

Our Curriculum Vision – PRAY

Protecting our Planet – learn and contribute to protecting God’s creation – in our community and wider work. Caring about the world we live in;	Resilience – be able to face challenges and use them to help us progress. Overcome difficulties that challenge us;	Aspiration – we are created by God to do amazing things – each one of us. Ambitious / belief in ourselves and in what we can achieve.	Yes to equality – we are all equal and important in God’s eyes. Everyone is equal and deserves to be valued and respected.
<p>Through our Catholic Social Teaching focus on Care for our Creation children will be encouraged to learn how and why God called us to care for the world he has made.</p> <p>Children are supported to carry out projects to care for their community e.g. litter picking, raising money for environmental charities.</p>	<p>Children learn that God cares for them and those around them and that we can turn to him when we are happy or when we are facing challenges.</p> <p>Children are given opportunities to learn prayers that can support them in communicating with God when facing challenges.</p> <p>Children learn about the work of the those whose stories are in the Bible e.g. Abraham, Moses etc and the Saints from the Disciples to the modern day who are a great example to us. Being able to see how they faced and overcame difficulties with the help of God.</p>	<p>Children learn that they are God’s creation and that he has a plan for their lives.</p> <p>Children are taught about vocations and how God calls His people.</p> <p>Through our mission statement children are encouraged daily to aspire to be followers of Jesus. They are taught to reflect on what choices they need to make to achieve this.</p>	<p>Children learn that every human is made in the image of God and loved by Him and as followers of Jesus we are called to respect our differences and to love everyone.</p> <p>Through our study of other religions and Catholic Social Teaching, children are encouraged to respect other people’s beliefs and customs.</p> <p>Children are taught to understand the rights and responsibilities all people have and are entitled to and how we can ensure all people are able to enjoy these rights and responsibilities.</p> <p>Children are given the opportunity to carry out their mission through opportunities during worship times (both whole school and in class).</p>

Our Subject Philosophy

You shall love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind, and your neighbour as yourself. Luke 10:27

At St Cuthbert Mayne, we agree with Pope St John Paul II who said Religious Education is the "core of the core curriculum" in a Catholic school. By placing RE at the core of the curriculum it enables us to fulfil our mission to educate the whole person in discerning the meaning of their existence and how to live out their faith day by day. Our school mission statement sums this up well - "Growing together in love and learning as followers of Jesus" Through high quality R.E lessons we aim to support our children to increase each year their knowledge of God and how to follow in Jesus' footsteps more closely.

Our aim at St Cuthbert Mayne School is to:

- enthuse children with the teachings of the Church, the lives of saints and the relationship between faith and life
- help children to begin to look at and focus on the relevant experiences within their own lives
- lead children to a deeper understanding and clearer vision of their faith
- engage children with the deepest questions of life and look for reasons for hope within them
- educate children on the mystery of God, as discovered through the Bible and particularly through the life and teachings of Jesus Christ and the work of the Holy Spirit.

Religious Education Curriculum Directory (RECD)

The curriculum content of RE in Catholic schools is determined by Catholic bishops. The Department of Education and Formation of the Catholic Bishops' Conference set guidelines for the curriculum content of RE in Catholic schools in the Religious Education Curriculum Directory (RECD).

https://www.catholiceducation.org.uk/images/RECD_2012.pdf

Catholic Social Teaching

'Young people are not meant to become discouraged; they are meant to dream great things, to seek vast horizons, to aim higher, to take on the world, to accept challenges and to offer the best of themselves to the building of something better.'

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(Pope Francis, Christus Vivit 15)

Catholic Social Teaching (CST) is based on a tradition of episcopal and papal writings on political, economic and social issues facing our time. CST provides us with a structure on how to encompass and apply these reflections to our daily lives. More importantly, it guides us on how we should respond to our faith as individuals, and actively respond to God's call to work towards a common good. At St Cuthbert Mayne School alongside the R.E curriculum children will also receive lessons specifically addressing the key themes of Catholic Social Teaching. They will be given opportunities to live out this teaching, in our community, throughout the year.

Each half term we will look at one of the key themes:

- Human Dignity
- Community & Participation
- Care for Creation
- Dignity in Work
- Option for the Poor
- Solidarity & Peace

R.E Long term plan:

Curriculum Map 2023-24						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Catholic Social Teaching	Care for Creation	Preferential Option for the Poor	Solidarity and Peace	Community and Participation	Dignity of Workers	Dignity
Year 3	Homes – God's vision for every family Other Faiths - Judaism		Journeys – Christian family's journey with Christ Listening & Sharing – Jesus gives		Energy – Gifts of the Holy Spirit Other Faiths - Judaism Choices – Importance of	

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	Promises – Promises made at baptism Visitors – Waiting for the coming of Jesus	himself to us Giving All – Lent: remembering Jesus' total giving	examination of conscience Special Places – Holy places for Jesus and the Christian community
Year 4	People – The family of God in Scripture Other Faiths - Judaism Called - Confirmation: A call to witness Gift: God's gift of love and friendship in Jesus	Community – Life in the local Christian Community Giving and Receiving: Living in Communion Self-Discipline: Celebrating growth to New Life	New Life – To hear and live the Easter message Other Faiths - Islam Building Bridges – Admitting wrong, being reconciled with God. God's People – Different Saints show people what God is like
Year 5	Ourselves – Created in the image of God Other Faiths - Judaism Life Choices – Marriage, commitment and service Hope – Advent: Waiting in the joyful hope	Mission – Continuing Jesus' mission in diocese Memorial Sacrifice – Eucharist as the living memorial of Christ's sacrifice Sacrifice – Lent: a time of aligning with the sacrifice made by Jesus	Transformation – Celebration of the spirit's transforming power Other Faiths - Sikhism Freedom & Responsibility – Commandments enable Christians to be free & responsible Stewardship – The Church is called to the stewardship of Creation
Year 6	Loving - God who never stops loving Other Faiths - Hinduism Vocation and Commitment - The vocation of priesthood and religious life Expectations - Jesus born to show God to the world	Sources - The Bible the special book for the church Unity - Enabling people to live in communion Death & New Life - Celebrating Jesus' death and resurrection	Witnesses - The Holy Spirit enables people to become witnesses Healing - Sacrament of the sick Other Faiths - Hinduism Common Good - Work of the worldwide Christian family

Curriculum Progression at St Cuthbert's Mayne Junior School

	Year 3	Year 4	Year 5	Year 6
Knowledge and Understanding ('learning about')	<ol style="list-style-type: none"> 1. Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. 2. Describe, with increasing detail and accuracy; a range of religious beliefs, different roles of people in the local, national and global Church. 3. Make links between; beliefs and sources, giving reasons for beliefs and for beliefs and worship, giving reasons for actions. 4. Use a wider range of religious vocabulary. 	<ol style="list-style-type: none"> 1. Describe with increasing detail and accuracy; the life and work of key figures in the history of the People of God, religious symbols and steps involved in religious actions and worship and those actions of believers which arise as a consequence of their beliefs. 2. Make links between beliefs and life, giving reasons for actions and choices. 3. Explain what it means to belong to a Church community. 4. Use religious words and phrases. 	<ol style="list-style-type: none"> 1. Describe more complex scripture passages in a way that shows understanding of the scripture sources used. 2. Show a knowledge and understanding of; a range of religious beliefs, the life and work of key figures in the history of the people of God, religious symbols and steps involved in age appropriate religious actions and worship and those actions of believers which arise as a consequence of their beliefs. 3. Use religious vocabulary widely, accurately and appropriately. 	<ol style="list-style-type: none"> 1. Show an understanding of, by making links between; beliefs and sources, beliefs and worship and beliefs and life. 2. Use a developing religious vocabulary widely, accurately and appropriately. 3. Explain meaning and purpose of complex scripture passages in a way that shows understanding of the scripture source used. 4. Demonstrate a knowledge and understanding of; doctrine, belief and theological concepts, the nature, structure and authority of communities of beliefs, both locally and universally. 5. Demonstrate a knowledge and understanding of; the structure and meaning of different forms of worship for believers. 6. Demonstrate a knowledge and understanding of common and divergent views and practices within and between religions. 7. Recognise and demonstrate some understanding that some beliefs, practice and interpretations of sources have developed over time.

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Engagement and Response ('learning from')	<p>Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.</p>	<ol style="list-style-type: none"> 1. Make links to show how feelings and beliefs affect their behaviour and that of others. 2. Show an understanding of the importance of stillness and quiet during times of reflection and prayer. Time to consider key issues. 	<ol style="list-style-type: none"> 1. Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose. 2. Show an understanding of how their own and others' decisions are informed by beliefs and values. 3. Demonstrate an appreciation of the elements needed for reflection and contemplation or prayer (places, times, foci and stimuli) 	<ol style="list-style-type: none"> 1. Compare their own and others' responses to questions of meaning and purpose, leading to reasonable explanations of their own and others' views, in the light of religious teaching. 2. Compare their own and others' responses to questions of belief and values, leading to reasonable explanations of their own and others' views, in the light of religious teaching. 3. Identify their own dispositions, personality, history and context and show an emerging awareness of the ways in which these affect their responses to questions of meaning and value. 4. Explore how different situations are conducive to reflection and contemplation or prayer.
Analysis and Evaluation	<ul style="list-style-type: none"> • Listening and responding to a variety of points of views, supporting these views with reasons and justification. • Making links to Scripture to support a point of view. • The chance to express a preference 	<ul style="list-style-type: none"> • Listening and responding to a variety of points of views, supporting these views with reasons and justification. • Making links to Scripture to support a point of view. • The chance to express a reasoned preference 	<ul style="list-style-type: none"> • Listening and responding to a variety of points of views, supporting these views with reasons and justification. • Making links to Scripture to support a point of view. • The chance to express a reasoned preference and begin to arrive at informed judgements 	<ul style="list-style-type: none"> • Expressing a different point of view • Use sources to support and favour some points of views. • Arriving at informed judgements. (Children working at greater depth will have the chance to debate and express original points of view. They will be able to use a wider range of sources and arrive at conclusions that are supported by evidence.)