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RE & Worldviews Curriculum Progression Overview

This curriculum is designed to develop students' understanding of religion and worldviews through a carefully sequenced journey. It begins in **Year 7** with foundational knowledge of key Abrahamic traditions, focusing on core beliefs about God and introducing students to the lives, teachings, and moral influence of religious figures. Students begin to explore how belief shapes values and behaviour.

In **Year 8**, the curriculum expands to include **Dharmic and Indic traditions**, particularly Hinduism and Sikhi. Students deepen their understanding by exploring concepts such as equality, service, and community responsibility. Learning moves beyond knowledge acquisition into considering how beliefs influence ethical action and social responsibility.

By **Year 9**, students broaden their perspective further to include **non-religious worldviews** and Islam, while engaging with increasingly complex **philosophical and ethical questions** such as good and evil, suffering, and responses to injustice. This culminates in studying historical responses to moral crisis, such as Jewish responses to the Holocaust, encouraging critical reflection and personal evaluation.

In **Years 10 and 11**, students consolidate their knowledge through GCSE study. We study Religious Studies specification A, AQA. Students systematically exploring **Christianity and Islam** in depth alongside **thematic ethical issues**. Students are equipped to analyse, evaluate, and articulate reasoned arguments about religion, philosophy, and ethics, demonstrating mature understanding and critical thinking.

Curriculum intent:

The Religious Education (RE) and Worldviews curriculum is designed to deliver an ambitious, coherent, progressive, and balanced learning journey. It places strong emphasis on the development of **knowledge**, **skills**, and **cultural capital**, aligning with the requirements of Shropshire SACRE.

Through the exploration of diverse religious and non-religious worldviews, pupils are encouraged to engage with key philosophical and theological questions relating to meaning, purpose, belief in God or ultimate reality, morality, and human identity. This curriculum enables learners to understand how religion shapes both individual lives and societal developments - locally, nationally, and globally. In doing so, pupils develop awareness of the evolving religious and secular landscape around them.

The curriculum promotes the development of the following core skills:

- **Analysis**
- **Critical thinking**
- **Evaluation**
- **Interpretation**
- **Recall**

These are cultivated across all key stages to support pupils in becoming reflective, philosophical, and respectful thinkers.

To ensure accessibility and high challenge for all learners:

- **Recall** tasks are embedded regularly and, where appropriate, interleaved throughout lessons.
- These strategies are used to reinforce understanding, enhance retention, and foster confidence—particularly benefiting pupils with SEND and offering stretch for high prior attainers.
- A consistent focus on **disciplinary literacy** ensures all students can access subject-specific terminology; key vocabulary is introduced and revisited at the start of each lesson and contextualised through enquiry-based learning.

The curriculum is carefully sequenced to build knowledge and skills cumulatively each year. It aims to support pupils in articulating their personal beliefs, values, and experiences with clarity, empathy, and respect for differing viewpoints. Key enquiry

questions and core concepts are mapped across Key Stage 3, and progression is framed through the three pillars of RE:

- **Substantive knowledge** (content about religious and non-religious traditions),
- **Ways of knowing** (methods and approaches used in RE),
- **Personal knowledge** (worldviews)

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Year 7

Term 1a	Beliefs about God	Students are introduced to key concepts of belief in God, including monotheism, polytheism, and non-theistic worldviews. This unit establishes foundational vocabulary and encourages students to reflect on different ways humans understand the divine.
Term 1b	Introduction to Judaism	Students explore Judaism as one of the earliest monotheistic traditions, focusing on covenant, key texts, and practices. This builds an understanding of the origins of Abrahamic faiths.
Term 2a	Christianity (Life of Jesus)	Students examine the historical and religious context of Jesus' life, exploring key events and their significance for Christian belief.
Term 2b	Jesus and morality	Students consider the moral teachings of Jesus and how these influence Christian ethics, beginning to connect belief with ethical decision-making.
Term 3a	Islam	Students are introduced to Islam, focusing on key beliefs about Allah, the Prophet Muhammad, and the Qur'an. This broadens their understanding of Abrahamic traditions.
Term 3b	Art and Spirituality	Students explore how religious beliefs are expressed through art, symbolism, and creative

		practices across traditions, encouraging reflection on spirituality beyond doctrine.
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Year 8

Term 1a	Introduction to Hinduism	Students study Hindu beliefs, including dharma, karma, and samsara, gaining insight into Dharmic worldviews and diverse religious practices.
Term 1b	Introduction to Sikhi	Students learn about the origins and core beliefs of Sikhi, including the teachings of the Gurus and the importance of equality and community.
Term 2a	Sikhi and Equality	Students explore Sikh teachings on equality, justice, and service (seva), applying these ideas to contemporary social issues.
Term 2b	Concern for others	Students investigate the role of religion in local and global communities, including diversity and lived religion.
Term 3a	Religion in our community	Students explore the religions found in Cleobury, Shropshire and the rest of Britain. Consolidating knowledge from Year 7 and 8
Term 3b	Life after death	Students explore beliefs about life after death across multiple worldviews, comparing religious and non-religious perspectives.

Year 9

Term 1a	Census data – non religious worldviews	Students analyse demographic data and explore secular perspectives such as humanism, considering the role of religion in modern society.
Term 1b	Islam	Students deepen their understanding of Islam, including beliefs, practices, and contemporary relevance

Term 2a	Good and Bad	Students examine moral philosophy, including religious and secular understandings of right and wrong.
Term 2b	The Problem of Evil	Students engage with philosophical questions about suffering and divine justice.
Term 3a	The Problem of Evil	Students deepen their evaluation of different religious responses, developing critical thinking and argumentation skills.
Term 3b	Jewish responses to the Holocaust (Shoah)	Students explore theological and ethical responses to the Holocaust, considering faith, suffering, and moral responsibility.

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Year 10

Term 1a	Christian Beliefs	This topic explores the Christian nature of God. We explore the principal areas of belief for pupils to understand the basis of faith before application to practices and themes. Key concepts and ideas are the oneness of God and the Trinity, beliefs about creation, the incarnation, crucifixion, resurrection and ascension, resurrection and life after death. Heaven and Hell, sin and salvation and the role of Christ in salvation. Pupils will have the opportunity to speak to a Vicar.
Term 1b	Christian Beliefs and Practices	Students will apply knowledge from Christian beliefs to examine Christian practices. Exploring Worship, prayer, the Sacraments of baptism, and Holy communion. Pilgrimage, festivals, the role of the church in the local community. The place of mission and evangelism, Church growth, the importance of the worldwide church, Christian persecution and the Church's response to persecution.
Term 2a	Christian Practices	As above



Term 2b	Islam beliefs	Pupils are weaker in their subject knowledge on Islam at this point. We do this as our first section of beliefs and practices in order that the students then have more time throughout y10 and y11 to complete interleaved RRR. This topic requires more hours than the other beliefs and practices sections, so we complete it early on in the year, so that we are not as time pressured. It also ensures Students have a detailed knowledge of Islamic beliefs that enables them to more fully explore the themes. Many of the key terms in this topic are complex and therefore pupils need time and interleaving to enable them to learn and use them confidently in order to access the questions. Pupils will answer a full question in their final examination that will cover all of the Islamic beliefs section. We therefore teach in depth on all areas, in order to put pupils in a strong position to enter their examination. We begin looking at Tawhid, and then on to ideas around the supremacy of God. Ensuring pupils are aware of the place and importance of Allah to Muslim life. We then look at the key beliefs within Sunni and Shia Islam, this enables pupils to look at the differences in belief. We explore key beliefs about life after death, and angels and then pupils are assessed, and given follow up work in order to address gaps in the topic so far. Pupils then examine beliefs in Risalah and the Prophets. Where more detail is explored on Ibrahim and Muhammad, these prophets are more significant for the pupils understanding. Finally, pupils look at the place and importance of books within Islam, and how the Quran and Sunnah are used. Pupils finish the topic completing a full formal assessment.
Term 3a	Islam Practices	Pupils have just completed the Christian practices topic, where they were able to explore some more familiar practices (as have been

		covered in KS3) We move on to Islamic practices, so that they have some grounding and familiarity in the types of questions and ideas they will face. We examine the five pillars of Islam in detail. We begin with Shahadah as they key statement of faith, and explore Salat, Sawm, and Zakat. We look at the place and importance of Hajj, the meaning of Jihad. We explore Greater and lesser Eid, and Ashura. Pupils are now at a level of maturity where they can fully understand the effect of belief on practices. Understanding the five pillars and festivals helps students to better understand beliefs. Pupils will be made to answer a question on Islamic practices.
Term 3b	Islam Practices / theme A	This topic explores various human relationships, and religious responses to it. We focus in on the divergent views within Christianity. Christian teachings about human sexuality. Sexual relationships before and outside of marriage. Contraception and family planning, marriage, divorce and remarriage. The Nature and purpose of families. Religious attitudes to gender equality.

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Year 11

Term 1a	Theme A	As above
Term 1b	Theme B	We teach this topic first in year 10 as, it starts with the origins of the universe and the value of the world. Linearly this means that students can see we are starting at the beginning of Christian beliefs. Religion and life also introduce many key terms and information, for example the concerning the sanctity of life, which are frequently referred to moving forward.

		After beliefs about creation, we move onto the environment and the use and abuse of animals. Moving on to this secondly means that students can use beliefs from Genesis and start to apply them to animals and the environment. Their knowledge will be gradually built on. We then move on to Abortion and Euthanasia, again students will have just learnt about the sanctity of life and will be able to better understand the different Christian denominational views on these subjects as a result. We then end the unit on death and beliefs about the afterlife. This follows on constructively after Euthanasia as issues of the afterlife will naturally arise. The overriding theme of the sanctity of life is paramount in this topic, drawing all of the sub-topics together. Year 11 will have the opportunity to speak to an Imam and ask questions.
Term 2a	Theme F	The students will learn how beliefs can be used in moral dilemmas and issues associated with Human Rights and Social justice. Students have previously been taught about Christian and Islamic beliefs and how they practice their religion. They have also examined other themes. During the unit the students will first learn what social justice is. They will recap and relearn what human rights are, and how they are violated. We examine religious freedom alongside prejudice and discrimination. We examine the use of wealth, causes of poverty, exploitation of the poor and giving money to the poor.
Term 2b	Theme E	We will explore the causes of crime, and reasons for punishment. Student will be given an opportunity to speak with a legal; professional to put the topic into

		some context. Where connections allow, they will also speak with a prison chaplain. We will explore the changes to the law in Britain, and the move away from corporal and capital punishment, we will examine the impact this has in countries where it is still used.
Term 3a	Revision	
Term 3b	Examination X 2	

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Impact:

At KS3 progress is measured through formative assessment in all lessons, and through summative assessment twice a year, that will generate a percentage grade. KS3 students will complete 'book look' tasks during each half term, and will be asked questions to elicit responses to evaluate understanding.

At KS4 progress is measured through regular GCSE exam questions, and GCSE achievement. KS4 students' complete assessments halfway through a topic, and at the end of a topic. The assessment structure allows foundation knowledge, understanding and evaluative skills to be assessed. The outcomes of these measures will be used to inform teaching and recall activities, with the aim of supporting students' progress. The regular interleaved recall tasks will consider the attainment and gaps in knowledge of the pupils. Levels of engagement with Religious Education will be measured by numbers of students choosing to continue studying Religious Studies at GCSE and choosing to go on to study it at A-Level. Students will also use skills they develop in Religious Studies to engage with the wider school community in student leadership positions, demonstrating that they understand their role and responsibility within their community and are becoming empathetic and confident individuals, with a clear understanding of the influence of Religion in our community, society, and wider world. Pupils will deploy their skills to understand, interpret and evaluate beliefs and traditions that they come across in society.

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Non option KS4 Religious Education.

Religious Education (RE) is a statutory requirement for all pupils in England up to the age of 18. This includes students in Years 10 and 11, regardless of whether they are studying GCSE Religious Studies. While RE is not part of the National Curriculum, it forms part of the basic curriculum and must be provided by all state-funded schools.

[\[gov.uk\]](https://www.gov.uk), [\[commonslib...liament.uk\]](https://www.commonslib...liament.uk)

Students are not required to take a GCSE in RE; however, schools must ensure that all pupils continue to receive RE through appropriate provision, such as core RE lessons or alternative curriculum models. [\[gov.uk\]](https://www.gov.uk)

In our development of RE at Lacon, we have chosen to pilot and develop a series of activities delivered by Year 10 and 11 form tutors, alongside the English department, with a focus on skills requiring development in RE and literacy.

Year 10	Year 11
Lacon Me Exploring our Lacon Me values, and how they are reflected in Religious Stories from the past and present.	Worldviews Examining what worldviews are, and how our worldview is shaped.
Human Rights Examine what human rights are, and how breaches of human rights are reflected in the media	Religious festivals Exploring some of the key religious festivals celebrated by members of our community, and beyond.
Medical Ethics Explore some key issues surrounding Medical ethics, such as abortion and Euthanasia and religious responses to it.	GCSE exams begin.

