

Understanding how religion shapes the world we live in

Religious Studies at Salford City Academy empowers students to become thoughtful, informed, and respectful individuals, capable of engaging with the complex moral, philosophical, and religious dimensions of the modern world. Our curriculum is rooted in a worldviews approach, encouraging students to examine both religious and non-religious perspectives as dynamic, lived experiences shaped by culture, identity, and context.

Through the study of religion and worldviews, students gain a deep understanding of major faith traditions and secular beliefs, while developing critical thinking, analytical reasoning, and the confidence to articulate their own worldviews with empathy and clarity. Students will encounter different perspectives and will develop their ability to construct well-informed and well-argued balanced arguments. The curriculum fosters personal reflection, mutual respect, and an appreciation of diversity, preparing students to contribute positively to a pluralistic society. The curriculum aligns strongly with British values.

Curriculum Principles

The core principles underpinning Religious Studies at SCA are:

Belief and Authority – Understanding core beliefs, sacred texts, and the role of authority in religious traditions. 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.

Diversity and Interpretation – Recognising variation within and between religions and how beliefs are interpreted differently. This is an integral part of the Religious Studies Curriculum throughout KS3 and KS4 and is taught in Y7 and Y8 when students explore the different denominations of Judaism, Christianity, and groups within Islam. Furthermore, in Y8, students will also be introduced to Hindu Dharma, offering a contrasting Dharmic perspective on duty, the divine, and the cycle of life and death.

Religion and Society – Exploring how religion interacts with contemporary issues, including justice, equality, and law. For example, in Y9, students study issues of racism. Y10 GCSE students study Marriage and the Family as well as issues of Life After Death. In Y11, students study Peace & Conflict and Crime & Punishment.

Identity and Community – Appreciating how religion contributes to personal and group identity. Students explore how religious identity is expressed through rituals, festivals, values, and traditions across faiths. In Y7, they learn how rites of passage like Bar and Bat Mitzvah shape Jewish identity, while in Y8 and Y9, they examine how religion influences social cohesion and division, for example, through case studies on religious discrimination and activism.

Practices – Recognising difference in practice and how practice affects believers. This is taught across Y7 when students study the practices of Jewish people and Christians, and in Y8 as we study Islam and Hindu Dharma. In Y10, GCSE students will complete an entire unit on Christian practices and in Y11 a unit on Muslim practices.

Salford City Academy Curriculum Principles

Entitlement - All students at Salford City Academy have the right to access a rich and inclusive Religious Studies curriculum that reflects both religious and non-religious worldviews. We are committed to ensuring that every student encounters a wide range of beliefs and practices and understands their influence on individuals, communities, and society today. Through this entitlement, students are challenged to reflect on and develop their own values, beliefs, and attitudes—preparing them to live respectfully and responsibly in a pluralistic world.

Coherence - Our curriculum is deliberately and coherently sequenced so that powerful knowledge is built cumulatively, term by term and year by year. At Key Stage 3, students study the three Abrahamic faiths—Judaism, Christianity, and Islam—in chronological order, establishing a solid foundation in theological, historical, and ethical understanding. Students are also able to compare and contrast this with Hindu Dharma. Content is strategically selected and aligned to students' cognitive development, and is studied in their historical sequence, starting with the oldest.

Mastery - Students are given time to secure core knowledge and disciplinary skills before progressing. Key ideas are revisited across topics and years, enabling students to consolidate, extend, and apply their understanding in increasingly complex contexts. This approach ensures that students enter Key Stage 4 with confidence, fluency in subject vocabulary, and the analytical skills necessary for success in GCSE Religious Studies.

Adaptability - While the core curriculum content remains consistent, our delivery is responsive to the needs of our students and the context of our community. Lessons are tailored to ensure relevance, engagement, and accessibility. For example, in Year 7 students explore the lived practices of billions who follow Abrahamic faiths; in Year 8 they expand their understanding of worldviews through Islam and Hindu Dharma; and in Year 9 they engage with contemporary issues such as racism and equality. The curriculum is planned with inclusivity at its heart, supporting high prior attainers and students with SEND through modelling, structured oracy, scaffolded writing, and carefully sequenced content that reinforces literacy and cognitive accessibility.

Representation - Our curriculum reflects the communities our students belong to and introduces them to communities beyond their own. Through careful study of a broad range of traditions, students see their identities recognised and respected and learn to understand and appreciate perspectives different from their own. British values—democracy, liberty, mutual respect, and the rule of law—are embedded across units.

Education with Character - Religious Studies extends beyond the classroom to shape the character and moral development of our students. Assemblies, enrichment opportunities, and guest speakers allow students to connect curriculum content with real-world issues and lived experience. Through engagement with British values, celebration of global religious festivals, and opportunities for reflection and dialogue, students are equipped not only to succeed academically but to contribute positively to society as empathetic, open-minded individuals.