

What is the **intent statement** for you subject? What does the **discipline offer** young people? What is the subject's **purpose**? This should be a short, snappy statement.

At TCS, the study of Religion and Worldviews is taught through thematic based enquiry approach, whereby ICT is used to as a tool to enhance the quality of teaching and learning, whilst a variety of teaching and learning strategies are deployed that are student centred designed to challenge and engage students.

The study of religion and worldviews will stimulate a genuine curiosity about our own positionality, beliefs, purpose, and connection in the world encouraging questioning, investigation, and critical thinking. It enables students to make sense of people, cultures and worldviews which create, influence, and mould the world we live in. Students develop a knowledge of beliefs and practices, an understanding of ways of expression, and a range of sources of authority. Through exposure to this knowledge, experiences and worldviews, students can formulate and strengthen their own worldview and personal convictions whilst developing skills in critical thinking and philosophically enquiry. Religion and worldviews are taught from a secular, non-religious viewpoint and plays a vital role in enhancing social cohesion and acceptance of others by celebrating our differences and what joins us together as humans.

Through their study of Religion and Worldviews, we aim to:

- Promote opportunities to 'think like a philosopher' by developing the ways in which students think about different worldviews,
- Introduce pupils to diverse understandings of the world presented by worldviews (religious and non-religious).
- Investigate the relationships between beliefs, teachings, forms of expression and lived experience.
- Consider questions of meaning, purpose, and truth, how these questions may be posed, addressed, and understood differently within disciplines and worldviews.
- Explore how their own worldview shapes their encounters with the world, and how their context, experiences and study can shape their worldview.
- Enable students with the tools to engage with critical thinking and philosophy discussions with purpose whilst also being able to express their own opinion and standpoint.
- Giving students the ability and confidence to challenge misconceptions, stereotypes and promote social cohesion

Through the curriculum design at Ks3, we hope that many students opt to continue with their study of Religion and Worldviews. For that reason, the concepts that underpin our Ks3 curriculum are taken from both the Eduqas GCSE and OCR A-level specification – facilitating the delivery of a 7-year learning journey for students. Furthermore, there is a greater emphasis on depth of study, as opposed to breadth resulting in four more thematic units being studied in each year group.



What are the **core aims** of the curriculum? What **key knowledge** do you want students to have at the end of their learning journey?

- To promote opportunities to 'think like a philosopher' by developing the ways in which students think about different worldviews as well as the interpretation and experience of others.
- The curriculum will encourage students to reflect on their own beliefs, values, and identity formation. They will explore how religious and philosophical concepts can contribute to their personal growth and sense of identity.
- To build a foundational understanding of major world religions, including their key beliefs, texts, figures, and historical contexts. They will gain religious literacy to navigate and engage with a religiously diverse society and world.
- To develop an appreciation for cultural diversity by studying different religious traditions, their beliefs, practices, and rituals. They will gain an understanding of the interconnectedness of religion and culture.
- To engage in comparative analysis by examining similarities and differences within and between different religious traditions, prophets, and sacred spaces. They will develop skills in identifying common themes and understanding the uniqueness of each tradition. Pupils will also be able to describe and explain the importance of individuals in religions and consider their impact in society.

| Key knowledge: | Key skills: |
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| <p>What is a Worldview?</p> <ul style="list-style-type: none"> • Main worldview perspectives such as theist, secular and post-modern. • The nature of God in major world religions including Christianity, Judaism, Islam, Hinduism, and Sikhism. • Nature and characteristics of God in various religious worldviews. • To recognise ultimate questions in philosophy such as 'are people born evil?', 'What is the meaning of life?', and 'Does God exist?'. <p>Do we need prophets in the 21st century?</p> <ul style="list-style-type: none"> • The purpose and characteristics of a prophet. • The role and impact of important prophets within Abrahamic religions. • The life story of the prophet Moses as told in Exodus including key points such as: Birth, exile, speaking with God, ten plagues and the exodus. | <ul style="list-style-type: none"> • Defining key terminology will allow peoples to be able to identify subject specific concepts and write with accuracy and meaning. • Describing perspectives of others and their own in detail with precise tier 3 vocabulary. • Explaining in a developed manner why something is the way it is, or, why something has happened. To be able to give reasoning to support points and views. • Evaluating a statement and to be able to discuss various diverse viewpoints, using selected points to come to well-reasoned judgements. • Reflection is a necessary skill that pupils will need to think like a philosopher. They will need to explore what they think and why they think it. Questioning and exploring the nature of belief and sometimes assumptions are at the root of ethics, philosophy, and religion. • Enhancement of communication skills by expressing their ideas and |

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| | <ul style="list-style-type: none"> Abrahams covenant with God and his sacrifice. <p>What is a sacred place?</p> <ul style="list-style-type: none"> The features and use of sacred spaces around the world such as the Ka'ba, Lourdes and the River Ganges. The connection between place and belief e.g., River Ganges and reincarnation. To understand religion and worldviews as living concepts. | <p>viewpoints effectively through discussions and written assignments. They will learn to articulate their thoughts clearly, listen actively to others, and engage in respectful dialogue about religious and philosophical concepts.</p> |
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| <p>Year 8</p> | <p>Core aims:</p> | |
| | <ul style="list-style-type: none"> To engage in philosophical inquiry by exploring the question, "Is it good that there's evil?" Pupils will critically analyse different perspectives on the nature of good and evil, examine philosophical arguments, and develop their own informed viewpoints. To consider questions about human origins and the purpose and ultimate destiny of humanity. Pupils will examine religious beliefs and philosophical perspectives on the origin of religions, humans, the universe, and contemplate the concepts of life's meaning and the afterlife. The curriculum will emphasise the ethical responsibility towards the environment and sustainability. Students will explore religious teachings and ethical frameworks that promote environmental stewardship, sustainable practices, and the preservation of the planet for future generations via case study. These concepts further link to the RS GCSE. To develop an understanding of religious beliefs and concepts related to the end times, the afterlife, and the ultimate destiny of humanity. The curriculum will encourage interdisciplinary connections with subjects like science, history, philosophy, and ethics. Students will explore scientific theories of human origins, historical narratives, philosophical perspectives on life's meaning, and ethical considerations related to origins and destiny To develop the skills to critically analyse and interpret religious sources of wisdom, such as sacred texts, teachings, and traditions. They will learn to extract meaning, identify key themes, and understand the historical and cultural contexts that shape these sources. | |
| | <p>Key knowledge:</p> <p>Is it good that there's evil? Good, evil and suffering.</p> <ul style="list-style-type: none"> Christian, Jewish and Humanists attitudes to evil, good, and suffering. The paradox of evil and the nature of God. | <p>Key skills:</p> <ul style="list-style-type: none"> Developing critical thinking by analysing and evaluating religious beliefs about origins, destiny, and environmental philosophy. They will learn to question assumptions, examine evidence, and form reasoned arguments. Engaging in analytical reasoning by examining the similarities and differences between religious |

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| | <ul style="list-style-type: none"> • Biblical accounts including Genesis 1-3 and the story of Job. • The four noble truths and Buddhist beliefs about the nature and role of suffering. <p>How do we show what matters? Spirituality and expression:</p> <ul style="list-style-type: none"> • Ways of expressing meaning. • How Murtis are used in Hinduism. • Icons and idols in religion. • Nature and purpose of Prayer. • Meditation in Buddhism • Mandalas and Annica. <p>Where are we going and where do we come from? Origins and destiny.</p> <ul style="list-style-type: none"> • Origins of religion and worldviews such as animism. • Philosophical perspectives of the meaning of life including epicureanism, existentialism, nihilism and pragmatism. • Gaia theory by John Locke. • Hindu beliefs and practices of conservation. • Animal rights and status. • Philosophy of free will. • Eschatological beliefs in Christianity. | <p>beliefs about origins, destiny, and environmental philosophy. They will identify key themes, evaluate underlying principles, and analyse their implications within different religious and philosophical frameworks.</p> <ul style="list-style-type: none"> • Enhancement of communication skills by expressing their ideas and viewpoints effectively through discussions and written assignments. They will learn to articulate their thoughts clearly, listen actively to others, and engage in respectful dialogue about religious and philosophical concepts. • Reflection on ethical considerations related to environmental issues. They will analyse the ethical frameworks and principles within religious teachings and philosophical perspectives, developing their own informed ethical reasoning. • Interdisciplinary connections will be formed by exploring scientific theories of human origins, historical narratives, philosophical perspectives on life's meaning, and ethical considerations related to environmental issues. They will develop the ability to integrate knowledge and skills from different disciplines to gain a comprehensive understanding of the topics. • Interpretation of Religious Sources of Wisdom. Students will develop the skills to critically analyse and interpret religious sources of wisdom, such as sacred texts, teachings, and traditions. They will learn to extract meaning, identify key themes, and understand the historical and cultural contexts that shape these sources |
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| <p>Year 9</p> | <p>Core aims:</p> <ul style="list-style-type: none"> • To introduce pupils to classical philosophical where they will explore big questions, critically analyse philosophical concepts, and understand the relevance of philosophical thinking in their lives. • To learn ethical theories, apply them to real-life situations, and make informed and morally responsible decisions, such as utilitarianism or the hedonic calculus. • To understand the dynamic nature of religions and the factors that contribute to religious change over time such as the rise of atheism, individual spirituality and the influence of historical events. • To explore challenges that religions and religious adherents have faced historically and currently, including controversy surrounding religion in the past and present era. • To formulate and express their own opinion, beliefs, and worldview on subject material. • To question and examine religious trends and foci in the modern world. | |
| | <p>Key knowledge:</p> <p>What questions can I answer in philosophy?</p> <ul style="list-style-type: none"> • Plato's allegory of the cave. • Arguments for the existence of God including teleological and design. • Hume's bundle theory • Descartes and theory of knowledge. • Freudian and Marxist views on religion. • Absurdism. • Christian beliefs about creation and scientific understandings. <p>How can I solve ethical dilemmas?</p> <ul style="list-style-type: none"> • Absolutism and relativism. • Nietzsche views on Christian morality. • Utilitarianism (Bentham and Mill). • The banality of evil. • Dualism and materialism. • Ethical consideration of artificial intelligence. • Hedonism. • Singer and speciesism. <p>How do religions change over time?</p> <ul style="list-style-type: none"> • Change in the census over the last 20 years in terms of religious identity. • Humanist beliefs about meaning and purpose. | <p>Key skills:</p> <ul style="list-style-type: none"> • Understanding impact. Pupils will explore the impact of religious beliefs on individuals, communities, and societies. • Debating skills. Pupils will develop skills to construct arguments, engage in respectful debates, and critically analyse opposing viewpoints. • Effective Communication. Pupils will develop communication skills to articulate ideas, engage in dialogue, and respect diverse perspectives. • Evaluation and application of ethical frameworks to real-world scenarios, considering the ethical implications of their choices and actions. They will develop skills in evaluating ethical dilemmas and applying ethical principles to make informed and morally sound decisions. • Critical Thinking. Pupils will develop critical thinking skills by examining philosophical questions, ethical dilemmas, and the dynamics of religious change. They will learn to analyse, evaluate, and |

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| | <ul style="list-style-type: none"> • What it means to be spiritual but not religions (SBNR). • Tradition and innovation in religion e.g., the Amish community. • Religion and colonisation in the times of the Aztecs. • The formation of new religions e.g., Scientology. | <p>construct reasoned arguments based on evidence and logical reasoning.</p> <ul style="list-style-type: none"> • Developing Writing Skills. Pupils will enhance their writing skills through various activities and assignments in the Religious Studies curriculum. They will learn to express their thoughts, insights, and arguments effectively and coherently in written form. They will develop skills in organising their ideas, using appropriate language and vocabulary, and structuring their writing to convey their understanding of philosophical, ethical, and religious concepts |
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| Year 10 | Core aims: | |
| | <ul style="list-style-type: none"> To develop pupil knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism, with a particular focus on Christianity and Islam. To develop pupil knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying. To develop pupil ability to construct well-argued, well-informed, balanced, and structured written arguments, demonstrating their depth and breadth of understanding of the subject. To provide opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life. To challenge pupils to reflect on and develop their own values, beliefs, and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community. | |
| | Key knowledge: | Key skills: |
| <p>Islamic beliefs and practices:</p> <ul style="list-style-type: none"> The nature of Allah Prophethood Angels Akhirah Foundations of faith The Five Pillars of Sunni Islam and Ten Obligatory Acts of Shi'a Islam: practices in Britain and elsewhere Jihad Festivals and commemorations <p>Christian beliefs and practices:</p> <ul style="list-style-type: none"> The nature of God Creation Jesus Christ Salvation The afterlife Forms of worship Sacraments Pilgrimage and festivals Christianity in Britain and the Church in the local community The worldwide Church | <ul style="list-style-type: none"> Define. Pupils will be able to identify and use religious language precisely with meaning. Explanation. Pupils will demonstrate their understanding about religious beliefs, values, and concepts, providing clear and concise explanations of their meaning and significance. Analysis. Pupils will develop analytical skills to examine and analyse religious beliefs, teachings, practices, and texts. They will critically evaluate their content, context, and implications, identifying key elements and exploring their significance. Interpretation. Pupils will learn to interpret religious texts and sources of wisdom, understanding their intended meanings, symbolism, and metaphorical language. They will develop the ability to extract deeper insights and messages from religious teachings. Discussion. Pupils will engage in verbal and written discussions about religious beliefs, values, and ethical issues, actively participating in meaningful dialogues and sharing their perspectives. They will learn to consider different viewpoints and contribute to constructive discussions. | |

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| Year 11 | Core aims: | |
| | <ul style="list-style-type: none"> To demonstrate an understanding of the influence of religion on individuals, communities and societies. They will be expected to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts. To be aware how varied interpretations of sources and/or teachings may give rise to diversity within traditions or textual studies on religious, philosophical and ethical studies in the modern world. To demonstrate an understanding of different perspectives. These may derive from either different religions or different views/denominations within a particular religion. To consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles. To consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life. To consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered. To consider contemporary issues of human rights and social justice and their relationship with religion and belief. Learners will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination. | |
| | Key knowledge: | Key skills: |
| <p>Islamic and Christians beliefs, teachings, and perspectives on:</p> <ul style="list-style-type: none"> Relationships, including sexual relationships. Issues of equality, gender prejudice and discrimination. The world and the origin and value of human life. Beliefs about death and the afterlife. Crime, punishment, and forgiveness. Good, evil, and suffering. Human rights and social justice. Prejudice and discrimination. Issues of wealth and poverty. | <ul style="list-style-type: none"> Define. Pupils will be able to identify and use religious language precisely with meaning. Analysis. Pupils will develop the ability to critically analyse and reflect upon ethical and societal issues related to religion and belief. Evaluation of impact. Pupils will understand the influence of religion on individuals, communities and societies. They will be able to explain and support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts. Comparison of interpretations. Pupils will be aware of how varied interpretations of sources and teachings can lead to diversity within religious traditions or textual studies. They will understand that different perspectives can arise from different religions or within different views/denominations within a particular religion. | |

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| | | <ul style="list-style-type: none">• Consideration of perspective. Pupils will consider different perspectives, whether they derive from different religions or different views/denominations within a particular religion. They will be able to understand and analyse different viewpoints and appreciate the diversity of beliefs and interpretations. |
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