

RPE

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Curriculum Intent:

Key Principles and Aims:

Through KS3 and KS4 RS in Forge Valley we strive to develop in all students a knowledge and understanding of religious and non-religious worldviews to foster a greater appreciation of the rich, culturally and religiously diverse world in which we live. We aim to support students in developing their own spiritual, moral and social awareness by increasing their understanding of the complex issues and challenges faced by people from all walks of life within their own city and beyond. It is our ambition that students leave Forge Valley School with a greater understanding of their own place within society, both local and global.

Our pupils will learn key beliefs from major world religions, with particular focus on the main religious tradition of the country in order to reflect on the historical context of Great Britain. We will foster a culture of critical enquiry and analysis through the study and evaluation of textual and other sources. Our ultimate goal is to create and nurture an intellectual curiosity in pupils to develop a love of learning and an understanding of the role of the subject within the curriculum.

Y7	Core Knowledge	Procedural Knowledge
Autumn Term 1	Religion in Sheffield	Students learn how to read and extract key ideas from religious and non-religious texts, interpret census data to identify trends in belief, and compare different worldviews using accurate subject vocabulary. They practise explaining how beliefs are lived out in Sheffield, linking abstract concepts to real-life examples, and considering the challenges and opportunities of religious diversity. In addition, students develop skills in forming reasoned arguments, evaluating whether society is becoming more religious or spiritual, and using evidence to justify their conclusions. Overall, the unit builds students' ability to think critically, use data effectively, and apply their understanding to contemporary social contexts.
Spring Term 2	Nature of God and Problem of Evil	Students learn how to interpret key concepts such as the nature of God, belief and disbelief, and arguments for God's existence, including the Teleological argument. They practise explaining

		complex ideas clearly, such as miracles and the problem of evil, and applying different religious responses. Students develop skills in constructing extended written responses, using evidence and examples to support their reasoning, and evaluating different viewpoints. Overall, the unit builds students' ability to think critically, weigh contrasting arguments, and form well-supported conclusions about theological and philosophical issues.
Summer Term 3	What does it mean to be chosen by God?	Students learn how to extract key information from sources such as Biblical passages, Gospel accounts, and summary readings, and use this to explain the significance of figures like Adam and Eve, Abraham, David, Mary, Jesus, St Paul, Muhammad (PBUH), and Guru Nanak. They practise identifying themes such as calling, obedience, faith, and leadership, while also comparing how different religions understand divine selection. In addition, students develop the skill of explaining why people choose to follow religious figures, such as the Buddha, linking beliefs to lived practice. They build their ability to use evidence accurately, make comparisons across traditions, and communicate their understanding clearly in extended written responses, demonstrating reasoned explanations and connections between beliefs, texts, and real-life commitment.
Y8	Core Knowledge	Procedural Knowledge
Autumn Term 1	Philosophy and Ethics	Students learn how to interpret abstract concepts such as knowledge, existence, and truth, and apply them to examples like Plato's Cave and <i>The Truman Show</i> to explore different ideas about reality. They practise constructing reasoned arguments about how we learn things and what counts as reliable knowledge. In the ethics component, students develop skills in applying ethical theories such as Kantian ethics and Utilitarianism to moral dilemmas like the Trolley Problem, as well as explaining how religious believers make moral decisions. They also evaluate differing viewpoints, including the role of conscience, and justify their own conclusions about which ethical approach is most convincing. Overall, the unit builds students' ability to analyse complex ideas, apply theory to real-life situations, and

		communicate well-structured, evidence-based arguments in extended writing.
Spring Term 2	Why do people turn to religious truths? Do religious contain any truths?	Students learn how to analyse why people search for religious truth, using thought experiments such as the Ship of Theseus to explore questions of identity and change. They practise interpreting and evaluating different sources of knowledge, including religious experience, human reason, and Enlightenment thinking, and comparing how each contributes to understanding reality. Students develop the ability to explain abstract ideas such as existentialism and enlightenment, and apply them to questions about purpose and meaning in life. They also learn to use frameworks like Smart's Seven Dimensions to analyse religions and new religious movements, including the ability to critically assess groups sometimes labelled as cults. Throughout the unit, students build skills in comparing differing perspectives, constructing reasoned arguments, and supporting their ideas with evidence, culminating in extended writing that demonstrates clear, analytical, and evaluative thinking.
Summer Term 3	What truths and moral guidance can people learn from holy books?	Students learn how to explain the origins and formation of sacred texts, such as the creation of the Bible and the structure of the TeNaKh, and to analyse different ways these texts can be interpreted. They develop skills in comparing beliefs about revelation, for example explaining why the Qur'an is considered the perfect and final revelation in Islam and how it is treated with respect in daily practice. Throughout the unit, students build their ability to use religious vocabulary accurately, interpret meaning from sources, compare perspectives, and construct clear, evidence-based explanations in extended written responses.
Y9	Core Knowledge	Procedural Knowledge
Autumn Term 1	God, Prophets and Practices.	Students learn how to trace the origins of Abrahamic faiths and explain core theological concepts such as the nature of God, the Trinity, creation, and the Logos. They practise examining sources to understand the life and significance of Jesus as well as practices such as baptism and Holy Communion. In Islam, students develop skills in analysing the role of prophethood, using examples such as Adam, Ibrahim, and the life of Muhammad

		(PBUH). They also learn to explain divisions within Islam, such as the Sunni-Shi'a split. Throughout the unit, students build their ability to use evidence from religious teachings, compare different traditions, and construct clear, structured explanations and arguments in extended writing.
Spring and Summer Term 2 and 3	Creation, crime and consequences.	Students learn how to interpret different religious and scientific explanations of creation, including debates within Islam about evolution, and apply key concepts such as stewardship, dominion, and awe and wonder to environmental responsibility. They practise explaining religious teachings about the treatment and use of animals. In the ethics component, students develop skills in analysing different types of crime, reasons for criminal behaviour, and religious teachings on justice, particularly within Islam. They learn how to evaluate different approaches to punishment, including the aims of punishment, prison, community service, corporal punishment, and the death penalty, as well as the role of forgiveness. Throughout the unit, students build their ability to apply religious teachings to contemporary ethical issues, compare perspectives, and construct clear, well-reasoned arguments supported by appropriate evidence in extended written responses.
Y10 GCSE	Core Knowledge	Procedural knowledge
Autumn Term 1	GCSE Christianity and Islam: Belief, destiny and afterlife	Students learn how to explain core Islamic teachings. They practise analysing how holy books are revealed and treated, particularly the Qur'an. In addition, they learn to evaluate how salvation is understood through ideas like grace, good works, the Holy Spirit, and the role of Jesus, and how these beliefs are lived out through church practices such as evangelism, mission, and community work. Throughout the unit, students build their ability to compare perspectives across traditions, use accurate religious vocabulary, apply teachings to real-life contexts, and construct clear, reasoned arguments supported by evidence in extended written responses.
Autumn Term 1	GCSE Christianity: Life after death	Students learn how to explain complex theological concepts such as heaven, hell, and purgatory. Students also develop skills in interpreting teachings about the end times, including beliefs

		about resurrection and final judgement, and evaluating why Christians share these beliefs through evangelism and mission. Throughout the unit, students build their ability to use accurate terminology, construct clear and structured extended responses, and form reasoned arguments supported by evidence from Christian teachings.
Spring term 2	GCSE Buddhism: life and death	Students learn how to explain core concepts such as the Three Marks of Existence and Dependent Arising, and use these ideas to understand the nature of reality and human experience. Throughout the unit, students build their ability to use accurate terminology, interpret religious concepts, compare perspectives, and construct clear, well-reasoned explanations supported by evidence in extended written responses.
Spring and Summer Term 2 and 3	Value of Human Life	Students learn how to interpret key concepts such as justice, forgiveness, reconciliation, and pacifism, including Islamic perspectives on peace making and conflict. Students develop skills in comparing different viewpoints on the use of weapons of mass destruction and the impact of war on victims. In addition, students learn how to analyse ethical debates about abortion and euthanasia from general and Christian perspectives, applying moral reasoning to real-life situations. Throughout the unit, students build their ability to apply religious teachings to complex ethical issues, compare differing perspectives, and construct clear, balanced, and well-supported arguments in extended writing, demonstrating critical thinking and informed judgement.
Y11	Core Knowledge	Procedural knowledge
Autumn Term 1	GCSE Christianity and Islam: Arguments for and against the existence of God	Students should be able to clearly explain key arguments such as the Design Argument, First Cause and the Problem of Evil, using accurate terminology and logical steps. In addition, students need to analyse strengths and weaknesses of each argument, comparing religious and non-religious viewpoints, and evaluate these by forming justified, balanced judgements. This includes using relevant evidence such as philosophical ideas, scientific theories, and real-world examples. Finally, students should be able to construct well-structured exam responses, especially evaluative answers, where

		they present clear arguments on both sides and reach a reasoned conclusion.
Autumn Term 1	GCSE Christianity and Buddhism: How do Christians experience the Divine?	Students should be able to clearly explain key concepts such as religious experience, special and general revelation, and miracles, using accurate terminology and relevant examples. In addition, students need to analyse arguments for and against miracles, showing understanding of both religious and non-religious viewpoints. They should be able to apply this knowledge to questions about belief, for example explaining how religious experiences might strengthen faith. Finally, students should be able to evaluate these ideas by constructing balanced arguments, using evidence and examples, and reaching a clear, justified conclusion in well-structured exam answers.
Spring Term 2	GCSE Christianity and Islam Religious practices: worship. Pilgrimage and festivals	Students should be able to clearly explain different forms of worship, including comparing public and private worship and liturgical and non-liturgical styles, using accurate terminology and relevant examples. In addition, they should be able to analyse the importance of these practices for believers, considering benefits such as community, discipline, and spiritual growth, as well as possible limitations. Finally, students should be able to evaluate different viewpoints by making balanced judgements, using evidence and examples, and construct clear, well-organised exam answers that present arguments for and against and reach a justified conclusion.
Spring Term 2	GCSE Christianity and Buddhism	Students should be able to clearly explain practices such as p uja, meditation (samatha and vipassana), visualisation, and retreats, using accurate terminology and relevant detail. In addition, students need to apply their understanding to show how these practices develop qualities such as mindfulness, wisdom, and compassion. Students should also be able to analyse ideas by identifying reasons behind practices (e.g. why meditation is important) and exploring different interpretations. A key skill is evaluating more complex questions, such as whether enlightenment can be seen as a form of revelation, where students must consider both sides of the argument (religious vs non-theistic perspectives)

		and reach a justified conclusion. Finally, students should be able to construct well-structured exam responses, using evidence, examples, and clear reasoning to present balanced arguments and supported judgements.
KS5	Core Knowledge	Procedural knowledge
Philosophy	• Ancient Philosophical Influences • Soul, Mind and Body • Arguments from Observation • Arguments from reason • Religious Experience • Problem of Evil • Nature of God • Religious Language 1 • Religious Language 2	Students should be able to accurately explain key ideas and terminology within each area. They must apply these ideas with precision, including referencing key scholars and demonstrating understanding of how different philosophical traditions connect. A key skill is the ability to analyse arguments in depth, identifying premises, logical structure, and underlying assumptions, while also recognising strengths, weaknesses, and counter-arguments. They also need to demonstrate the skill of sustained evaluation, weighing competing perspectives and forming reasoned, justified conclusions. Students are expected to synthesise ideas across topics, for instance linking religious experience to arguments from observation, or using the problem of evil to challenge classical conceptions of God. Strong essay-writing skills are essential: constructing coherent, well-structured arguments, integrating scholarly views, using precise terminology, and developing clear lines of reasoning throughout. Overall, procedural knowledge at this level requires critical thinking, conceptual clarity, comparative analysis, and the ability to engage in sophisticated philosophical debate.

Ethics	• Natural Law • Situation Ethics • Kantian Ethics • Utilitarianism • Business Ethics • Euthanasia • Conscience • Sexual Ethics • Meta-ethics	Students should be able to clearly explain the key principles of Natural Law, Situation Ethics, Kantian Ethics, and Utilitarianism, using precise terminology such as telos, agape, categorical imperative, and greatest happiness principle. They must be able to apply these theories to ethical issues such as business ethics and euthanasia, showing how each theory would approach decision-making in real-world situations. A key skill is the ability to analyse ethical arguments, identifying the reasoning behind each theory, their assumptions about human nature. Students should also be able to compare theories, recognising strengths and weaknesses. In applied topics, they should evaluate issues from multiple perspectives, including religious, secular, and legal viewpoints. Students are expected to demonstrate strong evaluation skills, constructing balanced and reasoned arguments, weighing different viewpoints, and reaching justified conclusions. Finally, students should be able to produce well-structured essays, integrating scholarly views, using relevant examples, and developing coherent lines of argument throughout, demonstrating critical thinking and independent judgement.
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Theology	• Augustine and human nature • Death and afterlife • Knowledge of God • The person of Jesus of Christ • Christian Moral Principles • Christian Moral Actions • Religious Pluralism and theology • Gender • Secularism • Liberation Theology and Marx	Students should be able to accurately explain key theological concepts and sources of authority like the Bible, using precise theological terminology. They must also be able to apply these ideas to different contexts. A key procedural skill is the ability to analyse differing interpretations within Christianity, such as literal versus liberal readings of the Bible, or differing views across denominations. Students should be able to identify underlying assumptions, compare perspectives, and recognise the diversity within Christian belief and practice. They also need to demonstrate critical evaluation, weighing strengths and weaknesses of different theological positions, such as the compatibility of religious belief with science or the relevance of Christianity in a plural society. Students are expected to develop strong essay-writing and argumentation skills, constructing coherent, well-structured responses that integrate evidence (e.g. biblical teachings, scholars, examples of practice) and present balanced arguments before reaching a justified conclusion. They should also be able to synthesise ideas across topics, for example linking beliefs about God to moral teachings or worship practices. Overall, procedural knowledge emphasises clear explanation, comparative analysis, evaluation, and the ability to engage in sustained theological argument at an academic level.
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Homework:

KS3 homework: students will be set weekly retrieval practice homework

KS4 homework: students will be set weekly retrieval and exam practice homework

KS5: Students will be set independent reading and research to support with wider learning.

Assessment:

KS3: there will be two assessment points where students will be assessed on a range of topics studied. There will also be a progression of skills be examined throughout the assessment ranging from knowledge to evaluation.

KS4: There will be two assessments points where students will answer AQA GCSE exam questions.

KS5: There will be two assessment points where students will answer 40 mark essays per the OCR exam board's requirements. Students will be given timed essays throughout the year.

Students will be provided with WCF purple feedback sheets for each assessment.

Links to Personal Development:

RPE makes a strong contribution to students' personal development by directly supporting the aims of Personal Development through the exploration of moral, social and philosophical issues. Through engagement with ethical theories and real-world topics such as relationships, justice, and end-of-life issues, students develop the ability to make informed, responsible decisions and understand the consequences of their actions. RPE also promotes respect for diversity by examining a range of religious and non-religious worldviews, preparing students to live in a multicultural society and fostering tolerance and inclusion. Opportunities for discussion and debate enable students to develop confidence in expressing their views while listening respectfully to others, supporting positive relationships and communication skills. In addition, reflection on questions of meaning, purpose and identity supports students' self-awareness and emotional development, while engagement with practices such as prayer and meditation contributes to an understanding of wellbeing. Overall, RPE complements PSHE by equipping students with the knowledge, skills and values needed for life in modern Britain, including critical thinking, empathy, and active citizenship.

How is my knowledge further developed in each key stage?

The curriculum is sequenced to build understanding from basic religious ideas to more complex philosophical and ethical thinking. In Year 7, students explore religion locally in Sheffield before studying the nature of God and the problem of evil, introducing key philosophical questions. In Year 8, the focus shifts to abstract ideas such as truth, knowledge, and sources of authority, developing critical thinking. In Year 9, students apply this understanding to key figures and ethical issues, comparing teachings and exploring morality. In Year 10, the course becomes more thematic, examining beliefs about life and death and applying them to real-world ethical debates. In Year 11, students explore religious experience, deepening their understanding of belief and practice. Finally, at A Level, students engage in more academic study of philosophy, ethics, and theology. Overall, the curriculum moves from concrete understanding, to abstract thinking, to application and evaluation.