

St Cuthbert Mayne School Curriculum Map 2023-2024



Department: Religious Education

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 4 Curriculum Summary

Pupils follow the Eduqas full course GCSE Route A. This comprises 3 units; 1. Religious philosophical and ethical studies in the modern world. There are 4 areas: Issues of Relationships, Issues of Life and Death, Issues of Good and evil and Issues of Human Rights 2. A study of Christianity. 3. A study of a world faith, Judaism

Autumn Term 1

Topic/Unit	Issues of life and death.	Issues of life and death.	Issues of life and death..	Issues of life and death.	Issues of life and death.	
Knowledge (Content covered)	The origins of life. Religious and scientific perspectives of the origin of the world. The big Bang, evolution, the design argument. Stewardship of the world.	The origin and value of human life, the sanctity and quality of life. Different Christian, Jewish and non religious views about abortion.	Euthanasia, different Christian, Jewish and non religious views about euthanasia. The right to die debate. The role of hospices.	Beliefs about death and the afterlife. Different religious and non religious views about the soul, judgment, heaven and hell..	How funeral rites reflect people’s beliefs about the afterlife. Christian, jewish and non religious funeral services.	

Skills	Knowledge Understanding Evaluation and Analysis	Knowledge Understanding Evaluation and Analysis	Knowledge Understanding Evaluation and Analysis	Knowledge Understanding Evaluation and Analysis	Knowledge Understanding 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	Strategic questioning Written work Creative responses GCSE style questions Formal assessment.	
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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SpringTerm 1

Topic/Unit	Issues of Human Rights	Censorship and freedom of religious expression.	Prejudice and discrimination.	Issues of wealth and poverty.		
Knowledge (Content covered)	To know and understand issues surrounding human rights and social justice.	To understand the concept of censorship, to explore how free we should be to express religious beliefs.	To explore prejudice and discrimination and Christian and Jewish response to them. Racism	To study the nature of absolute and relative poverty, Christian and Jewish attitudes towards		

	Individuals who show a personal conviction including Malala Yousafzai and St Oscar Romero. Jewish attitudes to human rights.	The nature of religious extremism.	and the study of the life of Martin Luther King. Jewish attitudes towards racial prejudice.	poverty. A case study of the work of Christian Aid.		
Skills	Knowledge Understanding Evaluation and Analysis	Knowledge Understanding Evaluation and Analysis	Knowledge Understanding Evaluation and Analysis	Knowledge Understanding 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	Formal assessment 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,					
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Spring Term 2

Spring Term 2						
Topic/Unit	Revision Christianity beliefs and teachings.	Revision. Christianity Practices.	Revision Judaism, beliefs and teachings.	Judaism Practices.		
Knowledge (Content covered)	The nature of God. the problem of evil. Jesus Christ. The after life, eschatological beliefs.	Forms of worship. The sacraments of Baptism and Eucharist. Pilgrimage and celebrations.	The nature of God. The Messiah. Covenant. Life on earth. The afterlife	Forms of worship. Shabbat. The synagogue. Rituals. Daily Life. Festivals.		

		The role of the church in society.				
Skills	Knowledge Understanding Evaluation and Analysis	Knowledge Understanding Evaluation and Analysis	Knowledge Understanding Evaluation and Analysis	Knowledge Understanding 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		
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	administrat or, Community development worker					
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Spring Term 2

Topic/Unit	Revision . Relationships	Revision . Life and death.	Revision. Good and evil.			
Knowledge (Content covered)	Family. Marriage and divorce. Sexual relationships, contracepti on, same sex relationships. Gender prejudice and discrimination	Life , creation and evolution. Science and religion. Sanctity and quality of life. Abortion. Euthanasia. Death and the after life.	Crime and punishment. The death penalty. Forgiveness. Good, evil and suffering. Free will.			

Skills	Knowledge Understanding Evaluation and Analysis	Knowledge Understanding Evaluation and Analysis	Knowledge Understanding 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			
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 1

Topic/Unit	Revision of GCSE- Eduqas.
Knowledge (Content covered)	A course of revision will continue in order to check knowledge and understanding. Specific knowledge to be covered will be pursuant to information released by the exam board.
Skills	Knowledge Understanding Evaluation and Analysis
Assessment	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.