

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 Christianity: Beliefs	Half Term 2 Christianity: Practices	Half Term 3 Islam: Beliefs	Half Term 4 Islam: Practices	Half Term 5 Ethics	Half Term 6 Philosophy and Minority Religions
Students will learn key knowledge and skills about: - Why it is important to study PRE and the importance of the study of other cultures and their religious traditions, practices and heritage, specifically within the context of a multicultural Britain. - What the basic beliefs within Christian faith/religion are including; The Trinity, Jesus, Biblical Teachings, the Papacy By engaging in analysis and discussion, pupils will: - Encourage students to think deeply, ask questions, and evaluate different perspectives. - Discover that Christian teachings often focus on values like compassion, forgiveness, and justice, which can help students reflect on their own beliefs and behaviour. - interpret texts (like the Bible), evaluate arguments, and engage in structured debate. Challenge - Concepts like the Trinity require students to grapple with abstract theological ideas that can be difficult to understand and explain. - Students may struggle with apparent contradictions, such as how Jesus can be fully divine and fully human. - Engaging with Christian beliefs may challenge students to reflect on their own beliefs and values, especially if they differ significantly	Students will recap, retrieve and build on key knowledge and skills from half term 3 as well as learning new knowledge and skills about: - Where Christian concepts of the Devil and evil come from - How Christians worship, including; private worship and prayer, liturgical worship, non-liturgical worship, acts of charity, volunteer work, missionary work and living a judgement free life. - The Christian practice of pilgrimage, including popular pilgrimage sites around the world and reasons Christians have for visiting them - How Christians celebrate Easter and why it is considered the most important Christian festival. Challenge - Many practices have evolved over centuries. Understanding their origins and how they've changed can be complex and requires historical awareness. - Practices can vary significantly between denominations (e.g., Catholic vs. Evangelical approaches to the Eucharist). Students must navigate these differences without oversimplifying or generalising. - Students are challenged to consider how personal religious practices intersect with public life, especially in secular or multi-faith societies. - Students are asked to assess the significance of practices and why they matter to believers and how	Students will learn key knowledge and skills about: - The basic foundational beliefs in Islam, including; monotheistic beliefs about God, beliefs about the Prophet Muhammad (PBUH), idolatry, the star and crescent. - What the Noble Quran is and what teachings come from it, including teachings about; the sanctity of life, gender roles, and family. - The Angels of Islam and the roles they play in revelation and protection - The Five Pillars of Islam and their importance within the Islamic faith - Islamophobia and the recognition of its harmful impacts within society. Challenge - Some concepts such as Tawhid, may be difficult for students to understand. - Angels are part of the ghayb (unseen world), which can be difficult for students to conceptualise or relate to, especially in a secular or scientific context. - The poetic style of many passages of the Noble Quran challenges students to think beyond exclusively literal interpretations. Misconceptions - The association of Muslims with terrorism - The belief that all Muslims are Arabs - That Islam oppresses women - That Jihad means 'holy war'	Students will recap, retrieve and build on key knowledge and skills from half term 3 as well as learning new knowledge and skills about: - To describe different Muslim rites of passage, including; Muslim birth ceremonies, Muslim Weddings and Muslim burial rites. - To be able to explain a Muslim rite of passage in detail - To recall key Islamic beliefs and how they intersect with new learning within Islamic practices - To be able to evaluate the importance of Islamic practices relative to one another. - Develop an understanding of and be able to explain specific religious practices within Islam, including the Hajj and Eid. Challenge - Students are expected to explain not just what happens during Eid or Hajj, but why these practices matter to Muslims - Islamic practices follow the lunar calendar. Students may find it challenging to understand how this affects observance. - Students need to be able to distinguish between Eid al-Fitr and Eid al-Adha. Misconceptions - That Muslims worship a different God or the Kaaba - That only Christians go on pilgrimage	Students will learn key knowledge and skills about: - A foundational understanding of the field of ethics and an understanding of key ethical theories, including; Situation Ethics, Kantian Ethics and Utilitarianism. - To be able to evaluate the strengths and weaknesses of the various ethical theories and make judgements and comparisons between them. - To be able to respond to ethical dilemmas with reference to ethical theories. - To be able to critically engage in debate and evaluation concerning key areas of ethical discourse, including; Medical Ethics, AI ethics, Business Ethics, and the Death Penalty Challenge - Students may be lacking crucial cultural capital to be able to fully engage with topics such as animal ethics and business ethics. - theories like Kantian ethics involve complex ideas such as duty, autonomy, and the categorical imperative. These concepts are featured on A-Level schemes of work and present a fruitful but challenging learning moment in Year 9. Misconceptions - That PRE is exclusively about the study of religions and religious beliefs	Students will learn key knowledge and skills about: - Develop an awareness of minority religions from around the world, including; Rastafari beliefs and practices, Humanism/Atheism, Shintoism, Taoism and Wicca. - To engage with foundational Ancient Greek philosophy through Plato's Allegory of the Cave. - To investigate and compare arguments surrounding the claim that near death experiences prove that there is life after death. Challenge HT6 Philosophy & Minority Religions – Challenge (missing) Challenge - Students must engage with abstract philosophical ideas such as Plato's Allegory of the Cave, requiring interpretation rather than simple recall. - Evaluating arguments about life after death (e.g. near-death experiences) requires students to weigh evidence and distinguish between scientific and philosophical reasoning. - Students are challenged to understand belief systems that may not include a God (e.g. Humanism), requiring them to



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- Students are expected to assess theological claims, compare viewpoints, and construct reasoned arguments Misconceptions - That all Christians believe in the concept of the trinity - That all Christians believe the Bible is the literal word of God - That Jesus did not really exist	they affect individuals and communities. Misconceptions - Christianity is merely a set of rules to follow - That all Christians worship the same way - That Christmas is the most important Christian festival	Misunderstood naming e.g. ‘Muslimic’ or ‘Islams’		- That there are objective ‘right’ and ‘wrong’ understandings of how to act and respond to ethical issues - That ethics is a way to judge people - That ethics is only relevant in major or sensational events or circumstances rather than ordinary activities.	move beyond religion-based frameworks. - Comparing minority religions demands careful analysis without oversimplification or stereotyping. Misconceptions - That the six major world religions are the only religions which exist - That humanism is a religion - That those without religious faith have no morality - That belief in a life after death is reserved for/limited to those with a religious faith or belief in God.
Previous learning that is particularly relevant:					
Links to Prior Learning Within the Year 8 Curriculum, students will have already studied Sikhi beliefs and practices, having explored core Sikhi beliefs. This is relevant prior learning as it will better prepare students for further study into Christian beliefs through an existing awareness of key terms such as symbol, ceremony, belief, values, and the concept of God as a creator.		Links to Prior Learning - Students will have completed the units on Christian beliefs and Christian practices. These units constitute valuable and relevant prior learning as many of the concepts within Islam and Christianity are similar, such as the belief that there is only one God (monotheism) as well as the interpretation of Holy Scripture (The Bible). - Students will have studied Judaism in Year 8, which reinforces prior knowledge of monotheism and the concept of the Abrahamic God/Abrahamic faiths.		Links to prior learning. In year 8, students will have studied the Mitzvot in the Judaism unit. This introduces students to the concept of moral/ethical codes and the notion of right and wrong according to a world faith. This is relevant prior knowledge as it establishes that religions around the world hold different perspectives on right and wrong.	
Future Learning - How content prepares students for future units, Key Stage 4, or Key Stage 5?					
Year 9 Unit	Future Learning Links				
HT1: Christianity – Beliefs	This unit links to further study for students taking the GCSE AQA Religious Studies course as Christian beliefs are featured within the specification This unit provides a strong foundational knowledge which will be preparatory for GCSE study.				
HT2: Christianity – Practices	This unit links to further study for students taking the GCSE AQA Religious Studies course as Christian practices are featured within the specification. This unit provides critical contextual information surrounding the Christian faith which is essential for future study.				
HT3: Islam – Beliefs	This unit links to further study for students taking the GCSE AQA Religious Studies course as Islamic beliefs are featured within the specification. This unit provides critical contextual information surrounding the Muslim faith which is essential for future study.				
HT4: Islam – Practices	This unit links to further study for students taking the GCSE AQA Religious Studies course as Islamic practices are featured within the specification. This unit provides critical contextual information surrounding the Islamic faith which is essential for future study.				
HT5: Ethics	This unit links directly to the future study of students for both GCSE and A-Level cohorts. Ethics is a major strand of the A-Level Religious Studies course. This learning provides a stable foundational awareness of key ethical concepts within the subject.				



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HT6: Philosophy and Minority Religions

This unit links to the future learning of students taking part in an A level in Religious Studies. Philosophy is a major strand within the Religious Studies A-Level course. Philosophical ideas such as Plato's Cave are introduced to students in this unit, which will better prepare students for early work within Religious Studies A-Level courses.

KS3 Skill	Application in KS4 / KS5
Philosophical and ethical reasoning	develops philosophical and ethical reasoning by moving beyond simple facts about religion to a critical exploration of beliefs and their consequences. Students engage with complex, "big questions" about existence, morality, and purpose, using a structured approach that prepares them for more advanced studies like GCSE and potentially A Level. Examples include when students consider topics like the problem of evil, AI ethics, Medical Ethics and Business ethics.
Comparison and interpretation of belief systems	Students interpret how different religions and non-religious worldviews explain and respond to the existence of evil and suffering. For example comparing Christian ideas of a loving God with atheistic critiques of this idea. This will be useful especially for students pursuing GCSE and A level choices in the future.
Symbol and source interpretation	Students encounter source interpretation especially in the Islam Beliefs unit when they are explicitly tasked with interpreting the meanings of quotes from within the Qur'an. Students will consider how differing interpretations of a religious text may influence how Muslims practice their faith and further consider how this will impact life and society broadly. This links directly to the GCSE specification which focuses on various interpretations of ideas found in the Bible as well as the Qur'an.
Analytical and evaluative writing	Students analyse the reasons behind religious practices, rather than just identifying them. For example, students will analyse the motivations behind Christian pilgrimage and Muslim Hajj or within worship to understand the purpose of these practices. Evaluation is fostered by exploring different interpretations of the same religion. Students evaluate the reasons behind different views within Christianity or Islam recognising that there is no single monolithic belief. Students evaluate the impact of religious beliefs and practices on individuals and society. This moves beyond internal analysis to assessing real world consequences. This type of analytical and evaluative writing is an essential skill for students who will be assessed at KS4 and KS5.
Creative and reflective expression	During the Christian Practices unit, students will work to create a presentation on Christian Pilgrimage which will be presented to the class. This is an excellent opportunity for creative expression within the Year 9 Curriculum. It also provides students with a chance to reflect through peer assessment how successful students in the class have been, including a reflection on the creativity found within the presentations.
Religious literacy and vocabulary acquisition	Religious literacy and vocabulary acquisition Students develop a secure and increasingly sophisticated understanding of key religious, ethical, and philosophical terminology across the Year 9 curriculum. This includes subject-specific vocabulary from Christianity and Islam (e.g. <i>Trinity, incarnation, salvation, Tawhid, Shahadah, Ummah</i>), as well as ethical and philosophical language (e.g. <i>utilitarianism, deontology, situation ethics, absolutes, free will</i>). Through consistent use of knowledge organisers, retrieval practice, and extended writing , students are expected to: • Accurately define, spell, and apply key terminology in context • Use disciplinary vocabulary fluently in both oral discussion and written responses • Demonstrate understanding of how terminology shapes religious belief, practice, and ethical reasoning • Develop precision in analytical and evaluative writing, particularly in GCSE-style extended answers Students are supported through: • Explicit teaching of Tier 2 and Tier 3 vocabulary • Sentence stems and modelling to embed academic language • Regular low-stakes retrieval to reinforce long-term retention • Opportunities to apply vocabulary in debate, discussion, and written evaluation This focus on religious literacy ensures that students can confidently engage with complex ideas, communicate clearly, and build a strong foundation for GCSE Religious Studies and beyond .

Outcomes:

By the end of the year pupils will be able to solve/create/produce/write:

Knowledge and understanding

Students will demonstrate secure knowledge of key beliefs, practices, ethical theories, and philosophical ideas across Christianity, Islam, and wider worldviews.



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Interpretation and analysis

Students will interpret religious texts (Bible and Qur'an), philosophical sources (e.g. Plato), and ethical arguments, explaining meanings and analysing significance.

Comparative thinking

Students will compare beliefs and practices within and between religions (e.g. Christianity vs Islam) and between religious and non-religious worldviews.

Creative expression

Students will present ideas through creative tasks such as presentations, debates, and reflective projects (e.g. pilgrimage project, ethical scenarios).

Philosophical reflection

Students will engage with “big questions” (e.g. life after death, morality, existence of God), forming reasoned and balanced arguments.

Personal and social application

Students will apply learning to real-world issues such as discrimination, ethics in society, and respect for diversity in modern Britain.

Vocabulary development

Students will accurately use key terminology in both written and spoken work, demonstrating spelling, meaning, and contextual understanding.

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.

Purpose:

- Identify misconceptions early (e.g. misunderstandings about monotheism or ethical theories)
- Monitor progress in knowledge retention and vocabulary acquisition
- Provide immediate feedback to adapt teaching and support all learners
- Develop students' confidence in discussion, reasoning, and written responses
- Prepare students for more formal summative assessment through low-stakes practice

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.

Opportunities to Revisit Past Learning

Do it now	Low-stakes knowledge checks on key terms (e.g. <i>karma</i> , <i>nirvana</i> , <i>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

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)



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	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	Ethical Scenarios Writing Festival Fact Files Watch and Reflect Knowledge Organiser Tasks	Short evaluative paragraphs responding to real-world dilemmas through religious perspectives (linked to HT1, HT5–6); scaffolded tasks support differentiation. Pupils research and compile visual or written presentations on festivals (Diwali, Holi, Wesak) Assign short videos (BBC Bitesize) followed by structured reflection prompts. 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	
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	Literacy, Oracy and disciplinary language: Abstract Religious Vocabulary Students engage with precise terminology (e.g. <i>incarnation, omnipotence, Tawhid, pilgrimage, utilitarianism</i>) and apply it accurately in explanations and evaluation. Philosophical Concepts Students explore complex ideas such as the nature of reality, morality, and existence (e.g. Plato’s Cave, ethical frameworks), building conceptual understanding beyond surface-level knowledge. Evaluative Language Students use structured evaluative language (e.g. <i>however, on the other hand, this suggests, a strength of this view is...</i>) to construct balanced arguments. Literacy, Oracy, and Disciplinary Language are intentionally developed throughout our KS3 Religious Studies curriculum. This aligns with our focus on	• 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.	

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philosophical questions and ethical challenges across belief systems. Our curriculum supports the school value of: Joy Foster enthusiasm and engagement by 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 Act with Care, Kindness, Respect, and Integrity We build meaningful connections with our students by Joy Foster enthusiasm and engagement by exploring diverse worldviews, encouraging curiosity through philosophical questioning and debate. Success We celebrate success by recognising progress in both knowledge and critical thinking, showcasing student work through presentations, discussions, and written responses. Act with Care, Kindness, Respect, and Integrity We build meaningful connections with our students by creating a respectful classroom environment where all beliefs can be discussed openly and thoughtfully.	academic rigor, clarity, and critical thinking, while supporting inclusive access and progression. Literacy Development Tiered Vocabulary Pupils encounter and apply abstract terms (<i>karma, moksha, dukkha, 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.	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 - Pupils develop empathy, respect, and open-mindedness through the study of diverse religious and non-religious worldviews. - They build confidence in expressing their own beliefs while listening thoughtfully to others, fostering respectful dialogue. - Engagement with ethical and philosophical issues encourages students to reflect on their own values, moral decision-making, and responsibilities within society. - Students develop resilience and critical thinking by exploring complex and sometimes challenging questions about life, belief, and morality. Pupils also develop key employability and life skills. - Communication skills through structured discussion, debate, and presentation - Critical thinking and problem-solving through ethical and philosophical enquiry - Collaboration through paired and group tasks - Independence through research, extended writing, and reflective tasks - Confidence in articulating ideas clearly using academic language Careers and Employability Skills The PRE curriculum supports a wide range of future pathways by developing transferable skills valued by employers, including: Law and Public Services: evaluating arguments, constructing reasoned judgements, and understanding ethical frameworks Education and Social Work: empathy, cultural awareness, and communication skills Business and Leadership: decision-making, ethical reasoning, and understanding diverse perspectives Healthcare: moral reasoning, respect for beliefs, and application of ethics to real-life situations Media and Communication: analysis, interpretation, and clear expression of ideas
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		Students are encouraged to recognise how PRE develops skills that are highly relevant to modern workplaces, particularly in a diverse and globalised society.
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