

Religion, Philosophy and Ethics curriculum 2026-2027

- **In 2027-28 – History of Jewish persecution will take the place of Muslim Beliefs Y9 Topic 1.**
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The Religion, Philosophy and Ethics curriculum develops students' substantive knowledge of religion, philosophy and ethics whilst introducing them to the different ways in which knowledge is constructed, interpreted and evaluated. Students explore the role of scholars, religious authorities, sacred texts, communities of believers and personal experience in shaping religious knowledge and understanding.

The curriculum begins with Sources of Knowledge and Is There a God?, two foundational enquiries that underpin all subsequent learning. Through these units, students consider questions of truth, evidence, belief and authority, whilst reflecting on their own assumptions and worldviews.

The curriculum is structured chronologically, with students studying religions broadly in the order in which they emerged. They begin with the origins of religion, Hinduism and Buddhism before progressing to Judaism, Christianity and Islam. At the heart of the curriculum is the Abrahamic covenant, which provides a coherent narrative thread from Year 7 to Year 11. Through this study, students develop an understanding of a tradition that continues to exert significant influence on culture, politics, ethics and contemporary global affairs.

Sacred texts occupy a central place within the curriculum. Students work directly with the Tanakh, the Bible and English translations of the Qur'an, exploring how texts are interpreted in different ways and how these interpretations influence belief and practice.

Alongside the Abrahamic traditions, students revisit Dharmic perspectives throughout the curriculum, with further development planned within Key Stage 4 ethical studies. Learning is enriched through encounters with lived religion, including a Year 8 church visit and planned future visits to both a synagogue and a mosque. The Year 9 curriculum will also be developed to include the history of Jewish persecution, providing important context for later study of Judaism, Israel and the contemporary Middle East.

Ultimately, the curriculum aims to develop knowledgeable, reflective and intellectually curious students who can engage thoughtfully with a range of religious and non-religious worldviews and understand their significance in the modern world.

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Year 7

Unit of Learning	1	2	3	4	5
Topic	<u>Sources of knowledge</u>	<u>Is there a God</u>	<u>The origin of religion and Hinduism</u>	<u>Sacrifice and Judaism</u>	<u>Buddhism</u>
Skills	Inquiring Reflecting Expressing Learning from others Making connections	Inquiring Reflecting Expressing Learning from others Making connections	Inquiring Reflecting Expressing Learning from others Making connections	Inquiring Reflecting Expressing Learning from others Making connections	Inquiring Reflecting Expressing Learning from others Making connections
Knowledge	1. Time Travel 2. What is truth? 3. How do we know anything? – 4-mark question 4. What did Plato think? 5. What did Aristotle think? – 4-mark question 6. Revision 7. Assessment lesson 8. DIRT	1. What does it mean to believe in God? 2. What influences our beliefs? 4-mark question 3. Belief in the UK 4. The Design Argument – 4-mark question 5. What do I believe?	1. What is religion and why did it begin? – 4-mark question 2. The Big 6 religions 3. Revision 4. Assessment lesson 5. DIRT 6. Brahman – 4-mark question 7. Trimurti 8. Other gods 9. Cycle of Samsara	1. Life in Mesopotamia 2. Where do we find out about Abraham? 3. God's covenant with Abraham 4. Moses in Egypt 5. Moses in the wilderness 6. The tabernacle and mitzvot 7. Revision 8. Assessment lesson 9. DIRT 10. Joshua and the entry into Canaan – 4-mark question 11. The Jewish temple and Messiah – 4-mark question 12. Jewish worship today	1. Life in India before the Buddha was born 2. Siddhartha Gautama 3. The 4 Noble Truths 4. The Eightfold Path 5. Cycle of Samsara – 4 mark question.

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Year 8:

Unit of Learning	1	2	3	4
Topic	<u>Christian Beliefs</u>	<u>Religious Experience</u>	<u>Muslim Beliefs</u>	<u>Problem of evil</u>
Skills	Inquiring Reflecting Expressing Learning from others Making connections	Inquiring Reflecting Expressing Learning from others Making connections	Inquiring Reflecting Expressing Learning from others Making connections	Inquiring Reflecting Expressing Learning from others Making connections
Knowledge	1. Christianity in the UK 2. An introduction to the Bible – 4 mark question 3. Interpreting the Bible 4. Interpreting the Bible – a case study – 4 mark question 5. Revision 6. Assessment lesson 7. DIRT lesson 8. Trinity 9. Jesus' birth 10. What did Jesus do in his life? 11. Jesus' death part 1 – 4 mark question 12. Jesus' death part 2 13. What happened next? 14. Who started Christianity and why did it spread? – 4 mark question 15. Revision 16. Assessment lesson 17. DIRT TRIP to church,	1. What is a religious experience? 2. Abraham's vision 3. Moses' vision 4. Sidhartha Gautama 5. Jesus' miracles 6. Paul's conversion 7. Are there any other explanations?	1. Introduction to Islam 2. Saudi Arabia before Islam 3. Muhammad has a religious experience 4. The Quran and Hadith 5. Revision 6. Assessment lesson 7. DIRT 8. Ibrahim and Ismail 9. Tawhid 10. Akhirah	1. What's the problem? 2. Free will 3. Original sin 4. Soul making 5. A Buddhist response

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Year 9:

Unit of Learning	1	2	3	4	5	6
Topic	<u>Muslim Beliefs</u>	<u>India</u>	<u>Non-religious belief</u>	<u>Muslim Ethics</u>	<u>Religion and sexuality</u>	<u>Should humans try and play God?</u>
Skills	Inquiring Reflecting Expressing Learning from others Making connections	Inquiring Reflecting Expressing Learning from others Making connections	Inquiring Reflecting Expressing Learning from others Making connections	Inquiring Reflecting Expressing Learning from others Making connections	Inquiring Reflecting Expressing Learning from others Making connections	Inquiring Reflecting Expressing Learning from others Making connections
Knowledge	1. Introduction to Islam 2. The Quran 3. Ibrahim and Ismail 4. Assessment 5. Prophets including Muhammad 6. What do Muslims believe about God? 7. Angels and the afterlife	1. Why study India? 2. Karma, samsara, and dharma 3. Possible Buddhist response to the caste system 4. Islam in India 5. Sikhi in India 6. British rule in India 7. Assessment 8. Gandhi 9. Partition of India	1. Unbelief in the UK 2. UK belief then and now 3. Omni-God 4. Is wealth a factor? 5. Organised non-belief	1. The 5 Pillars and Muhammad 2. Sunni and Shia 3. Daily life of a Muslim 4. Assessment 5. A year in the life of a Muslim 6. Once in a lifetime – Hajj 7. A religion of giving	1. How is homosexuality viewed by religious authorities today? 2. Ancient Greece 3. Ancient Rome 4. Christianity and the Bible 5. The Medieval period 6. Islam 7. Colonialism	1. Is there a limit to what humans should try to do? 2. CRISPR gene editing 3. The right to have a baby 4. What does it mean to be human? 5. Narrow, General, and Super Intelligence

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Year 10 CORE RPE taught within the PSHCE curriculum:

Unit of Learning	1	2
Topic	<u>Ethics</u>	<u>The Holy Land</u>
Skills	Inquiring Reflecting Expressing Learning from others Making connections	Inquiring Reflecting Expressing Learning from others Making connections
Knowledge	1. Value of life 2. Sanctity of Life and Quality of Life 3. When does human life begin? 4. Abortion and the law 5. The abortion debate 6. Abortion in America 7. Assessment lesson – abortion as ethical dilemma 8. What is euthanasia? 9. Should euthanasia be allowed?	1. Where is the Middle East and why does it matter? 2. What about Palestine and the Palestinians? 3. Whose land is it? 4. What caused the creation of Israel? 5. The Nakba and other consequences 6. To what extent has religion caused the conflict in the Holy Land?

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Year 10 GCSE:

Unit of Learning	1	2	3	4	5
Topic	<u>Christian Practices</u>	<u>Christian Beliefs and Teachings</u>	<u>Theme A Relationships and Families</u>	<u>Theme B Religion and Life</u>	<u>Theme D Religion, Peace, and Conflict</u>
Skills	Describing Explaining, both verbally and in writing Evaluating Learning to answer GCSE-style questions	Describing Identifying Defining Explaining, both verbally and in writing Evaluating	Critical thinking Debating Possible adjusting of worldview to make room for new knowledge. Defining Explaining, both verbally and in writing Evaluating	Critical thinking Debating Possible adjusting of worldview to make room for new knowledge. Defining Explaining, both verbally and in writing Evaluating	Critical thinking Debating Possible adjusting of worldview to make room for new knowledge. Defining Explaining, both verbally and in writing Evaluating
Knowledge	Worship Use of Bible Prayer Sacraments – baptism, eucharist Pilgrimage Christmas Easter Role of Church in local community Church and reconciliation Church and persecution Christian Aid	The nature of God The Trinity Different Christian beliefs about creation including the role of Word and Spirit The afterlife The incarnation and Jesus as Son of God Crucifixion Resurrection Ascension Sin, including original sin The means of salvation, including law, grace and Spirit Atonement	Human sexuality – heterosexual and homosexual relationships Sex outside of marriage Contraception and family planning Nature and purpose of marriage Same-sex marriage and cohabitation Divorce Nature of families Role of parents and children Purpose of families Same-sex parents Polygamy Roles of men and women Gender equality and discrimination	The origins of the universe Christian creation story Big Bang Theory The value of the world – dominion and stewardship Use and abuse of the environment Animal experimentation Use of animals for food Origins of life – evolution Sanctity of life and quality of life Abortion Euthanasia Death and the afterlife	Meaning and significance of peace, justice, forgiveness and reconciliation. Violence Terrorism Reasons for war – greed, self-defence and retaliation The Just War Theory Holy War Pacifism Religion and belief as a cause of war Nuclear weapons Weapons of mass destruction Religion and peacekeeping Religion and victims of war

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Y11 CORE RPE taught in the PSHCE curriculum:

Unit of Learning	1	2
Topic	<u>Ethics 2</u>	<u>Eschatology</u>
Skills	Inquiring Reflecting Expressing Learning from others Making connections	Inquiring Reflecting Expressing Learning from others Making connections
Knowledge	1. What is the death penalty? 2. The death penalty debate 3. America and the death penalty 4. Is some human life more valuable? 5. Why do people commit crime? 6. Aims of punishment	1. Introduction to eschatology 2. Why Abrahamic eschatology? 3. Jewish eschatology 4. Christian eschatology

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Year 11 GCSE:

Unit of Learning	1	2	3	4
Topic	<u>Theme E Religion, Crime and Punishment</u>	<u>Islamic Practices</u>	<u>Islamic Beliefs and Teachings</u>	<u>Revision</u>
Skills	Critical thinking Debating Possible adjusting of worldview to make room for new knowledge Defining Explaining, both verbally and in writing Evaluating	Describing Explaining, both verbally and in writing Evaluating Reviewing how to answer Paper 1 GCSE-style questions	Describing Identifying Defining Explaining, both verbally and in writing Evaluating	Revision skills Recall Intensive exam skills. Use visualiser, practice questions etc.
Knowledge	Good and evil intentions Can it ever be good to cause suffering? Reasons for crime: Poverty and upbringing Mental illness and addiction Greed and hate Opposition to an unjust law Views about people who break the law Views about hate crime, theft and murder Aims of punishment including retribution, deterrence and reformation Treatment of criminals, including prison, community service and corporal punishment Forgiveness The death penalty	Five pillars of Sunni Islam Ten Obligatory Acts of Shi'a Islam Shahadah Salah – directions, wudu, rak'ahs, Jummah prayers Sawm Zakah Hajj Jihad Festivals including Eid-ul-Fitr, Eid-ul-Adha, and Ashura.	Sunni six articles of faith Shia five roots of Usul-ad-Din Tawhid The nature of God, including the 99 names of Allah Beneficence, mercy, fairness, justice/Adalat, immanence, transcendence. Angels Predestination and human freedom Akhirah Risalah, including Adam, Ibrahim and Muhammad. Qur'an: revelation and authority The Torah, Psalms, Gospel, and Scrolls of Ibrahim The Imamate in Shia Islam.	All content revised.

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