

St Cuthbert Mayne School Curriculum Map



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:

2024-2025

Year Group	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6 -
7	What do I believe?	What does it mean to belong to a Christian school?	Who are the people of God?	Who are the people of God?	What does it mean to be Sikh?	What does it mean to think philosophically?
8	What does it mean to be a Jew?	What does it mean to be a Jew?	Who are the people of God?	Who are the people of God?	What are ethics?	How do we live ethically?
9	What does it mean to be a Muslim?	What does it mean to be a Muslim?	How does Jesus offer salvation?	How does Jesus offer salvation?	What does it mean to be a Buddhist?	Why do we do GCSE RE?
10	Christianity Practices	Judaism Beliefs and teachings	Judaism Beliefs & Teachings and Judaism Practices	Judaism Practices	Issues of Relationships	Issues of Relationships
11	Issues of Life and death	Issues of Good & Evil Including Christianity & Judaism mock exam	Issues of Human Rights and Revision Including Themes mock exam	Revision	Revision	
12	Philosophy, Ethics, DCT PRE - Peace & conflict, social action	Philosophy, Ethics, DCT PRE - Peace & conflict, social action	Philosophy, Ethics, DCT PRE - Hinduism, social action	Philosophy, Ethics, DCT PRE - Sexual ethics, social action	Philosophy, Ethics, DCT PRE - Business ethics, social action	Philosophy, Ethics, DCT PRE - Human rights, social action
13	Philosophy, Ethics, DCT PRE - Peace & conflict, social action	Philosophy, Ethics, DCT PRE - Peace & conflict, social action	Philosophy, Ethics, DCT PRE - Hinduism, social action	Philosophy, Ethics, DCT PRE - Sexual ethics, social action	Philosophy, Ethics, DCT PRE - Business ethics, social action, Human rights	

Autumn Term 1

Unit: What does it mean to be Muslim?					
Topic	Introduction to Islam	The Life of Muhammad	Sunni/Shia Muslims	Holy Books	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	Compare & contrast	The Quran as God's ultimate revelation	Shahadah and 99 names of Allah, Salah and Wudu, Zakah, Sawm & Ramadan, Hajj
Skills	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				
Assessment	TLAC strategies, metacognition, formative & summative assessments				
Gatsby 4	Teacher, Charity fundraiser, Counsellor, Newspaper journalist, Police officer, Youth worker, politician, medical worker, law (Linking curriculum learning to careers) GATSBY BENCHMARK 4				

Autumn Term 2

Unit: What does it mean to be Muslim?

Topic	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.	What Halal & Haram are How this affects Muslims's lives	The religious nature of marriage and divorce and the beliefs that underpin these.	Different types of Jihad What were the crusades?	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	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						
Assessment	TLAC strategies, metacognition, formative & summative assessments						
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Spring Term 1

Unit: How does Jesus offer salvation?

Topic	The temple of Jerusalem	Mary & salvation	Mary & O.T prophecies	Mary's magnificat	Discipleship
Knowledge (Content covered)	Historical layout of the temple in Jerusalem The temple's role in sacrificial atonement	Focus on the role of Mary in the narrative of salvation history	How Mary is the fulfilment of Old Testament prophecies	How the life of Mary and her magnificat resonates with poor people The song is about liberation and salvation	Mark's key theme - discipleship Mary as the perfect model of discipleship
Skills	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				
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Spring Term 2

Unit: How does Jesus offer salvation?					
Topic	Vocation	Holy orders	Ethical issues of discipleship	Christ the high priest of salvation	Easter and salvation
Knowledge (Content covered)	The importance of the way Christ calls individuals to follow him through their own distinctive vocations	Call to priesthood or religious life The elements of the sacrament of holy orders (deacon, priest, bishop)	Ethical issues that arise from attempting faithful discipleship in our current context	Christ as the High priest of our salvation What it means to speak of Christ as the High Priest The language of sacrifice, covenant blood, Jesus as the lamb of God in Eucharistic liturgy	How Easter links with Christ the high priest of our salvation
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Unit: What does it mean to be a Buddhist?				
Topic	Who was the Buddha?	What did the Buddha teach?	What is the Sangha?	What happens when we die?
Knowledge (Content covered)	Key events in the life of Siddharta Gotama 4 sights	Key teachings. The Three Marks of Existence. The Four Noble Truths. The Middle way. The 8 fold Path, the five Precepts	Diversity in Buddhism. The life of monks and nuns.	Study of Samsara. Nirvana . The wheel of life
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Unit: Why do we do GCSE RE?					
Topic	Why do we do RE GCSE?	Is life sacred?	Life decisions	What are relationships?	Do we have human rights?
Knowledge (Content covered)	What do I believe? (my worldview) What do other people believe? (worldviews)	Sanctity of life Quality of life	What is abortion? What is euthanasia? What are Christian attitudes?	Family marriage divorce What are Christian attitudes ?	What are human rights What are Christian attitudes? MLK, St Oscar Romero
Skills	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				
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