

St Cuthbert Mayne School Curriculum Map 2023-2024



Department: Religious Education-Philosophy, Religion and Ethics

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).

Year 12

Autumn Term 1						
Topic/Unit	Theistic and non theistic worldviews	Theistic and non theistic worldviews				
Knowledge (Content covered)	Who or what is God? Reflecting on the nature of God	Alternatives to a theistic worldview/ Humanism/ Existentialism				
Skills	Knowledge Understanding Evaluation And Analysis Reflection Discussion Debate	Knowledge Understanding Evaluation And Analysis Reflection Discussion Debate				
Assessment	Strategic questioning	Strategic questioning				

	Classroom contribution Outcome of tasks	Classroom contribution Outcome of tasks				
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,					

Autumn Term 2

Topic/Unit	Introduction to Buddhism.	Introduction to Buddhism.	Introduction to Buddhism.			
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Knowledge (Content covered)	The life of Siddhartha. Focus on birth, insight and enlightenment	The Key teachings of the Buddha- 3 universal truths. 4 noble truths	The 8 fold path and the 5 precepts			
Skills	Knowledge Understanding Evaluation and Analysis Reflection Discussion Debate	Knowledge Understanding Evaluation and Analysis Reflection Discussion Debate	Knowledge Understanding Evaluation and Analysis Reflection Discussion Debate			
Assessment	Strategic questioning. Classroom contribution Outcome of tasks	Strategic questioning. Classroom contribution Outcome of tasks	Strategic questioning. Classroom contribution Outcome of tasks			
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,					
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Spring Term 1						
Topic/Unit	Human Rights and trafficking	Human Rights and trafficking				
Knowledge (Content covered)	The dignity of the worker. Preferential option for the poor	The life and mission of St Oscar Romero.				
Skills	Knowledge Understanding Evaluation and Analysis Reflection Discussion Debate	Knowledge Understanding Evaluation and Analysis Reflection Discussion Debate				
Assessment	Strategic questioning Classroom contribution	Strategic questioning Classroom contribution				

	Outcome of tasks	Outcome of tasks				
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	J o u r n a l i s t, documentary maker, Teacher, priest, chaplain lawyer, / police officer. Archivist, Charity fundraiser, Counsellor, Civil Service administrator, Community development worker					

Spring Term 2						
Topic/Unit	Human Rights and trafficking	Human Rights and trafficking				
Knowledge (Content covered)	Solidarity and peace.	Community and participation.				

Skills	Knowledge Understanding Evaluation a n d Analysis Reflection Discussion Debate	Knowledge Understanding Evaluation a n d Analysis Reflection Discussion Debate				
Assessment	Strategic questioning Classroom contribution Outcome of tasks	Strategic questioning Classroom contribution Outcome of tasks				
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	J o u r n a l i s t, documentary maker, Teacher, priest, chaplain, lawyer, / police officer. Archivist, Charity fundraiser Counsellor, Civil Service administrator, Community development worker					

Summer Term 1

Summer Term 1						
Topic/Unit	Human Rights and trafficking	Human Rights and trafficking				
Knowledge (Content covered)	Rights and responsibilities	Care of creation Laudato Si				
Skills	Knowledge Understanding Evaluation and Analysis Reflection Discussion Debate	Knowledge Understanding Evaluation and Analysis Reflection Discussion Debate				
Assessment	Strategic questioning Classroom contribution Outcome of tasks	Strategic questioning Classroom contribution Outcome of tasks				
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.					
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Summer Term 2						
Topic/Unit	Know thyself	Know thyself	Know thyself			
Knowledge (Content covered)	Who am I? Jungian personality types	Known by God, God, faith and religion.	Prayer, meditation and discernment.			

Skills	Knowledge Understanding Evaluation a n d Analysis Reflection Discussion Debate	Knowledge Understanding Evaluation a n d Analysis Reflection Discussion Debate	Knowledge Understanding Evaluation a n d Analysis Reflection Discussion Debate			
Assessment	Strategic questioning Classroom contribution Outcome of tasks	Strategic questioning Classroom contribution Outcome of tasks	Strategic questioning Classroom contribution Outcome of tasks			
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