










SUBJECT Curriculum Map	
St. Cuthbert's Curriculum Vision 	<p>Here at St. Cuthbert's, our curriculum is rooted in our Catholic faith and the principles laid out in Catholic Social Teaching. Our goal is to help every child shine, feel valued, and make a positive mark in the world. With our core CARE values - Catholicity, Aspiration, Respect, and Excellence - guiding us, we aim to nurture each child's academic, social, emotional, and spiritual growth. We strive to foster an environment where every student feels secure, included, and supported, both inside, outside, and beyond the classroom.</p>
RE Curriculum Vision 	<p>To engage students in an understanding and appreciation of their faith and/or other world views that nurtures a readiness for life after St. Cuthbert's in a modern diverse world.</p> <p>To have nurtured, successful & independent young people who know their worth as children of God in a challenging, complex and ever-changing world.</p> <p>Through an ambitious, broad and engaging curriculum that develops life skills and builds on knowledge of different world views, framed by the teachings of Jesus Christ and His Church, helping students to achieve their goals and recognise their place in wider society.</p>

Curriculum Icons Key						
Catholic Mission	Careers (CEIAG)	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and communication	Skills for Life
						



KS3 SUBJECT 'at a glance'						
	AUTUMN		SPRING		SUMMER	
YEAR 7	<u>Creation and Covenant</u> Excellent knowledge about how God is revealed through creation and the importance of stewardship and social action	<u>Prophecy and promise</u> Excellent knowledge about scripture, what it reveals about God and how the Bible is used and the impact on daily life.	<u>Galilee to Jerusalem</u> Excellent knowledge about Jesus as the full and final revelation as incarnate God and his role in the Trinity.	<u>Desert to Garden</u> Excellent knowledge about key sacraments focussing on the Eucharist and the Paschal Mystery.	<u>To ends of the earth</u> Excellent knowledge about the Holy Spirit from the Gospel of Luke and the role the Spirit plays in the Church, Sacraments and individual lives.	<u>Dialogue and encounter/ Hinduism</u> Excellent knowledge about key ecumenical councils that guide matters of faith. A study of the core beliefs, practices and teachings of Hinduism.
YEAR 8	<u>Creation and Covenant</u> Excellent knowledge about the Fall, sin and following conscience in order to make moral decisions to work for the common good in society.	<u>Prophecy and Promise</u> Excellent knowledge about Prophecy in Bible, Prophetic advent themes and texts and how Jesus fulfilled Messianic prophecy.	<u>Galilee to Jerusalem</u> Excellent knowledge about the kingdom of God made known on earth through Jesus, miracles and Parables	<u>Desert to Garden</u> Excellent knowledge about suffering and how Lent recalls Jesus suffering and Catholic responses.	<u>To ends of the earth</u> Excellent knowledge about Jesus resurrection and beliefs about life after death from a religious and non-religious point of view	<u>Dialogue and encounter/ Islam</u> Excellent knowledge about key ecumenical councils that guide matters of faith. A study of the core beliefs, practices and teachings of Islam.
YEAR 9	<u>Creation and Covenant</u> Excellent knowledge about creation of humans, sanctity of life and equality & the dignity of the human person.	<u>Prophecy and Promise</u> Excellent knowledge about the role of Mary as a perfect disciple and other key women who	<u>Galilee to Jerusalem</u> Excellent Knowledge about discipleship and the role of discipleship and vocation in modern world.	<u>Desert to Garden</u> Excellent knowledge about redemption, reconciliation and salvation	<u>To ends of the earth</u> Excellent knowledge about the Church on earth, Church in heaven and the Church in purgatory	<u>Dialogue and encounter/ Judaism</u> Excellent knowledge about intercultural/faith dialogue and the importance of working for the common good and justice. A study of



		have played in salvation history.				the core beliefs, practices and teachings of Judaism.
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	KS4 SUBJECT 'at a glance'					
	AUTUMN		SPRING		SUMMER	
YEAR 10	Foundational Catholic Theology: Origins and meaning Pt 1	Foundational Catholic Theology: Origins and meaning Pt2	Foundational Catholic Theology: Good and Evil Pt 1	Foundational Catholic Theology: Good and Evil Pt 2	Judaism: Beliefs and Teachings Judaism Practices	Revision/ Plugging gaps Applied Catholic Theology: Life and Death Part 1
YEAR 11	Applied Catholic Theology: Life and Death part 1 & 2. Sin and Forgiveness Part 1	Sin and Forgiveness Part 2 Revision	Revision	Revision	GCSE exam	
Texts studied at KS3	Bible Catechism Encyclicals SoWA from Torah, Quran,					



<p>Texts studied at KS4</p>	<p>Bible Catechism Encyclicals Torah</p>
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Y7 SUBJECT

YEAR 7		AUTUMN 1& 2		SPRING		SUMMER	
Year 7	T h e m e	Creation & Covenant	Prophecy & Promise	Galilee to Jerusalem	Desert to garden	Ends of earth	Dialogue/Encounter Hinduism
		*Season of Advent		*Season of Lent/Easter			
	In Religious Education (RE), substantive knowledge refers to the factual content and key concepts within religious traditions. Essentially, substantive knowledge is "what" is being learned about religion. Disciplinary knowledge in RE encompasses the methods, tools and approaches used to investigate and understand the substantive knowledge. Essentially disciplinary knowledge is "how" that knowledge is acquired and examined.						
	Substantive	<ul style="list-style-type: none">Catholic understanding of revelationGod as creator and origin of all beingPrayer (prayer in different religions)	<ul style="list-style-type: none">Scripture, tradition and the magisterium (DV9)BibleCanon of scriptureScriptural inspiration (2 Tim 3:16-17 & DV 11)Scripture in prayer, Mass, Liturgy of the Word	<ul style="list-style-type: none">Incarnation (articles 2-4 of the Nicene creed).Jesus as Christ, Lord and Only Begotten Son of God.Titles of Jesus in scripture: Son of Man, Son of God, Son of David/Christ, & Lord.Trinitarian shape of Christin prayer	<ul style="list-style-type: none">Intro to 7 Sacraments,Paschal mysteryEucharist as “source & summit”The ‘real presence’Structure & names of the MassSacrament of the ‘Eucharist’	<ul style="list-style-type: none">Creed & Church teaching on Holy SpiritChurch as: the People of God; Body of Christ; the Temple of the Holy SpiritSacrament of Confirmation	<ul style="list-style-type: none">Council of JerusalemDiff Christian denominationsKey beliefs, teachings and practices in Hinduism



YEAR 7		AUTUMN 1& 2		SPRING		SUMMER	
	Disciplinary	<ul style="list-style-type: none"> Examining religious sources Interpreting theological content and belief Skills practice and application 	<ul style="list-style-type: none"> Finding a reference, Literary forms Examining religious sources Textual analysis, Interpreting theological content and belief 	<ul style="list-style-type: none"> Examining religious sources Textual analysis, Interpreting theological content and belief Skills practice and application 	<ul style="list-style-type: none"> Examining religious sources Textual analysis, Interpreting theological content and belief Skills practice and application 	<ul style="list-style-type: none"> Examining religious sources Interpreting theological content and belief Skills practice and application 	<ul style="list-style-type: none"> Examining religious sources Interpreting theological content and belief Skills practice and application
	Both	<ul style="list-style-type: none"> Literal and literalist senses of scripture, authorial voice in Genesis Genesis creation accounts as 'symbolic stories' Scientism and creationism Genesis 1:1-2:25, Laudato Si', stewardship with reference to the four core principles of CST 	<ul style="list-style-type: none"> Bible translations Relationship between OT and NT (and Tanakh) 	<ul style="list-style-type: none"> Jesus as 'true God and true man' in contrast to Arianism Jesus as the model of perfect human living, making links CST Trinity, links with incarnation 	<ul style="list-style-type: none"> Links between Jewish Passover (Ex 12:1-14) and the Last Supper (Lk 22:14-20) Catholic and other Christian beliefs about the Eucharist 	<ul style="list-style-type: none"> The Holy Spirit in Luke-Acts Holy Spirit in salvation history and Sacred Scripture Luke's account of Pentecost (Acts 2:1-12), Church as completion of the mission of Christ and the Spirit 	<ul style="list-style-type: none"> Ecumenical Church Councils Ecumenism Interfaith dialogue between Christians and Hindus
	Lived Lens	<ul style="list-style-type: none"> Artistic element= Donald Jackson's Genesis Frontispiece: Creation Lived religion option= Live Simply award 	<ul style="list-style-type: none"> Artistic expression= Book of Kells Lived religion element= Role of Bible in civic life 	<ul style="list-style-type: none"> Artistic expression= Comparison of Rublev Trinity/Meg Wroe's Trinity Lived religion element= Franciscans, links with St Francis and stewardship before study life, work and impact of Fr Mychal Judge 	<ul style="list-style-type: none"> Artistic expression= Life of Jesus Mafa Last Supper compared to Da Vinci's Last supper Ethical option= Responses to world hunger Bishop Theotonius Gomes 	<ul style="list-style-type: none"> Artistic expression= Jesus Mafa Pentecost image Lived religion element= How is Pentecost celebrated around the world 	<ul style="list-style-type: none"> Interfaith dialogue How Pope works with Hindu religion



YEAR 7		AUTUMN 1& 2		SPRING		SUMMER	
	Key vocab	<p>Creator</p> <p>Omnipotent</p> <p>Omniscient</p> <p>Benevolent</p> <p>Revelation</p> <p>literal sense</p> <p>literary form</p> <p>Creation</p> <p>Creationism</p> <p>scientism</p> <p>prayer</p> <p>stewardship</p> <p>salvation</p>	<p>Revelation</p> <p>Dei Verbum</p> <p>Scripture</p> <p>tradition</p> <p>magisterium</p> <p>inspired</p> <p>canon</p> <p>Old Testament</p> <p>New Testament</p> <p>Hebrew, Aramaic, Greek</p> <p>Tanakh</p> <p>Liturgy of the Word</p>	<p>Incarnation</p> <p>Trinity</p> <p>Son of Man</p> <p>Son of God</p> <p>Christ</p> <p>Lord</p> <p>heresy</p> <p>Arianism</p> <p>Lex orandi,</p> <p>Lex credendi</p> <p>service</p>	<p>Paschal mystery</p> <p>sacrament</p> <p>Passover</p> <p>Eucharist</p> <p>Sacrifice of the Mass</p> <p>transubstantiation</p> <p>Holy Communion</p> <p>Lord's Supper</p> <p>Blessed Sacrament</p>	<p>Holy Spirit</p> <p>Pentecost</p> <p>ruah</p> <p>People of God</p> <p>Body of Christ</p> <p>Temple of the Holy Spirit</p> <p>Confirmation</p> <p>Fruits of the Spirit</p>	<p>Ecumenical Council</p> <p>schism</p> <p>dogma</p> <p>reform</p> <p>Christian unity</p> <p>Ecumenism</p> <p>denominations</p>
	Skills	<p>S1= Recall, define and use religious terminology correctly.</p> <p>S2= Recall and identify beliefs, practices and / or teachings.</p> <p>S3= Recall and outline beliefs, practices and / or teachings.</p> <p>S4= Recall and describe beliefs, practices and / or teachings.</p> <p>S5= Recall and explain beliefs, practices and / or teachings.</p> <p>S6= Recall and evaluate beliefs, practices and / or teachings.</p> <p>S7= Recall and analyse beliefs, practices and / or teachings.</p>					



Year 8 SUBJECT

YEAR 8		AUTUMN 1& 2		SPRING		SUMMER	
Year 8	Theme	Creation & Covenant	Prophecy & Promise	Galilee to Jerusalem	Desert to garden	Ends of earth	Dialogue & Encounter/Hinduism
		*Season of Advent		*Season of Lent/Easter			
	Topic	In Religious Education (RE), substantive knowledge refers to the factual content and key concepts within religious traditions. Essentially, substantive knowledge is "what" is being learned about religion. Disciplinary knowledge in RE encompasses the methods, tools and approaches used to investigate and understand the substantive knowledge. Essentially disciplinary knowledge is "how" that knowledge is acquired and examined.					
	Substantive	<ul style="list-style-type: none">• Covenants• Sinai Covenant• Decalogue and Greatest Commandment• Baptism as a rite• Freedom and responsibility• Conscience• Church teachings• Conscience	<ul style="list-style-type: none">• Prophet Amos• John Baptist• Advent	<ul style="list-style-type: none">• Miracles.• Parables• Catholic beliefs about KOG	<ul style="list-style-type: none">• Fasting almsgiving & prayer• Paschal mystery	<ul style="list-style-type: none">• St Pauls teaching on resurrection• Empty tomb and physical resurrection• Catholic funeral rite	<ul style="list-style-type: none">• Study of one Catholic Church other than the Latin Church• Key beliefs, teachings & practices Islam

YEAR 8		AUTUMN 1& 2		SPRING		SUMMER	
	Disciplinary		<ul style="list-style-type: none"> Theological content and interpretation 	<ul style="list-style-type: none"> Parables/miracles interpreting meaning & doctrinal connections 	<ul style="list-style-type: none"> Application, theological study and reflection of church teaching & practice 	<ul style="list-style-type: none"> Literary & Contextual interpretation of resurrection accounts Theological synthesis and eschatological interpretation 	<ul style="list-style-type: none"> Engagement with theological and ethical dialogue. Application of dialogue principles Cohesion & Interfaith dialogue with Islam
	Both	<ul style="list-style-type: none"> Genesis 3 The Fall Freewill – humans spoilt Gods creation Original sin and personal sin, the Fall (Gen 3) Baptism links to- original sin/Fall 	<ul style="list-style-type: none"> Pattern & themes of prophetic texts in Bible, messianic prophecies & Isaiah Baptism-threefold office of Christ – Priest, Prophet & King 	<ul style="list-style-type: none"> Jesus' encounters with marginalised Literal sense of scripture moral sense of scripture Anointing of sick 	<ul style="list-style-type: none"> Suffering of Jesus in Mark Mystery of evil & Suff OT meaning of suffering- The Fall Church responses to evil Sacrament of reconciliation 	<ul style="list-style-type: none"> Resurrection of Jesus Life after death Last four things Baptism as necessary for salvation, linked to funeral rites 	<ul style="list-style-type: none"> Study of one Catholic Church other than the Latin Church Key beliefs, teachings & practices Islam
	Lived Lens	<ul style="list-style-type: none"> Artistic expression= A variety of representations of Moses or the Ten Commandments in art Lived religion element= Ethical issues arising from what love of neighbour requires in a contemporary context, with reference to the Good Samaritan and Fratelli Tutti 	<ul style="list-style-type: none"> Artistic= The prophetic message in Christmas carols Lived religion= Advent traditions from around the world: Las Posadas, Santons, Szopka, Nativity plays 	<ul style="list-style-type: none"> Ethical= Issues arising from encounters with those on the margins today- elderly, refugees Lived religion= Life & work of a person committed to serving marginalised - Mother Teresa 	<ul style="list-style-type: none"> Ethical= Problem of evil and responses Lived religion= Lenten cultural practices from around the world: Hot Cross buns in UK 	<ul style="list-style-type: none"> Ethical= Purgatory Lived religion= Christian funeral traditions from around the world 	<ul style="list-style-type: none"> Cohesion & Interfaith dialogue with Islam



YEAR 8		AUTUMN 1& 2		SPRING		SUMMER		
	Key vocab	The Fall original sin concupiscence Sinai covenant the Decalogue freedom responsibility conscience baptism	Prophet priest King messianic Advent Amos Elijah John the Baptist	Kingdom moral sense of scripture miracles parables Anointing of the Sick	Suffering servant Passion suffering Lent fasting, almsgiving, and prayer Triduum Sacrament of Penance (Reconciliation) problem of evil	Resurrection death judgement heaven hell purgatory funeral rite requiem	Ecclesiam Suam Second Vatican Council Eastern Catholic churches patrimony liturgical traditions and rites	Allah Mosque Quran Hajj Salah Zakat
	Skills	S1= Recall, define and use religious terminology correctly. S2= Recall and identify beliefs, practices and / or teachings. S3= Recall and outline beliefs, practices and / or teachings. S4= Recall and describe beliefs, practices and / or teachings. S5= Recall and explain beliefs, practices and / or teachings. S6= Recall and evaluate beliefs, practices and / or teachings. S7= Recall and analyse beliefs, practices and / or teachings.						



Year 9







YEAR 9		AUTUMN 1& 2		SPRING		SUMMER	
Year 9	Theme	Creation & Covenant	Prophecy & Promise	Galilee to Jerusalem	Desert to garden	Ends of earth	Dialogue & Encounter/Hinduism
		*Season of Advent		*Season of Lent/Easter			
		In Religious Education (RE), substantive knowledge refers to the factual content and key concepts within religious traditions. Essentially, substantive knowledge is "what" is being learned about religion. Disciplinary knowledge in RE encompasses the methods, tools and approaches used to investigate and understand the substantive knowledge. Essentially disciplinary knowledge is "how" that knowledge is acquired and examined.					
	Substantive	<ul style="list-style-type: none">• Being made in imago Dei• Sacrament of matrimony• Human dignity	<ul style="list-style-type: none">• Marian feasts• Marian titles• Marian prayers• Marian dogmas• Magnificat	<ul style="list-style-type: none">• Discipleship• Sacrament of Holy Orders	<ul style="list-style-type: none">• Herod’s temple, sacrifice & covenants• Hebrews 9 and the Day of Atonement• Christ as High Priest and true temple	<ul style="list-style-type: none">• Structure of ‘Church on earth.• Church in heaven• Three states of Church• Angels and saints in the liturgy and popular devotions	<ul style="list-style-type: none">• Key beliefs, teachings & practices• Judaism

YEAR 9		AUTUMN 1& 2		SPRING		SUMMER	
	Disciplinary	<ul style="list-style-type: none"> Theological interpretation, application & reflection 	<ul style="list-style-type: none"> Typological and theological connections Typological analysis Thematic and theological interpretation 	<ul style="list-style-type: none"> Theological interpretation, application & reflection 	<ul style="list-style-type: none"> Application and theological study and reflection of church teaching & practice Scriptural interpretation Historical and theological interpretation 	<ul style="list-style-type: none"> Interpreting Church scripture & roles Theological reflection and interpretation 	<ul style="list-style-type: none"> Engagement with theological and ethical dialogue. Application of dialogue principles
	Both	<ul style="list-style-type: none"> Creation of human beings (Gn 1:26–28; 2:7, 21–24) Human dignity Equality of men & women Church teaching on marriage 	<ul style="list-style-type: none"> Typology- Genesis 1-3 Incarnation Holy women of OT and recurring biblical themes Links between OT women & Mary 	<ul style="list-style-type: none"> Marks Gospel & discipleship Discipleship & vocation Evangelical counsels, religious life and the rich young man 	<ul style="list-style-type: none"> The New and Everlasting Covenant The effects of Christ's sacrificial offering 	<ul style="list-style-type: none"> 'The Church being purified'; purgatory; prayers for the dead Communion of saints 	<ul style="list-style-type: none"> Interfaith dialogue Intercultural dialogue
	Lived Lens	<ul style="list-style-type: none"> Artistic= Films that deal with the question of what it is to be human- My Sisters Keeper Lived religion= Example of a Christian person or group who/which has defended the basic humanity, dignity and rights of people 	<ul style="list-style-type: none"> Ethical= Josephine Bakhita Lived religion= Marian pilgrimage shrine of Lourdes 	<ul style="list-style-type: none"> Ethical= Arguments for and against the ordination of women Lived religion= The experience of persecuted Christians today and the work of the Aid to the Church in Need 	<ul style="list-style-type: none"> Ethical= Sins of omission and sins of commission. Artistic= Reconciliation, by Josefina de Vasconcellos 	<ul style="list-style-type: none"> Ethical= Contrasting beliefs about afterlife Lived religion= Angels in popular culture 	<ul style="list-style-type: none"> Engagement with theological and ethical dialogue. Application of dialogue principles Cohesion & Interfaith dialogue with Judaism



YEAR 9		AUTUMN 1& 2		SPRING		SUMMER	
	Key vocab	imago Dei inalienable dignity human person relational rational volitional sanctity of life marriage Sacrament of Matrimony	typology protoevangelium Mary Mother of God Immaculate Conception Our Lady New Eve Magnificat the Rosary	discipleship vocation Holy Orders deacon, priest, bishop religious life evangelical counsels poverty chastity obedience celibacy	Sinai covenant temple sanctuary Holy of Holies Day of Atonement High Priest mystery of redemption grace redemption atonement salvation reparation sanctification	Church communion of saints Church on Earth Church in heaven Church being purified saints angels archangels purgatory	intercultural dialogue common good respect for the person social wellbeing development of society peace and security worldview religious worldview non-religious worldview
	Skills	S1= Recall, define and use religious terminology correctly. S2= Recall and identify beliefs, practices and / or teachings. S3= Recall and outline beliefs, practices and / or teachings. S4= Recall and describe beliefs, practices and / or teachings. S5= Recall and explain beliefs, practices and / or teachings. S6= Recall and evaluate beliefs, practices and / or teachings. S7= Recall and analyse beliefs, practices and / or teachings.					

Y10 SUBJECT




































YEAR 10		AUTUMN		SPRING		SUMMER	
Year 10	Theme	Origins and Meaning Part 1 	Origins and Meaning (cont.) / Good and evil Part 1 	Good and Evil (cont.) Judaism Beliefs part 1 	Judaism Beliefs Part 2 Judaism Practices Part 1 	Judaism Practices Part 2 	Revision of Component 1 /3 and Life and death Part 1 

Substantive & Disciplinary Knowledge In Religious Education (RE), substantive knowledge refers to the factual content and key concepts within religious traditions. Essentially, substantive knowledge is "what" is being learned about religion. Disciplinary knowledge in RE encompasses the methods, tools and approaches used to investigate and understand the substantive knowledge. Essentially disciplinary knowledge is "how" that knowledge is acquired and examined.						
Substantive	<ul style="list-style-type: none"> Key concepts Catholic beliefs and teachings about the origin of the universe Non-religious views about the origin of the universe Jewish view on nature of God and creation The Bible 	<ul style="list-style-type: none"> Key concepts Catholic perspective on origin of evil Catholic view on suffering Jewish view on suffering Trinity Incarnation 	<ul style="list-style-type: none"> Pilgrimage Rosary Key concepts Judaism Overview of different Jewish denominations Nature of God (Judaism) Shekhinah Messiah Abrahamic Covenant Mosaic Covenant 	<ul style="list-style-type: none"> Relevance of 10 Commandments Jewish teachings on Pikuach Nefesh Jewish beliefs about afterlife Jeish beliefs about resurrection Role & function of a synagogue Shabbat worship & prep at home & synagogue Prayer Amidah/Shema General worship at home 	<ul style="list-style-type: none"> Items worn for worship Features of a synagogue 4 key Rituals Daily life- Tenakh & Talmud Kosher 4 key Festivals <p>*Revision and Plugging gaps of both Component 1 and Component 3</p>	<ul style="list-style-type: none"> Dying well Palliative care Euthanasia Different beliefs about life after death – religious and non-religious St Paul – Resurrection of the Body
Disciplinary	<ul style="list-style-type: none"> Theological analysis Comparative analysis Doctrinal, scriptural and theological interpretation 	<ul style="list-style-type: none"> Theological critical analysis and comparison Interpretation of religious imagers 	<ul style="list-style-type: none"> Theological reflection on suffering Gospel and other teachings influencing ethical application 	<ul style="list-style-type: none"> Jewish Theological analysis and review 	<ul style="list-style-type: none"> Content review and skill application Core knowledge and question structure framework 	<ul style="list-style-type: none"> Application of skills describe, explain & discuss Exam technique Evaluation and argument building Comparative and evaluation reasoning

	Both	<ul style="list-style-type: none"> • Comparison of scientific theory of creation of world • Different attitudes towards abortion – Catholic, Jewish, non-religious (sanctity vs quality of life) • Comparison of Genesis 1:1–2:3 and Genesis 2:4–24 • Catholic beliefs about the nature of human beings and their relationship with creation • Comparison of Catholic, Jewish and Humanist beliefs on stewardship 	<ul style="list-style-type: none"> • Symbolism in Christian art (creation of Adam & tree of Life) • Practices- Catholic Social Teaching • Interfaith Dialogue • St Augustine, Hume, and Mackie – Challenge of Evil 	<ul style="list-style-type: none"> • St John Paul II's view on suffering • Jesus as a source of moral authority • Different religious views on sculptures and statues (Christian & Jewish) 	<ul style="list-style-type: none"> • Life on earth- upholding Mitzvot & freewill 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Ongoing revision • Plugging gaps •
	Skills	<p>Skill of describe Skill of explain Skill of discuss- looking at more than one point of view Skill of forming a judgement Skill of using relevant and appropriate Specialist Language (SL) Skill of using relevant, appropriate Sources of Wisdom and Authority (SoWA)</p>					
	Key vocab	<p>Creation ex nihilo Imago De Conscience Natural law Incarnation Privation Tikkun Olam Olam Ha Ba Yetzer Har a Tov Yetzer Hara Tenakh</p>					



Y11 SUBJECT





YEAR 11		AUTUMN		SPRING		SUMMER	
Year 11	Theme	Life and Death (cont.) Sin and Forgiveness Part 1	Sin and Forgiveness (cont.)	Revision/Exam technique	Revision/Exam technique	Revision/ Exam technique	
		      	      	      	      	      	



YEAR 11	AUTUMN		SPRING		SUMMER	
	Substantive & Disciplinary Knowledge In Religious Education (RE), substantive knowledge refers to the factual content and key concepts within religious traditions. Essentially, substantive knowledge is "what" is being learned about religion. Disciplinary knowledge in RE encompasses the methods, tools and approaches used to investigate and understand the substantive knowledge. Essentially disciplinary knowledge is "how" that knowledge is acquired and examined.					
	Substantive	<ul style="list-style-type: none">• Magisterium• Second Vatican Council• Sarcophagi• Paschal Candle• Music& funeral rite• Symbols in a Catholic funeral• Different types of prayer• Key concepts	<ul style="list-style-type: none">• Nature of the church• Mary as a role model• The body of Christ• Interior of a church• Exterior of a church• Sacraments	<ul style="list-style-type: none">• Revision and Exam skills (reminding students of the importance of RE in shaping their career/next steps)• Ongoing revision of Component 1 - Origins and Meaning and Good and Evil• Ongoing revision of Component 2- Life and death and Sin and forgiveness• Ongoing revision of Component 3- Judaism• Practising exam skills such as evaluation ‘d’ type responses.	<ul style="list-style-type: none">• Revision and Exam skills (reminding students of the importance of RE in shaping their career/next steps)• Ongoing revision of Component 1 - Origins and Meaning and Good and Evil• Ongoing revision of Component 2- Life and death and Sin and forgiveness• Ongoing revision of Component 3- Judaism• Practising exam skills such as evaluation ‘d’ type responses.	GCSE Exams
		Disciplinary	<ul style="list-style-type: none">• Skill and application of ethical reasoning• Scriptural and ethical interpretation	<ul style="list-style-type: none">• Scriptural and ethical interpretation		



YEAR 11		AUTUMN		SPRING		SUMMER	
	Both	<ul style="list-style-type: none"> • Crime and punishment • Aims of punishment • Forgiveness • Capital punishment 	<ul style="list-style-type: none"> • Mission and evangelisation • UK as a multi faith society 				
	Skills	Skill of describe Skill of explain Skill of discuss- looking at more than one point of view Skill of forming a judgement Skill of using relevant and appropriate Specialist Language (SL) Skill of using relevant, appropriate Sources of Wisdom and Authority (SoWA)					
	Key Vocab	Pontifical magisterium Conciliar magisterium Sarcophagi Evangelisation Relativism Absolutism					

 <p>Skills: KS3- In year 7, pupils revisit some of the most important learning from their study of Catholic Christianity and other world faiths in primary school. For those who have not attended Catholic primary school, Yr 7 is an opportunity to investigate and apply the theological foundations/knowledge that are the basis for understanding Catholicism and the spiral KS3 curriculum for 8-9. S1= Recall, define and use religious terminology correctly. S2= Recall and identify beliefs, practices and / or teachings. S3= Recall and outline beliefs, practices and / or teachings. S4= Recall and describe beliefs, practices and / or teachings. S5= Recall and explain beliefs, practices and / or teachings. S6= Recall and evaluate beliefs, practices and / or teachings. S7= Recall and analyse beliefs, practices and / or teachings. KS4- In Year 10-11 students start the Route B Eduqas GCSE where they study Foundational/Applied Catholic Christianity and Judaism. An intellectually rigorous course that allows them to study key themes/ topics from both a religious and non-religious viewpoint. Students have completed their KS3 curriculum examining a range of religious and non-religious beliefs, teachings and practices through a sequenced/spiral learning platform. This foundational knowledge will be revisited and built upon allowing students to demonstrate their depth and breadth of understanding of the subject. Students will apply this gained knowledge when they examine key Catholic beliefs teachings and practices, comparing these to other Christian traditions, Jewish and non-religious views such as those held by humanist or atheist. The GCSE curriculum develops critical thinking skills, judgment and the ability to construct a well-informed, structured written argument. A stepped approach of these skills has been developed at KS3 to support future learning and curriculum content. Skill of describe Skill of explain Skill of discuss- looking at more than one point of view Skill of forming a judgement Skill of using relevant and appropriate Specialist Language (SL) Skill of using relevant, appropriate Sources of Wisdom and Authority (SoWA)</p>	 <p>Preparing for Life in Modern Britain: Religious Education has never been more relevant or engaging as religion & religious issues are in the news every day. RE can help our students to prepare for life beyond St Cuthbert's by:</p> <ul style="list-style-type: none"> • Teaches understanding of world religions and beliefs • Provokes deep meaningful questions about life, ethical issues & society • Offers opportunities for personal reflection • Promote respect for self and others • Enhance our understanding of global affairs • Generate social discussion and community cohesion
 <p>Enrichment Opportunities: ECO Club/live simply award CARE Ambassadors Lunch time revision Confirmation Programme Guest speakers</p>	 <p>Cultural Capital: Examination of artwork, Creation of Adam Sistine Chapel, Book of Kells, Tree of Life. Literary study of religious texts Examination of artefacts</p>
<p>Assessment opportunities: 2x Formative each half term (only one when a summative/mock is completed) 3x Summative each year</p>	