

ST CUTHBERT MAYNE SCHOOL
Joint Catholic and Church of England 11-18 Comprehensive School
Dioceses of Plymouth and Exeter



St Cuthbert Mayne School
Religious Education Policy

Adopted by Senior Leadership Team: September 2025

Shared with Full Governing Body: September 2025

Next Review Date: September 2026

Religious Education Intent

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.

The Religious Education curriculum at St Cuthbert Mayne seeks to; explore what people believe and what difference this makes to how people live, so that students 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 challenge and nurture all of our students so that they can flourish and live life in all its fullness. This is inline with our schools' theologically rooted vision - John 10:10". (Church of England Statement of Entitlement).

Our curriculum is;

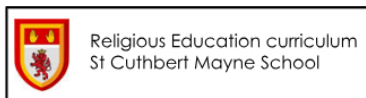
- Ambitious for all students
- Coherently planned and sequenced
- Adapted to meet the needs of all.

"The outcome of excellent religious education is religiously literate and consciously 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 recognise the demands of religious commitment in everyday life." (Religious Education Directory, Article 3, Section 1.2 p6).

SMSC: Although all subjects in the curriculum and the school as a whole have an equal duty to promote pupils' Spiritual, Moral, Social and Cultural development, Religious Education is particularly well placed to do this. Religious Education develops students' capacity for cultural understanding and moral enquiry particularly strongly, both through curriculum content and the personal characteristics required to participate in Religious Education.

Community cohesion: Religious Education plays a strong part in promoting community cohesion. In the classroom the values of tolerance, respect and openness are essential in all students in order to participate in Religious Education.

Curriculum Content



2025-2026

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 is Philosophy?
8	What does it mean to be a follower of Judaism?	What does it mean to be a follower of Judaism?	Why is Jesus special?	Why is Jesus special?	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?	What does it mean to be a disciple?	What does it mean to be a disciple?	What does it mean to be a Buddhist?	Why do we do GCSE RE?
10	Christianity Beliefs & Teachings	Christianity Practices	Judaism Beliefs & Teachings	Judaism Practices	Issues of Relationships	Issues of Relationships/Issues of life and death/mock exam
11	Issues of Life and death/Issues of Good and Evil	Issues of Good & Evil/Issues of Human Rights/mock exam	Issues of Human Rights and Revision	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 - Human Rights	Philosophy, Ethics, DCT PRE - What gives us meaning and purpose in life?	Philosophy, Ethics, DCT PRE - What does it mean to follow a religion?	Philosophy, Ethics, DCT PRE - Should we use biomedical and reproductive ethics?		

Key Stage 4 and Key Stage 5

Key Stage 4 students study the WJEC Eduqas - GCSE Route A full course. 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 - beliefs, teachings and practices.
3. A study of a world faith, Judaism - beliefs, teachings and practices

Key Stage 5 students study the OCR A Level, comprising of 3 units;

1. Philosophy of religion
2. Religion and ethics
3. Developments in religious thought (Christianity)

Assessment

The Religious Education Department assess and mark students work in line with the School's Curriculum, Teaching and Assessment Policy. At Key Stage 4 the department will use the Eduqas (WJEC) material to ensure students understand the criteria against which they will be

assessed and how to achieve the criteria. At Key Stage 5 the same will apply whilst using the OCR material for Religious Studies A level.

Time allocation

Teaching periods are 55 minutes long and the school operates a 2 week, 5 periods per day timetable. It is a 50 period timetable cycle and is referred to as Week A and Week B

The curriculum model for Religious Education is structured as outlined below:

- Key Stage 3 Religious Education - 4 Lessons per fortnight
- Key Stage 4 Religious Education - 5 Lessons per fortnight
- Key Stage 5 PRE (Philosophy, and Ethics - Core RE) 2 lessons per fortnight
- Key Stage 5 Religious Studies A level -11 periods per fortnight in Year 12 and 9 periods per fortnight in Year 13

Entitlement

Students are entitled to receive a curriculum, which prepares them for adult life by reflecting the needs of society which is broad and balanced and which provides learning experiences in all of the key areas. Religious Education is at the heart of our curriculum; in recognition of this all Key Stage 3 and Key Stage 4 study Religious Education. At Key Stage 5, Religious Education is taught through Philosophy and Religious Education (PRE) as it supports the spiritual and moral development of all our students. To ensure a breadth of subjects students have an entitlement to be offered a range of subjects.

Parental Right of Withdrawal from Religious Education

Under Section 71 of the *School Standards and Framework Act 1998*, parents have the legal right to withdraw their child from all or part of Religious Education (RE). Parents are not required to provide a reason for their decision, although the school encourages open communication to ensure that appropriate arrangements can be made.

Students aged 18 or over have the right to withdraw themselves from RE.

If a pupil is withdrawn from RE, the school retains a duty of care during the time the lessons take place but is not required to provide alternative curriculum work or additional teaching. Therefore the school will not provide work or a device for pupils during RE lessons. The school will arrange a suitable supervised space for the pupil which can be in another class whilst RE is taking place, where they can complete independent learning tasks. Parents may also choose to provide alternative work or RE materials for their child to complete during these times.

Parents should contact the school if they are considering withdrawing their child from Religious Education. School leaders will follow national guidance as outlined by SACRE and the NATRE guidance on dealing with withdrawal from Religious Education.

Linked policies

Curriculum and Pedagogy Policy
Collective Worship Policy

Appendices

- 1) Learning Journey 2025/2026

