

RELIGIOUS EDUCATION CURRICULUM

Religious Education at our school is a vital and transformative component of a broad and balanced curriculum. Rooted in the principles of respect, enquiry, and personal development, it enables students to engage meaningfully with the diverse beliefs, values, and traditions that shape our world. At its core, the subject fosters not only knowledge but also character – nurturing reflective, informed, and empathetic individuals who are prepared to live and contribute responsibly in a pluralistic and ever-changing society.

Our curriculum is structured thematically, in accordance with the Greater Manchester Agreed Syllabus, and developed in collaboration with our local Standing Advisory Council on Religious Education (SACRE). At Key Stage 3, students explore an Abrahamic religion, a Dharmic tradition, and a philosophical or ethical theme each year. This approach ensures depth, progression, and breadth, allowing learners to make meaningful connections across religious, cultural, and philosophical perspectives.

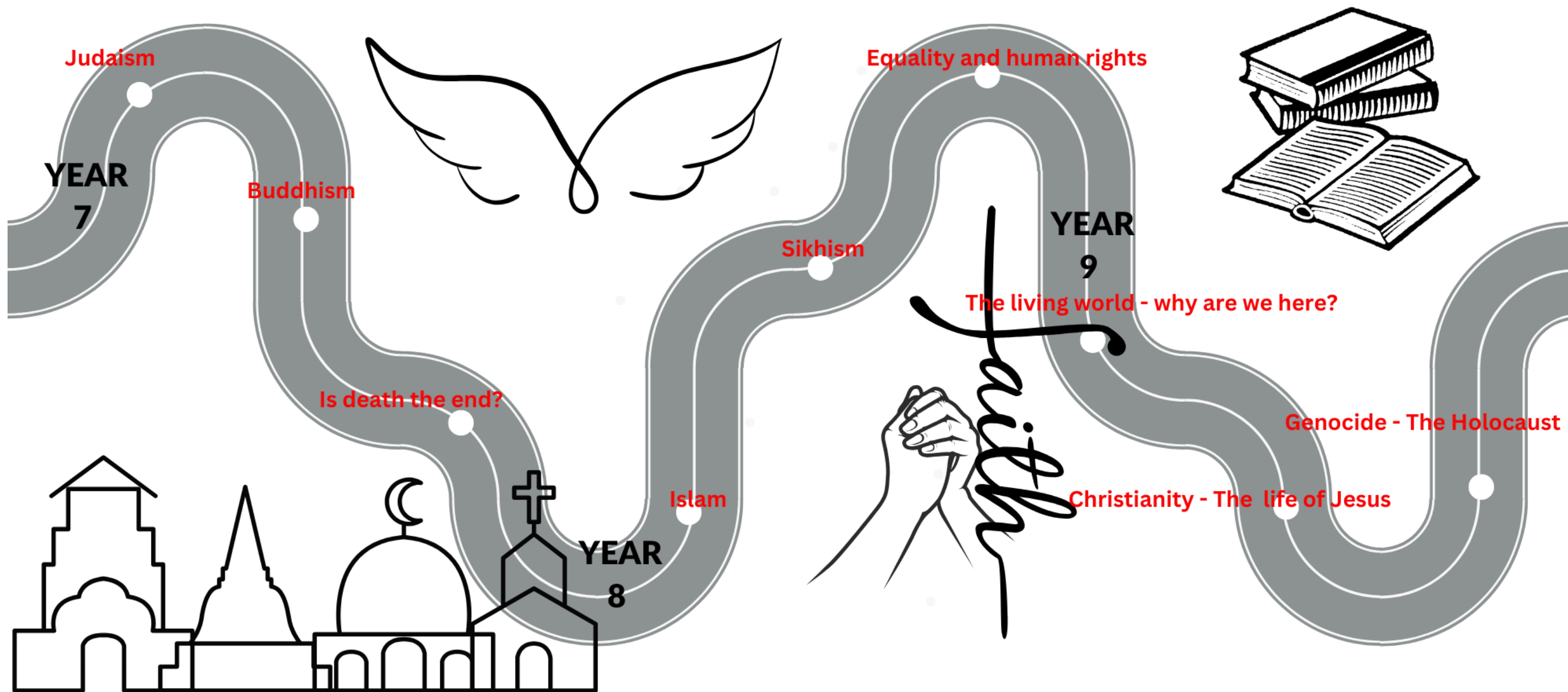
Three key conceptual strands underpin our programme of study:

- **Understanding religions and beliefs** – Students examine the core teachings, practices, and historical contexts of world religions, exploring how belief systems influence personal identity and collective life.
- **Ethics and moral issues** – Students engage with challenging questions related to justice, equality, and human rights, developing the capacity to think critically, debate respectfully, and consider multiple perspectives.
- **Philosophical and existential enquiry** – Students are encouraged to reflect on profound questions such as the nature of existence, the meaning of life, and the concept of truth, fostering intellectual curiosity and personal insight.

Religious Education is an essential foundation for social cohesion and mutual understanding. It builds cultural capital, dismantles prejudice, and promotes respectful dialogue across lines of difference. In doing so, it prepares students not only for academic success but also for the responsibilities of citizenship in modern Britain and beyond.

Our Aims:

- To instil a deep respect for the diverse beliefs, traditions, and values encountered in society and the wider world.
- To promote thoughtful personal reflection on ethical, spiritual, and philosophical questions.
- To develop critical thinking, analytical reasoning, and articulate communication in matters of belief and moral judgement.
- To equip students with the knowledge, understanding, and emotional literacy to engage confidently with difference and complexity.
- To prepare young people to be active, compassionate citizens who embody the principles of British Values and contribute positively to a shared and inclusive future.



KS3 RELIGIOUS EDUCATION CURRICULUM



Great
Academy
Ashton
Inspiring Greatness

Year 7							
Autumn		Spring		Summer			
Unit Title: Introduction to Islam – Allah, Muhammad as a leader and Khadija (A matriarch).	Unit Length: 7 lessons	Unit Title: What is so radical about Jesus? God, Trinity, and Jesus as a leader.	Unit Length: 7 lessons	Unit Title: Sikhism, the Guru Granth Sahib as a source of guidance.	Unit Length: 3 lessons	Unit Title: Introduction to Buddhism – The Buddha as a source of guidance	Unit Length: 3 lessons
Domains of knowledge: Belief systems – Islam Sub-domains of belief system – Sunni and Shia split Religious texts – Quran		Domains of knowledge: Belief systems – Christianity Religious texts – Bible		Domains of knowledge: Belief systems – Sikhism Religious texts – Guru Granth Sahib		Domains of knowledge: Belief systems – Buddhism	
Key concepts: Beliefs – Monotheism, deity, sexism, prophethood/leadership, community. Practices – Worship/rituals, charity.		Key concepts: Beliefs – Monotheism/Polytheism, deity, prophethood/leadership, community, social issues and morals. Traditions – Appearance – Incarnation, God in human form.		Key concepts: Beliefs – Monotheism, prophethood/leadership, and morals. Practices – charity.		Key concepts: Beliefs – Leadership, morality, peace Practice – Worship (meditation), Traditions – Appearance (minimal/humble).	
Relevant end points covered: No.1 – Develop strong knowledge of a belief system in a historical context. No.2 – Develop strong knowledge of a belief system in our contemporary world. No.5 – Textual analysis skills.		Relevant end points covered: No.1 – Develop strong knowledge of a belief system in a historical context. No.2 – Develop strong knowledge of a belief system in our contemporary world. No.3 – Building a sense of identity, respect, and tolerance. No.4 – Skills in critical analysis		Relevant end points covered: No.1 – Develop strong knowledge of a belief system in a historical context. No.3 – Building a sense of identity, community, respect, and tolerance.		Relevant end points covered: No.1 – Develop strong knowledge of a belief system in a historical context. No.2 – Develop strong knowledge of a belief system in our contemporary world. No.3 – Building a sense of identity, respect, and tolerance.	
Assessments: End of unit assessment		Assessments: End of unit assessment		Assessments: End of unit assessment		Assessments: End of unit assessment	

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Year 9									
Autumn				Spring				Summer	
Unit Title: Philosophy and the world – cosmological, teleological and design	Unit Length: 7 lessons	Value of human life – sanctity of life	Unit Length: 7 lessons	Unit Title: Should happiness be the purpose of human life?	Unit Length: 7 lessons	Unit Title: Why is there suffering? Theodicy and the problem of evil (Islam, Christianity and Sikhism Buddhism).	Unit Length: 6 lessons	Unit Title: Is religion a power for peace or a cause of conflict in the world today?	Unit Length: 12 lessons
Domains of knowledge: Belief systems – Humanism, Christianity and Islam. Religious text – Bible and Quran.		Domains of knowledge: Belief systems – Humanism, Christianity and Islam. Religious text – Bible and Quran.		Domains of knowledge: Belief systems – Humanism, Christianity and Islam. Religious text – Bible and Quran. Places of worship – The Mosque and Church as a community hub for joy.		Domains of knowledge: Belief systems – Christianity, Islam Sikhism and Buddhism. Religious text – Bible, Guru Granth Sahib & Quran.		Domains of knowledge: Belief systems – Islam, Christianity and humanism. Religious text – Quran, Bible.	
Key concepts: Beliefs – Origins and creation, evolution, Big Bang Theory, stewardship and dominion.		Key concepts: Beliefs – stewardship, sanctity of life, abortion, pro-life, pro-choice, euthanasia, voluntary, death penalty, innocence		Key concepts: Belief – Peace, happiness, afterlife, community and salvation. Practices – Prayers, liturgy, worship and charity Traditions – Holidays, festivals and gatherings		Key concepts: Belief – Evil, suffering, crime, punishment, justice, peace, freewill (original sin), conflict, community, human rights		Key concepts: Belief – Evil, suffering, crime, punishment, justice, peace, freewill (original sin), conflict, community, human rights, dictatorship, poverty, death.	
Relevant end points covered: No.1 – Develop strong knowledge of a belief system in a historical context. No.4 – Skills in critical Analysis No.5 – Textual analysis skills.		Relevant end points covered: No.2 – Develop strong knowledge of a belief system in our contemporary world. No.3 – Building a sense of identity, respect, and tolerance. No.4 – Skills in critical analysis		Relevant end points covered: No.2 – Develop strong knowledge of a belief system in our contemporary world. No.3 – Building a sense of identity, respect, and tolerance. No.4 – Skills in critical analysis		Relevant end points covered: No.2 – Develop strong knowledge of a belief system in our contemporary world. No.4 – Skills in critical Analysis No.5 – Textual analysis skills.		Relevant end points covered: No.2 – Develop strong knowledge of a belief system in our contemporary world. No.4 – Skills in critical Analysis No.5 – Textual analysis skills.	
Assessments: End of unit assessment		Assessments: End of unit assessment		Assessments: End of unit assessment		Assessments: End of unit assessment		Assessments: End of unit assessment	

KS4 RELIGIOUS EDUCATION CURRICULUM



COURSE ASSESSMENT

Course Assessment:

- Two Exam Papers (100%): The GCSE is split into two externally assessed papers, each contributing 50% to the final grade.
 - Paper 1: Covers "Religion and Ethics," focusing on themes like marriage, family, and beliefs in life after death.
 - Paper 2: Focuses on "Religion, Peace, and Conflict," including studies on conflict resolution, crime, punishment, and social justice.

COURSE DETAILS

Course: Edexcel Religious Education B

COURSE DESCRIPTION

The Edexcel GCSE Religious Studies B offers students a comprehensive exploration of religious beliefs, practices, and their impact on the world.

Religious Studies B allows students to explore two major world religions, examining their beliefs and teachings in depth. Students will engage with philosophical and ethical debates and understand how religious views shape societal issues like conflict, relationships, and human rights.

The course emphasizes ethical reasoning, philosophical questions, and the role of religion in shaping human identity and society.

PROGRESSION ROUTES

- A-Level Religious Studies or Philosophy.
- Careers in fields such as law, education, social work, and journalism, where critical thinking and ethical understanding are valuable skills.

