

RELIGIOUS STUDIES – CURRICULUM INTENT

ASPIRE – CHALLENGE – ACHIEVE

The Religious Studies curriculum is designed around students, placing inclusivity, respect and representation at its core. It provides a broad, ambitious and accessible learning experience that reflects the diverse backgrounds, identities and experiences of all learners. Through rigorous and relevant content, students develop a clear understanding of the role religions, beliefs and worldviews play in today's pluralistic society.

Equality, diversity and inclusion are central to the curriculum. A wide range of religious and non-religious perspectives are studied, including minority voices, lived experiences and global viewpoints. Students are encouraged to see themselves reflected in their learning while also developing empathy, respect and curiosity for others.

Using a thematic approach developed around the Lincolnshire Agreed Syllabus and aligned with the National Content Standard, students explore contemporary "Big Issues" through the comparison and analysis of religious and secular worldviews. This approach ensures accessibility for all learners, including those with SEND, by providing multiple entry points, varied teaching strategies and structured support.

The classroom environment promotes openness, respect and inclusion. Students are supported to engage in discussion where differing views are handled sensitively and all voices are valued. Skills such as respectful disagreement, active listening and critical reflection are explicitly taught, enabling students to navigate complex and sensitive topics with confidence and compassion.

A range of support strategies ensures equity of access and achievement. Targeted intervention, small group work, one-to-one support and inclusive revision resources enable all students to succeed. Barriers to learning are reduced through the provision of textbooks in lessons and free revision guides, ensuring equal access to high-quality materials.

Adaptive teaching and inclusive pedagogy underpin the development of strong religious literacy. This includes explicit vocabulary instruction, structured reading, oracy practice and extended writing. Opportunities for discussion, debate and collaboration are embedded throughout, helping students articulate their ideas confidently while respecting others.

At Key Stage 3, students build foundational knowledge of religions and worldviews, alongside themes of identity, belonging and community. They are encouraged to explore their own perspectives while valuing those of others, challenging stereotypes and developing social awareness.

At Key Stage 4 and KS5 (Eduqas Route A), students engage more deeply with philosophical, ethical and religious questions. KS5 study includes the systematic exploration of Christianity, alongside philosophy of religion and religion and ethics. Students critically analyse scholars, evaluate arguments and consider diverse perspectives on issues such as human rights, gender, sexuality and belief, preparing them for thoughtful participation in modern society.

Across all stages, the curriculum develops reflective, open-minded and culturally literate individuals, equipped to contribute positively in a diverse and evolving world.

RELIGIOUS STUDIES – WIDER CURRICULUM

KS3	KS4	KS5
Peterborough Mosque & Cathedral visit. NATRE Spirited Arts. Weekly Club. Interfaith Week.	Interfaith Week.	Interfaith Week.
Discussion of current and relevant news articles Lunch & after school intervention / Easter & May holiday revision sessions <i>See separate Curriculum Intervention & SMSC Audits for contributions from Religious Studies</i>		

RELIGIOUS STUDIES – CURRICULUM MAP

Key = Matching colours denote links between topics either in content or skills across Key Stages

	Theological		Ethical
	Philosophical		Human and social sciences

Key Stage 3	7	Planet X - Exploring Worldviews, Beliefs and Human Questions?		Who was Rabbi Regina Jonas?		How can we express our identity?	
	8	What does it mean to be a Christian?		What is Humanism?			From life to death, where are we going?
	9	What do we mean by good and evil?	How can we show commitment?		Is it easy to make moral decisions?		Does religion still have a role in the world today?
By the end of KS3 students will have had the opportunity to develop their religious literacy through a balanced RS curriculum exploring the topic through a theological, philosophical and human and social science lens. They will build upon their knowledge and understanding of different religious and non-religious world views, linking in depth study of three of the major world religions to the world and life's 'big issues' through thematic units. Year 9 builds on the critical content from the previous years, drawing together religious beliefs, teachings and practices from different faiths and world views to apply these to modern ethical and philosophical issues and highlighting the diversity of approaches to modern issues.							
Key Stage 4	10	Component 1: Issues of Relationships	Component 2 Christian beliefs and teachings	Component 3: Muslim Beliefs and teachings	Component 1: Issues of Life and Death	Component 1: Issues of Human rights	
	11	Component 1: Issues of Good and Evil	Component 2: Christian Practices	Component 3: Muslim Practices	REVISION	GCSE EXAMS	
By the end of KS4, students will have had the opportunity to develop their knowledge and understanding of religions and non-religious beliefs such as humanism and atheism. Through their reading of key religious texts, other texts and scriptures from Christianity and Islam, students will develop their knowledge and understanding of religious beliefs, teachings, practices and sources of wisdom and authority. This will then allow students to develop their ability to construct well argued, well informed, balanced and structured written arguments allowing them to demonstrate their depth and breadth of understanding of the subject. Students are provided the opportunity to engage with questions of belief, value, meaning, purpose, truth and their influence on human life while challenging them to reflect on their own beliefs, values and attitudes in light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.							

	Year 12	Christianity: Religious figures and sacred texts	Christianity: Religious Concepts	Christianity: Religious Life	Christianity: Religious practices that shape religious identity	Philosophy and Religion: Arguments for the existence of God	Philosophy and Religion: Challenges to religious belief	Philosophy and Religion: Religious Experience	Philosophy and Religion: Religious Language
	Year 13	Religion and Ethics: Ethical thought	Religion and Ethics: Deontological Ethics	Religion and Ethics: Teleological Ethics	Religion and Ethics: Determinism and freewill Determinism	Revision			Exams
By the end of KS5, students will have been encouraged to develop their interest in a rigorous study of religion and belief and relate it to the wider world. Students will develop knowledge and understanding appropriate to a specialist study of religion whilst enhancing their understanding and appreciation of religious thought and its contribution to individuals, communities, and societies. Through being encouraged to adopt an enquiring, critical and reflective approach to the study of religion, they can reflect on and develop their own values, opinions and attitudes in light of their study. The A Level course focuses on inspiring and motivating learners, while challenging and developing their different perception of different world religions with an emphasis on enabling learners to respond critically and engage with a wealth of philosophical, ethical and religious concepts, equipping them with analytical skills readily transferable to other subjects.									

RELIGIOUS STUDIES: SKILLS / KNOWLEDGE PROGRESSION BY THEMES

		Skills			
	Religious teachings and wisdom (Scholars and theologists)	Religious and philosophical vocabulary and literacy	Worldviews and their application	Analysis of own and others’ worldviews	Evaluation of worldviews and their application
Year 7	Interpreting simple quotes from Holy scriptures and using them in written work, and oral presentations.	Hinduism, Islam and Religious expression - Learning and using names of religions, beliefs, practices and symbols in discussion and written work. Constructing sentences and paragraphs to express meaning.	Hinduism, Islam and Religious expression - Describing religious and non-religious beliefs and practices. Making connections between beliefs and the behaviour of individuals and communities.	Hinduism, Islam and Religious expression - Giving your own opinion and other views with some explanation. Using examples to support different views.	Hinduism, Islam and Religious expression - Identifying positive and negative factors. Asking questions about worldviews and issues.
Year 8	Interpreting complex quotes from Holy Scriptures and using them with accuracy in written work and oral presentations.	Christianity, Humanism and Life and Death – Adding to their specialist vocabulary from year 7 and learning new key terminology to use in discussions and written work. Constructing more complex sentences and paragraphs to express meaning using specialist language.	Christianity, Humanism and Life and Death – Recalling and using names beliefs, practices and symbols from year 7 topics. Describing religious and non-religious beliefs and practices in greater detail. Explaining connections between beliefs and the behaviour of individuals and communities.	Christianity, Humanism and Life and Death – Giving a range of views, including your own, with some explanation and relevant examples. Justifying various points of view.	Christianity, Humanism and Life and Death – Using evidence to evaluate issues and their factors. Asking and answering questions about worldviews and issues.

Year 9	Interpreting and recalling complex quotes from different Holy Scriptures and using them with confidence and accuracy in written work and oral presentations. Use writings of Theologians and scientists in debates and to support written arguments.	Good and Evil, Relationships, Morality and Religion in the 21st Century - Learning and applying a wider range of key words in discussion and written work. Constructing extended answers with paragraphs and conclusions.	Good and Evil, Relationships, Morality and Religion in the 21st Century – Describing religious and non-religious beliefs and practices in context. Explaining the relevance of connections between beliefs and the behaviour of individuals and communities in context.	Good and Evil, Relationships, Morality and Religion in the 21st Century – Giving a wide range of views, including your own, with clear explanation and relevant examples. Justifying contrasting points of view using evidence.	Good and Evil, Relationships, Morality and Religion in the 21st Century – Evaluating the impact of beliefs and practices in the modern world. Evaluating the effectiveness of worldviews when deciding moral issues.
Year 10	Finding and interpreting various sacred texts and writings by prominent religious leaders and non-religious sources accurately to support arguments during debates and essay writing.	Effective application of religious and topical words in different contexts. Reading of extracts from sacred texts. Constructing extended answers with logical chains of reasoning.	Recalling specific knowledge about beliefs, practices and issues. Explain the impact of significance of beliefs, practices and issues for religious and non-religious individuals and communities. Comparing and contrasting different beliefs and practices.	Stating and explaining a range of factors to be considered in a debate or topic. Identifying how religious and non-religious teachings and case studies relate to fundamental questions.	Using logical reasoning to consider the strengths and weaknesses of different views on beliefs, practices and issues. Reaching conclusions that logically follow from developed arguments.
Year 11					
Year 12	Demonstrate knowledge of religion, belief and philosophical and ethical thought. Analyse and evaluate aspects and approaches to religion and belief including their significance and influence. Use evaluative skills to make reasoned judgements having critically considered a variety of arguments/ideas.	Accurate and precise use of philosophical, theological and ethical technical terms in context. Planning and writing thoughtful essays with coherent and logical structures.	Explaining a complex range of religious and non-religious worldviews from individuals and communities. Describing and explaining how worldviews have changed over time and in different contexts.	Clearly and skilfully stating scholars' theories on a range of academic issues. Identifying and explaining aspects of theories and their application.	Making logical and insightful judgements about philosophical and theological questions. Reflecting on the strengths and weaknesses of theories, worldviews and their application.
Year 13					