

# St Cuthbert Mayne School Curriculum Map 2023-2024



## Department: Religious Education

### Year 8

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.

### Autumn Term 1

Topic/Unit	Who are the People of God?-The Bible	-Creation	-Fall from Grace	-The Patriarchs, Abraham	-Jacob	--Joseph
Knowledge (Content covered)	An introduction to the Bible	Biblical account of Creation, Genesis 1 and 2, Evolution and the Design	Genesis 3, Origin of evil and free will	Covenant, promise, sacrifice	God's election and sibling rivalry	The life of Joseph and the concepts of jealousy and forgiveness.

		theory				God's constant presence
<b>Skills</b>	Listening / noticing detail Understanding Evaluation of information. 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. Oracy skills Analysis	Asking questions Listening / noticing detail Understanding Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising	Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation Listening / noticing detail Understanding	Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation Religious literacy	Analysis Evaluation Religious literacy To develop independent working skills Listening / noticing detail
<b>Assessment</b>	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	Strategic questioning Written work Creative responses
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	Journalist, scientist, teacher, lawyer, police officer.					

## Autumn Term 2

Topic/Unit	Who are The People of God 2- Moses	Moses	King David	Queen Esther		
<b>Knowledge (Content covered)</b>	The birth narratives, religious experience( The Burning Bush) .	The Exodus, and The Decalogue ( 10 Commandments)	The early life of King David, demise of King Saul, chosen by the Prophet Samuel.	The role of Queen Esther in Jewish history.		
<b>Skills</b>	Listening / noticing detail Understanding Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation	Listening / noticing detail Understanding Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation	Listening / noticing detail Understanding Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation	Listening / noticing detail Understanding Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation		

<b>Assessment</b>	Strategic questioning Written work Creative responses	Strategic questioning Written work Creative responses Formal assessment	Strategic questioning Written work Creative responses	Strategic questioning Written work Creative responses		
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	Journalist, scientist, teacher, lawyer, police officer, youth worker.					

**Spring Term 1**

<b>Topic/Unit</b>	Prophecy And Ethics-speaking up for justice	ModernDay prophets.	What isEthics?	What isEthics?		
<b>Knowledge (Content covered)</b>	The Nature Of prophecy. What is a prophet. Exploration of someOld testament prophets.	Theworkof Bishop Dinnis in Africa. The life, work and influence of St Oscar Romero	What it means to be ethical. An exploration of Natural Law And Kant's Duty based ethics	The Nature Of agape . Situation Ethics. The relativist theory of Utilitarianism.		

<b>Skills</b>	Asking questions Listening / noticing detail Understanding Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising	Listening / noticing detail Understanding Evaluation of information. Hypothesising and making links. Oracy skills. Analysis.	Asking questions Listening / noticing detail Understanding Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising	Asking questions Listening / noticing detail Understanding Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising		
<b>Assessment</b>	Strategic questioning Written work	Strategic questioning Written work	Strategic questioning Written work	Strategic questioning Written work		
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	Primary School / teacher, Secondary school teacher,					

	Advice worker, Charity fundraiser, Counsellor, Newspaper journalist, Police officer, Youth worker					
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*Spring Term 2*

Topic/Unit	How do we live ethically?	Christianity and stewardship	Environmental Issues.	Animal rights	Christian Stewards	
<b>Knowledge (Content covered)</b>	Environmental education. Our world. Laudato Si (Pope Francis)	What does it mean to be a good steward of the earth? Biblical teachings and Christian responses.	Exploration of environmental Issues, deep and shallow ecology.	Exploration of animal rights and ethical living.	The life and influence of St Francis of Assisi.	

<b>Skills</b>	Listening / noticing detail Understanding Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation	Use of scripture. Listening / noticing detail Understanding Evaluation of information. Hypothesising and making links. Oracy skills. Analysis	Asking questions Listening / noticing detail Understanding Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising	Asking questions Listening / noticing detail Understanding Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising	Listening / noticing detail Understanding Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation	
<b>Assessment</b>	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 written assessment. Strategic questioning Written work Creative responses	



<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	Primary school teacher, Secondary school teacher, Newspaper journalist, Police officer, Youth worker, Counsellor, Lawyer					
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**Summer Term 1**

Topic/Unit	What does it mean to be a Jew?	What does it mean to be a Jew?	What does it mean to be a Jew?			
<b>Knowledge (Content covered)</b>	Introduction to Judaism, making connections. Beliefs about God	Holy books, Tenakh and Torah. Orthodox, reform and secular Judaism	Shabbat, the role of the synagogue, Bar and Bat Mitzvah.			
<b>Skills</b>	Listening / noticing detail	Critical thinking. Listening/	Listening / noticing detail			

	<p>Understanding Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting &amp; emphasising Oracy skills Analysis Evaluation</p>	<p>reading/noticing detail. Reflecting &amp; emphasising Oracy skills Making links. Scriptural analysis Analysis Evaluation</p>	<p>Understanding Evaluation of information. To develop independent working skills Hypothesising and making links. Reflecting &amp; emphasising Oracy skills Analysis Evaluation</p>			
<b>Assessment</b>	<p>Strategic questioning Written work</p>	<p>Strategic questioning Written work</p>	<p>Strategic questioning Written work Formal assessment</p>			
<p><b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a></p>	<p>Primary school teacher, Secondary school teacher, Advice worker, Charity fundraiser, Counsellor,</p>					

	Newspaper journalist, Police officer, Youth worker					
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**Summer Term 2**

Topic/Unit	What does it mean to be a Jew. Cont.	What does it mean to be a Jew?	What does it mean to be a Jew?		
Knowledge (Content covered)	The laws of Kashrut, keeping kosher. Festivals, Pesach and Hanukkah	Why do we suffer? Introduction to the holocaust.	A study of Anne Frank.		
Skills	Critical thinking. Listening / noticing detail Understanding. Evaluation of information. Scriptural analysis. Hypothesising and making links. Reflecting & emphasising Oracy skills	Critical thinking. Listening / noticing detail Understanding. Evaluation of information. Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation	Critical thinking. Listening / noticing detail Understanding. Evaluation of information. Hypothesising and making links. Reflecting & emphasising Oracy skills Analysis Evaluation		

	Analysis Evaluation				
<b>Assessment</b>	Strategic questioning Written work	Strategic questioning Written work	Strategic questioning Written work		
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	Primary school teacher, Secondary school teacher, Advice worker, Charity fundraiser, Counsellor, Newspaper journalist, Police officer, Youth worker				