



# The Cornerstone Academy

## Religious Studies Curriculum



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# The Cornerstone Academy RE Curriculum for Years 7-11

The Cornerstone Academy RE Curriculum is studied by all students at Cornerstone in Key stage 3.

At Key Stage 4 students study the Eduqas Religious Studies full course option with a focus on Christianity and Buddhism or take part in the Cornerstone Academy Core RE Curriculum.

## 1. Key

KS3 – Key Stage Three (Year 7 & Year 8)

KS4 – Key Stage Four (Year 9, Year 10 & Year 11)

ROA – Rank Order Assessment

## 2. Intent of the Religious Studies curriculum

The Cornerstone Academy Curriculum for RE is based on The Curriculum Framework for Religious Studies and will enable students to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which shape their history and culture, but which guide their own development. The designed curriculum will allow students to investigate religions and worldviews through varied experiences, approaches and disciplines; reflect on and express their own ideas and the ideas of others with increasing clarity and they will become increasingly able to respond to religions and worldviews in an informed, rational and insightful way.

The Cornerstone Academy Curriculum for RE will ensure that all students

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance, and impact of religions and worldviews.
- Gain and employ the skills needed to engage seriously with religions and worldviews.

The curriculum has been divided up into the two key areas assessed at GCSE:

AO1 – Demonstrate knowledge and understanding of religion and belief, including:

- belief, practices and sources of authority influence on individuals, communities and societies
- similarities and differences within and/or between religions and belief

AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence

The ambition is for all students to achieve the expectations which are outlined in the curriculum. All students are taught the full content of the curriculum which will be assessed through ROAs. Mastery means that students should be able to recall and apply what they have learnt at another point in the future rather than just at the time they first meet an idea or technique. Achievements through the year contribute to evidence of mastery by the end of the year. Re-visiting a topic can provide opportunities to:

- Demonstrate mastery.
- Address any gaps in learning.
- Widen and deepen learning as students apply their knowledge in a different context or tackle more complex concepts within Religious studies.



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At KS4, students will follow the Eduqas scheme of learning, building on the curriculum knowledge from Key stage 3. Students will develop more specific knowledge around their two focussed religions; Christianity and Buddhism. At KS4 students are assessed using knowledge tests (self-quizzing) and summative assessments based on GCSE past papers and specimen papers.

The Cornerstone Core RE Programme for key stage 4 students blends topics from a range of current moral issues and Personal Development.

### **Stretch and Challenge for Grammar Stream Students in Religious Studies**

Grammar stream students are stretched and challenged through exposure to more complex and demanding content that extends beyond the core curriculum. Students engage with a wider range of philosophical, ethical and theological concepts, encouraging deeper critical thinking, analysis and evaluation.

Students are introduced to more advanced subject-specific vocabulary and academic language, enabling them to articulate sophisticated ideas with greater precision and confidence. Explicit teaching of complex terminology supports the development of disciplinary literacy and prepares students for higher-level study.

This enhanced curriculum includes the study of additional scholars and philosophers such as Aquinas, Fletcher, Bentham and Mill, allowing students to compare contrasting perspectives and critically evaluate their strengths and limitations. Students also explore a broader range of ethical theories, including Natural Law, Situation Ethics and Utilitarianism, applying these frameworks to contemporary moral and religious issues.

Lessons provide opportunities for students to engage with academic debate, analyse scholarly arguments and explore complex questions surrounding religion, morality and human existence. Challenge is further enhanced through wider reading, independent research and extended writing tasks. Students are encouraged to make links between philosophical, ethical and religious concepts, developing nuanced and well-reasoned arguments.

## **3. Implementation of the Religious Studies Curriculum**

### **Lesson allocation**

Students in **years 7 and 8** have one 50-minute Religious Studies lesson per week. This is taught by specialists or staff within the Humanities department. In **Year 9**, all students have one 100-minute lesson.

Students who opt for the **GCSE** will have three 50-minute lessons in year 10, and one 50-minute lesson in year 11. Students taking **core** RE will have one 50-minute lesson in both year 10 and 11.

### **Approach to teaching**

The Religious Studies curriculum at The Cornerstone Academy is implemented according to the teaching and learning policy of the school. Rosenshine and 'Teach Like a Champion' techniques are the basis of the school's teaching and learning practice. Staff will follow dedicated schemes of work to ensure that all students follow the Cornerstone Academy Religious Studies curriculum.



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All lessons at each key stage will use quizzing to promote recall, retention, application and mastery of content. Students will have knowledge organisers with key subject content and key vocabulary which will be set for homework. This low-stakes assessment for learning will be used by staff to inform their planning and class interventions.

Modelling will be used frequently with the aid of visualisers to guide student practice and improve the quality of student response.

### Enrichment Opportunities in Religious Studies

To enrich and deepen students' learning in Religious Studies, we regularly invite external speakers from a range of religious and non-religious worldviews to share their beliefs, experiences and perspectives. Visitors may include representatives from Christian, Buddhist and Humanist communities, alongside speakers from other faith backgrounds. These first-hand encounters enable students to engage with diverse viewpoints, ask meaningful questions and develop a greater understanding of lived religion, promoting respect, curiosity and critical thinking in line with the aims of the curriculum.

### Assessment

Assessment in KS3 uses ROAs to assess work. These assessments are completed independently at the midpoint and end of the academic year to assess key knowledge or a skill. The skills in which students develop in RE can be applied to a range of topics and can be assessed throughout the year for improvement, further development and mastery. The ROA assessments are used to inform planning and intervention by the class teacher to address gaps in knowledge and to ensure students master the skills and knowledge necessary to be prepared for the next stage of their education.

### Religious Studies Topic Overview

| Y7 topics                                                                                                                | Y8 topics                                                                                       | Y9 topics                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Religion Locally and Nationally</li> <li>Judaism</li> <li>Christianity</li> </ul> | <ul style="list-style-type: none"> <li>Islam</li> <li>Hindu Dharma</li> <li>Buddhism</li> </ul> | <ul style="list-style-type: none"> <li>Christian Beliefs</li> <li>Matters of Life and Death</li> <li>Human Relationships</li> <li>Non-religious worldviews</li> </ul> |
| GCSE Y10 topics                                                                                                          |                                                                                                 | GCSE Y11 topics                                                                                                                                                       |



|                                                                                                                                                            |                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Buddhist Beliefs</li> <li>• Buddhist Practices</li> <li>• Good and Evil</li> <li>• Christian Practices</li> </ul> | <ul style="list-style-type: none"> <li>• Christian Practices</li> <li>• Human Rights</li> <li>• Revision</li> </ul>       |
| <b>CORE Y10 topics</b>                                                                                                                                     | <b>CORE Y11 topics</b>                                                                                                    |
| <ul style="list-style-type: none"> <li>• Issues of Equality</li> <li>• Morality</li> <li>• Good and Evil</li> </ul>                                        | <ul style="list-style-type: none"> <li>• Human Rights</li> <li>• Extremism</li> <li>• Non-Religious Worldviews</li> </ul> |

#### 4. Impact of the Religious Studies Curriculum

**By the end of Key Stage 3** students will be familiar with the origins and history of Christianity as the major world religious tradition of Great Britain, as well as the other major world religions of Buddhism, Hindu Dharma, Judaism, Islam and Atheism.

Students will be able to describe a range of religious concepts and then apply these concepts to moral and philosophical issues in later studies. Students will develop in confidence through questioning and challenging the world we live in and will foster empathy and tolerance within a diverse world.

**By the end of Key Stage 4** students will demonstrate a deeper understanding of Christian and Buddhist beliefs, teachings and practices and how these can differ depending on the denomination. Students will confidently articulate justified opinions on ethical issues, giving religious and non-religious views. Students will be able to explain in detail how religious teachings in both Christianity and Buddhism can be applied to contemporary moral issues such as Capital Punishment, Wealth and Poverty, Abortion, Euthanasia and the Abuse of the Environment. Students will study religious organisations and charities that support the global problem of injustice and poverty, linking religious teachings to these issues. Students will be able to use key examples from the modern world of how faith has impacted believers and thus promoted social justice around the world.



## ANNEX 1 - The United Learning KS3 RE curriculum and assessment outcomes (KPIs)

|      | Curriculum topic and content    |                                                                                                                                                                                                                                                                                                       | Assessment                                                                       |
|------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Year | Topic/Overarching Theme         | Content/Knowledge                                                                                                                                                                                                                                                                                     | KPI - The student can... (code and statement)<br>OR ROA (Rank Order Assessment). |
| 7    | Religion Locally and Nationally | <ul style="list-style-type: none"> <li>What are worldviews?</li> <li>Religion in the UK</li> </ul>                                                                                                                                                                                                    | ROA (Rank Order Assessment).                                                     |
| 7    | Origins of Abrahamic Faiths     | <ul style="list-style-type: none"> <li>Nature of God</li> <li>Abraham's covenant with God</li> <li>Moses and the Exodus</li> <li>Leviticus</li> <li>Jesus' teachings</li> <li>Jesus' death and resurrection</li> <li>Ibrahim in Arabia</li> <li>Muhammad and the Qur'an</li> </ul>                    | ROA (Rank Order Assessment).                                                     |
| 7    | Judaism                         | <ul style="list-style-type: none"> <li>An introduction to Judaism</li> <li>The Torah</li> <li>Prayer</li> <li>Shabbat</li> <li>The Synagogue</li> <li>Pesach</li> <li>Bar and Bat Mitzvah</li> <li>Tikkun Olam</li> </ul>                                                                             | ROA (Rank Order Assessment).                                                     |
| 7    | Christianity                    | <ul style="list-style-type: none"> <li>The Bible</li> <li>The birth of Jesus</li> <li>Jesus' ministry</li> <li>Jesus' death and resurrection</li> <li>Jesus' ascension and the Great Commission</li> <li>The establishment and growth of the Church</li> <li>Catholicism and Protestantism</li> </ul> | ROA (Rank Order Assessment).                                                     |

|      | Curriculum topic and content |                                                                                                                                                                                                                                                                                                                                                                                                     | Assessment                                                                       |
|------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Year | Topic/Overarching Theme      | Content/Knowledge                                                                                                                                                                                                                                                                                                                                                                                   | KPI - The student can... (code and statement)<br>OR ROA (Rank Order Assessment). |
|      |                              | <ul style="list-style-type: none"> <li>• Sacraments</li> <li>• Life after death</li> <li>• Evangelism and Mission</li> </ul>                                                                                                                                                                                                                                                                        |                                                                                  |
| 8    | Islam                        | <ul style="list-style-type: none"> <li>• Origins of Islam</li> <li>• The Night of Power</li> <li>• The Hijrah and the Conquest of Makkah</li> <li>• The Final Sermon</li> <li>• Islam after Prophet Muhammad</li> <li>• The Five Pillars</li> <li>• Ramadan and Eid</li> <li>• Sharia Law</li> <li>• Gender Equality</li> <li>• Clothing, Culture and Choice</li> <li>• Life after Death</li> </ul> | ROA (Rank Order Assessment).                                                     |
| 8    | Hindu Dharma                 | <ul style="list-style-type: none"> <li>• Ultimate reality – Brahman</li> <li>• The Trimurti</li> <li>• Hindu Sacred Texts</li> <li>• Hindu Worship</li> <li>• The Ramayana</li> <li>• Diwali</li> <li>• Rituals</li> <li>• Ahimsa</li> <li>• The Caste System</li> </ul>                                                                                                                            | ROA (Rank Order Assessment).                                                     |
| 8    | Buddhism                     | <ul style="list-style-type: none"> <li>• Siddhartha Gautama – origins of the faith</li> <li>• The Buddha</li> <li>• The Eightfold Path</li> <li>• Five Precepts and Three Jewels</li> <li>• Karma, Metta and Karuna</li> <li>• Diversity in Buddhism</li> </ul>                                                                                                                                     | ROA (Rank Order Assessment).                                                     |

|      | Curriculum topic and content        |                                                                                                                                                                                                                                                                                               | Assessment                                                                       |
|------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Year | Topic/Overarching Theme             | Content/Knowledge                                                                                                                                                                                                                                                                             | KPI - The student can... (code and statement)<br>OR ROA (Rank Order Assessment). |
| 9    | Christianity: Beliefs and Teachings | <ul style="list-style-type: none"> <li>Sources of authority</li> <li>Nature of God</li> <li>Life of Jesus – incarnation, crucifixion and resurrection</li> <li>Sin and salvation</li> <li>Problem of evil</li> <li>Creation</li> <li>Science and religion</li> </ul>                          | ROA (Rank Order Assessment).                                                     |
| 9    | Matters of Life and Death           | <p>The topics below will be explored from Christian, Buddhist and Humanist perspectives:</p> <ul style="list-style-type: none"> <li>The environment</li> <li>The sanctity of life</li> <li>Abortion</li> <li>Euthanasia</li> <li>Life after death</li> <li>Funerals</li> </ul>                | ROA (Rank Order Assessment).                                                     |
| 9    | Relationships and Families          | <p>The topics below will be explored from Christian, Buddhist and Humanist perspectives:</p> <ul style="list-style-type: none"> <li>Families</li> <li>Women in religion</li> <li>Marriage</li> <li>Divorce</li> <li>Attitudes to sex</li> <li>Contraception</li> <li>Homosexuality</li> </ul> | ROA (Rank Order Assessment).                                                     |
| 10   | Buddhism – Beliefs and Teachings    | <ul style="list-style-type: none"> <li>The Buddha</li> <li>The Dharma – the three marks of existence</li> <li>Human personality – five skandhas and sunyata</li> <li>The Four Noble Truths</li> <li>Human destiny and karma</li> </ul>                                                        | ROA (Rank Order Assessment).                                                     |

|       | Curriculum topic and content |                                                                                                                                                                                                                                                                                                                             | Assessment                                                                       |
|-------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Year  | Topic/Overarching Theme      | Content/Knowledge                                                                                                                                                                                                                                                                                                           | KPI - The student can... (code and statement)<br>OR ROA (Rank Order Assessment). |
|       |                              | <ul style="list-style-type: none"> <li>Ethics and morality in Buddhism – five precepts and six paramitas</li> </ul>                                                                                                                                                                                                         |                                                                                  |
| 10    | Buddhism - Practices         | <ul style="list-style-type: none"> <li>Places of worship</li> <li>Meditation</li> <li>Puja</li> <li>Death and mourning</li> <li>Buddhist festivals</li> </ul>                                                                                                                                                               | ROA (Rank Order Assessment).                                                     |
| 10    | Good and Evil                | <ul style="list-style-type: none"> <li>Morality</li> <li>Origin of evil</li> <li>Crime, punishment, prisoners and chaplains</li> <li>Death penalty</li> <li>Forgiveness</li> </ul>                                                                                                                                          | ROA (Rank Order Assessment).                                                     |
| 10/11 | Christian practices          | <ul style="list-style-type: none"> <li>Worship and prayer</li> <li>Sacraments, Baptism and Eucharist</li> <li>Festivals</li> <li>Pilgrimages</li> <li>Persecution and evangelism</li> <li>Is GB a Christian country?</li> <li>Church community</li> <li>Reconciliation and Ecumenical movement</li> <li>Tearfund</li> </ul> | ROA (Rank Order Assessment).                                                     |
| 11    | Human Rights                 | <ul style="list-style-type: none"> <li>Human rights</li> <li>Social justice</li> <li>Censorship</li> <li>Religious expression</li> <li>Extremism</li> <li>Prejudice and extremism</li> <li>Charities</li> <li>Wealth and poverty</li> </ul>                                                                                 | ROA (Rank Order Assessment).                                                     |



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