



# Ansford Academy

**Religious Education**

**Curriculum Booklet for 2024 - 2025**

**Subject Lead: Mr Willson**

## Religious Education Curriculum Intent:

At Ansford the Religious Education (RE) curriculum is designed to engage, inspire, and challenge pupils to reflect deeply on the nature of belief, ethics, and the human experience. The RE curriculum provides a rich exploration of religious and non-religious worldviews, aiming to develop students' religious literacy and critical thinking. We want to prepare our students to live in multicultural Britain and be able to navigate a diverse world.

The intent of our RE curriculum is to:

Promote understanding of diverse religious and non-religious beliefs, practices, and identities, enabling students to appreciate the complexities of faith and its impact on individuals, communities, and society.

Foster respect, tolerance, and empathy, supporting the development of students' moral and spiritual awareness, in line with the promotion of British values and preparation for life in modern multicultural Britain.

Equip students with the ability to reflect critically and thoughtfully on fundamental questions about existence, ethics, purpose, and the nature of truth, meaning, and belief.

Enable personal development by encouraging students to explore their own beliefs and values in a safe, inclusive, and intellectually rigorous environment.

Support academic progress by developing students' skills in enquiry, analysis, interpretation, evaluation, and argument.

Our RE curriculum:

Offers a progressive and coherent learning journey from Year 7 through Year 11 revisiting key concepts and building complexity over time.

Covers a wide range of major world religions, including Christianity, Islam, Hinduism, Sikhism, Buddhism, and Judaism, as well as non-religious worldviews, such as Humanism.

Embeds contemporary moral and ethical issues, including social justice, human rights, and environmental concerns, encouraging students to apply beliefs to real-world scenarios.

Includes opportunities for dialogue, debate, and reflection, developing students' oracy, literacy, and evaluative skills.

### Outcomes and Impact

Our RE curriculum is the vehicle to allow students at Ansford to:

Become tolerant, kind, and compassionate individuals.

Have a well-informed understanding of key religious and secular worldviews.

Be able to articulate reasoned and respectful arguments about belief and morality.

Demonstrate empathy, open-mindedness, and ethical awareness.

Be prepared to contribute positively to society as informed, reflective, and responsible citizens.

## Religious Education Curriculum Implementation:

RE is taught in mixed ability groups and broadly follows the Somerset locally agreed syllabus. The curriculum is carefully sequenced to ensure themes are revisited, each time the depth of learning is extended and challenging, to ensure students have a rounded and secure understanding of each religion we cover.

### Key Stage 3

KS3 lessons focus on the 6 major religions of the world including Judaism, Christianity, Islam, Hinduism, Buddhism and Sikhism. Non-religious world views are also considered such as Humanism. There is also a focus on contemporary moral issues such as euthanasia.

### Key Stage 4

At Key Stage 4, students study the AQA Religious Studies A GCSE focussing on Christianity and Islam.

### Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Lessons per fortnight	2	2	2	5	5

## Year 7 Programme of Study

<b>Term</b>	<b>Curriculum Foci</b>	<b>Formal Assessment</b>
<b>1</b>	<b>Beliefs about God</b> <ul style="list-style-type: none"> <li>Worldviews</li> <li>The importance of beliefs</li> </ul>	
<b>2</b>	<b>Beliefs about God</b> <ul style="list-style-type: none"> <li>The existence of God</li> <li>My own worldview</li> </ul>	<b>Assessment 1:</b> <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
<b>3</b>	<b>The Dharmic religions</b> <ul style="list-style-type: none"> <li>Signs and symbols of the Dharmic religions</li> <li>The Hindu tradition</li> </ul>	
<b>4</b>	<b>Sikhism</b> <ul style="list-style-type: none"> <li>Guru Nanak</li> <li>The 9 Gurus</li> </ul>	<b>Assessment 2:</b> <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
<b>5</b>	<b>Sikhism</b> <ul style="list-style-type: none"> <li>The Gurdwara</li> <li>The Guru Granth Sahib</li> </ul>	
<b>6</b>	<b>Our world</b> <ul style="list-style-type: none"> <li>What makes the Earth special</li> <li>Human responsibility for the Earth</li> <li>Animal rights</li> </ul>	<b>Assessment 3: End of year exam</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks

## Year 8 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	<b>Judaism</b> <ul style="list-style-type: none"> <li>• Jewish beliefs about the nature of God</li> <li>• Role of the prophets,</li> <li>• The Covenants - Noah, Abraham and Moses</li> </ul>	
2	<b>Judaism</b> <ul style="list-style-type: none"> <li>• Holy texts and religious teachings</li> <li>• The different branches of Judaism</li> <li>• Holocaust</li> </ul>	<b>Assessment 1: Judaism</b> <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
3	<b>Christianity</b> <ul style="list-style-type: none"> <li>• Christian beliefs about the nature of God</li> <li>• The birth stories of Jesus</li> <li>• The Ministry of Jesus - the parables and miracles of Jesus</li> </ul>	
4	<b>Christianity</b> <ul style="list-style-type: none"> <li>• The death and resurrection of Jesus</li> <li>• How Christianity became a 'religion - the impact of St Paul</li> <li>• The Bible, what it contains and how it is used by Christians</li> <li>• The different branches of Christianity</li> </ul>	<b>Assessment 2: Christianity</b> <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
5	<b>Islam</b> <ul style="list-style-type: none"> <li>• The importance of Muhhamad</li> <li>• The Qur'an - How it was constructed, how it is used by Muslims</li> <li>• Nature of Allah - 99 names, similarities and differences to Jewish and Christian understanding of the nature of God</li> <li>• The 5 pillars of Islam</li> </ul>	
6	<b>Islam</b> <ul style="list-style-type: none"> <li>• The 5 pillars of Islam</li> <li>• The different branches of Islam</li> </ul>	<b>Assessment 3: End of year exam</b> <b>Time:</b> 40 mins <b>Marks:</b> 40 marks

## Year 9 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	<b>The Sanctity of life</b> <ul style="list-style-type: none"> <li>Religious teaching on the sanctity of life</li> <li>Euthanasia</li> </ul>	
2	<b>The Sanctity of life</b> <ul style="list-style-type: none"> <li>Abortion</li> <li>Death penalty</li> </ul>	<b>Assessment 1: Sanctity of life</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
3	<b>Hinduism</b> <ul style="list-style-type: none"> <li>Hindu beliefs about the nature of god</li> <li>The importance of deities in Hinduism</li> <li>Holy texts and religious teachings</li> <li>Purpose of life and life after death - reincarnation</li> </ul>	
4	<b>Hinduism</b> <ul style="list-style-type: none"> <li>Key beliefs of hinduism - Dharma, Samsara and Ahimsa</li> <li>Living your life as a Hindu - Worship and celebrations</li> <li>The different branches within Hinduism</li> </ul>	<b>Assessment 2: Hinduism</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
5	<b>Buddhism</b> <ul style="list-style-type: none"> <li>The life of the Buddha - the journey to enlightenment</li> <li>Key teaching of Buddhism - 3 marks of existence, 4 Noble truths, 5 Precepts, the 8 Foldpath</li> </ul>	
6	<b>Buddhism</b> <ul style="list-style-type: none"> <li>Holy texts and religious teachings</li> <li>Purpose of life and life after death - reincarnation</li> <li>The different branches within Buddhism</li> </ul>	<b>Assessment 3: End of year exam</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks

**Year 10 GCSE Religious Education Programme of Study**  
**Exam Board: AQA**  
**Exam Specification: Religious Studies A**

<b>Term</b>	<b>Curriculum Foci</b>	<b>Formal Assessment</b>
<b>1</b>	<b>Christianity -Beliefs and teachings</b> Key beliefs <ul style="list-style-type: none"> <li>• The nature of God and the Trinity</li> <li>• Creation</li> <li>• and life after death</li> </ul>	<b>Assessment 1: Christian beliefs and teachings</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
<b>2</b>	<b>Christianity -Beliefs and teachings</b> Jesus Christ <ul style="list-style-type: none"> <li>• The incarnation, crucifixion, resurrection and ascension</li> <li>• Salvation</li> </ul>	<b>Assessment 2: Christian beliefs and teachings</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
<b>3</b>	<b>Christianity - Practices</b> Worship <ul style="list-style-type: none"> <li>• Prayer, the sacraments, pilgrimage and festivals</li> </ul> The role of the church in the local and worldwide community <ul style="list-style-type: none"> <li>• Church growth, persecution, mission and evangelism</li> </ul>	<b>Assessment 3: Christian Practices</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
<b>4</b>	<b>Islam - Beliefs and teachings]</b> Key Beliefs <ul style="list-style-type: none"> <li>• Tawhid, and the nature of God</li> <li>• Angels</li> <li>• Life after death</li> </ul>	<b>Assessment 4: Muslim beliefs and teachings</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
<b>5</b>	<b>Islam - Beliefs and teachings</b> Authority <ul style="list-style-type: none"> <li>• Risalah - the role and importance of the prophets, holy books and the Imamate in Shi'a Islam</li> </ul>	<b>Assessment 5: Muslim beliefs and teachings</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
<b>6</b>	<b>Islam - Practices</b> Worship <ul style="list-style-type: none"> <li>• Shahadah: declaration of faith and Salah: prayer</li> </ul> Duties and festivals <ul style="list-style-type: none"> <li>• Sawm: fasting during the month of Ramadan; Zakah: the giving of alms and Khums in Shi'a Islam. Hajj: the pilgrimage to Makkah</li> <li>• Jihad</li> <li>• Festivals</li> </ul>	<b>Assessment 6: Year 10 Mock exam</b>  <b>Time:</b> 1hr 45 mins <b>Marks:</b> 102

**Year 11 GCSE Religious Education Programme of Study**

**Exam Board: AQA**

**Exam Specification: Religious Studies A**

<b>Term</b>	<b>Curriculum Foci</b>	<b>Formal Assessment</b>
<b>1</b>	<b>Theme B - Religion and life</b> The origins and value of the universe <ul style="list-style-type: none"><li>• Stewardship and dominion</li><li>• Pollution</li><li>• Use of animals</li></ul> The origins and value of human life <ul style="list-style-type: none"><li>• Abortion</li><li>• Euthanasia.</li><li>• Beliefs about death and an afterlife</li></ul>	<b>Assessment 1: Religion and life</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
<b>2</b>	<b>Theme D - Religion, peace and conflict</b> Religion, violence, terrorism and war <ul style="list-style-type: none"><li>• The just war theory, including the criteria for a just war.</li><li>• Holy war.</li><li>• Pacifism.</li></ul> Religion and belief in 21st century <ul style="list-style-type: none"><li>• Religion and belief as a cause of war</li><li>• Weapons of mass destruction.</li><li>• Religious responses to the victims of war</li></ul>	<b>Assessment 2: Yr 11 Mock exam</b>
<b>3</b>	<b>Theme E - Religion, crime and punishment</b> Religion, crime and the causes of crime . <ul style="list-style-type: none"><li>• The aims of punishment, including:</li><li>• The treatment of criminals, including:</li><li>• The death penalty.</li></ul>	<b>Assessment 3: Yr 11 2nd Mock exam</b>
<b>4</b>	<b>Theme F - Religion, human rights and social justice</b> Human rights <ul style="list-style-type: none"><li>• Prejudice and discrimination</li><li>• Freedom of religious expression.</li><li>• Social justice.</li></ul> Wealth and poverty <ul style="list-style-type: none"><li>• The responsibilities of wealth, including the duty to tackle poverty and its causes.</li><li>• Exploitation of the poor</li><li>• How the poor can be helped</li></ul>	<b>Assessment 4: Religion, human rights and social justice</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
<b>5</b>	<b>GCSE Exam final preparation</b> <ul style="list-style-type: none"><li>• Past papers</li><li>• Application of mark schemes</li><li>• Individual revision plans</li></ul>	GCSE Public Examinations



**Revision and Support:**

There are many ways in which you can support your child in the study of Religion such as:

- Past exam questions
- Revision guide
- Mind maps and spider diagrams
- Seneca online learning
- After School revision sessions

## Final GCSE Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
Paper 1	25	<b>Paper 1: Christianity</b> This paper is divided into two sections: <ul style="list-style-type: none"> <li>• Christian beliefs</li> <li>• Christian practices</li> </ul> Students will answer 5 questions in each section. These are always 1, 2, 4, 5 and 12 mark questions. Up to 3 SPaG are awarded and this is based on the student's response to the 12 mark extended writing question in the Beliefs section of the paper.	May 2026
Paper 1	25	<b>Paper 1: Islam</b> This paper is divided into two sections: <ul style="list-style-type: none"> <li>• Islam beliefs</li> <li>• Islam practices</li> </ul> Students will answer 5 questions in each section. These are always 1, 2, 4, 5 and 12 mark questions. Up to 3 SPaG are awarded and this is based on the student's response to the 12 mark extended writing question in the Beliefs section of the paper.	May 2026
Paper 2A	50	<b>Paper 2A Thematic Studies</b> This paper is divided into six sections. Student will answer question from the following four sections only: <ul style="list-style-type: none"> <li>• Theme B - Religion and life</li> <li>• Theme D - Religion, peace and conflict</li> <li>• Theme E - Religion, crime and punishment</li> <li>• Theme F - Religion, human rights and social justice</li> <li>• Islam practices</li> </ul> Students will answer 5 questions in each section. These are always 1, 2, 4, 5 and 12 mark questions. Up to 3 SPaG are awarded and this is based on the student's responses to the 12 mark extended writing questions in each section of the paper.	May 2026

Please see exam board websites for up to date information: [AQA Religious Studies A GCSE](#)