li> <li>• Types of drugs</li> <li>• Managing influences</li> <li>• Vaping</li> <li>• Addiction</li> <li>• Consequences of addiction</li> <li>• Treating addiction</li> </ul>



# GCSE Religious Education

*“The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system...parent engagement is one of the key factors in securing higher student achievement.*

DFE Research Report 156 September 2011.

Religious Education Department

Mrs Katy Macpherson



# RE GCSE: Edexcel GCSE (9-1) 1RAO: Specification A

- A core subject
- A varied subject which underpins all aspects of life and human experience
- A well respected subject by employees and universities alike

<b>Paper 1: Catholic Christianity</b>	<b>Paper 2: Judaism</b>	<b>Paper 3: Philosophy and Ethics</b>
<ul style="list-style-type: none"> <li>• Beliefs and teachings</li> <li>• Beliefs and Practices</li> <li>• Sources of Wisdom and Authority</li> <li>• Forms of expression and ways of life</li> </ul>	<ul style="list-style-type: none"> <li>• Beliefs and teachings</li> <li>• Beliefs and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Arguments for the Existence of God</li> <li>• Religious teachings on relationships and families in the 21<sup>st</sup> century.</li> </ul>
<p>50% of the qualification Exam 1 hour and 45 minutes 4 sets of questions 102 marks</p>	<p>25% of the qualification Exam 50 minutes Two sets of questions 51 marks</p>	<p>25% of the qualification Exam 50 minutes Two sets of questions 51 marks</p>

### QUESTION A

**Outline or Describe three...**

**(3 marks)**

- You will need to state three points about something studied
- It will need to be three sentences not words.

### QUESTION B

**Explain two...**

**(4 marks)**

- Always explain NOT describe
- Give reasons and develop them fully
- You should try to use PE in your answers to ensure you make a point explain it

### QUESTION C

**Explain**

**(5 marks)**

- Always explain NOT describe
- Give reasons and develop them fully
- You should try to use PEE in your answers to ensure you make a point explain it and support it with evidence from the bible or other sources you have looked at.

### QUESTION D

**Evaluate this statement...**

- It will always be a statement
- Show an understanding of different religious beliefs.
- Show a chain of reasoning to show you have considered the issue fully.
- It must look at two sides of an argument
- It must include specific religious teaching
- Support arguments with evidence
- Comment on arguments making reasoned judgements.
- Have a reasoned conclusion

## What are pupils already doing to prepare themselves?

- Regular revision based tasks to complete at home as well as practice exam questions.
- Pupils complete practice exam questions in formal assessments in class every four weeks.
- Pupils receive detailed feedback and are always given clear targets and time to take actions to meet these targets in lessons.
- Opportunities each week in lessons and at home to complete revision resources. These are collected and will be returned to pupils when we begin revision in class.



## What can you do as parents to support your child?

- Encourage and motivate
- Provide a calm and quiet space to work
- Provide revision materials...cards pens books
- Talk to your child about their revision and check their understanding.
- Contact the class teachers if you need support
- Ensure your child has regular breaks and rewards
- Sleep and eat well during revision and exam periods.

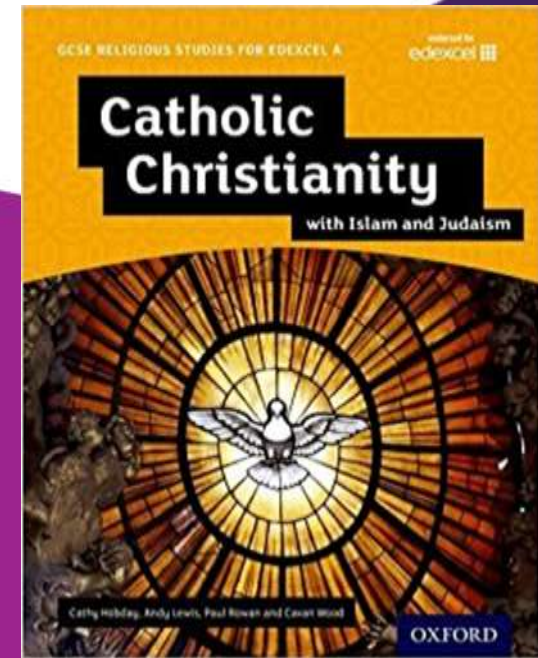


# What exactly do we mean by revision?

- Revision is literally re-looking at information that has already been learnt.
- The aim is to reduce the amount of information to a series of points which you can expand on in the exam.

# How best to structure revision sessions?

1. Read exercise books, text books, revision guides. Look back over all three exam focus areas. Use Kerboodle
2. Highlight and summarise key information to remember.
3. Re-write notes soon after the lesson- little chunks at a time
4. Revision cards
5. Mind maps and spider diagrams
6. Practice questions working towards completing in timed conditions without notes
7. Mark own questions using mark schemes from lessons or give it to the teacher to check
8. Test yourself...alone or ask friends or family
9. Talk about the things that have been learnt
10. Attend revision sessions at lunchtime, afterschool or at Easter





## What do we mean by active revision?

- We are going to look at how you might revise a topic from start to finish using resources that pupils have access to.
- We will begin with a page from the RE textbook.



# 1.1 The Trinity

## What is the Trinity?

The Catholic Church teaches that there is only one God who gradually reveals himself in history in three persons, called the Father, the Son, and the Holy Spirit. This 'one God in three persons' (CCC 253) is called the Trinity. This means:

- There is only one God.
- The Father is God; the Son is God; the Holy Spirit is God.
- The Father, the Son, and the Holy Spirit are not the same as each other.



A The relationship of the Trinity.

## The Trinity in the Nicene Creed

- The **Nicene Creed** is the Christian declaration of faith, first drawn up in 381 CE at Constantinople (see 1.2).
- Belief in the Trinity is an important part of this declaration, which is repeated by Catholics at every Sunday Mass and major Feast Day.
- The Nicene Creed is both an individual statement of what a Catholic believes, and a shared statement that unites Catholics as one body and Church.

‘I believe in one God, the Father almighty, maker of heaven and earth, [...] I believe in one Lord Jesus **Christ**, the Only Begotten Son of God, born of the Father before all ages, [...] I believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son [...]’

*Extracts from the Nicene-Constantinopolitan Creed*

## The oneness of God and the Father, Son, and Holy Spirit

Catholics believe the **Bible** teaches the nature of God as a Trinity:

- *God is one:* ‘Hear, O Israel: the Lord our God is one Lord’ (Deuteronomy 6:4). Catholics believe there is only one God.
- *The Father is God:* ‘Pray then like this: “Our Father who art in heaven” (Matthew 6:9). Catholics believe the Father is God.

## SPECIFICATION FOCUS

**The Trinity:** the nature and significance of the Trinity as expressed in the Nicene Creed; the nature and significance of the oneness of God; the nature and significance of each of the Persons individually: God as the Father, Son and Holy Spirit; how this is reflected in worship and belief in the life of a Catholic today.

## CATECHISM OF THE CATHOLIC CHURCH

‘The Trinity is One. We do not confess three Gods, but one God in three persons.’  
CCC 253

## USEFUL TERMS

**Baptism:** ceremony using water as a sign of the washing away of sin and new life in Christ

**Bible:** the Christian scriptures, consisting of the Old and New Testaments

**Christ:** means ‘anointed one’ in Greek, the same as the word ‘Messiah’ in Hebrew

**Denominations:** different groups or churches within Christianity

**Doxology:** expression of praise of God

**Eucharist:** the sacrament in which Catholics receive the bread and wine which has become the body and blood of Jesus. It is also the name given to the consecrated bread and wine which are received during this sacrament

- *The Son is God:* ‘the Word was God [...] The Word became flesh and dwelt among us’ (John 1:1, 14). Catholics believe the Son is God. The Word made flesh is Jesus.
- *The Holy Spirit is God:* ‘when Jesus was baptized [...] he saw the Spirit of God descending like a dove’ (Matthew 3:16). Catholics believe the Holy Spirit is God.

Catholics also believe that this is God’s gradual **revelation** of himself:

- ‘outside’ them (as the Father and creator)
- ‘beside’ them, as ‘one of them’ (as the Son and saviour)
- ‘inside’ them (as the strengthening Holy Spirit).

The explanation of God as a Trinity is significant for Catholics because it reveals some of the mystery of God, as well as providing a way for them to understand how he connects to them in different ways. Most importantly, the relationships of love within the Trinity teach Catholics about love in their own lives. If human beings are made in God’s image (see 1.4), that means they are also made to give and receive love.

## The Trinity in Catholic worship and belief today

### The celebration of baptism

**Baptism**, which is the entry rite into the Catholic Church and most Christian churches and **denominations**, is performed ‘in the name of the Father and of the Son and of the Holy Spirit’, as instructed by Jesus in Matthew 28:19.

### The celebration of the Eucharist

The most important act of worship for Catholics is the Mass – also called the **Eucharist** – in which people receive the **sacrament** of the Eucharist: Jesus’ body and blood (see 2.1). The Mass is full of references to the Trinity. For example:

- It begins with the Sign of the Cross and the words ‘In the name of the Father, and of the Son, and of the Holy Spirit!’
- The Eucharistic Prayer is an act of thanksgiving and praise to the Father, in which the Son becomes present in the consecrated bread and wine, through the coming down of the Holy Spirit.
- At the end of the Eucharistic Prayer, called the **doxology**, glory is given to the Father, through the Son, with the Son, and in the Son, in the unity of the Holy Spirit.

## SUMMARY

- Catholics believe that God is a Trinity of three persons.
- Catholics do not believe in three Gods, but in one God in three persons.
- The Nicene Creed professes the Christian belief in the Trinity.
- The Trinity is mentioned often during baptism and the Mass.

## B The Trinity is an important part of baptism.



## USEFUL TERMS

**Nicene Creed:** the Christian profession of faith

**Revelation:** truth or knowledge revealed by a deity; the way God makes himself known to believers

**Sacrament:** a religious ceremony; a visible sign of God’s grace

## BUILD YOUR SKILLS

- a What are the three persons of God?
  - b In pairs, discuss how each person of God is important in a different way.
- a What is the Nicene Creed?
  - b Why do you think the Trinity is included in the Nicene Creed?

## EXAM-STYLE QUESTIONS

- Explain **two** ways the Trinity is reflected in Catholic worship. (4)
- Explain **two** ways the Trinity is important to understand God. In your answer you must refer to a source of wisdom and authority. (5)

# The Trinity

- Christians believe in the Unity of God (that God is one) and also that God is a trinity. This is the belief that God is three in one: the Father, Son and the Holy Spirit. God's unity helps them understand the power and importance of God because there is only one God and Christians should worship him. God's trinity helps them to understand God's activity in the world as the Father- the creator, the Son- the redeemer and the Holy Spirit the sanctifier. In the Bible the Baptism of Jesus shows the Trinity clearly when we hear God the Father say 'this is My beloved Son with whom I am pleased.'

Highlight the key phrases or words

# The Trinity

- Christians believe in the **Unity** of God (that God is one) and also that God is a **trinity**. This is the belief that God is three in one: the **Father, Son and the Holy Spirit**. God's unity helps them understand the **power** and **importance** of God because there is only **one** God and Christians should worship him. God's **trinity** helps them to understand God's **activity** in the world as the **Father- the creator**, the **Son- the redeemer** and the **Holy Spirit the sanctifier**. In the Bible the **Baptism of Jesus** shows the Trinity clearly when we hear God the Father say 'this is **My beloved Son** with whom I am pleased.'

Now write them into numbered points

# The Trinity

1. Christians believe in the **Unity** of God (that God is one) and also that God is a **trinity**.
2. This is the belief that God is three in one: the **Father, Son and the Holy Spirit**.
3. God's unity helps them understand the **power** and **importance** of God because there is only **one** God and Christians should worship him.
4. God's trinity helps them to understand God's **activity** in the world
5. The **Father- the creator**
6. The **Son- the redeemer**
7. The **Holy Spirit the sanctifier**.
8. In the Bible the **Baptism of Jesus** shows the Trinity clearly when we hear God the Father say 'This is **My Beloved Son** with whom I am pleased.'

Now sketch an image or symbol to help you memorise each key point

# The Trinity

1



2



3



4



5



6



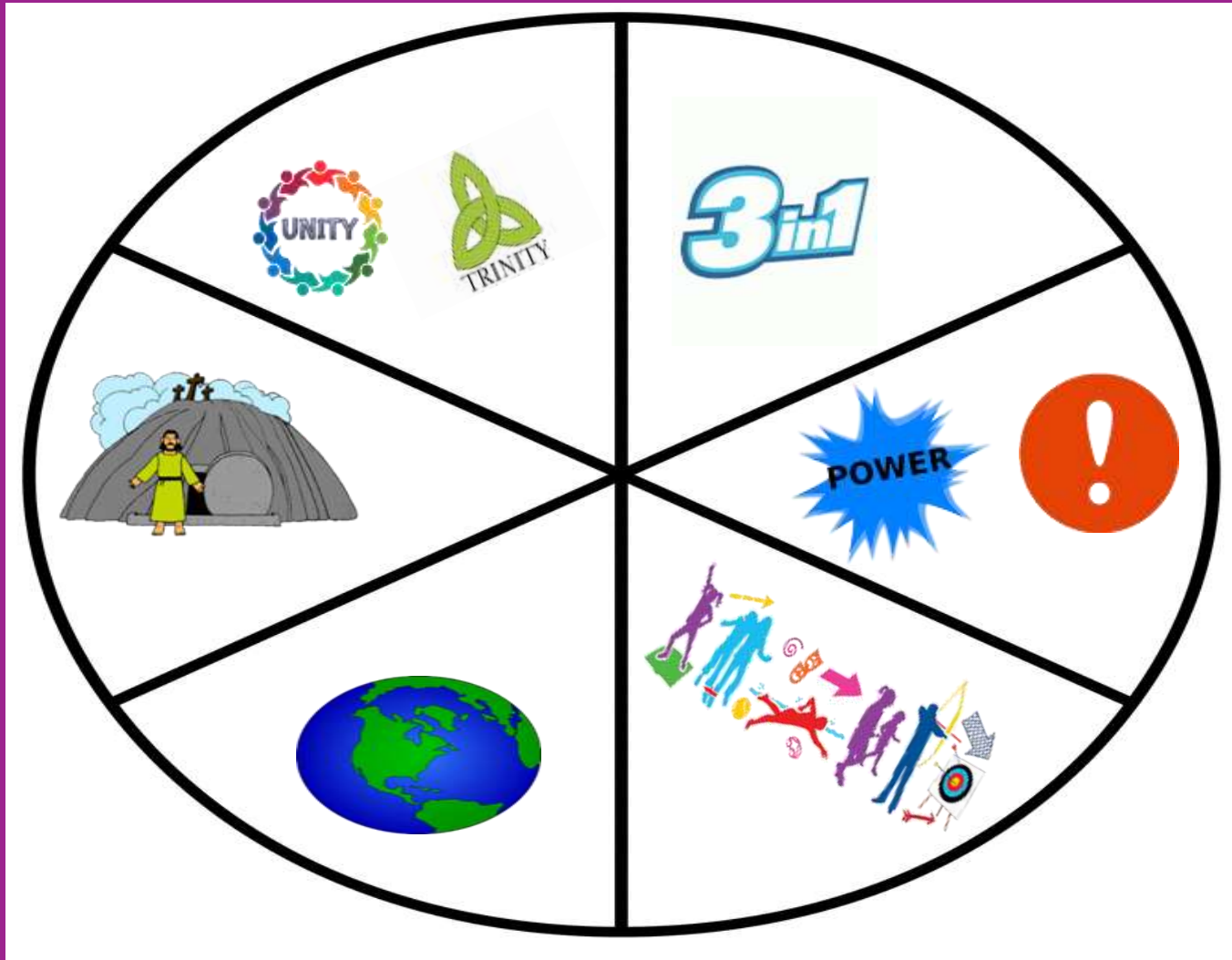
7



8



# The Trinity



# What can you remember?

- Tell the person next to you as many things as you can remember from the template without looking!
- Can you remember whole points?



**C) Explain two ways the Trinity is important to understanding God. In your answer you must refer to a source of wisdom and authority**

P: One way...

E: This shows/this means

E: This is shown in the...

P: A second way ...

E: This shows/this means

6 minutes

You need to give two reasons and explain both.  
You should then use evidence to support one idea.



# Importance of homework

- In RE pupils are given a revision booklet to complete for homework.
- This is important as it gives pupils the opportunity to return to topics we have previously covered.
- The focus of the revision booklet will change each half term.
- It is essential that pupils complete this to the best of their ability.

Read through the statements below and decide whether they are about the Tenakh or the Talmud

Contains the laws	Tenakh ✓
Contains the prophets	Tenakh ✓
Contains the Mishneh	Talmud ✓
Shows how Jews behaved towards god in their history	Talmud & Tenakh
Completed around 500CE	Talmud ✓
Tells Jews who they are and how they must live to fulfil their part of the covenant	Tenakh ✓
Teaches Jews faith in the one God and proclaims God's message of justice and compassion	Tenakh ✓
Contains explanations of the Halakhah	Talmud ✓

Use your notes to complete the C type below. Remember to use the sentence starters at the front of the booklet.

Explain two ways that food laws (kashrut) affect the lives of Jews today. In your answer you must refer to a source of wisdom and authority. (5)

Kashrut affects the lives of Jews today by reducing the options they have when eating outside. This is because the Tenakh prohibits them from eating certain type of food which are commonly served. These laws are shown in Deuteronomy 14:3 which lists the foods Jews can't eat.

Kashrut affects the lives of Jews today as they are expensive to maintain. This is because meat/dairy have to be separated and a lot of this certain things such as separate whichers have to be brought which is expensive. This is shown in Deuteronomy 14:3

Teacher Comment:



## Week 3- Private Prayer

Read through the key information below and draw an image/symbol in the box to represent each type of prayer. Remember to label your images!

Type of prayer	Why is it important?
Daily Prayer	<ul style="list-style-type: none"> <li>- Allows regular prayer</li> <li>- Connecting in faith as a family</li> </ul>
Individual prayer	<ul style="list-style-type: none"> <li>- Personal reflection</li> <li>- Solitary time with God</li> </ul>
Constant Prayer	<ul style="list-style-type: none"> <li>- Keeps God in an individual's heart and mind</li> <li>- Spontaneous opportunity for thanksgiving</li> </ul>
Shabbat prayer	<ul style="list-style-type: none"> <li>- Brings friends and family together</li> <li>- Regular celebrations with each other</li> </ul>


use your notes to complete the B type below. Remember to use the sentence starters at the front of the booklet.

Explain two reasons why private prayer is important to Jewish people. (4)

The reason why private prayer is important to Jewish people is because it gives them individual time with God. This is because many prayers in Judaism are done with other people most of the time, so being able to talk to God one-on-one is very important to build a connection with God.

Another reason why private prayer is important to Jews is because it keeps their mind on God constantly. This is because Jewish people pray 3 times a day privately. Without the habit, they wouldn't have God on their mind constantly.

Once you have completed the question, create a revision card using your notes to help you to remember the key Jewish beliefs on private prayer!



Teacher Comment:



## Week 4- The Shema and Amidah

Read through the information below and highlight the significant information about the Shema and Amidah, and the importance of prayer.

	Nature	Importance
<b>The Shema</b>	<ul style="list-style-type: none"> <li>Most important prayer in Judaism</li> <li>Recited twice a day, in the morning and evening services</li> <li>Evidence: "Hear O Israel, Hashem is our God, Hashem is the One and Only!" Deuteronomy 6:4</li> </ul>	<ul style="list-style-type: none"> <li>Declares most fundamental principle of Jewish faith – the belief in one God.</li> <li>Contains many important beliefs about God</li> </ul>
<b>The Amidah</b>	<ul style="list-style-type: none"> <li>HaTefillah or 'the prayer'</li> <li>Known as the standing prayer</li> </ul>	<ul style="list-style-type: none"> <li>Core part of every Jewish service</li> <li>Features three parts that are central to a relationship with God: praise, requests, thanks</li> </ul>

Morning	Afternoon	Evening
<ul style="list-style-type: none"> <li>Thanks for the use of the body</li> <li>Psalms and sections of the Tenakh chosen to focus mind on God</li> <li>Shema and Amidah recited</li> </ul>	<ul style="list-style-type: none"> <li>Psalms 145 read</li> <li>Followed by Amidah and Aleinu</li> </ul>	<ul style="list-style-type: none"> <li>Shema, Amidah and Aleinu recited</li> </ul>

Read the information below, research each item, and draw an image or symbol to represent each of the three items used in prayer.

### Tallis

- Prayer shawl
- Reminder of the Mitzvat in the Torah



### Tefillin

- Black boxes with leather straps
- Connects head and mind to God

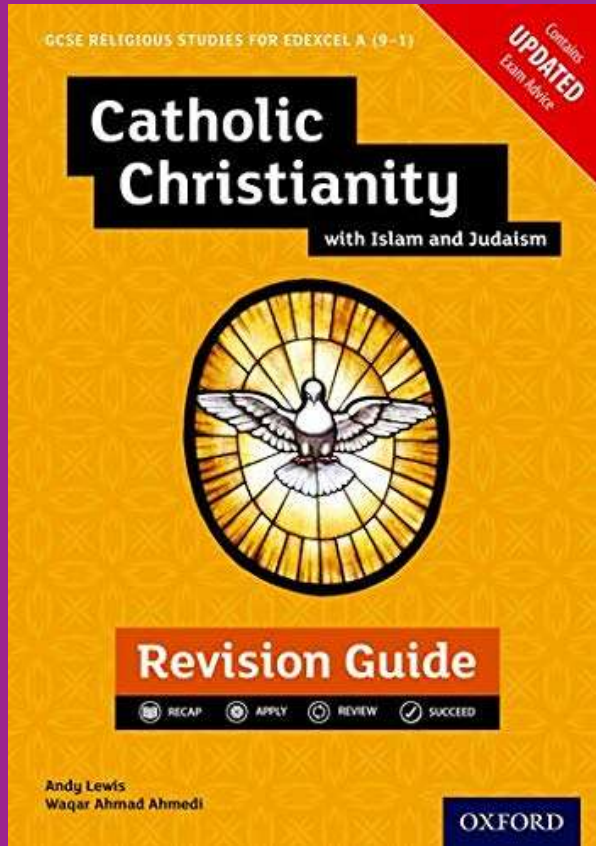


### Mezuzah

- Container attached to doorposts in Jewish homes
- Contains Shema
- Reminder of God's presence



# Key resources



- This is the revision guide we recommend for pupils and is available through the RE department.



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# English Language and Literature Year 10

# Two separate GCSEs

## English Language

Paper 1 (1 hour 45)  
Paper 2 (1 hour 45)



## English Literature

Paper 1 (1 hour 45)  
Paper 2 (2 hour 15)

# English Language

## **Paper One: [1 hour and 45 minutes]**

- **Section A** — analysis of one unseen, fiction extract [comprehension, language analysis, structural analysis and evaluation]
- **Section B** — description and narrative writing

## **Paper Two: [1 hour and 45 minutes]**

- **Section A** — analysis of two unseen, non-fiction extract [comprehension, summary, language analysis, and comparison]
- **Section B** — writing to present a viewpoint [in the form of: a newspaper article, letter, speech, leaflet or essay].

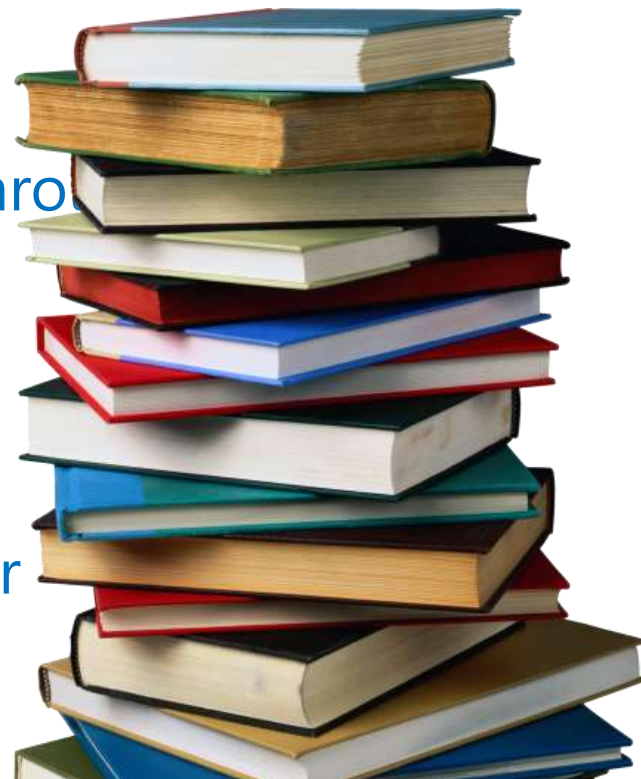
# English Literature

## **Paper One: [1 hour and 45 minutes]**

- Section A — Shakespearean Text: [Macbeth](#)
- Section B — 19th Century Text: [A Christmas Carol](#)

## **Paper Two: [2 hours and 15 minutes]**

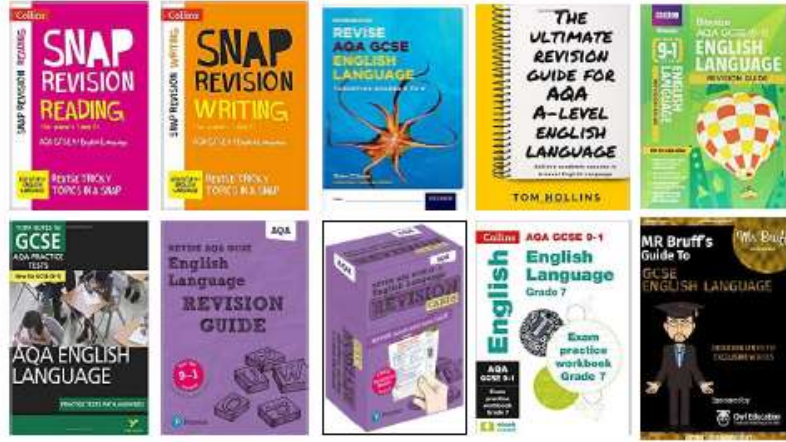
- Section A — Modern Text: [An Inspector Calls](#)
- Section B — Poetry: [Power and Conflict cluster](#)
- Section C — Unseen Poetry: [2 Unseen poems](#)





# English Language Revision

## Language Revision



## Spelling, Punctuation and Grammar



## Free Resources:



Mr Bruff's YouTube channel offers revision tutorials on all elements of the AQA GCSE Language and Literature exams.

Youtube channel: <https://www.youtube.com/user/mrbruff/videos>

## ItsLearning

Teachers will regularly update their Itslearning class group with revision resources and tasks.



# English Literature Revision

## Macbeth



## A Christmas Carol



## An Inspector Calls



## Power and Conflict



## Unseen Poetry



# Looking at Language

How does Dickens use language to present Coketown?

1. Understanding
2. Focus on Language
3. Consider context
4. Zoom in

## Extract Analysis Parent/Guardian Task

This extract is taken from chapter 9 of Charles Dickens' novel 'Hard Times', written in 1854. The novel is set in a fictitious Victorian industrial society called 'Coketown', a generic Northern English mill town.

It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood, it was a town of unnatural red and black like the painted face of a savage.

It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled.

It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of building full of windows where there was a rattling and a trembling all day long, and where the piston of the steam-engine worked monotonously up and down, like the head of an elephant in a state of melancholy madness. It contained several large streets all very like one another, and many small streets still more like one another, inhabited by people equally like one another, who all went in and out at the same hours, with the same sound upon the same pavements, to do the same work, and to whom every day was the same as yesterday and tomorrow, and every year the counterpart of the last and the next.

These attributes of Coketown were in the main inseparable from the work by which it was sustained; against them were to be set off, comforts of life which found their way all over the world, and elegancies of life which made, we will not ask how much of the fine lady, who could scarcely bear to hear the place mentioned. The rest of its features were voluntary, and they were these.

You saw nothing in Coketown but what was severally workful. If the members of a religious persuasion built a chapel there — as the members of eighteen religious persuasions had done — they made it a pious warehouse of red brick, with sometimes (but this is only in highly ornamented examples) a bell in a birdcage on the top of it. The solitary exception was the New Church; a stuccoed edifice with a square steeple over the door, terminating in four short pinnacles like florid wooden legs. All the public inscriptions in the town were painted alike, in severe characters of black and white. The jail might have been the infirmary, the infirmary might have been the jail, the town-hall might have been either, or both, or anything else, for anything that appeared to the contrary in the graces of their construction. Fact, fact, fact, everywhere in the material aspect of the town; fact, fact, fact, everywhere in the immaterial. The M'Choakumchild school was all fact, and the school of design was all fact, and the relations between master and man were all fact, and everything was fact between the lying-in hospital and the cemetery, and what you couldn't state in figures, or show to be purchasable in the cheapest market and saleable in the dearest, was not, and never should be, world without end. Amen.

## Challenging Vocabulary:

- **Interminable:** endless or apparently endless (often used hyperbolically).
- **Monotonously:** Tediously repetitious or lacking in variety. See Synonyms at boring.
- **Melancholy:** a feeling of pensive sadness, typically with no obvious cause.
- **Stuccoed:** coat or decorate with stucco.
- **Edifice:** a large, imposing building.
- **Florid:** excessively intricate or elaborate.

# Steps to Success

1. Complete all classwork
2. Know the texts
3. Writing stamina
4. Respond to feedback
5. Read
6. Make revision resources as you
7. Check itslearning
8. Take PPEs seriously





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# Thank you

Key Stage 4 co-ord:

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