



RS CURRICULUM INTENT

The RS curriculum at Salford City Academy aims to:

- Develop learners' knowledge and understanding of religious and non-religious beliefs by studying atheist and theist beliefs, teachings and practices.
- Develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments, which will demonstrate their depth and breadth of understanding of the subject.
- Provoke challenging questions about the meaning and purpose of life, beliefs about God, the nature of reality, moral issues and what it means to be human.
- Challenge 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.

The curriculum at Salford City Academy will enable learners to deepen their understanding of relationships between people and become informed about common and divergent views. Religious Studies contributes to pupils' personal development, well-being and community cohesion by promoting mutual respect, tolerance and understanding in a diverse society. It enables students to live safe, healthy and fulfilling lives and make a positive contribution to society.

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 all six world religions: Judaism, Christianity, Islam, Hinduism, Buddhism and Sikhism as well as non-religious views including Atheism and Humanism. All students will be taught Religious Studies in Key Stage 3 and then have the option to choose GCSE Religious Studies in Key Stage 4 following the AQA Route A Specification.

The topics chosen are strategically mapped to ensure they are suitable for students' stage of development. The topics also support the United Learning guidance that religions should be studied in chronological order starting with the oldest. The topics covered at Key Stage 3 also provide students with sound knowledge for students to use as a foundation; supporting success at Key Stage 4, for those students who choose to continue their study at this stage.

