



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 Sikhism: Beliefs	Half Term 2 Sikhism Practices	Half Term 3 Judaism Beliefs	Half Term 4 Judaism: Practices	Half Term 5 Afterlife	Half Term 6 Spirituality
Students will learn key knowledge and skills about: - In this unit, pupils will explore the core beliefs and practices of Sikhism, with a particular focus on the expression of Sikh identity in Britain today. - Through key themes such as equality, community, and devotion, they will examine the significance of the Gurus, the role of the Guru Granth Sahib, and the meaning behind the 5 Ks. - Pupils will also reflect on important concepts such as <i>Sewa</i> (selfless service) and <i>Waheguru</i> (God), considering how these shape the daily lives and values of Sikhs. 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 - All students are encouraged to think deeply about big questions linked to justice, equality, and responsibility for the world around us. - Through discussion and debate, pupils will explore how Sikh beliefs—and those from other faiths—can guide responses to global issues such as poverty,	Students will recap, retrieve and build on key knowledge and skills from half term 3 as well as learning new knowledge and skills about: - Pupils will explore how Sikh beliefs are lived out through daily practices such as prayer, community service, and the sharing of food in the <i>langar</i> (community kitchen). - They will examine the role of the <i>gurdwara</i> (Sikh place of worship) and its symbolic importance as a space of equality, welcome, and service. - Through these themes, pupils will gain a deeper understanding of how Sikh values are expressed in both personal devotion and community life. Challenge - All students are challenged to explore deep questions about how religious beliefs are expressed through daily practices, symbols, and community life. - Through structured discussion and comparison, pupils will examine how Sikh practices—such as langar, Sewa, and wearing the 5 Ks—reflect core beliefs about equality, service, and devotion. - They will also consider the wider social role of religion in shaping identity, promoting justice, and building inclusive communities. - Key vocabulary, including terms like symbolism, devotion, and community cohesion, will be explicitly taught and applied in context.	Students will learn key knowledge and skills about: - Pupils will explore core Jewish beliefs about God, the covenant, and the importance of following the <i>mitzvot</i> (commandments). - They will study the lives and significance of key figures such as Abraham and Moses, and how their stories shape Jewish identity and tradition. - Pupils will also examine Jewish teachings on free will, moral responsibility, and beliefs about life after death, considering how these influence ethical decision-making today. Challenge - All students are challenged to explore complex theological and ethical questions within Judaism, including beliefs about God, covenant, and moral responsibility. - Through discussion and reflection, pupils will examine how Jewish teachings—such as the mitzvot, the Ten Commandments, and the stories of Abraham and Moses—shape ideas about justice, free will, and life after death. - They will also be encouraged to compare Jewish beliefs with those from other traditions, developing their ability to interpret sacred texts and apply religious ideas to modern ethical dilemmas. - Key vocabulary such as covenant, monotheism, and responsibility will be explicitly taught and used in context.	Students will recap, retrieve and build on key knowledge and skills from half term 3 as well as learning new knowledge and skills about: - Pupils will explore how Jewish beliefs are expressed through religious practices, rituals, and festivals. - They will study the significance of <i>Shabbat</i> as a sacred time of rest and reflection, and how it strengthens family and community life. - Pupils will examine rites of passage such as <i>Bar</i> and <i>Bat Mitzvahs</i>, understanding how these ceremonies mark spiritual maturity and personal responsibility. - They will also investigate Jewish funeral customs, considering how beliefs about the afterlife and respect for the dead are reflected in mourning traditions. - Through these studies, pupils will develop a deeper understanding of how religious practices shape Jewish identity, values, and community belonging. Challenge - All students are challenged to explore how Jewish practices express deep beliefs about identity, community, and the sacred. - Through analysis of rituals such as Shabbat, Bar/Bat Mitzvah, and funeral customs, pupils will consider how these traditions reflect Jewish values like rest,	Students will learn key knowledge and skills about: - Pupils will explore a range of beliefs about death and the afterlife across major world religions, including Hinduism, Buddhism, Christianity, Judaism, and Sikhism. - They will examine teachings on reincarnation, judgement, heaven, hell, and liberation, considering how different traditions respond to life’s ultimate questions. - Pupils will also study non-religious perspectives, including Humanism, focusing on ideas of legacy, memory, and the value of life without belief in an afterlife. - Through a case study of Día de los Muertos (Day of the Dead), pupils will analyse how ritual, symbolism, and storytelling can reflect attitudes of honour, joy, and remembrance. - This unit supports philosophical thinking, comparative analysis, and reflective writing about grief, meaning, and belief. Challenge - All students are challenged to engage with complex philosophical and theological questions about what happens after death and why these beliefs matter. - Through comparative analysis and discussion, pupils will explore how different religious and non-religious worldviews shape attitudes toward death, grief, and the meaning of life.	Students will learn key knowledge and skills about: - Pupils will explore what it means to be spiritual, both within and beyond formal religion. - They will examine practices such as meditation, mindfulness, and reflection, and consider how these are used in both religious and non-religious contexts. - Pupils will investigate ideas around miracles, near-death experiences, and the relationship between science and faith. - The unit also introduces non-religious spirituality and ethical living, encouraging pupils to reflect on meaning, purpose, and personal values. - Through this, students will develop skills in philosophical thinking, critical reflection, and respectful dialogue. Challenge - All students are challenged to think deeply about the nature of spirituality and how it differs from, yet overlaps with, religion. - They will explore a range of perspectives—from religious traditions to secular worldviews—and consider how people find meaning, peace, and connection in different ways. - Pupils will be encouraged to reflect on their own experiences and beliefs while engaging with complex ideas such as consciousness, transcendence, and the limits of scientific explanation.



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.

climate change, and discrimination. - They will be introduced to key vocabulary Misconceptions - Religious beliefs are separate from caring for the environment - Ethical decisions are always personal and not shaped by faith or community - Only one religion teaches about justice, compassion, or equality - Issues like social inequality and climate change are not connected to religious teachings - All Sikhs are the same, they practice their religion in the same way. - Modern Sikhism has nothing to do with Britain	Misconceptions - Religious practices are just rituals with no deeper meaning - Sikh symbols like the 5 Ks are only cultural, not spiritual - Community service (Sewa) is optional rather than central to Sikh life - Places of worship like the gurdwara are only for prayer, not for social action or hospitality	Misconceptions - Jewish beliefs are only based on rules, not personal faith or relationship with God - The mitzvot are optional or outdated rather than central to Jewish life - All Jews believe the same things about life after death - Figures like Abraham and Moses are only historical, not spiritually significant today	responsibility, and respect for life and death. - They will also examine how festivals and life events strengthen community bonds and shape personal faith. - Key vocabulary such as ritual, covenant, mourning, and spiritual maturity will be explicitly taught and applied in context. Misconceptions - Jewish festivals are only cultural celebrations, not religious or spiritual events - Shabbat is just a day off, rather than a sacred time of rest and reflection - Bar and Bat Mitzvahs are simply parties, not meaningful rites of passage - Funeral customs are based only on tradition, not on beliefs about the afterlife and respect for the dead	- They will be encouraged to reflect on their own responses to big questions, while developing empathy and understanding of diverse perspectives. - Key vocabulary such as reincarnation, judgement, liberation, legacy, and symbolism will be explicitly taught and applied in context. Misconceptions - All religions believe in the same kind of afterlife - Non-religious people have no beliefs or values about death - Rituals like Día de los Muertos are just celebrations, not meaningful reflections on death - Beliefs about the afterlife are only about fear or reward, rather than identity, comfort, or purpose	- Key vocabulary such as spirituality, mindfulness, miracle, faith, and ethics will be explicitly taught and applied in context. Misconceptions - Spirituality is the same as religion - Only religious people can be spiritual - Science and spirituality are always in conflict - Miracles and near-death experiences are only fictional or unimportant
---	---	---	--	--	--

Previous learning that is particularly relevant:

Links to Prior Learning - Builds on Year 7 learning about Hindu and Buddhist beliefs by exploring how core ideas such as <i>dharma</i> (duty), <i>karma</i>, and spiritual equality are expressed in Sikhism. - Deepens understanding of worship and devotion by comparing Sikh practices—such as <i>Sewa</i>, <i>langar</i>, and the 5 Ks—with rituals and values from Hindu and Buddhist traditions. - Encourages pupils to make connections across Dharmic religions, recognising shared themes like compassion, service, and the importance of community in shaping belief and behaviour.	Links to Prior Learning - Builds on Year 7 learning about ethics and respect for people and the planet, by exploring how Jewish teachings promote justice, compassion, and moral responsibility. - Connects with the Ancient Polytheism unit by contrasting Jewish monotheism with earlier polytheistic belief systems, highlighting the development of covenant, law, and divine relationship. - Builds on understanding of Hindu and Buddhist beliefs and practices, particularly around dharma, ritual, and community, by introducing Jewish concepts such as mitzvot, Shabbat, and rites of passage. - Reinforces key themes from Sikhism: Beliefs and Practices in Year 8, such as equality, service, and the role of sacred texts and symbols in shaping identity and community. - Supports continued development of skills in ethical reasoning, comparative religion, and reflective thinking, preparing pupils for deeper philosophical and theological exploration in later units.	Links to prior learning. - Reinforces key concepts from Hinduism and Buddhism (beliefs and practices), such as karma, reincarnation, moksha, and nirvana, which are central to understanding afterlife beliefs and spiritual goals. - Builds on Year 8 learning about Sikhism and Judaism, especially ideas of judgement, liberation, heaven, and ethical living, and how these influence both personal identity and community values. - Deepens understanding of religious practices (e.g. Shabbat, Sewa, Bar/Bat Mitzvah, langar) by exploring how rituals and symbols—such as those in Día de los Muertos—express beliefs about life, death, and remembrance. - Extends philosophical thinking developed in earlier units by introducing non-religious worldviews, including Humanism and secular spirituality, and encouraging pupils to reflect on meaning, purpose, and consciousness beyond traditional religion. - Supports continued development of skills in comparative religion, ethical reasoning, and reflective writing, preparing pupils for more advanced exploration of belief systems, identity, and worldview.
--	---	---

Future Learning - How content prepares students for future units, Key Stage 4, or Key Stage 5?

Year 8 Unit	Future Learning Links
HT1: Sikhism – Beliefs	Deepens understanding of monotheism, equality, and divine authority—key for comparing beliefs in Christianity and Islam at KS4. Builds conceptual links with karma, service, and justice explored in Hinduism and Buddhism. Prepares students to evaluate religious identity and sacred texts in GCSE themes.



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.

HT2: Sikhism – Practices	Strengthens knowledge of worship, symbolism, and community service—supporting future study of Christian sacraments, Islamic prayer, and pilgrimage. Develops skills in analysing how belief is lived out through ritual and ethical action.
HT3: Judaism – Beliefs	Builds foundational knowledge of covenant, law, and monotheism—essential for understanding Christian and Islamic beliefs at KS4. Reinforces ethical reasoning and moral responsibility, supporting GCSE themes like Crime and Punishment and Religion and Life.
HT4: Judaism – Practices	Enhances understanding of religious identity, rites of passage, and sacred time—preparing students to compare religious practices across Abrahamic faiths. Supports extended writing on the role of tradition and community in shaping belief.
HT5: Afterlife	Develops philosophical thinking and comparative analysis of life after death—directly supporting GCSE topics such as Eschatology, Resurrection, and Humanism. Encourages critical reflection on meaning, morality, and belief across traditions.
HT6: Spirituality	Encourages exploration of non-religious worldviews, ethical living, and personal meaning—preparing students for GCSE themes like Religion and Life, and the role of religion in a secular society. Builds confidence in discussing science vs faith, miracles, and consciousness.

KS3 Skill	Application in KS4 / KS5
Philosophical and ethical reasoning	Strengthens students’ ability to evaluate moral and theological questions in GCSE themes such as Religion and Life, Crime and Punishment, and Peace and Conflict. Prepares for A Level Philosophy and Ethics discussions on morality, free will, and the nature of belief.
Comparison and interpretation of belief systems	Enables students to analyse similarities and differences across religious and non-religious worldviews—essential for thematic GCSE units and A Level essay writing. Supports deeper understanding of concepts like salvation, judgement, and the soul.
Symbol and source interpretation	Equips students to interpret sacred texts, religious symbols, and rituals—skills required for GCSE AO1 and AO2 responses and A Level textual analysis.
Analytical and evaluative writing	Prepares students to construct well-reasoned arguments with evidence and balance—vital for extended GCSE responses and A Level essays in Religious Studies, Philosophy, and Ethics.
Creative and reflective expression	Encourages personal engagement with complex ideas, supporting thoughtful responses in GCSE evaluation questions and independent thinking at KS5. Builds confidence in exploring meaning, identity, and belief.
Religious literacy and vocabulary acquisition	Builds fluency in abstract religious and philosophical terminology, supporting success in GCSE AO1 (knowledge) and AO2 (analysis) strands. Prepares students for academic language demands at A Level.

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

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.

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 <i>ongoing</i> 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 (<i>e.g. dharma, samsara</i>) - 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 Typical examples across Year 8 units include: Creative assessed projects (e.g. Jewish rites of passage, weddings and funerals) Structured extended writing (e.g. explaining beliefs about the afterlife across tradition) Knowledge organiser-based review tasks with tiered questioning Assessment booklets or topic-specific tests focused on vocabulary, interpretation, and evaluation Cumulative Assessment Cumulative assessment draws together learning from multiple units to assess broader progression and conceptual understanding. Examples for Year 8 might include: A comparative evaluation of beliefs and practices across Sikhism and Judaism. An extended writing task analysing spiritual and philosophical themes from Afterlife and Spirituality units. A thematic enquiry: Can belief in an afterlife shape how we live? using perspectives from multiple traditions Vocabulary-rich responses demonstrating retention and application from HT1 through HT6, including terms like Waheguru, mitzvot, and moksha Purpose of Assessment Assess long-term retention and understanding Encourage thematic connections across belief systems and ethical frameworks Prepare pupils for KS4-style comparative and evaluative tasks Provide evidence of progression in religious literacy, philosophical thinking, and reflective writing	Opportunities to Revisit Past Learning <table><tr><td>Starter Retrieval Quizzes</td><td>Low-stakes knowledge checks on key terms (e.g. <i>karma, nirvana, stewardship</i>) at the start of lessons; helps maintain vocabulary fluency and concept recall.</td></tr><tr><td>Concept Mapping Activities</td><td>Pupils map belief systems across Hinduism, Buddhism, and ancient polytheism—revisiting prior learning to trace thematic links (e.g. dharma, spiritual goals).</td></tr><tr><td>Philosophical Enquiry Threads</td><td>Open questioning (e.g. “Is suffering always negative?”) revisits ethics (HT1) within Buddhist contexts (HT5–6) or Hindu beliefs (HT3).</td></tr><tr><td>Spaced Retrieval</td><td>Do it now recall of content from earlier half terms</td></tr></table> Opportunities for Homework <table><tr><td>Vocabulary & Concept Quizzes</td><td>Self-marking quizzes using apps like to reinforce key terms and beliefs; ideal for HT3–6 retrieval.</td></tr><tr><td>Creative Extension Tasks</td><td>Pupils produce artwork, digital posters, or storyboards (e.g. depicting Hindu deities or the Three Poisons)</td></tr><tr><td>Ethical Scenarios Writing</td><td>Short evaluative paragraphs responding to real-world dilemmas through religious perspectives (linked to HT1, HT5–6); scaffolded tasks support differentiation.</td></tr><tr><td>Festival Fact Files</td><td>Pupils research and compile visual or written presentations on festivals (Diwali, Holi, Wesak)</td></tr><tr><td>Watch and Reflect</td><td>Assign short videos (BBC Bitesize) followed by structured reflection prompts.</td></tr><tr><td>Knowledge Organiser Tasks</td><td>Retrieval grids or “fill the gap” challenges built around prior KO content (e.g. beliefs and practices in Hinduism and Buddhism).</td></tr></table>	Starter Retrieval Quizzes	Low-stakes knowledge checks on key terms (e.g. <i>karma, nirvana, stewardship</i>) 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	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).
	Starter Retrieval Quizzes	Low-stakes knowledge checks on key terms (e.g. <i>karma, nirvana, stewardship</i>) 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																				
	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 (<i>e.g. moksha, mitzvot, afterlife</i>)	Ensures access to sophisticated terminology; encourages precise language and concept mastery																				
Multimodal Learning	Use of visual sources, audio clips, creative expression	Makes abstract ideas concrete without diluting complexity; supports depth via varied interpretation																				
Retrieval and Recap Routines	Regular low-stakes quizzes, starter questions, concept maps	Reinforces prior knowledge and builds learning confidence while enabling cumulative learning																				
Scaffolded Enquiry	Sentence starters, modelled thinking, structured discussion prompts	Builds philosophical reasoning step-by-step; promotes participation in high-level enquiry																				
Creative Assessment Pathways	Use of flexible formats—storyboards, artwork, presentations—as assessment options	Maintains intellectual challenge by requiring symbolic and analytical engagement, not just recall																				
Cultural Capital Activation	Explicit linking of religious teachings to personal experiences and global issues	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	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																				

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.

Wider Curriculum and Enrichment – cultural capital and real world application -																						
Enriching experiences: Celebrating Identity and Expression: Creative projects on Sikh Festivals this presentation/creative project allows students to express belief and meaning with imagination and depth. Connecting Cultures and Community Teaching respect for diverse worldviews. Pupils engage with practices such as <i>langar</i>, <i>Shabbat</i>, and <i>Bar/Bat Mitzvah</i>, building understanding of how belief shapes community life. Making Learning Memorable Roleplay, visual interpretation, and discussion bring abstract ideas—such as <i>Waheguru</i>, <i>mitzvot</i>, reincarnation, and spirituality—to life. Pupils reflect on symbolism and ritual through creative activities like exploring <i>Día de los Muertos</i> Encouraging Ownership and Voice Through independent enquiry, creative homework, and thematic presentations, pupils take pride in their contributions. They grow confidence as thinkers by expressing personal responses to philosophical questions and ethical challenges across belief systems. 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 - 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	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 <table><tr><td>Tiered Vocabulary</td><td>Pupils encounter and apply abstract terms (<i>karma</i>, <i>moksha</i>, <i>dukkha</i>, <i>stewardship</i>, etc.), with visual and contextual reinforcement.</td></tr><tr><td>Knowledge Organisers</td><td>Provide consistent reference for definitions, spellings, sentence stems, and examples, supporting retrieval and written fluency.</td></tr><tr><td>Reading Comprehension Tasks</td><td>Pupils engage with religious stories, festival accounts, or ethical scenarios; helps develop inference and contextual analysis.</td></tr><tr><td>Extended Writing Opportunities</td><td>Comparative essays, reflections, and project-based writing strengthen structure, coherence, and evaluation skills.</td></tr></table> Oracy Development <table><tr><td>Structured Discussions & Debates</td><td>Enquiry tasks promote dialogic learning and reasoned argument; sentence frames scaffold contribution.</td></tr><tr><td>Turn and Talk & Think-Pair-Share</td><td>Encourages rehearsal of ideas before writing; supports retrieval and confidence for disadvantaged learners.</td></tr><tr><td>Role Play & Ethical Dilemma Scenarios</td><td>Deepens understanding of religious perspectives through embodied thinking and collaborative exploration.</td></tr><tr><td>Presentation Tasks</td><td>Pupils explain beliefs, rituals, or ethical viewpoints using formal language, helping them apply academic tone and clarity.</td></tr></table> Disciplinary Language and Thinking <table><tr><td>Abstract Religious Vocabulary</td><td>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.</td></tr><tr><td>Philosophical Concepts</td><td>Words like <i>suffering</i>, <i>liberation</i>, <i>identity</i>, <i>compassion</i>, and <i>enlightenment</i> are unpacked through enquiry and reflection.</td></tr></table>	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.	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.	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.	- In History, pupils explore the migration of Sikhs to Britain and examine Jewish history beyond the Holocaust, deepening their understanding of religious identity, resilience, and cultural heritage. - In Art, students creatively engage with <i>Día de los Muertos</i>, using visual symbolism to explore themes of remembrance, celebration, and spirituality. - Literacy is embedded throughout all units, with extended writing tasks, evaluative essays, and vocabulary development supporting fluency and analytical depth. - In PSHE and Citizenship, pupils engage in ethical debates such as the carrying of the Kirpan and reflect on what it means to be Sikh in modern Britain, promoting civic awareness and values-led discussion. - Philosophy is explored through enquiry-led reflection on the afterlife and spirituality, encouraging abstract thinking and personal engagement with big questions. - In Geography, pupils study global religious practices and socio-political contexts, enhancing their understanding of diversity, migration, and cultural expression. The curriculum offers rich opportunities to develop character. - Pupils are encouraged to show respect, empathy, and open-mindedness through interfaith comparison and reflective enquiry. Resilience and reflective thinking are promoted through exploration of suffering, justice, and spiritual responsibility. - Integrity and kindness are fostered through discussions of compassion, stewardship, and devotion. - Independent thought and moral responsibility are developed through structured debate and ethical enquiry, while confidence and self-expression are empowered through creative homework and philosophy-style discussions. Supporting personal development - Personal development is supported by embedding British Values, global citizenship, and reflective enquiry throughout all units. - Pupils engage in meaningful dialogue on justice, freedom, identity, and the role of religion in modern society. - Emotional intelligence is nurtured through mindfulness, ethical reflection, and values-based discussion. - Self-awareness is promoted by exploring spiritual beliefs and ethical choices across traditions, and respect for cultural diversity and human dignity is built through experiential learning and symbolic interpretation.
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.																					
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.																					
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.																					



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.

- 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	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.	Pupils also develop key employability and life skills. - Critical thinking is strengthened through enquiry into beliefs, symbolic meaning, and comparative analysis. Leadership is developed through structured group work, peer feedback roles, and ethical leadership discussions. - Teamwork is enhanced through collaborative enquiry, paired work, and group presentations. Careers and Employability Skills - The curriculum introduces pupils to a range of employment sectors, including; - Health and Social Care through discussions on compassion and dignity - Law and Human Rights through exploration of justice and freedom of belief - Art and Design through interpretation of religious imagery - Education and Youth Work through reflection on values and community impact - Politics and Public Services through case studies such as the Dalai Lama and religious freedom in Tibet - Journalism and Media through comparative storytelling and analysis of beliefs - Mental Health and Wellbeing through 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