

Religious Studies

The intent of the Religious Studies curriculum is to engage, inspire, challenge, and encourage all pupils by equipping them with the knowledge and skills necessary to explore and respond to life's most profound questions. Through a rich and ambitious curriculum, students develop the ability to think critically, evaluate differing viewpoints, and reflect meaningfully on their own beliefs, values, and identity, as well as those of others. By studying contemporary moral and ethical issues, pupils learn to navigate the complexities of modern life with empathy, tolerance, and respect.

Our curriculum follows the Wirral Agreed Syllabus and incorporates elements of the Church of England's *Illuminating Pathways*, supporting our Christian ethos while promoting an inclusive exploration of a broad range of religious and non-religious worldviews, including Humanism. At Key Stage 4, all students follow the EDUQAS Route A GCSE specification, while a small number of students who need an alternative pathway access the ASDAN Beliefs and Values course, ensuring the subject is accessible to all.

The curriculum is carefully sequenced to show clear progression in both knowledge and skills. Pupils begin with a systematic study of core beliefs and practices and gradually move into more complex themes such as interfaith dialogue, philosophical reasoning, and ethical dilemmas. This structure allows knowledge to build cumulatively over time, encouraging deep understanding and long-term retention. Cross-curricular links, particularly with English and History, further support the development of key skills such as analysis, interpretation, and evaluation.

As a Church of England school, we aim to deepen students' understanding of Christianity while also fostering respect for other faiths and worldviews. Through this, students explore their role in a diverse and pluralistic society and are well-prepared for life in modern Britain.

We are committed to ensuring that Religious Studies is inclusive and accessible to all learners, including those with SEND and those from disadvantaged backgrounds. Lessons are planned with differentiation and scaffolding at the forefront, allowing all pupils to access the curriculum and succeed. Gaps in knowledge are identified through regular formative assessment and addressed through targeted support and responsive teaching. In doing so, we ensure that every student is given the opportunity to thrive academically, spiritually, and personally.

The Curriculum

	Autumn Term		Spring Term	Summer Term	
Year 7	What do Christians believe and how does their faith impact their lives?		Who was Jesus, what did he teach and what did he do? (An investigation through St Mark's Gospel)	What do Muslims believe and how does faith impact Muslim's actions?	
Year 8	Faith in Action - How can faith change the world?		What do Jewish people believe and how does faith impact Jewish people's actions?	Should we commemorate the Holocaust?	How does faith impact Buddhists actions?
Year 9	What Worldviews exist in 21st Century Britain?	What does it mean to be a good steward in the 21st Century?	How do people deal with the problem of evil?	What happens when faith and courage collide?	
Year 10	GCSE - Paper 1 Relationships Life & Death		GCSE - Paper 2 Christian beliefs Christian practices	GCSE - Paper 1 Human Rights Good & Evil	
Year 11	GCSE - Paper 3 Judaism beliefs Judaism practices		Revision and exam preparation	Revision and exam preparation	

Examples

Intent Statements	Examples within department
Our curriculum is ambitious to give all pupils the knowledge needed to succeed in life.	<ul style="list-style-type: none"> - Explain the importance of the subject within lessons and explain why we are studying the different topics - Skills needed are transferable, evaluation is needed in English and History - Critical thinking from the philosophy parts of the LPs
Our curriculum sequencing shows clear progression in subject knowledge and skills.	<ul style="list-style-type: none"> - Systematic study of faith first to have a foundation of knowledge before progressing to thematic studies in Year 8 and 9

	<ul style="list-style-type: none"> - Do now tasks to constantly assess pupil knowledge - Show links to previous topics in lessons and previous LP e.g Judaism links to Holocaust - Low skills in Year 7, knowledge recall and basic application knowledge and build up throughout 7/8/9