

Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Location of resources:		PRE - Staff Resources			
Curriculum intent and rationale:		Staff Hub - Curriculum Intent - All Documents			
National Curriculum Links:					
What content needs to be covered? Key Knowledge and skills / misconceptions to address (with vocab in bold and spelling underlined)					
By the end of the year students will know:					
Half Term 1	Ethics and respecting people and the planet	Half Term 2	Ancient Polytheism	Half Term 3	Hinduism; Beliefs
Students will learn key knowledge and skills about:	Students will learn key knowledge and skills about:	Students will learn key knowledge and skills about:	Students will learn key knowledge and skills about:	Students will learn key knowledge and skills about:	Students will learn key knowledge and skills about:
- In this unit, pupils will explore the profound connection between human dignity and care for the environment, guided by religious and ethical perspectives. - Through key themes such as compassion, justice, responsibility, and our shared humanity, they will consider how different faith traditions respond to modern-day challenges including social inequality, climate change, and global responsibility.	- Through thematic enquiry, they will compare worldviews and examine how religious diversity influenced cultural development and moral understanding. - Learners will develop discussion skills and analytical skills by comparing different polytheistic cultures, discussing symbolic meaning in rituals, and evaluating the social impact of religious traditions in polytheistic cultures.	- Students will examine the foundational beliefs of Hinduism, exploring key concepts such as dharma, karma, samsara, and moksha, and how they shape individual and communal life. - This unit will deepen pupils' understanding of religious context and expression by analysing symbolism visual representations of deities. - They will compare the variety of deities within Hindu beliefs and practices, and evaluate their impact on modern identity, ethics, and cultural traditions. - Students will develop creative understanding through an assessed project exploring Hindu deities, encouraging pupils to represent and interpret divine qualities through symbolism, storytelling, and visual or written expression. - Pupils will investigate key aspects of Hindu belief—such as dharma, avatars, and the Trimurti—and convey their learning through artwork, presentations, or creative writing. They will reflect on how representations of deities express philosophical ideas and worldview, using key vocabulary such as <i>moksha</i>, <i>karma</i>, and <i>Brahman</i> to deepen conceptual understanding.	- Students will explore how Hindu beliefs are expressed through rituals, festivals, and daily worship. - They will consider the significance of puja, mandir practices, and festivals and examine how these reflect the values of dharma and devotion in different cultural contexts. - Through comparison of different festivals such as Diwali and Holi, students will develop an understanding of how religious beliefs are celebrated and expressed in communal and personal contexts. - This unit supports the development of comparative thinking by encouraging evaluation of religious stories and traditions, and the thoughtful interpretation of spiritual expression within Hindu tradition.	- Students will investigate the core beliefs of Buddhism, including the Four Noble Truths, the Eightfold Path, and the concept of enlightenment. - They will explore how these teachings respond to suffering and guide ethical living and spiritual growth. - Pupils will examine the life of the Buddha as a model of renunciation, wisdom, and compassion, and reflect on how his journey relates to overcoming the Three Poisons: ignorance, greed, and hatred. - This unit supports the development of reflective comparison between Hindu and Buddhist beliefs, particularly focusing on the differences in the samsara cycle, conceptions of self, and the understanding of dharma. - Vocabulary will be explicitly taught and includes <i>dukkha</i>, <i>nirvana</i>, <i>Eightfold Path</i>, <i>Three Poisons</i>, and <i>middle way</i>. Pupils are invited to apply these ideas to ethical dilemmas and emotional awareness, encouraging introspective and philosophical engagement.	- Students will explore how Buddhist beliefs are enacted through meditation, ethical conduct, and participation in festivals such as Wesak. - They will examine the spiritual and symbolic significance of temples and monastic life. Students will consider how these practices reflect the path to enlightenment and reinforce values such as compassion and mindfulness. - Learners will also study the role of the Dalai Lama, investigating the traditional process of selection through reincarnation, and analysing the impact of the Chinese occupation of Tibet on religious freedom and cultural identity. - Through interpretation of visual sources—including representations of the Buddha and accounts of monastic life students will develop an understanding of Buddhism in both historical and contemporary contexts.
By engaging in analysis and discussion, pupils will:					
- Strengthen their ability to interpret and evaluate religious texts and teachings - Reflect critically on ethical choices and the importance of respecting both people and the planet					
Challenge	Challenge	Challenge	Challenge	Challenge	Challenge
All students are challenged to engage with complex ethical and philosophical questions around justice, dignity, and environmental responsibility. Through discussion and debate, pupils interpret religious teachings from multiple traditions and apply them to global issues such as poverty, climate change, and equality. Vocabulary is explicitly taught and includes abstract ethical terms such as stewardship. Pupils are also invited to explore different interpretations of moral responsibility across faiths and cultures.	All students are challenged to explore complex theological and cultural questions around belief, symbolism, and the social role of religion in ancient societies. Through comparative analysis and structured discussion, pupils interpret myths, rituals, and deities across polytheistic traditions and evaluate how these shaped moral understanding and identity in civilisations such as Ancient Egypt, Greece, and Mesopotamia. Pupils are also invited to reflect on different interpretations of divine authority, cultural symbolism, and historical belief systems.	All students are challenged to explore abstract theological ideas and consider how	All students are challenged to analyse how Hindu beliefs about dharma and devotion are embodied through rituals, festivals, and acts of worship in diverse cultural settings. Through comparative interpretation and reflective enquiry, pupils explore how spiritual expression—such as puja, Pupils are invited to reflect on the symbolic meanings within rituals and festivals such as Diwali and Holi and evaluate how these practices express shared values and	All students are challenged to evaluate the philosophical depth of Buddhist beliefs, examining how the Four Noble Truths and Eightfold Path offer a practical response to human suffering. Through analysis of the Buddha’s life and teachings, pupils explore the significance of overcoming the Three Poisons—ignorance, greed, and hatred—as essential to ethical living and spiritual growth. Vocabulary is explicitly taught and includes <i>dukkha</i> , <i>nirvana</i> , <i>Eightfold Path</i> , <i>Three Poisons</i> , and <i>middle way</i> . Pupils are	All students are challenged to interpret how Buddhist practices such as meditation, monastic life and festival celebrations express core beliefs about compassion, mindfulness, and the path to enlightenment.
Misconceptions	Misconceptions	Misconceptions	Misconceptions	Misconceptions	Misconceptions
	- Polytheism simply means believing in “lots of gods” with no deeper meaning or hierarchy - Religious beliefs were separate from daily life or political structures in ancient cultures				



Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

- Respecting the environment is separate from religious practice - Ethical choices are always personal rather than influenced by faith or community - Only one religious tradition addresses justice or compassion - Social inequality and climate change are not relevant to religious teachings	- All ancient polytheistic societies shared the same gods, myths, and moral teachings - Ancient myths were naïve stories rather than meaningful cultural explanations - Rituals were performed for show, not embedded in social, agricultural, or moral frameworks	belief in dharma, karma, samsara, and moksha influences ethical choices, identity, and spiritual goals. Through creative interpretation and philosophical reflection, pupils examine how symbolic representations of deities express complex concepts such as divine power, moral duty, and ultimate liberation. Vocabulary is explicitly taught and includes key terms such as <i>Trimurti</i>, <i>avatar</i>, <i>Brahman</i>, and <i>moksha</i>. Pupils are invited to reflect on different understandings of divine qualities and spiritual progression within Hindu traditions, culminating in a creative assessed project that encourages symbolic expression, cultural analysis, and evaluative thinking. Misconceptions - Hinduism has a single set of beliefs, and all Hindus worship the same deities in the same way - Karma means “fate” or automatic punishment rather than a concept linked to moral action and consequences - Moksha is simply “heaven” rather than a liberation from the cycle of rebirth - Hindu deities are “characters” like in mythology, rather than symbolic or philosophical representations of divine qualities - Visual representations of Hindu deities are purely decorative rather than deeply symbolic and culturally significant - Belief in samsara discourages engagement with the world, rather than encouraging ethical living to affect future rebirths	spiritual purpose in contemporary and traditional contexts. Misconceptions - Hindu rituals are the same across all communities and regions - Festivals like Diwali and Holi are purely cultural or social events without deep religious significance - Daily worship is optional or individualistic, rather than a form of devotion rooted in dharma - Puja is just idol worship, rather than a symbolic act expressing respect, gratitude, and connection to the divine - Mandir worship replaces home-based spiritual practice, rather than complementing it	invited to reflect on the differences between Hindu and Buddhist interpretations of samsara, dharma, and liberation, and apply Buddhist ideas to moral challenges and personal development. Misconceptions - The Buddha was a god worshipped by Buddhists, rather than a teacher and enlightened guide - The Three Poisons are literal actions or sins, rather than internal causes of suffering - Enlightenment is a sudden reward rather than a gradual process of ethical transformation and insight - Dharma means the same thing in Hinduism and Buddhism, rather than reflecting different ideas of cosmic order versus ethical teaching - Buddhist beliefs reject all desires rather than promoting mindful moderation and intention - Samsara represents the same kind of rebirth across traditions, rather than different views of self and liberation	Through ethical and cultural analysis, pupils examine how monastic life and the role of the Dalai Lama reflect commitment to spiritual discipline and cultural resilience, especially in the context of Tibetan Buddhism and political conflict. Vocabulary is explicitly taught and includes, <i>reincarnation</i>, <i>Dharma</i>, <i>Wesak</i>, <i>Dalai Lama</i>, and <i>Sangha</i>. Pupils are invited to reflect on how spiritual practices respond to suffering, express identity, and shape community values in both historical and contemporary Buddhist contexts. Misconceptions - All Buddhists follow the same practices in the same way, regardless of tradition or culture - Meditation is a passive or purely relaxing activity, rather than a disciplined mental training for insight and compassion - Temples are only places of worship, rather than spaces for community learning, ethical reflection, and monastic life - Wesak is just a celebration of the Buddha’s birth, without reference to enlightenment or death - The Dalai Lama is chosen through popularity or election, rather than through traditional beliefs about reincarnation - Buddhism avoids politics entirely, rather than sometimes engaging with social justice, cultural preservation, and religious freedom
Previous learning that is particularly relevant:					
Half Term 1 – Ethics and Respecting People and the Planet Relevant Prior Learning - KS2 RE and PSHE exploration of moral responsibility, justice, and environmental awareness - Introduction to ethical vocabulary such as <i>respect</i>, <i>stewardship</i>, <i>compassion</i>, and <i>equality</i> - Familiarity with community roles and shared values from assemblies, citizenship, and cross-curricular texts - Prior engagement with religious teachings on caring for others and the world (e.g. Christian parables, creation narratives)		Half Term 3 – Hinduism: Beliefs Relevant Prior Learning - Overview of world religions including Hinduism in KS2 RE or cultural festivals (e.g. Diwali) - Foundational KS2 knowledge of religious stories and moral values - Prior understanding of key concepts from HT2: symbolism, identity, and divine expression - Development of enquiry skills: asking questions about belief, meaning, and worldview		Half Term 5 – Buddhism: Beliefs Relevant Prior Learning - Foundational understanding of Hindu beliefs (HT3–4) for comparative reflection - KS2 exposure to the story of the Buddha or Buddhist concepts through texts or mindfulness lessons - Ethical themes introduced in HT1: suffering, compassion, moral action - Philosophy-based questioning and reflection linked to emotional awareness and moral reasoning	



Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Half Term 2 – Ancient Polytheism Relevant Prior Learning - KS2 studies of ancient civilisations (Egypt, Greece, Mesopotamia) and their belief systems - Literacy-based myth exploration and symbolic storytelling (e.g. Hercules, Osiris) - Exposure to different gods, rituals, and visual symbolism in history and art - Early philosophical questions about belief, power, and the supernatural	Half Term 4 – Hinduism: Practices Relevant Prior Learning - HT3 learning on Hindu deities and belief systems including <i>karma</i>, <i>dharma</i>, and <i>moksha</i> - KS2 experience of festivals, rituals, and celebrations in Hindu communities - PSHE or cultural education on personal and communal values - Literacy and art tasks involving symbolism, storytelling, or creative representation of beliefs	Half Term 6 – Buddhism: Practices Relevant Prior Learning - Buddhist beliefs and worldview from HT5: <i>Four Noble Truths</i>, <i>Eightfold Path</i>, <i>Three Poisons</i> - KS2 knowledge of religious symbols, places of worship, and spiritual leadership - Cross-curricular links to geography (Tibet), citizenship (freedom and identity), and ethics (resilience and compassion) - Prior RE skills in interpreting visual sources and comparing belief expression in daily life and rituals
Future Learning - How content prepares students for future units, Key Stage 4, or Key Stage 5?		
Year 7 Unit	Future Learning Links	
HT1: Ethics and Respecting People and the Planet	Develops ethical reasoning, vocabulary, and engagement with moral issues—foundational for KS4 thematic units such as <i>Religion and Life</i> , <i>Social Justice</i> , and <i>Crime and Punishment</i> . Builds confidence in interpreting religious teachings from Islam and Christianity on stewardship, compassion, and responsibility.	
HT2: Ancient Polytheism	Enhances comparison skills by introducing diverse beliefs, symbolism, and worldview—preparing students to analyse theological differences and historical influence of monotheism in Christianity and Islam. Develops source interpretation and evaluation, which are crucial at GCSE and A Level.	
HT3: Hinduism – Beliefs	Builds conceptual understanding of key religious beliefs (e.g. karma, dharma, liberation) that sharpen comparison skills needed in KS4 when exploring salvation, submission, and divine justice. Vocabulary and symbolic analysis supports deeper exploration of belief systems and prepares learners to assess core Islamic and Christian doctrines.	
HT4: Hinduism – Practices	Strengthens understanding of worship, ritual, and festival expression—useful for interpreting practices such as prayer (<i>salat</i>), pilgrimage (<i>Hajj</i>), and sacraments in Christianity. Supports RE literacy (e.g. explaining significance, analysing meaning, comparing forms of worship).	
HT5: Buddhism – Beliefs	Encourages philosophical and ethical reflection around suffering, moral discipline, and the nature of self—skills that directly support critical discussions in KS4 themes like <i>Good and Evil</i> , <i>Peace and Conflict</i> , and Christian/Islamic views of life after death.	
HT6: Buddhism – Practices	Introduces case studies on leadership, meditation, and religious freedom that parallel investigations into Islamic leadership, Christian denominations, and modern faith identity. Develops critical thinking around politics and religion, preparing for extended writing and ethical evaluation at KS4/KS5.	
KS3 Skill	Application in KS4 / KS5	
Philosophical and ethical reasoning	Supports evaluative GCSE responses on moral dilemmas, religious teachings, and global issues.	
Comparison and interpretation of belief systems	Enables thematic analysis across religions, including similarities and differences in views on God, life after death, and morality.	
Symbol and source interpretation	Equips students to explain, analyse, and evaluate sacred texts, religious artefacts, and visual sources in exam contexts.	
Analytical and evaluative writing	Prepares learners to construct balanced arguments with justification—a key skill for GCSE extended responses and A Level essays.	
Creative and reflective expression	Encourages personal engagement with religious ideas and ethics, fostering depth of insight and independent judgement valued in KS5 Philosophy, Ethics, or Theology.	
Religious literacy and vocabulary acquisition	Builds fluency in abstract religious concepts and terminology, supporting success in GCSE AO1 and AO2 strands.	
Outcomes: By the end of the year pupils will be able to solve/create/produce/write:		
Knowledge & Understanding	Demonstrate accurate understanding of key concepts across multiple belief systems, including <i>karma</i> , <i>dharma</i> , <i>moksha</i> , <i>samsara</i> , <i>nirvana</i> , and <i>Three Poisons</i>	
Interpretation & Analysis	Analyse symbolic and ritual expressions of belief (e.g. puja, Wesak, mandir practice)	
Comparative Thinking	Compare beliefs and practices across traditions, such as Hinduism and Buddhism, identifying similarities and differences in worldview, ethics, and spiritual goals	
Creative Expression	Produce a creative piece (artwork, storytelling, presentation or writing) that explores and symbolically represents the nature and qualities of Hindu deities	
Philosophical Reflection	Write reflectively on abstract ethical questions, such as suffering, justice, and responsibility, using religious teachings to support evaluative thinking	
Personal and Social Application	Apply religious concepts to global issues such as inequality, environmental responsibility, and freedom of belief, demonstrating empathy, ethical reasoning, and awareness of spiritual diversity	



Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Vocabulary Development Use tiered subject vocabulary fluently and confidently in verbal and written responses, including terms like *stewardship*, *avatar*, *mandir*, *Trimurti*, and *Dalai Lama*

Assessment Strategy How we know our students are knowing and remembering more –

Data from hunting not fishing, formative and summative assessment/s is used to adapt teaching and provide targeted challenge and intervention, supporting SEND and disadvantaged pupils.

Formative: Formative assessment is *ongoing* and used to support learning in progress. It's diagnostic, responsive, and often informal. Its aim is to inform planning, identify misconceptions, and guide pupil improvement during a unit.

Typical examples in your curriculum might include:

- Retrieval activities at the start of lessons (e.g. low-stakes quizzes, concept mapping, key vocabulary crosswords)
- Reflection prompts on key vocabulary (*e.g. dharma, samsara*)
- Group discussions or philosophical debates with feedback on reasoning
- Draft planning for creative projects (e.g. deity symbolism exploration)
- Think-pair-share (Turn and talk) tasks analysing ethical scenarios
- Red pen reflections

Purpose:

Diagnose gaps in understanding

Adapt teaching approaches

Encourage metacognitive reflection

Strengthen literacy and concept recall

Summative Assessment

Summative assessment evaluates learning at the end of a unit. It is more formal and designed to measure pupil attainment against specific objectives.

Typical examples in your units might include:

- Creative assessed projects (e.g. on Hindu deities or Buddhist symbolism)
- Structured extended writing (e.g. explaining the role of karma across traditions)
- End-of-term comparative extended writing essays
- Knowledge organiser-based review tasks with tiered questioning
- Assessment booklets or topic-specific tests

Cumulative Assessment

Cumulative assessment draws together learning from multiple units over time to assess broader progression and conceptual grasp.

Examples for Year 7 might include:

- A comparative evaluation across Hinduism and Buddhism on beliefs and practices
- An extended writing task analysing ethical themes across HT1, HT5 and HT6
- Philosophy-style enquiry: *Is suffering necessary for spiritual growth?* using Buddhist and Hindu lenses
- Vocabulary-rich responses demonstrating retention from HT1 through HT6

Purpose:

Assess long-term retention

Encourage thematic connections

Prepare pupils for KS4-style comparative and evaluative tasks

Evidence progression and depth across the curriculum journey

Opportunities to Revisit Past Learning

Starter Retrieval Quizzes

Low-stakes knowledge checks on key terms (e.g. *karma*, *nirvana*, *stewardship*) at the start of lessons; helps maintain vocabulary fluency and concept recall.

Concept Mapping Activities

Pupils map belief systems across Hinduism, Buddhism, and ancient polytheism—revisiting prior learning to trace thematic links (e.g. *dharma*, spiritual goals).

Philosophical Enquiry Threads

Open questioning (e.g. “Is suffering always negative?”) revisits ethics (HT1) within Buddhist contexts (HT5–6) or Hindu beliefs (HT3).

Spaced Retrieval

Do it now recall of content from earlier half terms

Opportunities for Homework

Vocabulary & Concept Quizzes

Self-marking quizzes using apps like to reinforce key terms and beliefs; ideal for HT3–6 retrieval.

Creative Extension Tasks

Pupils produce artwork, digital posters, or storyboards (e.g. depicting Hindu deities or the Three Poisons)

Ethical Scenarios Writing

Short evaluative paragraphs responding to real-world dilemmas through religious perspectives (linked to HT1, HT5–6); scaffolded tasks support differentiation.

Festival Fact Files

Pupils research and compile visual or written presentations on festivals (Diwali, Holi, Wesak)

Watch and Reflect

Assign short videos (BBC Bitesize) followed by structured reflection prompts.

Knowledge Organiser Tasks

Retrieval grids or “fill the gap” challenges built around prior KO content (e.g. beliefs and practices in Hinduism and Buddhism).

How is the curriculum adapted to meet the needs of SEND and disadvantaged pupils, while maintaining high expectations?

Vocabulary Scaffolding

Visual cues, and pre-teaching of abstract terms (*e.g. moksha, dharma, nirvana*)

Multimodal Learning

Use of visual sources, audio clips, creative expression (e.g. Hindu deity ‘Sanjay’s super team’)

Retrieval and Recap Routines

Regular low-stakes quizzes, starter questions, concept maps

Scaffolded Enquiry

Sentence starters, modelled thinking, structured discussion prompts

Creative Assessment Pathways

Use of flexible formats—storyboards, artwork, presentations—as assessment options

Ensures access to sophisticated terminology; encourages precise language and concept mastery

Makes abstract ideas concrete without diluting complexity; supports depth via varied interpretation

Reinforces prior knowledge and builds learning confidence while enabling cumulative learning

Builds philosophical reasoning step-by-step; promotes participation in high-level enquiry

Maintains intellectual challenge by requiring symbolic and analytical engagement, not just recall



Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Cultural Capital Activation	Explicit linking of religious teachings to personal experiences and global issues (poverty, freedom, justice)	Promotes relevance for disadvantaged learners while nurturing moral and social thinking
Collaborative Tasks and Oracy Focus	Paired or small-group discussions with guided prompts; debate formats	Builds confidence and deepens engagement with complex ideas through social learning
Progressive Challenge Structure	Tasks increase in complexity across units (e.g. comparing samsara in Hinduism vs Buddhism)	Maintains ambition by providing access to sophisticated comparison and evaluative writing
Flexible Pacing and Chunked Tasks	Short, sequenced activities with clear objectives and visual aids	Supports focus and stamina for all learners, while progressing toward high-quality outcomes
Wider Curriculum and Enrichment – cultural capital and real world application -		
Enriching experiences: - Celebrating Identity and Expression: Creative projects on Hindu deities, symbolic storytelling, and artwork allow students to express belief and meaning with imagination and depth - Engaging Ethical Dialogue: Pupils explore real-world dilemmas linked to karma, compassion, and democracy, developing moral reasoning and social awareness through guided debate and reflection - Connecting Cultures and Community: Guest speakers, interfaith encounters, and values-led assemblies foster curiosity and connection with diverse perspectives and practices - Making Learning Memorable: Roleplay, visual interpretation, and discussion transform abstract ideas—like the Three Poisons or samsara—into reflective, relatable experiences - Encouraging Ownership and Voice: Through creative homework, independent enquiry, and thematic presentations, pupils take pride in their contributions and grow confidence as thinkers Our curriculum supports the school value of: Joy Foster enthusiasm and engagement by - Designing enquiry-led units that spark curiosity, such as comparing symbolic representations in Hinduism or debating ethical dilemmas in Buddhism - Embedding creative opportunities—storytelling, visual symbolism, philosophical games—to express complex ideas with imagination and ownership - Celebrating festivals and rituals through artefacts, imagery, and experiential learning to bring beliefs and cultures vividly to life Progress We monitor and support progress through - Regular formative assessment: quizzes, discussion prompts, knowledge organisers, and retrieval tasks embedded across units	Literacy, Oracy and disciplinary language: Literacy, Oracy, and Disciplinary Language are intentionally developed throughout our KS3 Religious Studies curriculum. This aligns with our focus on academic rigor, clarity, and critical thinking, while supporting inclusive access and progression. Literacy Development Tiered Vocabulary Pupils encounter and apply abstract terms (<i>karma</i>, <i>moksha</i>, <i>dukkha</i>, <i>stewardship</i>, etc.), with visual and contextual reinforcement. Knowledge Organisers Provide consistent reference for definitions, spellings, sentence stems, and examples, supporting retrieval and written fluency. Reading Comprehension Tasks Pupils engage with religious stories, festival accounts, or ethical scenarios; helps develop inference and contextual analysis. Extended Writing Opportunities Comparative essays, reflections, and project-based writing strengthen structure, coherence, and evaluation skills. Oracy Development Structured Discussions & Debates Enquiry tasks promote dialogic learning and reasoned argument; sentence frames scaffold contribution. Turn and Talk & Think-Pair-Share Encourages rehearsal of ideas before writing; supports retrieval and confidence for disadvantaged learners. Role Play & Ethical Dilemma Scenarios Deepens understanding of religious perspectives through embodied thinking and collaborative exploration. Presentation Tasks Pupils explain beliefs, rituals, or ethical viewpoints using formal language, helping them apply academic tone and clarity. Disciplinary Language and Thinking	History Exploration of Ancient Civilisations and their belief systems (HT2) supports historical interpretation and cultural analysis. Art Creative representations of deities and symbolic beliefs (HT3, HT6) enhance visual literacy and cultural design thinking. Literacy Extended writing tasks, evaluative essays, and vocabulary development are consistent throughout all units. PSHE/Citizenship Ethical debates on justice, equality, and responsibility (HT1, HT5) link to moral development, rights, and social justice. Philosophy Enquiry-led reflection on suffering, belief, and spiritual goals develops abstract reasoning (HT1, HT5). Geography Study of global religious practices and social-political contexts (e.g. Tibet in HT6) deepens understanding of place and identity. Opportunities to Develop ‘Character’ - Encouraging respect, empathy, and open-mindedness through interfaith comparison - Promoting resilience and reflective thinking via exploration of suffering, belief, and ethical dilemmas - Fostering integrity and kindness by discussing values such as compassion, stewardship, and devotion - Enabling independent thought and moral responsibility through structured debate and enquiry - Empowering confidence and self-expression in creative tasks and philosophy discussions Our Curriculum Supports Personal Development by; - Embedding British Values, global citizenship, and reflective enquiry throughout units - Encouraging meaningful dialogue on justice, freedom, identity, and the role of religion in the modern world - Supporting emotional intelligence through mindfulness practice, ethical reflection, and values-based discussion - Promoting self-awareness by exploring spiritual beliefs and ethical choices across traditions

Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

- Use of scaffolded vocabulary and writing support to build literacy confidence and conceptual fluency over time - Scaffolded challenge and feedback structures that help pupils grow in evaluative thinking, philosophical reflection, and ethical reasoning Success We celebrate success by - Showcasing creative projects (e.g. Hindu deity interpretations) through displays, presentations, or peer feedback - Offering praise and recognition for progress - Sharing exemplar work and encouraging personal voice in evaluative writing, debates, and extended responses Act with Care, Kindness, Respect, and Integrity We build meaningful connections with our students by - Cultivating inclusive classroom dialogue that values every pupil's contribution and perspective - Exploring worldviews with empathy—encouraging mutual respect and thoughtful comparisons of belief systems and practices	Abstract Religious Vocabulary Explicit teaching of terms like <i>nirvana</i>, <i>Trimurti</i>, <i>Three Poisons</i>, <i>mandir</i>, and <i>Dalai Lama</i>; revisited through retrieval and application. Philosophical Concepts Words like <i>suffering</i>, <i>liberation</i>, <i>identity</i>, <i>compassion</i>, and <i>enlightenment</i> are unpacked through enquiry and reflection. Evaluative Language Pupils learn how to use academic structures (e.g. “this shows”, “however”, “a contrasting view is...”) to build balanced arguments and justify ideas. Analytical Sentence Stems “The symbolism here suggests...”, “This belief influences behaviour by...”, “Comparatively, Hinduism teaches...” — embedded in speaking and writing tasks.	- Building respect for cultural diversity and human dignity through experiential learning and symbolic interpretation Careers and Employability Skills Listening Active listening during debates, philosophical enquiry, and guest speaker sessions develops attentiveness and empathy. Speaking Presentation of ideas in discussion, oracy tasks, and ethical reflection builds clarity and confidence in communication. Problem Solving Pupils explore real-world moral dilemmas (e.g. justice, environmental ethics, freedom of belief) Critical Thinking Enquiry into beliefs, symbolic meaning, and comparative analysis builds analytical depth and evaluative reasoning. Staying Positive Buddhist teachings on mindfulness and overcoming suffering promote emotional literacy and personal resilience. Leadership Structured group work, peer feedback roles, and ethical leadership discussions develop initiative and decision-making. Teamwork Collaborative enquiry, paired work, and group presentations enhance communication and cooperation. Employment Sectors Discussed Include: - Health and Social Care – Discussions around compassion, dignity, and moral responsibility - Law and Human Rights – Exploration of justice, freedom of belief, and ethical reasoning - Art and Design – Interpretation and religious imagery - Education and Youth Work – Reflection on values, character development, and community impact - Politics and Public Services – Case studies such as the Dalai Lama and religious freedom in Tibet, understanding culture, religious views and practices - Journalism and Media – Comparative storytelling and analysis of beliefs in contemporary culture - Mental Health and Wellbeing – Mindfulness practices and enquiry into emotional resilience
Curriculum impact is evaluated through pupil study, work scrutiny, and progress data. Findings inform regular curriculum review to ensure continuous improvement.		
When was this curriculum last reviewed? Include date	What changes were made and why?	How is ongoing improvement ensured?
Summer 2025	Increased challenge in units to extend higher-order thinking and evaluative writing across KS3; adapted schemes to align with teaching strengths and expertise of newly appointed subject specialists	Continuous departmental review based on pupil progress data, staff feedback, and student voice after each unit; regular book scrutiny and lesson drop-ins to monitor curriculum delivery and outcomes