



RE CURRICULUM INTENT

HGCSC Mission	Exceptional education for every child, every day
Priority	Provide a broad and balanced curriculum that challenges everyone

OUR INTENT

Religious Education is pivotal to enabling our students to understand the complex world in which we live and find their place within it. It enables students to consider religion and world views through disciplinary lens such as theology, history, sociology, philosophy, ethics, and anthropology. This enables our students to use their world view and develop a deep understanding of a range of perspectives that may differ from their own. On top of this, students are provided with knowledge and theories from the past and present that shape our future and are invited to think deeply about this knowledge complex ethical and philosophical questions. They are able to develop strong religious literacy to support them to articulate academic arguments and broad-minded views. In addition to this, they are able to do this whilst valuing one another and recognising and celebrating diversity and difference in addition to commonalities within our community and the wider world.

ACADEMIC AND SOCIAL NEEDS	INDEPENDENT LIFE	CONTRIBUTE TO SOCIETY
Academically, students are challenged to use a range of both tier 2 and tier 3 vocabulary to articulate their opinions and explain religion, ethical, and philosophical ideas. Students do this through a range of regular knowledge recall activities and interleaved content. Topics have a golden thread of vocabulary and knowledge from term to term and year to year. Students are encouraged to apply their learning to their home life, communities and the wider world to embed their learning. Socially, learners are nurtured and supported to understand their impact on others and develop skills in relationship building, teamwork, tolerance and understanding of others.	Curriculum content and cultural capital opportunities are balanced in order to ensure that pupils can better understand themselves as learners.	Socially, learners are supported and challenged to consider their community and participate in activities which involve different areas of the community e.g. universities, places of worship, charities and so forth. They will be involved in decision making, team work, self-reflection to enrich their own well-being and character.

5 YEAR PLAN

Students follow a journey of deep learning of 5 major faiths during Y7 and Y8 which provide a origins and deep learning in RE from a theological, historical and philosophical perspective. When students reach Y9, the curriculum develops into a broader theme-based curriculum that students are able to apply and build on prior knowledge gained to understand complex philosophical and ethical issues. This continues into key stage 4 for the core lessons and into the GCSE for students who have opted for this.

CURRICULUM AIMS

- To develop religious literacy
- To develop tier 3 and tier 2 vocabulary
- To develop oracy
- To enhance cultural capital and enrich lives
- To drive personal development and understanding of society and the wider world
- To raise aspirations and inspire learning
- To promote positive progress for vulnerable learners
- To support and encourage progression to further education and training leading to higher education and employment

In 2025/6 the KS4 students have not experience the current curriculum and therefore the topics taught over the next two academic years will reflect a deficit model

Y7

1. Global, national and local religions
2. Abrahamic faiths
3. Judaism

Y8

4. Christianity
5. Islam
6. Philosophy

Y9

7. Life and death
8. Peace and conflict
9. Relationship ethics

Y10 and 11 core

10. Issues of life and death in religion
11. Y10 and 11 GCSE
12. AQA Religious Studies Specification A

SKILLS

Students will be able to identify, outline, describe, explain and evaluate theological, ethical and philosophical concepts.

Students will build on compassion, empathy, kindness and emotional literacy through understanding the plight of people around the world both historically and currently.