

## RS Curriculum Intent

In Religious Studies at Trinity Academy Leeds, students are challenged to think critically and make considered judgements on their own perspectives. Our curriculum is designed to enable students to reflect and progress through an ambitious curriculum, rigorous content, relentless questioning and fascinating exploration of worldviews. In discussing complex issues of morality, students are called to empathise with alternative arguments to their own and articulate their personal views concisely and confidently in line with our Voice specialism. Our RS curriculum reinforces key elements of SMSC (spiritual, moral, social and cultural development) and complements our Personal Development curriculum, underpinned by our MAT Core Values and British Values, enabling students to thrive individually, within their communities and in a rapidly changing, multicultural world.

Our knowledge-rich and multi-disciplinary approach covers aspects of philosophy, theology, ethics, history and social sciences, ensuring a broad and deep understanding of substantive and disciplinary content leading to a rich body of knowledge inspired by the Leeds Locally Agreed Syllabus. In Phase 1, our students will be challenged beyond the Locally Agreed Syllabus to apply their theological and philosophical skills in diverse religious and non-religious contexts, such as the 6 major world religions in addition to new and unfamiliar faiths such as Baha'i, Rastafari and Ahmadi religious traditions. Students are also invited to explore core ethical and philosophical concepts within the curriculum, such as moral decision making, animal ethics, evil and suffering, creation of the world and the value of life. Our programme trains students to explore social and political issues critically and sensitively to understand different perspectives which help them make reasoned decisions and arguments around topical local, national, and global issues. Students at TAL will explore religious and non-religious ideas and practices which have shaped and continue to shape our world, in turn recognising diversity in religion and worldviews, and promoting values of community cohesion and mutual respect.

As with all Humanities subjects, in Religious Studies, students are supported to Reach Higher through inspirational and passionate teaching, a rigorous pedagogical approach founded in Rosenshine's Principals and a robust assessment framework. At TAL, Religious Studies aims to give students the confidence to be courageous advocates for those who suffer injustice and discrimination and active sponsors of tolerance, equality and diversity in modern Britain. We want students to be inspired by Religious Studies, understanding and empathising with the lived reality of religious belief and motivated to make a positive difference in the lives of those around them. We offer an engaging and thought-provoking curriculum, implemented and delivered with passion, enthusiasm and unwavering high standards to facilitate exceptional impact. Above all, the RS curriculum is contextualised for our cohort to ensure a purposeful, coherent, and academically rich curriculum based on the TAL core values of Honesty, Empathy, Respect, and Responsibility with the aim to empower all students to 'Reach Higher, See Further, Shine Brighter'.

# RS Phase 1 Curriculum

In Phase 1, students engage with core knowledge of Abrahamic faiths, exploring historic foundations of Judaism, Christianity and Islam. The study of Abrahamic faiths is interwoven within the curriculum as students apply their knowledge to various case studies in theology, philosophy and ethics, such as war and justice, moral decision making and evil and suffering. Towards the end of year 7, students are introduced to ethical studies which will also be drawn upon throughout the curriculum, such as Situation Ethics in Year 9 when studying matters of life and death. Students then have the opportunity to apply their knowledge to animal ethics and the use of animals in religious traditions. Moving into Year 8, students begin to explore a deeper understanding of ethical and philosophical studies which will challenge them beyond theological understanding. For example, when studying the creation of the world, students use and apply their knowledge from Year 7 to deduce their own reasoning and logical judgements on whether God created the universe. In Year 9, students will utilise their knowledge throughout the curriculum to move from theological to philosophical studies, challenging their understanding whilst ensuring breadth and depth of knowledge of religious traditions.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y7	What are religion and worldviews?	How is Abraham a father of nations?		How does reincarnation affect a Hindu's life?	How do we make moral decisions?	Should human beings use animals?
Y8	Was the universe created by God?	Who is Jesus?		How do Muslims live a good life?		What is a Jewish way of life?
Y9	Does religion bring peace or conflict?	Why do we suffer?		How do Sikhs show commitment?	How do we decide who lives and dies?	How is religion expressed in art?