



# The Royal School

*Wolverhampton*

Curriculum 2025  
Religious Studies

# Curriculum 2025: Religious Studies

## Intent

At The Royal School, our curriculum is designed to foster a lifelong love of learning and to nurture pupils who are confident, knowledgeable, and empathetic. Grounded in our school values —**Respect, Trust, Community, Initiative and Risk**— our intent is to provide a high-quality education where every child knows more, remembers more, and applies their knowledge confidently. Our curriculum is carefully sequenced to ensure concepts are introduced logically, with foundational knowledge underpinning more complex ideas. We prioritise knowledge and memory building through planned opportunities for retrieval, consolidation and progression. Pupils revisit key concepts frequently, supporting long-term retention and understanding.

We are committed to ensuring that all children immerse themselves in their learning. Through diverse representation and a focus on cultural capital, we encourage empathy, inclusion, and global citizenship. Every child, regardless of background or ability, is supported to meet ambitious expectations through adaptive teaching and inclusive strategies that promote challenge and achievement for all. Our curriculum is purposefully designed to engage, inspire and challenge, cultivating learners who are resilient, reflective, and equipped to thrive in modern society.

## Implementation

To support staff in developing long-term, medium-term, and short-term curriculum and lesson planning, we have identified key curriculum concepts that underpin effective teaching and learning. Below is a summary of these concepts with brief explanations:

**Sequencing & Progression:** Curriculum content is thoughtfully ordered across and within year groups. Long- and medium-term plans ensure coherence, while individual lessons and 'The Royal Way' framework scaffold learning effectively. Subject leaders oversee sequencing to ensure continuity and progression. Proper sequencing ensures that foundational concepts are mastered before introducing more complex ideas, thereby building upon prior knowledge. This structured approach supports cumulative learning and prevents cognitive overload.

**Adaptive teaching & Assessment:** Effective assessment strategies include both **formative assessments** (ongoing checks for understanding during instruction) and **summative assessments** (evaluations at the end of instructional units). Aligning assessments with learning objectives ensures that they accurately measure intended outcomes. Pupil progress is regularly reviewed, with targeted interventions delivered as needed. Adaptive teaching ensures that instruction is responsive to the varying needs, abilities, and learning styles of students. This approach involves ongoing assessment, flexible grouping, live feedback, questioning, informal checks, and formal reviews. These are used to identify gaps and adapt teaching responsively to support and challenge. Effective adaptive teaching fosters inclusivity, helping all students to progress at their own pace while achieving high expectations.

**Retrieval Practice & Interleaving:** We embed retrieval throughout lessons using 'Think Backs', 'Do Now' activities at the start of lessons, low-stakes quizzes and working walls. These strategies reinforce prior learning and strengthen memory pathways, promoting deep understanding and knowledge fluency. Interleaving is an instructional strategy that alternates between different topics or skills within a single learning session. Unlike traditional blocked practice, where one topic is practiced extensively before moving to the next, interleaving mixes multiple topics, enhancing discrimination between concepts and improving retention. This approach challenges learners to continually retrieve and apply different information, strengthening memory and understanding.

**Engagement:** Engagement encompasses the strategies employed to capture and maintain students' attention, interest, and active participation in the learning process. High levels of engagement are associated with improved comprehension and retention. Techniques to enhance engagement include interactive activities, real-world applications, collaborative learning, and incorporating student interests into lessons. We hook learners through exciting experience days, curriculum-linked enrichment, and content pitched to meet and build upon pupils' current understanding. Strong relationships and positive learning behaviours ensure high levels of participation and enthusiasm.

**Challenge & Aspiration:** Challenge involves designing tasks and questions that stretch students' thinking and push them beyond their comfort zones. It is important to balance support and challenge to ensure all students are appropriately stimulated and motivated to progress. Tasks are designed to stretch thinking through resilience, modelling, scaffolding, and high expectations. Learners are encouraged to persevere, question deeply, and embrace productive struggle. Aspiration in the curriculum encourages students to develop a growth mindset. It involves exposing students to ambitious goals, inspiring role models, and future pathways that foster motivation and ambition. A curriculum that promotes aspiration helps students understand the value of perseverance and lifelong learning.

**Context:** Contextual learning connects curriculum content to real-world applications, making learning more meaningful and relevant for students. Providing context helps learners see the purpose behind what they are studying, whether through cross-curricular links, historical or cultural perspectives, or practical, real-world scenarios. This approach enhances engagement and retention.

**Personal Development:** Personal development in the curriculum focuses on fostering students' social, emotional, and character growth alongside academic learning. It includes promoting resilience, self-awareness, emotional intelligence, and a sense of responsibility. A well-rounded curriculum should encourage students to develop key life skills, confidence, and independence, preparing them for future challenges in education, work, and personal life.

In Senior School our curriculum is structured in learning cycles. Each cycle lasts for 7 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

## **Religious Studies curriculum intent**

Whilst following the guidelines set out by the National Council for Religious Education we aim to offer a broad based curriculum which will result in acquisition of knowledge, develop enjoyment of learning and will equip our pupils for work and leisure as active, confident and responsible members of society.

Our high-quality Religious Studies curriculum will help pupils to:

- Investigate religions and worldviews through varied experiences, approaches and disciplines
- Reflect on and express their own ideas and the ideas of others with increasing creativity and clarity.
- Respond in a range of ways to different religions and world views in an informed, rational and insightful way.
- Understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

As pupils progress from Key Stage 3 to Key Stage 5 they will be able to:

- Explain and interpret ways in which the history and culture of religions and worldviews influence individuals and communities, in order to understand why some people support and others question these influences.
- Clearly, reasonably and coherently explain the religions and worldviews which they encounter and evaluate them.
- Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms, exploring the variety, differences and relationships that exist within and between them.
- Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy.

- Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value.
- Argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others.

## **Religious Studies Curriculum implementation**

In Religious Studies, we teach 1 lesson per week at KS3, 2 lessons per week at KS4 and 5 lessons per week at KS5. Our curriculum is structured in learning cycles. Each cycle lasts for 7 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

Our curriculum is implemented in many ways including taught lessons and out of class experiences such as visits to places of worship and RS related exhibitions. Year 11 and 13 students have the opportunity to attend targeted revision conferences and tutorial sessions designed to maximise examination success. The department is also committed to fostering cross-curricular links with geography and history and intends to do so through joint trips and the team teaching of cross-curricular subject matter.

## **Religious Education and SMSC, including the promotion of British Values**

Pupils' Spiritual, Moral, Social and Cultural development is a whole school responsibility, but one to which RS can make unique contributions. The department is committed to developing not just academic and practical skills but also self-knowledge, moral courage and a capacity for imaginative sympathy for others. Our long-term planning explicitly references opportunities to develop pupils' understanding of models of spirituality, diverse moral perspectives and the impact of society and culture upon these. We aim to contribute to SMSC development not just through our content, but also our approach, by modelling respectful dialogue and critical, yet charitable, exploration of ideas.

**Statutory RS** – this is new to the RS department and is facilitated through form time. The statutory requirement is that Year 10 and 11 will study two religions, Christianity and Islam. We have selected these as we are a Christian based school and Islam is an area of expertise in the department. In KS3 students will study the other four main religions, including Sikhism which is the second most common religion in the school catchment area. We have also included units on family relationships and ethics in KS4. It is intended to widen the scope of the units offered to include Buddhism and issues of war, peace and justice. This requirement is delivered as part of the Royal School's PSHE programme.

**Field Trips** – Together with the History Department, an excursion is organised to Auschwitz through the Holocaust Educational Trust (HET) to understand the significance of the Holocaust on philosophy of religion. This also incorporates the notorious God on Trial event where Jewish prisoners actively placed God on trial for failing to prevent the heinous crimes they experienced. This trip is organised alongside the HET and students visit Poland in one 24-hour period with staff from the HET. It is intended to reintroduce this in academic year 2025-26. Alongside this we have organised trips (pre-Covid) to Manchester University to hear philosophers speak on the Cosmological argument, Design argument and the theodicies of soul-making. Year 9 and 10 visit Worcester cathedral as part of their work on places of worship and their role within the wider community. During academic year 2025-26 it is intended to introduce KS3 visits to local places of worship – a Sikh gurdwara and a Hindu mandir.

**Mutual respect:** this occurs often across the phases in RE lessons through case studies, religious teachings and ethical debates. Pupils hear stories of people who have taken actions because of their beliefs, actions that have been about equal treatment and respect for those who are, for example, black, female, or have a different religious belief from the majority, such as Martin Luther King or Malala Yousafzai. Students may question why some groups and individuals are not treated respectfully in the UK when studying units on prejudice and discrimination.

**Tolerance of those with different faiths and beliefs:** this is clearly a key driver in RS lessons across the age range. To learn about different ways of life and beliefs requires openness to difference.

**Democracy:** At KS4 and 5, a democratic country will be contrasted to a theocratic country or a monarchy if the class is exploring rules, free will and determinism. KS4 students may debate the value of majority rule when studying the death penalty and weigh up secular and religious viewpoints on the role of the state in justice.

**Rule of law:** In KS3 and 4 the rule of law may be contrasted with religious rules or moral precepts. For example, in an exploration of the idea of rules generally, children may consider why we all have to follow civic law and the impact this has on our lives. This may then be contrasted with rules, precepts and guidance given by different religious communities. In addition, pupils may explore how democracy and legislation in the UK, in contrast to some other jurisdictions, support and protect people's religious beliefs and freedoms. At KS3, students may encounter religious customs, such as polygamy, which are forbidden under civic law. At KS4, students may contrast the rule of law with ethical and religious norms.

**Individual liberty:** In studying non-Christian faiths in the UK, the idea of freedom of religion may arise as part of the rights of the individual. We explicitly explore human rights, including the right to expression of belief in KS3. Students will also explore examples of where, while we have individual liberty with some rights, religions may explain that there are certain responsibilities. As students move into KS4 they will explore in more detail the history of human rights, and responses to them within the Church of England and other religious traditions within the UK.

## **Religious Studies curriculum impact**

The impact of our curriculum can be evaluated in many ways using both quantitative and qualitative information indicating how ready pupils are for the next stage in their learning whether that be transition between key stages or leaving for universities, apprenticeships or work at the end of year 13.

This includes an assessment of:

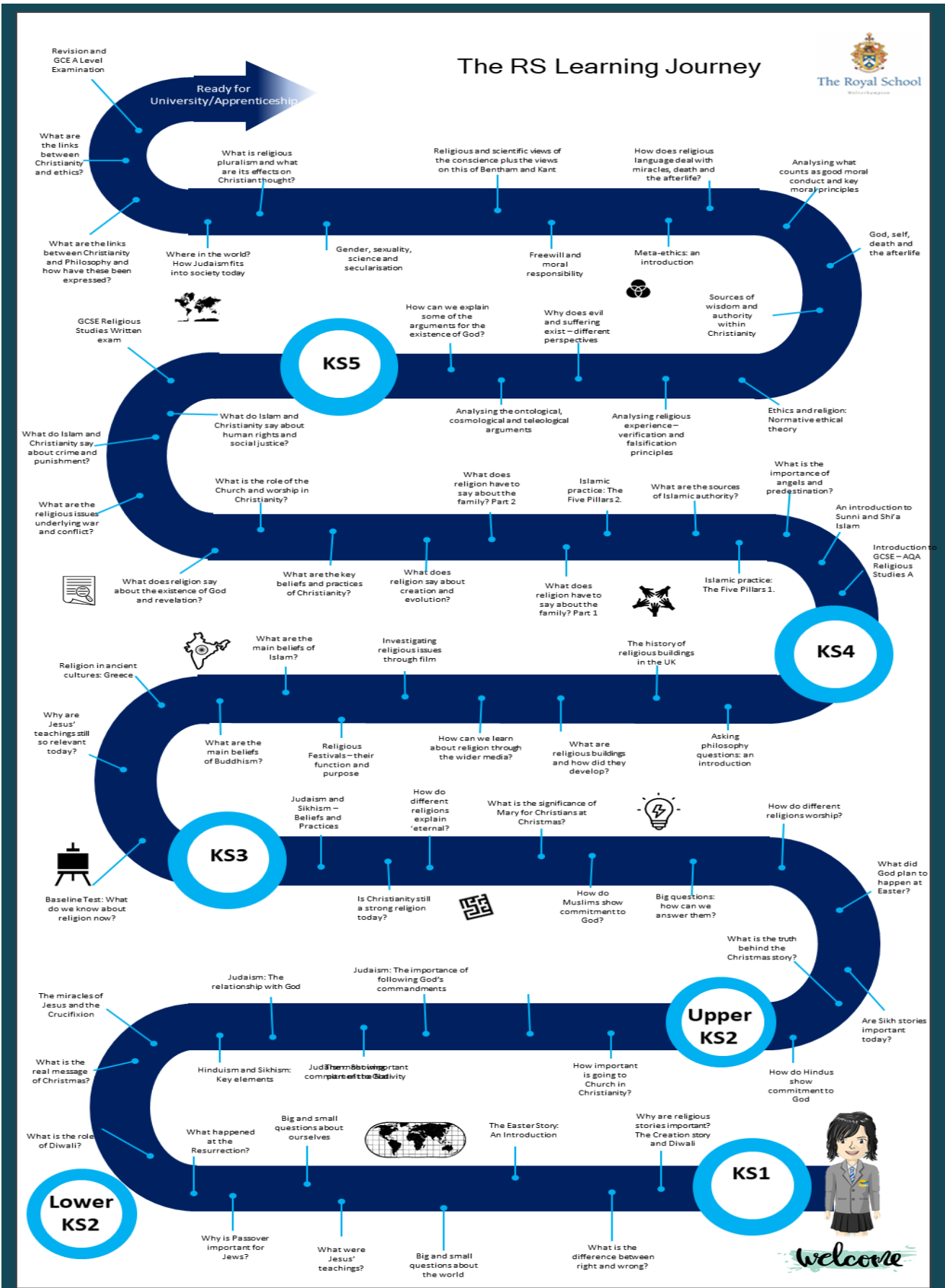
- the number of pupils achieving the national average (and often higher!) at the end of their key stage indicating their readiness to move forward with the next stage of their learning journey.
- The number of pupils opting for the subject at GCSE and A level
- The number of pupils participating in RS-based extra-curricular activities – for example p6 activities and non-compulsory field-trips.

Further information that can be used to assess the impact of the curriculum includes:

- The number of pupils choosing to study History or other courses with a Religious Studies component at university.
- The number of pupils gaining entry into their chosen career route including apprenticeships and employment.

**Religious Studies as part of career planning** – Religious Studies is very well respected as an A Level and it is noted for the challenging subject matter – especially the philosophy side. A Level students comment on how much time is required reading over the material and checking the theodices. As a career a lot of things have religious perspectives and many companies value this qualification. Firstly there are religious organisations such as Christian Aid who provide support and care for people all over the world. Secondly there are thousands of religious buildings in the UK requiring modernisation and preservation. Thirdly the government insist that all students in Schools receive religious teaching so teaching is a good career option. In modern Britain, there are movements in local government to help different religions integrate more and this qualification opens up many doors in many different career paths.

# The RS Learning Journey

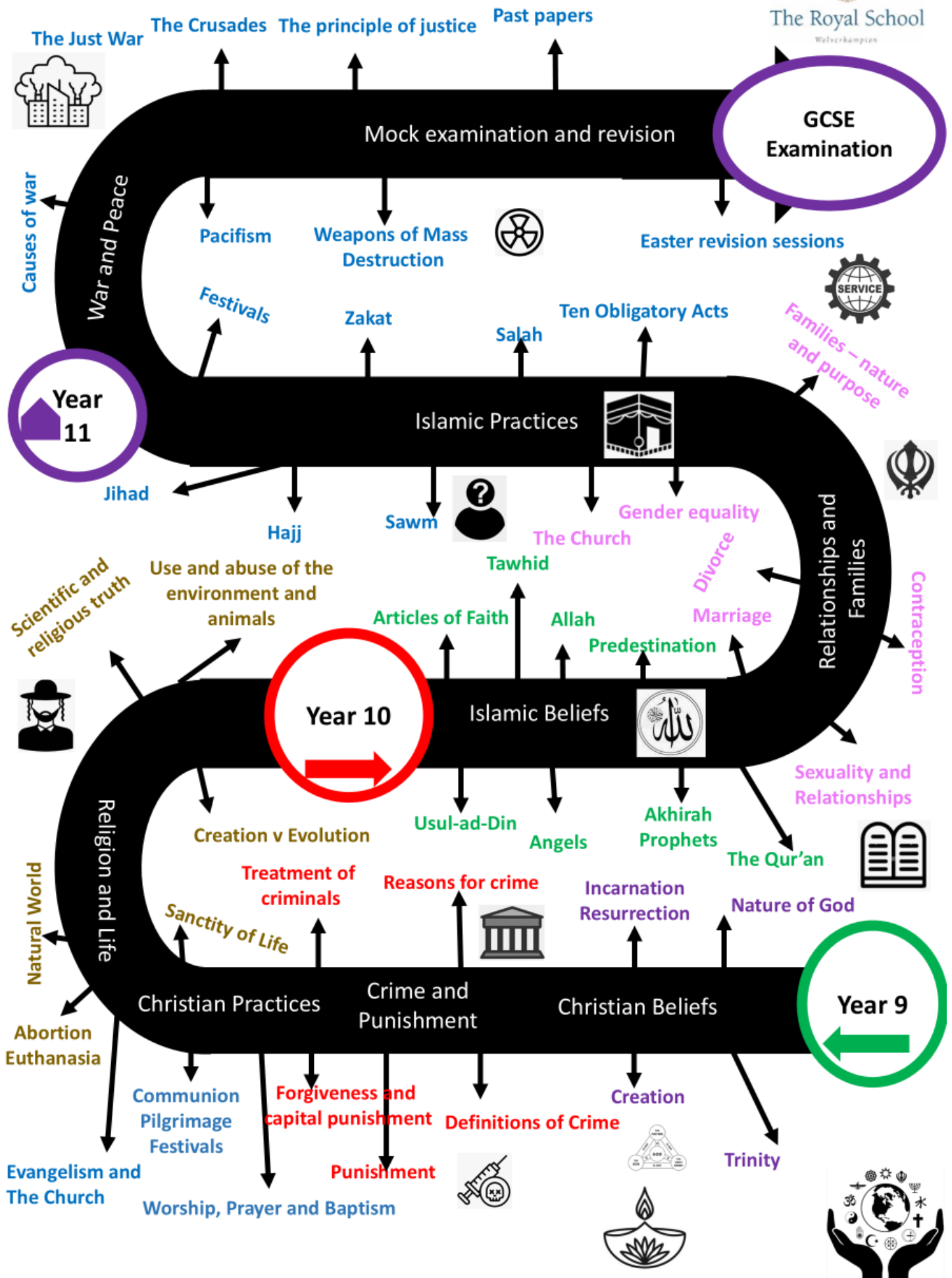


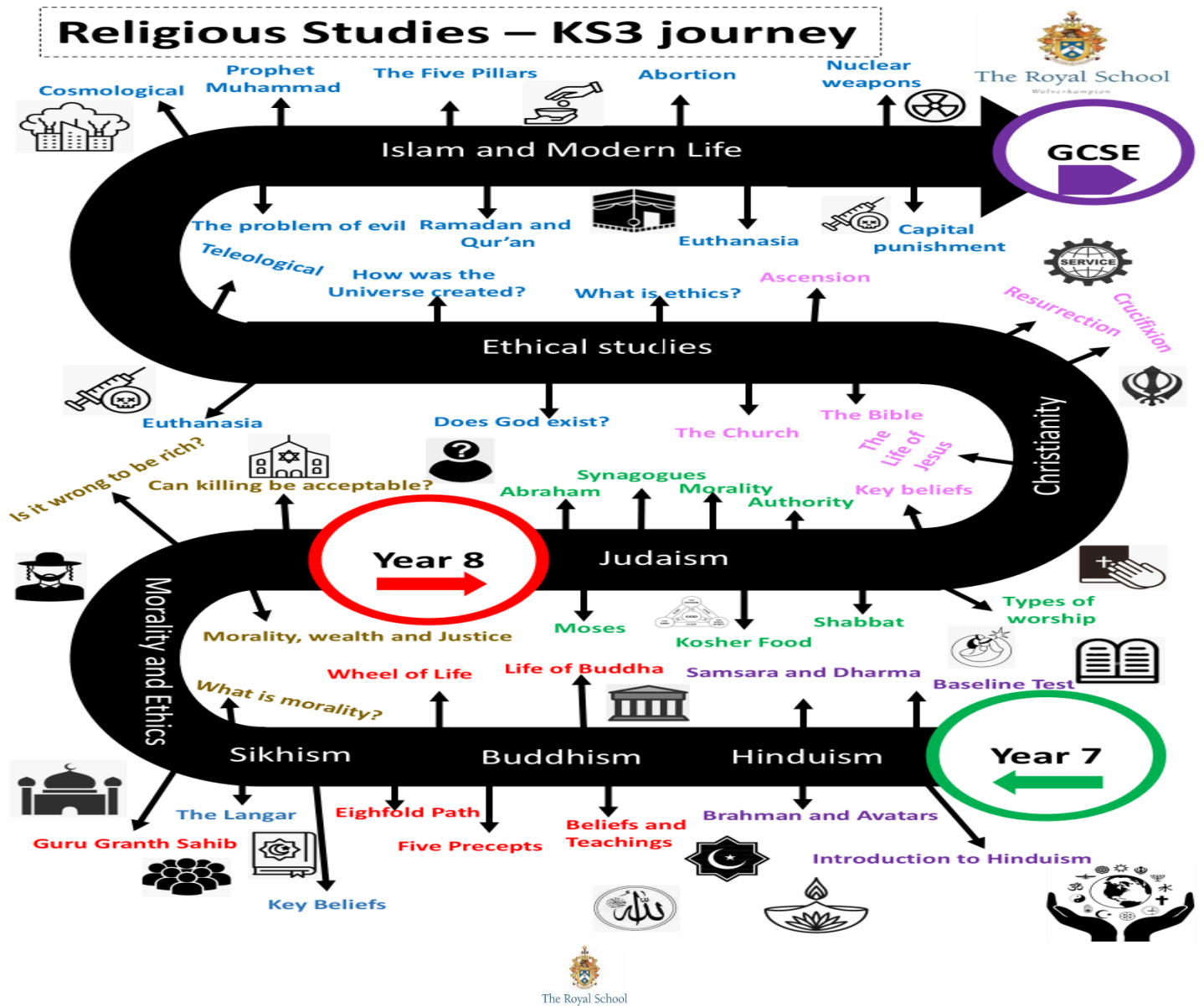
'Treat others as you wish to be treated yourself.' The Golden Rule

# Religious Studies – KS4 journey



The Royal School  
Wolverhampton





## RS KS3 Curriculum Mapping

National curriculum content	Year 7	Year 8	Year 9 (GCSE foundation year) AQA Religious Studies A
Aims: The Religious Studies Curriculum at the Royal School aims to ensure that all pupils:			
Explain and interpret ways in which the history and culture of religions and worldviews influence individuals and communities, in order to understand why some people support and others question these influences.	Pupils learn to correctly describe the main features of the world's six main religions; explain why they originated in different areas of the world and place them in the correct chronological context. Pupils investigate Hinduism, Buddhism and Sikhism from both a historical and contemporary perspective.	Pupils will conduct an in-depth investigation of the three Abrahamic religions – Judaism, Christianity and Islam. The history and development of each one will be investigated and its contribution to contemporary morals and ethical systems.	Pupils will study the key beliefs and teachings of Christianity and its sources of authority. Students will deploy SONIC format to answer the 12m essay style questions at the end of each theme and religion section in the exam.

<p>Clearly, reasonably and coherently explain the religions and worldviews which they encounter and evaluate them.</p>	<p>Pupils can discuss the beliefs of Hinduism, Buddhism and Sikhism. Through debate pupils will learn how to appreciate different viewpoints but deciding which one is the superior argument.</p>	<p>Pupils are able to assess how film and television use religion to explore issues such as good and evil, freewill and the existence of God. Pupils will learn how to prioritise factors behind an event or occurrence, such as Just War.</p>	<p>Pupils will go on to explore the different facets of duties and festivals in the daily practice of Christianity. Students will deploy SONIC format to answer the 12m essay style questions at the end of each theme and religion section in the exam.</p>
<p>Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms, exploring the variety, differences and relationships that exist within and between them.</p>	<p>Pupils are able to describe the main features of Hinduism, Buddhism and Sikhism. Some will be able to explain how the features of these religions guide and inspire the lives of followers. Through debate pupils will learn how to appreciate different viewpoints but deciding which one is the superior argument.</p>	<p>Using a range of case studies, pupils are able to consider how our experiences shape our beliefs, values and ethical frameworks. Ethical systems such as Virtue ethics, Situation ethics and Divine Command will be studied.</p>	<p>Thematic Studies: Students will deploy SONIC format to answer the 12m essay style questions at the end of each theme and religion section in the exam.</p> <p>Students complete at least one of the following thematic studies:</p> <ul style="list-style-type: none"> <li>• Relationships and families</li> <li>• Religion and life</li> <li>• The existence of God and revelation</li> <li>• Religion, peace and conflict</li> <li>• Religion, crime and punishment</li> <li>• Religion, human rights and social justice</li> </ul>
<p>Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy.</p>	<p>Pupils are able to describe and explain the main features of sacred buildings.</p>	<p>Pupils work through a basic introduction to the discipline of Philosophy and learn how to pose and answer philosophical questions of their own.</p>	<p>Pupils work through a detailed introduction to the discipline of Philosophy and learn how to develop extended written responses to philosophical and ethical dilemmas.</p>
<p>Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value.</p>	<p>Pupils will justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others.</p>	<p>Pupils will investigate how key questions of belief and existence are addressed across the world's six main religions.</p>	<p>Pupils will investigate how identity, diversity, meaning and value are expressed through the beliefs and practices of daily Christian and Muslim life.</p>

## Religious Studies: General Statements of Attainment

	E1	E2	E3	1	2	3	4	5	6	7
<p><b>An explanation of a theodicy or religious viewpoint (AO1)</b></p>	I can recall basic knowledge on religions.	I can identify an area studied but cannot always recall knowledge.	I can identify an area studied and may be able to recall some knowledge.	I can begin to list very limited knowledge.	I show basic knowledge of topics studied.	I am developing some reasonable knowledge of topics studied.	I have some clear knowledge of topics studied.	I have a thorough & relevant range of mainly accurate knowledge.	I have a very thorough & relevant range of mainly accurate knowledge.	I demonstrate a detailed & relevant range of accurate knowledge.
<p><b>Evaluation of a theory, strengths and weaknesses of a theodicy. Links to causation, similarity, tone and provenance. (AO2)</b></p>	I may begin to show I understand and can explain verbally at a very simple level with very detailed prompts.	I may be able to show I understand and can explain verbally at a simple level with detailed prompts.	I may be able to show understanding and explain at a simple level with limited prompts.	I offer very limited explanations of concepts/religious theories	I show basic understanding of concepts and can give basic explanations of concepts, features and processes.	I am developing an understanding of theories and religious knowledge.	I show some clear understanding of concepts and can give clear explanations of concepts I can place the reasons in an order of importance.	I show thorough understanding of concepts and give thorough explanations of concepts, features and processes.	I show very thorough understanding and give very thorough explanations of why events happened and a causation of links between those events.	I show detailed understanding and give relevant explanations of features, ideas or processes, using understanding of a wide range of locations, contexts and scales.
<p><b>Sustained arguments with balance and a judgement in the introduction. (AO3)</b></p>	I may begin to interpret information at a very simple level with very detailed prompts.	I may begin to interpret information at a simple level with detailed prompts.	I may be able to interpret information at a simple level with limited prompts.	I can begin to make limited links between topics and analyse ideas with guidance. I may begin to offer a very basic opinion.	I am beginning to interpret information and offer limited explanations of opinions and make straightforward comments with some reference to evidence.	I am beginning to interpret information and begin to offer some explanation and make comments that apply some relevant knowledge and understanding to reach some limited conclusions.	I can interpret information to offer explanations and make simple judgements informed by simple reasons and simple case study evidence to reach a basic conclusion.	I can interpret religious views and evaluate its value. I can illustrate. I can make sustained judgements about factors and debates within the subject	I can interpret and evaluate with accuracy a wide range of religious evidence. I can make sustained judgements about factors and debates within the subject and support with appropriate and consistent evidence	I can interpret and evaluate with excellent accuracy a wide range of religious evidence I can make sustained judgements about factors and debates within the subject and support with appropriate and consistent evidence  Few SPAG Errors

<b>Literacy</b>	I am beginning to attempt to use some simple sentences. SPAG errors may be very frequent.	I use simple sentences and punctuation SPAG errors may be frequent.	I attempt to organise my work, but sequencing is sometimes inaccurate and confused. SPAG errors may be frequent	I offer limited ideas in a mostly organised way using simple sentences and examples	I express basic ideas using simple structures using paragraphs and limited examples.	I express basic well organised ideas with basic structures and examples.	I begin to express clear well organised ideas using paragraphs and examples and themes.	I express clear well organised ideas using paragraphs accurately and adding Bible quotes	I express thorough well organised ideas using paragraphs and a wide variety of sources and Bible quotes	I express detailed, well organised ideas using paragraphs and an extensive range of sources and Bible quotes
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### RS Ability Statements Year 7

Year 7	EL2	EL3	Level 1	Level 2
Working Below	Working Toward	Working At	Working Above	
I can identify an area studied but cannot always recall knowledge.	I can identify an area studied and may be able to recall some knowledge.	I can begin to list very limited knowledge.	I show basic knowledge of topics studied.	
I may be able to show I understand and can explain verbally at a simple level with detailed prompts.	I may be able to show understanding and explain at a simple level with limited prompts.	I offer very limited explanations of concepts/religious theories	I show basic understanding of concepts and can give basic explanations of concepts, features and processes.	
I may begin to interpret information at a simple level with detailed prompts.	I may be able to interpret information at a simple level with limited prompts.	I can begin to make limited links between topics and analyse ideas with guidance. I may begin to offer a very basic opinion.	I am beginning to interpret information and offer limited explanations of opinions and make straightforward comments with some reference to evidence.	

### RS Ability Statements Year 8

Year 8	EL3	Level 1	Level 2	Level 3
Working Below	Working Toward	Working At	Working Above	
I can identify an area studied and may be able to recall some knowledge.	I can begin to list very limited knowledge.	I show basic knowledge of topics studied.	I am developing some reasonable knowledge of topics studied.	

I may be able to show understanding and explain at a simple level with limited prompts.	I offer very limited explanations of concepts/religious theories	I show basic understanding of concepts and can give basic explanations of concepts, features and processes.	I am developing an understanding of theories and religious knowledge.
I may be able to interpret information at a simple level with limited prompts.	I can begin to make limited links between topics and analyse ideas with guidance. I may begin to offer a very basic opinion.	I am beginning to interpret information and offer limited explanations of opinions and make straightforward comments with some reference to evidence.	I am beginning to interpret information and begin to offer some explanation and make comments that apply some relevant knowledge and understanding to reach some limited conclusions.

## RS Ability Statements Y9

Year 9 Level 1	Level 2	Level 3	Level 4
Working Below	Working Toward	Working At	Working Above
I can begin to list very limited knowledge.	I show basic knowledge of topics studied.	I am developing some reasonable knowledge of topics studied.	I have some clear knowledge of topics studied.
I offer very limited explanations of concepts/religious theories	I show basic understanding of concepts and can give basic explanations of concepts, features and processes.	I am developing an understanding of theories and religious knowledge.	I show some clear understanding of concepts and can give clear explanations of concepts I can place the reasons in an order of importance.
I can begin to make limited links between topics and analyse ideas with guidance. I may begin to offer a very basic opinion.	I am beginning to interpret information and offer limited explanations of opinions and make straightforward comments with some reference to evidence.	I am beginning to interpret information and begin to offer some explanation and make comments that apply some relevant knowledge and understanding to reach some limited conclusions.	I can interpret information to offer explanations and make simple judgements informed by simple reasons and simple case study evidence to reach a basic conclusion.

### Religious Studies Curriculum Map 2025-26

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Learning Cycle 1</b>	Introduction to RS – Baseline Test  Hinduism – One God – Many Faces	Introduction to Judaism  Key beliefs and practices	Core Religion 1: Islam – Sunni and Shi'a  Islam in the UK	Theme B: Religion and Life Part 1  Themes – crime, faith, family, war.	Theme D: Religion, Peace and Conflict Parts 1 and 2. Themes – crime, faith, family, war.	Philosophy of Religion: Arguments for the existence of God. Evil and suffering Themes – crime, faith, family, war.	Philosophy of Religion: Religious language, miracles, self, death and the afterlife
<b>Learning Cycle 2</b>	Buddhism – an exploration of its main teachings	Christianity  Political and Social History	Angels, predestination, life after death and sources of Islamic authority  Islam in the UK	Theme B: Religion and Life Part 2 Core Religion 2: Christianity – Key Beliefs Themes – crime, faith, family, war.	Theme E: Religion, Crime and Punishment Parts 1 and 2 Themes – crime, faith, family, war.	Philosophy of Religion: Religious experience – nature and verification Themes – crime, faith, family, war.	Ethics and Religion: Introduction to meta-ethics, freewill and moral responsibility Conscience and the views of Bentham and Kant
<b>Learning Cycle 3</b>	Introduction to Sikhism.  Exploration of its origins and main teachings	Christianity in the Modern World  Beliefs and Practices	Islamic practice and festivals  Islam in the UK	Core Religion 2: Christianity – Key practices Worship and the Role of the Church Themes – crime, faith, family, war.	Theme F: Religion, Human Rights and Social Justice Parts 1 and 2 Themes – crime, faith, family, war.	Ethics and Religion: Normative ethical theories and their practical application Themes – crime, faith, family, war.	Christianity: Gender, sexuality, science and secularisation. Religious Pluralism
<b>Learning Cycle 4</b>	The impact of Eastern Religions on UK Society	Introduction to Philosophy  Ultimate Questions	Component 2 Theme A: Religion and the Family Part 1  Islam in the UK	Theme C: The existence of God and revelation: Part 1 Themes – crime, faith, family, war.	Revision	Christianity: Sources of wisdom and authority, God, Self, Death and Afterlife Themes – crime, faith, family, war.	Dialogues: Christianity and philosophy Christianity and ethics Revision
<b>Learning Cycle 5</b>	World Religions and Humanism	Islam in the Modern World	Theme A: Religion and the Family Part 2 Islam in the UK	Theme C: the existence of God and revelation: Part 2 Themes – crime, faith, family, war.	GCSE/BTEC exams followed by A level bridging work	Christianity: Good conduct and key moral principles Expressions of religious identity	A level/BTEC exams followed by University bridging work

**Assessment Criteria for KS4/5 marking and assessments** – Throughout the programme of study for Religious Studies from KS3 to 5 the students are thoroughly prepared for their GCSE and A Level examinations. In LS3 lessons are focused on the skills used in examination questions. For example. Below are the two main style of questions that the AQA GCSE and A level examination poses.

1. **Explain the theory of.....**
2. **Evaluate the Design Argument**

With the first question the answer must be focused on the explanation of a theory. Throughout the lessons from KS3 to 5 staff and students lead a variety of techniques on different theories and they are explored at a greater depth as pupils move through the year groups. With the second style of question the SONIC format is adhered to. This stands for Some Christians, Other Christians, Non-religious, Islamic views and conclusion. If students can use Christian and Islamic views on the creation of the universe it will lead to high marks.

A key feature of the course is the ability to compare and contrast different religious perspectives. This includes all religions however the AQA criteria limits us to a choice of two – Christianity and Islam alongside the four themes.

At A Level we have AO1 and AO2 questions. AO1 is the explanation of a theory, AO2 is the critical evaluation of a theory – this includes the compare and contrast of different philosophers including critical evaluation of religious texts. There is also the Dialogues section at A2 which combines AO1 and AO2 in the same question. This is where students must apply their knowledge to an ethical problems such as genetic engineering or euthanasia.

Students are provided with extensive revision materials and access to past papers including sample AQA work from students that have sat the examinations.

### RS Assessment Calendar 2025-26

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12/13	
<b>Learning Cycle 1</b>	w/b 6/10/25	6/10/25	6/10/25	13/10/25	N/A	13/10/25	
<b>Learning Cycle 2</b>	w/b 24/11/25	24/11/25	24/11/25	1/12/25	N/A	1/12/25	
<b>Learning Cycle 3</b>	w/b 9/3/26	9/3/26	9/3/26	16/3/26	N/A	16/3/26	
<b>Learning Cycle 4</b>	w/b 27/4/26	27/4/26	27/4/26	13/4/26	N/A	13/4/26	
<b>Learning Cycle 5</b>	w/b 1/6/26	1/6/26	1/6/26	1/6/26	GCSE	A level	

### Religious Studies KS3 assessment criteria

Assessment Criteria:  Key Stage 3	WB – Working below end of year expectations  <b>Beginning</b>	WT – Working towards end of year expectations  <b>Developing</b>	WAT – Working at end of year expectations  <b>Approaching</b>	WA – Working above end of year expectations  <b>Secure</b>
<b>Knowledge and understanding of beliefs, teachings and sources</b>	I can recognise some religious stories.	I can retell some important religious events and describe events in the lives of key religious people.	I can describe the links between religious texts and what people believe	I can describe and make an attempt to explain religious sources, beliefs, ideas, feelings and experiences, making links between them as I do so.
<b>Knowledge and understanding of celebration and ritual</b>	I can recognise some religious signs and symbols and correctly use some religious words and phrases	I am beginning to use religious words and phrases to describe some religious actions and symbols.	I can use my developing religious vocabulary to describe the reasons for different religious actions and symbols.	I can use religious terms in writing to show my understanding of different types of worship.
<b>Knowledge and understanding of social and moral practices and way of life</b>	I can describe how people act in a particular way because of their religion.	I can describe some ways in which the beliefs of religious people are reflected in their actions.	I can describe and begin to explain how certain actions by believers are a direct result of their beliefs.	I can describe and begin to explain ways in which religious belief shapes people's lives.
<b>Reflection and meaning: Engagement with one's own values and beliefs and those of others</b>	I can begin to explain why people act in a particular way because of their religion.	I can ask and respond to questions about my own and others' experiences and feelings.	I am able to describe how and why religious feelings and beliefs affect my behaviour and experiences and that of others.	I can describe and begin to explain how my own decisions and those of others are affected by a range of beliefs and values.
<b>Reflection and meaning: Engagement with questions of meaning and purpose</b>	I can begin to express what I think about some of the bigger or ultimate questions of life.	I can ask what people feel to be ultimate questions and suggest reasons why these questions may be difficult to answer.	I can compare my own and other people's ideas about questions that are difficult to answer (ultimate questions).	I can use religious teaching to help me respond to ultimate and ethical questions.