



Religious Education Intent Overview:

The intent of the Religious Education (RE) curriculum at North Star 180 is to foster an understanding of diverse beliefs and practices, encouraging inclusivity and empathy among students with Social, Emotional, and Mental Health (SEMH) needs. We aim to:

1. **Promote Personal Growth:** Encourage students to explore their own identities, values, and beliefs while developing a nuanced understanding of the beliefs and practices of others.
2. **Enhance Critical Thinking:** Develop students' ability to think critically about complex moral and ethical issues, facilitating discussions that challenge their perspectives while fostering respect for differing viewpoints.
3. **Build Community Cohesion:** Cultivate a sense of belonging and community by exploring the role of religion in society and encouraging students to appreciate and celebrate diversity.
4. **Support Emotional Well-being:** Utilise religious narratives and ethical discussions as a foundation for emotional and mental health support, providing students with tools to navigate their own feelings and relationships.

Implementation:

To achieve our intent, we implement the RE curriculum through a structured and flexible approach, tailored to meet the unique needs of our SEMH students. The key elements are:

1. **Curriculum Design:** Our curriculum is designed to meet the National Curriculum requirements while also being adaptable to cater to the varying emotional and educational needs of our students. Topics include major world religions, ethical dilemmas, and contemporary issues, always approached with sensitivity.
2. **Differentiated Teaching Strategies:** We employ a range of teaching strategies, including:
 - **Interactive Learning:** Utilising group discussions, role play, and case studies to engage students actively in their learning.
 - **Visual and Kinaesthetic Aids:** Incorporating multimedia resources and hands-on activities to support diverse learning styles and keep students engaged.
 - **Personalised Learning Paths:** Providing tailored resources and scaffolding to help each student progress at their own pace.
3. **Emotional Support Mechanisms:** We integrate social and emotional learning (SEL) into our RE lessons by:

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- **Creating Safe Spaces:** Establishing a classroom environment where students feel safe to express their feelings and thoughts.
 - **Using Reflection Journals:** Encouraging students to reflect on their learning and personal development, which helps them articulate their thoughts and emotions.
4. **Skilled Practitioners:** Our staff undergo regular professional development in both RE and strategies for supporting SEMH needs, ensuring they are well-equipped to deliver challenging yet supportive lessons.
 5. **Engaging the Wider Community:** We invite guest speakers from various faith backgrounds and encourage students to visit local places of worship, promoting real-world connections and ongoing dialogues about faith, ethics, and community.

Impact:

The impact of our RE curriculum is evaluated through a combination of quantitative and qualitative measures:

1. **Academic Achievement:** Students demonstrate significant improvements in their understanding of religious and ethical concepts, evidenced by continual assessment results, reflective coursework, and improved engagement in class discussions.
2. **Social and Emotional Development:** Regular observations indicate that students report increased levels of empathy and respect towards others' beliefs, as evidenced by positive behaviour logs and feedback from staff and parents. A noticeable decline in conflict and increased collaboration is observed in group settings.
3. **Enhanced Emotional Well-being:** The implementation of SEL strategies within RE has led to a reduction in anxiety and improved social interactions among students. Feedback indicates that the topics discussed in RE provide students with tools to better manage their emotions and relationships.
4. **Community Engagement:** Students express a greater sense of belonging within the school and local community. Participation in community projects, interfaith dialogues, and service initiatives has increased, demonstrating students' commitment to applying their learning in real-world contexts.
5. **Continuous Improvement:** Through regular curriculum reviews, feedback sessions, and student voice initiatives, we continually refine our approach to ensure that our RE provision meets the evolving needs of our SEMH learners, maintaining high standards aligned with Ofsted's outstanding criteria.

This comprehensive framework ensures that our Religious Education not only fulfils academic requirements but also significantly contributes to the holistic development of our students.

Religious Education Skills and Content Coverage for KS3:

Year 7	Term 1 (7 weeks)	Term 2 (7 weeks) 1 Assessment week	Term 3 (6 weeks)	Term 4 (6 weeks) 1 Assessment week	Term 5 (5 weeks)	Term 6 (7 weeks) 1 Assessment week
Topic	Philosophy Blik: How do I interpret the World around me?	Theology Abraham: What is the significance of Covenants for Christians, Jews and Muslims?	Theology Prophethood: How are Abrahamic faiths connected through Prophets?	Theology Denominations: Why did the Christian Church become diverse?	Philosophy Dharma: How Is this interpreted and put into action?	Social justice Social justice: How might Sikhs promote equality?
Knowledge	In this unit pupils are introduced to the idea of philosophy through an overview of key Greek thinkers. From this they will focus on R M Hare and the idea that all humans have a worldview. This will lay foundations for all the work they will do in RE in Key Stage 3.	In this unit pupils build on the idea of covenant from primary. Using theological tools, they study the story of Abraham in depth understanding how and why he is such a pivotal figure for Jews, Muslims and Christians. They will also examine how many Christians interpret the new covenant.	This unit will deepen pupils' understanding of the concept of Prophethood in the Abrahamic traditions. Using a theological lens, pupils will investigate the ancestral stories that form a point of connection between Christians, Jews and Muslims. They will analyse similarities and differences.	In this unit pupils will gain an understanding that Christianity is a family of worldviews. They will examine historical splits such as that between Catholicism and Orthodoxy alongside groups such as Quakers and Jehovah's Witnesses to see areas of commonality and difference.	In this unit pupils will investigate how the concept of dharma is interpreted by Hindus, Sikhs and Buddhists. They will examine the concept of the Hindu worldview as Sanatana Dharma and how this links to rta. From that they will explore Buddha and Sikh dharma noting differences.	In this unit pupils' study, the idea of equality and service in Sikhi. Beginning through a study of Guru Nanak they will learn of his critique of Indian society. They will look at further stories to see how the fight for justice is central to Sikh identity historically and today.
Skills	Recall and use key vocabulary Exploring philosophy Describing philosophy Explain Socratic questioning Explain Plato's theory Explain Aristotle's views Explain Blik Explain the concept of world view	Explain the meaning and importance of covenants Explain the world of Abram Explain how Abram became Abraham Explain how Abraham is seen as the father of many nations Explain the role of 'Promised Lands' Explain the significance of the New Covenant	Describe the nature of prophethood Explain diversity in Abrahamic faiths Explain divergent interpretations Explain different beliefs of Moses Analyse different beliefs about David Explain the significance of Mohammad	Describe the features of orthodox Christianity Explain what Jehovah Witnesses believe Explain the differences between Catholics and Protestants Explain the beliefs of predestination Describe Quaker values Describe the relationship between the Anglican and Methodist Church	Explain the meaning of Dharma Explain the meaning of Sanatana dharma Explain the significance of Moksha Explain the meaning of Buddhist Dhamma Explain the meaning of the 3 jewels Explain the meaning of the Sikh dharma	Explain Indian society at the time of Guru Nanak Use the tools of social science regarding Sikh belief with women Explain the meaning of Sikh diaspora Explain the symbolism of the kirpan Explain the importance of the names Singh and Kaur Explain the importance of Sewa

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Year 8	Term 1 (7 weeks)	Term 2 (7 weeks) 1 Assessment week	Term 3 (6 weeks)	Term 4 (6 weeks) 1 Assessment week	Term 5 (5 weeks)	Term 6 (7 weeks) 1 Assessment week
Topic	Philosophy Ethics: How do we know what is good?	Theology Jesus: How do Abrahamic faiths view Jesus differently?	Social Science Buddhism: How significant are the 3 jewels to Buddhists?	Theology Suffering: Can Christian theology overcome the problem of evil?	Philosophy Psychology: How Is our brain designed to believe?	Social justice Knowing God: Does religious experience prove God exists?
Knowledge	In this unit pupils will use a philosophical lens to consider what we mean by good. They will examine various ethical answers given such deontology, utilitarianism and situation ethics. They will conclude by weighing up the issue of suffering in the world.	In this unit pupils build on the idea of covenant from primary. Using theological tools, they study the story of Abraham in depth understanding how and why he is such a pivotal figure for Jews, Muslims and Christians. They will also examine how many Christians interpret the new covenant.	In this unit pupils study the life of Siddhartha Gautama and reflect on his significance as a figure for devotees. They build on their understanding of dharma by examining dharma as skilful action. Finally, they examine diversity in monastic life.	In this unit pupils will examine the question of evil. They will look at various ways in which Christians have answered this question such as the existence of the devil, free will and the story of Job.	In this unit there is a choice. Through a social science lens, pupils consider how psychologists analyse the phenomenon of religion. Or they may study the flowering of philosophy at the time of the Enlightenment through a depth study of Hobbes and Rousseau and their ideas of religion and society.	In this unit pupils investigate the idea of religious experience. They start with the ideas of William James before examining case studies from history and Christian, Islamic and Hindu worldviews.
Skills	Explain the existence of moral evil Explain a deontological outlook Apply utilitarian ethics Explain the use of situation ethics Explain the development of virtue ethics Explain compassion in different ethical theories	Explain the evidence of the existence of Jesus Describe the messianic prophecies in Judaism Describe how Jesus is portrayed in the Gospels Explain Christian beliefs about Jesus as the incarnation of God Describe Jesus as a teacher Explain Islamic interpretations of Jesus	Explain the key events of the life of Siddhartha Explain the multiple ways Buddha is significant to devotees Explain how beliefs about Dhamma impact Buddhist practices Explain a range of morals lived by Buddhists Describe the Sangha Explain the significance of Sangha	Describe the Nature of God Explain the problem of evil Explain Christian beliefs of the devil Explain the 'free will' defence Describe the story of Job Explain Christian beliefs of God as transcendent	Explain why religion is difficult to define Explain why religious ideas are widespread Describe what the temporal lobe is Explain the nature-nurture debate Explain how religion can support mental health Give an account of psychological explanations for religion	Explain William James's experiences Explain Persinger's God helmet experiment Reflect on Ian McCormack's conversion experience Explain St. Bernadette's vision experiences Explain how Sufi's connect with Allah Explain different understanding of the atman

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Year 9	Term 1 (7 weeks)	Term 2 (7 weeks) 1 Assessment week	Term 3 (6 weeks)	Term 4 (6 weeks) 1 Assessment week	Term 5 (5 weeks)	Term 6 (7 weeks) 1 Assessment week
Topic	Theology Religious War: What is the social context and relevance today?	Social Science Rebels: Should we embrace or challenge authority?	Social Science Census: How has the landscape of belief changed in Britain?	Philosophy Changing World: How should the world's resources be used?	Theology Matriarchs: Are the women of the Bible victims or victors?	Theology Christianity: How have the experiences of the global south shaped it?
Knowledge	In this unit pupils examine how religions have created rules to live by. They will investigate how the ethics of Jesus reframed the Jewish law of the time and how Muslims may use the concept of ijtihad to make moral decisions.	In this unit pupils' study three case studies of individuals who challenged authority. They will analyse the inspiration behind their actions and the historical impact of their choices. Pupils will reason the degree to which religious beliefs might cause someone to challenge authority.	In this unit pupils will interpret census data to explore religion and belief in the UK. They will examine the growing diversity within Christianity and the rise of cultural Christians. They will use work by the sociologist, Linda Woodhead, to analyse the rise of 'no religion' in the UK.	In this unit pupils will investigate how worldviews adapt teaching in the light of contemporary concerns. They will examine how Christians and Jews have responded to ideas of dominion with a focus on responsibility for the earth. They will examine attitudes to animals and Islamic ideas of reason.	In this unit pupils will take a hermeneutical reading of scripture to assess the status of women in the Bible. Through a series of key stories, they will analyse how women are portrayed and how these stories have been interpreted and re-interpreted over the centuries.	In this unit pupils will examine how Christianity has been challenged by, and adapted to, cultures and the experiences of the Global South. Focussing on Africa and South America, pupils will look at theologians and practices that have emerged and the challenges they have made.
Skills	Explain the context for the 10 commandments Explain the meaning of the 2 great commandments Explain situation ethics	Explain how and why Martin Luther King rebelled against religious authorities	Explain how the census asks about religion Explain why there is diversity within Christianity Explain what nones are	Explain Judeo-Christian beliefs Investigate Muslim attitudes to the earth	Retell the Genesis story Explain the story of Deborah Explain the importance of the book of Esther	Explain the features of the Coptic Church Explain how Mercy Oduwole influenced African women's theology

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	Explain what is meant by Shariah and how Muslims explain its origins Explain the meaning of Ijtihad Understand different Muslim worldviews about music	Explain how Martin Luther King influenced Christians today Explain how and why Bonhoeffer rebelled Explain why and how people might fight against unjust laws Explain how and why Vandana Shiva rebelled Explain how dharma and Bhumi care about the environment	Explain why nones might be agnostics Explain what Paganism is Explain what the secularisation thesis is and how it effects Gen Z	Explain the Jewish principle of Tikkun Olam Explain the message of Laudato Si Explain Peter Singer's argument about animal rights Explain Mary Midgley's argument about why animals matter	Explain the importance of Mary, the mother of Jesus Explain the importance of women in the early Church Explain how the books of the Bible were chosen	Explain how Wangari Maathai inspired her environmental activism Explain the influence of Saint Rose of Lima Explain how Dolores S Williams inspired her women's theology Explain the history of Candomblé
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