

St Cuthbert Mayne School Curriculum Map 2023-2024



Department: Religious Education

Year 9

At the heart of Religious Education is the primacy of communicating God is Love. (Pope Francis)

The task of handing on the Christian faith, through the doctrines and teachings of the Roman Catholic and Anglican traditions, is both a privilege and responsibility. At the centre of all we do in our Religious Education department is the desire “to bring young people to a personal relationship with Jesus Christ.” (Curriculum Directory).

The RE curriculum at St Cuthbert Mayne seeks to; explore what people believe and what difference this makes to how people live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religions and world views, reflecting on their own ideas and ways of living. Religious Education, in our joint church school, seeks to promote and nurture the spiritual life of our pupils, and will enable every child to flourish and “live life to the full”.(C of E statement of Entitlement)

Our curriculum is;

- Ambitious for all pupils
- Coherently planned and sequenced
- Adapted to meet the needs of all.

The outcome of our excellent Religious Education should be religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity –” to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.” (Religious Education Curriculum Directory p6).

Key Stage 3 Curriculum Summary

During KS3 pupils will study and explore Christianity and aspects of four other major world religions, Judaism, Islam, Sikhism and Buddhism. We will also investigate philosophical and ethical thinking and issues. The following topics are covered: Year 7- Community and belonging, Faith and belief, Why is Jesus special? What is the Easter hope? What does it mean to be a Sikh? How to think philosophically. Year 8 - Who are the People of God? Prophecy and ethics, speaking up for justice, How do we live ethically? Environmental education, What does it mean to be Jewish? Year 9 - What does it mean to be a Muslim? What does it mean to work for love, peace and justice? What does it mean to be a Buddhist? Christianity beliefs and teachings.

NOTE - Year 9 curriculum is currently being developed to include the Catholic Religious Education Directory “To know you more clearly”. This is being implemented from September 2023 and will be adapted throughout the year

Autumn Term 1

Topic/Unit	What does it mean to be Muslim?- Introduction to Islam	The Life of Muhammad	Holy Books	The 5 Pillars of Islam	The 5 pillars of Islam
Knowledge (Content covered)	Who are Muslims? Diversity within the religion	His early life, revelation, night of power and the Hajira	The Quran as God's ultimate revelation	Shahadah and 99 names of Allah, Salah and Wudu	Zakah, Sawm and Ramadan, and Hajj
Skills	Listening / noticing detail Understanding Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation	Understanding Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation Listening / noticing detail	Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation Listening / noticing detail Understanding	To develop independent working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation Listening / noticing detail Understanding Evaluation of information.	Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation Listening / noticing detail Understanding Evaluation of information. To develop independent working skills
Assessment	Strategic questioning Written work Creative responses	Strategic questioning Written work Creative responses	Strategic questioning Written work Creative responses	Strategic questioning Written work Creative responses	Strategic questioning Written work Creative responses Formal summative assessment

Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Primary school teacher, Secondary school teacher, Newspaper journalist, Police officer, Youth worker, Counsellor, Lawyer				
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Autumn Term 2

Topic/Unit	What does it mean to be a Muslim 2 The role of the mosque.	Women in Islam Halal and Haram	Marriage and divorce.	Jihad	The after life.	Islam today and Islamophobia.
Knowledge (Content covered)	Understanding the main features and function of a mosque.	An exploration of the roles of women within Islam. What is acceptable and what is not acceptable within Islam.	The religious nature of marriage and divorce and the beliefs that underpin these.	The understanding of what jihad is with a focus on greater jihad, the everyday struggle to live life in harmony with Allah's wishes.	Understanding Muslim beliefs about life after death and the role of angels in Islam.	An exploration of what it means to be a Muslim today and an evaluation of prejudice and discrimination.
Skills	Understanding Evaluation of information. To	Understanding Evaluation of information. To	Listening / noticing detail Understanding	Reflecting & emphasising Oracy skills	Reflecting & emphasising Oracy skills	To develop independent working skills

	develop independent working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation Listening / noticing detail	develop independent working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation Listening / noticing detail	Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation	Analysis Evaluation Listening / noticing detail Understanding Evaluation of information. To develop independent working skills Hypothesising and making links.	Analysis Evaluation Listening / noticing detail Understanding Evaluation of information. To develop independent working skills Hypothesising and making links.	Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation Listening / noticing detail Understanding Evaluation of information.
Assessment	Strategic questioning Written work Creative responses	Strategic questioning Written work	Strategic questioning Written work	Strategic questioning Written work	Strategic questioning Written work	Knowledge harvest Strategic questioning Written work
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Primary school teacher Secondary school teacher Journalist Police Officer Social Worker Youth Worker Lawyer					

Spring Term 1

Topic/Unit	Promise and salvation - responding to Jesus	Promise and salvation - responding to Jesus	Promise and salvation - responding to Jesus
<p>Knowledge (Content covered)</p>	<p>Prophecy and Promise</p> <p>Focus on the role of Mary in the narrative of salvation history</p> <p>How Mary is the fulfilment of Old Testament prophecies</p> <p>This should coincide with the feast of Advent (Mary & incarnation made clear)</p> <p>How the life of Mary and her magnificent resonates with poor people</p> <p>The song is about liberation and salvation</p>	<p>Galilee to Jerusalem</p> <p>Mark's key theme - discipleship</p> <p>The importance of the way Christ calls individuals to follow him through their own distinctive vocations</p> <p>Call to priesthood or religious life</p> <p>The elements of the sacrament of holy orders (deacon, priest, bishop)</p> <p>Ethical issues that arise from attempting faithful discipleship in our current context</p>	<p>Desert to Garden</p> <p>Historical layout of the temple in Jerusalem</p> <p>The temple's role in sacrificial atonement</p> <p>Christ as the High priest of our salvation</p> <p>What it means to speak of Christ as the High Priest</p> <p>The language of sacrifice, covenant blood, Jesus as the lamb of God in Eucharistic liturgy</p>
<p>Skills</p>	<p>Listening / noticing detail</p> <p>Understanding</p> <p>Evaluation of information. To develop independent working skills</p> <p>Hypothesising and making</p>	<p>Understanding/ Evaluation of information. To develop independent working skills</p> <p>Hypothesising and making links.</p> <p>Reflecting & emphasising</p> <p>Oracy skills</p>	<p>Understanding /Evaluation of information. To develop independent working skills</p> <p>Hypothesising and making links. Reflecting & emphasising</p> <p>Oracy skills</p> <p>Analysis</p>

	links. Reflecting & emphasising Oracy skills Analysis	Analysis Evaluation Listening / noticing detail	Evaluation Listening / noticing detail
Assessment	Strategic questioning Written work Creative responses	Strategic questioning Written work Creative responses	Strategic questioning Written work Creative responses
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Primary school teacher, Secondary school teacher ,Newspaper journalist, Police officer, Youth worker, Counsellor, Lawyer		

Spring Term 2

Topic/Unit	What does it mean to be a Buddhist?	The Dharma	Life after death.	Daily Life.	The Sangha	Moral decision making
Knowledge (Content covered)	Key events in the life of Siddharta Gotama which led to his enlightenment.	Key teachings. The Three Marks of Existence. The Four Noble Truths. The Middle way. The 8 fold Path	Study of Samsara. Nirvana . The wheel of life	The 4 Viharas. Symbols and artefacts.	Diversity in Buddhism. The life of monks and nuns.	The 5 precepts as a guide to living.
Skills	Listening / noticing detail Understanding Evaluation of	Understanding Evaluation of information. To develop independent	Understanding Evaluation of information. To develop independent	Listening / noticing detail Understanding Evaluation of	Listening / noticing detail Understanding Evaluation of	Understanding Evaluation of information. To develop independent

	<p>information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation</p>	<p>working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation Listening / noticing detail</p>	<p>working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation Listening / noticing detail</p>	<p>information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation</p>	<p>information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation</p>	<p>working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation Listening / noticing detail</p>
Assessment	<p>Strategic questioning</p> <p>Written work</p> <p>Creative responses</p>	<p>Strategic questioning</p> <p>Written work</p> <p>Creative responses</p>	<p>Strategic questioning</p> <p>Written work</p> <p>Creative responses</p>	<p>Strategic questioning</p> <p>Written work</p> <p>Creative responses</p>	<p>Strategic questioning</p> <p>Written work</p> <p>Creative responses</p>	<p>Formal assessment.</p>
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	<p>Primary school teacher, Secondary school teacher ,Newspaper journalist, Police officer, Youth</p>					

	Evaluation and Analysis	Evaluation and Analysis	Evaluation and Analysis	Evaluation and Analysis	Evaluation and Analysis	Evaluation and Analysis
Assessment	Strategic questioning Written work Creative responses GCSE style questions	Strategic questioning Written work Creative responses GCSE style questions	Strategic questioning Written work Creative responses GCSE style questions	Strategic questioning Written work Creative responses GCSE style questions Formal assessment	Strategic questioning Written work Creative responses GCSE style questions	Strategic questioning Written work Creative responses GCSE style questions
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Journalist, documentary maker, Teacher, priest, chaplain, lawyer, police officer, archivist, charity fundraiser, counsellor, civil service administrator, community development worker				Journalist, documentary maker, Teacher, priest, chaplain, lawyer, police officer, archivist, charity fundraiser, counsellor, civil service administrator, community development worker	