

RE & Ethics Curriculum Intent

At Key Stage 3, students are introduced to fundamental knowledge about belief systems; how they originate, how similar they are and the impact they have on individuals. Students are encouraged to continually reflect on their own beliefs and develop vital British values such as tolerance and respect for others. All students study the AQA Short course RS GCSE in Years 9 and 10; this focuses on studying and critically analysing the religions of Christianity and Islam, as well as other religious and non-religious perspectives. All students take this highly accessible GCSE in Year 10.

A Level in Religious Studies and Philosophy is something that we hope to offer soon. Our curriculum ensures that it follows the Locally Agreed Syllabus (SACRE) for Hillingdon, and by doing this, contains study of a broad range of beliefs – reflecting the diversity in our student body and local community.

Elements of the RE curriculum are delivered to all year groups through the PSHE programme.

<p>KS3</p>	<p>In Years 7 and 8, the study of Religion and Ethics ensures that students acquire a foundational knowledge of core concepts essential to the discipline. The curriculum is designed to provide a comprehensive foundation, fully preparing students for the academic challenges of the subject, while also enhancing their social and personal understanding of religion and ethics. Lessons incorporate time for personal reflection, enabling students to develop their own sense of identity through the concepts they explore. By the conclusion of Year 8, students will be acquainted with critical ideas across various religions and worldviews, allowing them to confidently analyse and draw comparisons as needed. The cross-curricular skills cultivated during their studies, equip students with the necessary tools to comprehend the complexity of different worldviews.</p> <p>In Year 9, all students commence the GCSE short course in Religious Studies, a two-year programme culminating in the GCSE public examination at the end of Year 10. Throughout Year 9, students continue to engage with National Curriculum content, thereby developing transferable skills and foundational knowledge, that support their transition to Key Stage 4 and GCSE study.</p>
<p>KS4</p>	<p>At GCSE level, students will apply the core conceptual knowledge acquired in Years 7 and 8 to the AQA Religious Education GCSE syllabus. Students will undertake a single paper in the Religious Studies short course, encompassing the study of Christian and Muslim beliefs. This paper also includes thematic studies on Relationships and Family, as well as Peace and Conflict.</p> <p>Students are provided with the opportunity to explore both religious and non-religious beliefs which are common in contemporary Britain, examining how these beliefs influence people's lives. By the end of the course, students will have developed an understanding of the similarities and differences between Christianity, Islam, Humanism, and non-religious perspectives, particularly in relation to moral and ethical issues. In addition to acquiring valuable knowledge about the world, students will enhance their understanding of those around them, fostering tolerance, respect, and the qualities of well-rounded citizens.</p>
<p>KS5</p>	<p>We are hoping to offer A Level RE from September 2025. The KS5 RE curriculum is delivered to all sixth form students during fortnightly tutor sessions and assemblies.</p>

Curriculum Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Philosophy for Children</p> <p>Who am I? What makes me, me? Why should I be good? The Golden Rule. The existence of God. Ultimate questions.</p>	<p>Philosophy for Children</p> <p>Philosophical questions. Creation. Love -what is it? Miracles Unanswered prayer. Evil and suffering</p>	<p>Creation stories</p> <p>Abrahamic faiths; Adam and Eve Creation Myths - deities. Purusha and the Four Varnas; Brahmins, Kshatriyas, Vaishas, Shudras The 5 avatars of Vishnu</p> <p>Life after Death</p> <p>Judgment - Abrahamic faiths. Nirvana - Buddhism Reincarnation - Hinduism</p>	<p>Holy Books</p> <p>Bible - Christianity Talmud and Torah - Judaism Vedas - Hinduism Guru Granth Sahib - Sikhism Tripitaka - Buddhism</p>	<p>Story</p> <p>Abraham - Abrahamic faiths Nativity - Christianity Night of power - Islam Guru Nanak - Sikhism Life of the Buddha - Buddhism</p>	<p>Festivals</p> <p>Hanukkah - Judaism Diwali - Hinduism and Sikhism Vaisakhi - Hinduism and Sikhism Eid ul Fitr- Islam</p> <p>Rights of passage</p> <p>Baptism - Christianity Bar and Bat Mitzvah - Judaism Sacred Thread ceremony - Hinduism The Khalsa - Sikhism</p>
Year 8	<p>Abrahamic Faiths</p> <p>Genesis Differing Christian beliefs about creation. Causation - the cosmological argument. Design Theory - Payley's Watch. Adam and Eve, the Fall. Abraham.</p>	<p>Abrahamic Faiths</p> <p>The First Covenant. Ishmael and Hagar. Rebuilding of the Kaba. The story of Moses. The Passover. Ten commandments. Angels.</p>	<p>Abrahamic Faiths</p> <p>The Trinity. The Birth of Jesus. The Baptism of Jesus. The Temptation of Jesus. Jesus' disciples. Sermon on the Mount.</p>	<p>Abrahamic Faiths</p> <p>Miracles. The Last Supper. The trial of Jesus. The crucifixion. The resurrection The Ascension.</p>	<p>Hinduism</p> <p>What is the Divine? One supreme being in many forms. Do all paths lead to the Divine? Karma and purpose.</p> <p>Sikhism</p> <p>What is the root of Sikhism?</p>	<p>Sikhism</p> <p>What is so important about Sewa? Our environment - Living in harmony</p> <p>Buddhism</p> <p>Everything changes - the three signs of being.</p>

					Soldiers and Saints - the symbolism of the Khanda.	Which is the right path? Can you worship without a God
Year 9	GCSE: Theme 1 Relationships and family Christian teaching about human sexuality. Sexual relationships before and outside of marriage. Contraception and family planning Religious teachings about marriage. Religious teachings about divorce and remarriage.	GCSE: Theme 1 Relationships and family Religious teachings about the nature of families. Religious teachings about the purpose of families. Religious beliefs about gender equality.	GCSE: Teachings 1. Christian Beliefs The nature of God. God as omnipotent, loving and just. The oneness of God and the Trinity. Different Christian beliefs about creation. The Incarnation. The crucifixion of Jesus.	GCSE: Teachings 1. Christian Beliefs The resurrection and ascension of Jesus. The resurrection and life after death. The afterlife and judgment. Heaven and Hell Sin and Salvation. The role of Christ in salvation.	GCSE: Theme 2 Peace and Conflict Introduction to religion, peace and conflict. Violent protest and terrorism. Reasons for war. Nuclear war and weapons of mass destruction. The Just War.	GCSE: Theme 2 Peace and Conflict Holy war and religion as a cause of violence. Pacifism and peacemaking. Christian responses to the victims of war.
Year 10	GCSE: Teachings 2. Muslim Beliefs The oneness of God and the supremacy of God's will. Key beliefs of Sunni and Shi'a Islam. The nature of God.	Preparation for GCSE trial exam Relationships and the Family and Christian Beliefs	GCSE: Teachings 2. Muslim Beliefs Angels. Predestination. Life after death. Prophethood and Adam. Ibrahim. Mohammad and the Imamate.	Preparation for GCSE trial exam Christian Beliefs. Muslim Beliefs. Relationships and the Family. Peace and Conflict.	GCSE exam preparation. Open curriculum - Ethics	Open curriculum - Ethics

			Holy books in Islam (Quran, Torah, Psalms, Gospels)			
Year 11	In Year 11, the RE curriculum is delivered through the PSHE programme.					
Years 12 & 13	We are hoping to offer A Level RE from September 2025. The KS5 RE curriculum is delivered to all sixth form students during fortnightly tutor sessions and assemblies.					

Subject RE/Ethics KS3		FUNCTIONS OF ASSESSMENT		
		FORMATIVE; The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	SUMMATIVE; This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)	EVALUATIVE; This is about institutional accountability and comes after terminal exams.
TIMESCALE	Annually	Year 7 will complete a Baseline Assessment which acts as a starting point from which staff are able to gauge what religious knowledge and understanding students have as well as staff being able to form judgements to aid ongoing formative assessment. For Year 8 the use of previous year 7 data can be used by staff in order to make formative judgements of students' performance and understanding.	Formal End of Year examinations as part of the Key Stage 3 Assessment Week. These are teacher assessed. This usually covers the last topic taught, but includes all the skills, concepts and terminology learnt over the year. Data is used to evaluate performance against the projected banding. Students will be able to utilise their tracker sheet to evaluate their own progress over the course of the year. This will be stuck inside the front of their exercise books.	Throughout KS3, peer and self-evaluation are used alongside more formal performance assessments. Low Stakes tests are also being introduced to every lesson. Growth mind-set is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and students to help them aspire to improve.

			Students will be given a model answer after their test, along with the mark scheme to identify areas that need additional support.	
	Interim Could be termly or half termly	Lesson ready (home learning) is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance. Half term units of literacy based work are completed. The 'Tracker Sheets' illustrate the various topics and tasks which students will cover and how they shall be assessed. Whole Class Feedback Activity - Summarising the strengths and misconceptions of students in each class in particular assessments.	6 formal assessment points across each year at the end of each unit (half termly). Levels based upon the KS3 banding and written feedback. Students will be given the opportunity to ReACT to their assessments, and responses should be evident.	
			YEAR 7 Aut 1 – Baseline Assessment Aut 2 – Evaluation question on Evil and Suffering. Spr 1 – Comparing religious views on creation Spr 2 – Why are Holy Books important? Sum 1 – How does story help religious people understand their faith? Sum 2 - What are the importance of religious festivals and why are they celebrated?	
Weekly	Homework tasks Lesson ready tasks (flipped learning) where research is needed Quizzes Low Stakes Tests/Retrieval practice - last week, last term, last year. Debates and reflections			

	Hourly	<p>To meet the lesson outcomes:</p> <p>Every lesson the lesson outcomes are met using the following strategies:</p> <ul style="list-style-type: none"> ● Focused questioning/targeted questioning ● Tiered verbal questioning (Bloom's taxonomy) ● Mini quiz and plenaries. ● Use of keywords and learning word wall throughout lessons. 	
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Subject		FUNCTIONS OF ASSESSMENT		
RE GCSE Shortcourse KS4		FORMATIVE; The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	SUMMATIVE; This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	EVALUATIVE; This is about institutional accountability and comes after terminal exams.
TIMESC ALE	Annually	<p>For Year 9 the use of year 8 and on-going data can be used by staff in order to make formative judgements of students' performance and understanding.</p> <p>Year 9 End of Year Exams act as an end point from which judgements can be made to aid future formative assessment.</p>	<p>Years 9 will sit a GCSE RE paper for their End of Year Exam to measure progress and outcomes.</p> <p>Year 10 will have their trial exams in December which are internally marked.</p> <p>Year 10 will have their GCSE Public exams in May which are externally marked by AQA. Results in August.</p>	<p>Throughout KS4, peer and self-evaluation are completed in lessons and used in class tasks.</p> <p>The RE department tracks and evaluates summative assessment performance across KS4 to form a holistic view of student performance and progress and uses this to inform teaching, feedback, targets and intervention strategies.</p>

	Interim Could be termly or half termly	<p>Lesson ready (home learning) is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.</p> <p>Each topic has a Personalised Learning Checklist (PLC) style 'Tracker Sheet' which should be stuck into students' books at the front. These illustrate the various topics and tasks which students will cover and if/how they shall be assessed.</p> <p>Whole Class Feedback Activity - Summarising the strengths and misconceptions of students in each class in particular assessments.</p>	<p>YEAR 9/10 5 formal assessment points across the year at the end of each half termly unit.</p> <p>YEAR 9 Aut 1 – GCSE past paper question on the topic of sexual relationships outside marriage. Aut 2 – End of unit test GCSE past paper: Relationships and family Spr 1 – GCSE past paper question on the Nature of God. Spr 2 – End of unit test GCSE past paper: Christian Beliefs</p> <p>YEAR 10 Aut 1 – End of unit test GCSE past paper: Peace and Conflict. Aut 2 – GCSE trial exam - Relationships and the Family and Christian Beliefs. Spr 1 – GCSE past paper question on the topic of Sunni and Shi'a Islam Spr 2 – End of unit test GCSE past paper: Muslim Beliefs Sum – RE GCSE Public exam (May</p>	
	Weekly	<p>A number of different strategies would be used by staff including:</p> <p>Low stakes testing on different topics, multiple choice questions and keywords.</p> <p>Online Kerboodle resources Lesson Ready – Students given tasks to do outside of lesson that feed into the next lessons work Homework practice exam questions. Find and fix Six degrees of separation Retrieval practices</p>		
	Hourly	<p>Meeting the lesson outcomes</p> <p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> ● Focused questioning/targeted questioning ● Tiered verbal questioning (Bloom's taxonomy) 		



- Mini quiz and plenaries.
- Use of keywords and learning word walls throughout lessons.

