



## RELIGIOUS STUDIES

### Religious Studies

#### **Why is the study of Religious Studies important?**

Religious Studies (RS) plays a vital role in providing students with the knowledge, skills, and values they need to navigate a complex, diverse, and ever-changing world. Through a broad and engaging curriculum, RS enables pupils to explore questions of belief, meaning, identity, morality, and purpose, while also developing the ability to think critically and compassionately.

Our aim is to empower students with a deep understanding of religious and non-religious worldviews, to support personal reflection, and to promote respect for others – all of which are essential for life in modern Britain and beyond.

RS is taught through allocated curriculum time, with flexibility for academies to incorporate additional key learning relevant to their students and local communities. While we are not required to follow the Locally Agreed Syllabus, we draw on its key concepts where appropriate to ensure our provision is rich, inclusive, and locally responsive.

RS fosters a wide range of transferable skills including critical thinking, analysis, empathy, debate, and ethical reasoning. These skills prepare students for success in further education and a wide variety of careers, such as law, healthcare, journalism, public service, and education.

#### **Legislation for Religious Studies in English secondary schools**

Religious Studies (RS) is a statutory requirement for all registered pupils in academies, including those without a religious designation, under the terms of the Funding Agreement between academies and the Department for Education. This requirement is rooted in the Education Act 2002 and reinforced by the Schools Standards and Framework Act 1998, which together state that RS must be provided for all pupils on the school roll, including those in sixth form, except those withdrawn by their parents under Section 71 of the 1998 Act.

While academies are not required to follow the locally agreed syllabus used by maintained schools, they must provide an RS curriculum that is broad and balanced and reflects that the religious traditions in Great Britain are, in the main, Christian, while also taking account of the teaching and practices of the other principal religions represented in the country (in line with Schedule 19 of the School Standards and Framework Act 1998).

At Outwood Academy Hindley our RS curriculum is designed to meet these legal obligations while also fostering critical thinking, interfaith understanding, and personal reflection. Parents retain the legal right to request that their child be withdrawn from RS in whole or in part, and such requests should be made in writing to the Principal.

### **Spiritual, Moral, Social and Cultural (SMSC)**

Religious Studies plays a central role in promoting students' spiritual, moral, social, and cultural development. Through the exploration of a wide range of religious and non-religious worldviews, students are encouraged to reflect on their own beliefs, values, and identity, and to consider how others make sense of the world. Lessons provide space for thoughtful discussion about ethical dilemmas, human purpose, and personal responsibility, fostering moral awareness and empathy. RS also helps students understand the beliefs and practices of diverse cultures, building their cultural capital and enabling them to engage respectfully with people from different backgrounds. The subject provides a vital opportunity for students to explore deep questions about meaning, suffering, justice, and human dignity in a safe and respectful environment.

### **British Values**

Religious Studies actively supports the teaching and promotion of fundamental British Values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Through the study of religious and secular philosophies, students learn to evaluate different perspectives and engage in respectful dialogue and debate. RS helps pupils to understand how beliefs shape actions and communities, and to critically reflect on issues of justice, rights, and responsibilities. By exploring themes such as freedom of belief, religious diversity, equality, and human rights, students develop the knowledge and skills to be active, informed citizens in a pluralistic and democratic society.

## Curriculum Progression Pathway

### Key Stage 3 (Years 7–9)

We follow a carefully structured and sequenced RS curriculum that is both academically rigorous and relevant to students' lives. Our curriculum introduces students to a diverse range of beliefs, practices, and worldviews. Topics are designed to build a strong foundation for further study and to encourage curiosity and open-mindedness.

Year 7							
Autumn 1	What is religion, belief and what is a worldview?	What are the origins of religion?	What are Abrahamic religions and what do they have in common?	What are Dharmic religions and what do they have in common?	What is my worldview and how does it influence my life?	What is the place of religion in society today?	What may religion and worldviews look like in the future?
Autumn 2	One God or many Gods?	What does it mean to describe God as the God of classical theism?	How do believers learn about the nature of God?	Does the appearance of design in the world prove God exists?	Can science disprove God?	Is God the same to all religions?	
Spring 1	What do we mean by wisdom and authority?	What is the influence and value of religious texts today?	What are Jewish sources of wisdom and authority?	What are Christian sources of wisdom and authority?	What is the role of divine inspiration in sacred texts?	Can you have authority without God?	
Spring 2	What is the Pentateuch?	What are the two accounts of creation?	What is the fall?	What is the Abrahamic covenant?	What is the legacy of the Pentateuch today?		
Summer 1	What was the world of Jesus like?	Why don't the	Was Jesus the Son of	What was the new	What role do	Are the teachings of	What does Jesus

		gospels all say the same thing?	God or Son of Man?	covenant in Jesus?	Christians believe Jesus will play at the end of time?	Jesus still relevant today?	mean to Jews and Muslims?
<b>Summer 2</b>	What are secularisation, pluralism and multi faith?	What is the history of faith in Britain?	What was the Reformation and how did it impact Britain?	What does faith look like today in Britain?	What does faith look like in my local area?		
<b>Year 8</b>							
<b>Autumn 1</b>	What does it mean to study religion academically?	What can anthropology tell us about religion?	What can we learn about religion through history?	What can religion teach us about politics and the law?	What can we learn about religion through sociology?	What is theology and what can it tell us about religion?	
<b>Autumn 2</b>	What are the origins of Hindu traditions?	Who are the early teachers and what are the sacred stories in Hindu traditions?	What are the key texts and teachings in Hindu traditions?	How have Hindu traditions spread beyond its point of origin?	What are the key rituals in Hindu traditions, how have these developed and where do they happen?	What are the sources of division and diversity in Hindu traditions?	What do Hindu traditions look like today?
<b>Spring 1</b>	What are the core/foundational narratives of Buddhist traditions?	How do Buddhist traditions view the divine?	How are the (scriptures) foundational for Buddhist traditions?	What are the key moral principles of Buddhist traditions?	What is the history of Buddhist traditions?		
<b>Spring 2</b>	How diverse is Judaism?	What is the Jewish diaspora?	What is the Jewish identity?	What are the Jewish marks of faith?	What is antisemitism and how is it seen throughout history?	What does Judaism look like in the UK today?	

<b>Summer 1</b>	Why do Christians go to church?	Why are there different denominations?	Why do churches look the way they do?	How and why do Christians pray?	How do different Christians worship?	Is church attendance necessary?	
<b>Summer 2</b>	What is the history of Islam in Britain?	What are the key differences between Shia and Sunni Muslims?	What does it mean to grow up Muslim and British?	What is the role of the Mosque in the community?	Is Islamophobia an issue in Britain?	Does Islam align with British Values?	What does the future hold for British Muslims?
<b>Year 9</b>							
<b>Autumn 1</b>	Do we need rules?	Is morality from God?	Is pleasure the goal?	Is love really all around us?	Should we be building good habits?	Are some lives more valuable than others?	
<b>Autumn 2</b>	What are animals for?	Should we use animals to entertain us?	Should Medical testing on Animals be legal?	Is it acceptable to eat animals?	How Can We Campaign for Animal Rights?	What does the UK Law say about Protest?	Do animals have the right to be protected?
<b>Spring 1</b>	Why is evil and suffering a problem?	What if we all go to heaven?	Is free will worth the price?	What does religion do to respond to evil?	How does Liberation theology respond to evil and suffering?	Can theology help solve the environmental crisis?	
<b>Spring 2</b>	What is the Abrahamic covenant?	What does it mean to be Jewish?	Why were the Jews persecuted before the Holocaust?	Who was Leon?	Who is to blame?	Does anyone care?	
<b>Summer 1</b>	How did Ancient Greece give birth to philosophy?	How did medieval philosophers shape the relationship	What can Eastern philosophy teach us about life and	Is religion a force for good or a tool of oppression?	Can we ever truly know what words mean?		

		between philosophy and religion?	society?				
<b>Summer 2</b>	Who are the women in the Bible?	How does the Bible portray women?	How have women led the movement towards equality in Christianity?	Should men and women have different roles in Christianity?	How does the role of women in Christianity vary across the global Church?	Is pacifism the most powerful tool of resistance?	

## KS4

At Key Stage 4 we offer the AQA GCSE Religious Studies (Specification A) course. This qualification encourages students to engage with a wide range of philosophical, ethical, and theological issues, developing their ability to construct well-informed, balanced arguments. Students study Christianity in depth, exploring key beliefs, teachings, and practices. The second religion studied is selected by the individual school and reflects the context and diversity of the local community — at Outwood Academy Hindley we study Buddhism. Alongside the study of religions, students explore thematic units Human Rights, Relationships, Life (Medical Ethics) and Crime allowing them to apply religious and secular perspectives to contemporary moral issues. The course not only prepares students for academic success but also supports their personal development and ethical understanding.

If you would like to discuss Religious Studies please contact the academy on 01942767704 or [enquiries@hindley.outwood.com](mailto:enquiries@hindley.outwood.com)