

## RELIGIOUS STUDIES CURRICULUM INTENT

The RS curriculum at Salford City Academy will enable students to know and understand a range of religious and non-religious worldviews and be able to critically engage with those views. Religious Studies contributes to students' personal development and community cohesion by promoting mutual respect, tolerance and understanding. Students will gain an appreciation for how worldviews have impacted the world they live in at a local, national and global level.

As well as being knowledge rich, the RS curriculum at Salford City Academy aims to develop students' skills to construct detailed, well-argued, well-informed and balanced arguments. The key themes in our curriculum are:

- **Beliefs**- These are taught across Y7 when students study the beliefs of Jewish people and Christians and in Y8 as we study Islam. In Y10, GCSE students will complete an entire unit on Christian beliefs and in Y11 a unit on Islamic beliefs.

- **Practices**- These are taught across Y7 when students study the practices of Jewish people and Christians and in Y8 as we study Islam. In Y10, GCSE students will complete an entire unit on Christian practices and in Y11 a unit on Islamic practices.

- **Society**- This is taught explicitly in Y8 when students study the Philosophy of Religion, Y9 when students study Islamophobia and Intolerance within society, Y10 when GCSE students study Relationships and Family and in Y11 when students study Human rights and Social Justice.

- **Interpretations**- These are an integral part of the Religious Studies Curriculum throughout KS3 and KS4 and are taught in Y7 and Y8 when students explore the different denominations of Judaism, Christianity and Islam. Furthermore, in Y8 students will explore the different interpretations of atheists, theists and agnostics when they study the Philosophy of Religion.

**The Religious Studies Curriculum at Salford City Academy is underpinned by the following curriculum principles.**

**Entitlement:** All students have the right to access the Religious Studies National Curriculum and learn a range of both religious and non-religious beliefs and practices, and how they affect society today. We are committed to challenging learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society.

**Coherence:** The RS curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. For example, the curriculum has been carefully considered to ensure students study the three Abrahamic Faiths in chronological order in Y7: Judaism, Christianity and Islam. The topics chosen are strategically mapped to ensure they are suitable for students' stage of development. The curriculum also considers the disciplines which sit underneath the subject i.e., Theology, Philosophy, Ethics, History, Sociology etc. and makes powerful links to English, History and Geography in particular.

**Mastery:** We ensure that foundational knowledge, skills and concepts are secure before moving on. Students revisit prior learning to consolidate knowledge and apply their understanding in new contexts. The topics covered at Key Stage 3 provide students with secure knowledge to use as a foundation for further growth; supporting success at Key Stage 4, for those students who choose to continue their study at this stage. We expect students to make connections between new and previously taught content.

**Adaptability:** The core content – the 'what' – of the curriculum is stable, but we bring it to life in our local context and use relatable examples where possible – the 'how' – is consideration of how we deliver the lessons with tailoring needed for individual classes. Studying Religious Studies at SCA in particular allows students to apply this knowledge to their local context of Salford, through the use of tailored examples.

For example, in Year 7 we address the beliefs and practices of the billions of people in the world who follow the Abrahamic faiths, in Year 8 students will have the opportunity to discuss the big question does God exist and in Year 9 we study an entire unit on Islamophobia and intolerance within society today. The curriculum has been planned for all students, including those identified as HPA and SEND. Modelling is used extensively to ensure that all students achieve their full potential. Ensuring all lessons are clearly scripted, concise, and consistent allows all students to develop, use and apply their literacy skills.

**Representation:** All students see themselves in our curriculum, and our curriculum takes all students beyond their immediate experience. Explicit and regular reference is given to British values throughout the curriculum, for example democracy, liberty and human rights in Year 8 and respect and tolerance within Year 9. Students also have the opportunity to identify themselves or other family or friends if they identify as sharing one of the beliefs we discuss. It is also vital that other students who don't hold those beliefs are able to accept and respect those who do. Religious Studies teaches students not only about the community they live in but also the wider world and how there are so many different beliefs and attitudes. Students will understand that religion in Great Britain is diverse and will include followers from Judaism, Christianity and Islam, as well as non- religious views

**Education with Character:** Students will have the opportunity to explore religious studies concepts beyond the classroom in a range of different ways, to enhance their spiritual, moral, social and cultural development. One of the main ways this is conducted is through assemblies addressing British Values, celebrating religious festivals around the world and raising awareness of societal issues. Students also have external visitors who are invited to the Academy to provide workshops, assemblies, aspire clubs and enrichment days. It enables students to live safe, healthy and fulfilling lives and make a positive contribution to society.