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Subject: Religious Education

Curriculum vision

The RE Curriculum at Avonbourne Academies allows students to develop powerful knowledge through wide-ranging ethical, philosophical, religious, and global views. Students will gain an appreciation for how these worldviews impact the world they live in at a local, national, and global level. Our curriculum allows students to see themselves within RE and encourages all students to be tolerant and inclusive. The RE curriculum is planned with carefully sequenced lessons and aims to provide a narrative to religious and non-religious views.



Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	Year 7 Unit 1: Religion, locally and nationally	This short, introductory unit allows students to explore the current religious landscape of England and Wales and their local area. As a bridge between primary and secondary schools, they will review and build upon knowledge from KS2 and ensure that all students have the appropriate vocabulary of key faiths and non-religious traditions in Britain, including names of religious buildings and widely used symbols.	Year 7 Unit 2: Origins of the Abrahamic Faiths	This unit teaches students the historical foundations of Judaism, Christianity and Islam. It teaches about the shared foundations of the Abrahamic faiths, and introduces the concepts of monotheism, covenants (of Abraham and Moses) and God's rules for humanity. These are built upon in the depth studies of each of the faiths.
Year 8	Year 8 Unit 1: Religious Authority	This short unit gives students the opportunity to review of key ideas from Year 7, including the origins of Judaism and Christianity, important figures like Abraham, Moses and Jesus, and sacred texts such as the Torah and Bible. More importantly, it sets the stage for future learning by focusing on the concept of religious authority and how different traditions view the role of texts and leaders. This prepares students for the next unit on Islam, where they'll explore how Muslims understand the Qur'an, Sunnah and Hadith, and how leadership and authority developed differently in Sunni and Shia traditions. It also links to their history learning – also the first unit of Year 8 – about the Reformation and the creation of the Church of England, helping them connect political and religious shifts with changing ideas of authority.	Year 8 Unit 2: Study of Islam	This unit introduces students to the origins, beliefs and practices of Islam, building on their understanding of religious authority from earlier units. They learn about the life of Prophet Muhammad, the significance of the Qur'an, and the role of the Sunnah and Hadith in guiding Muslim life. Students explore how different Muslim groups interpret these sources of authority, including the Sunni and Shia split, and how leadership and law have developed in different contexts. They also examine the Five Pillars of Islam, the importance of Ramadan and Eid, and how beliefs shape ethical views on gender roles, equality and clothing. Throughout, students are encouraged to think critically about how religious teachings are interpreted and applied in different cultures and times, laying the groundwork for future ethical and philosophical enquiry.
Year 9	Year 9 Unit 1: Introduction to Ethics	This unit begins with the foundations of moral decision making, helping students understand where moral decisions come from and how different influences (e.g. upbringing, religion and personal experience) shape what people	Year 9 Unit 1: Introduction to Ethics	This unit begins with the foundations of moral decision making, helping students understand where moral decisions come from and how different influences (e.g. upbringing, religion and personal experience) shape what people



		see as 'right'. Students are then introduced to a number of ethical theories, including Natural Law, Situation Ethics and Utilitarianism, each offering a structured way to resolve moral dilemmas. The earlier theories are rooted in prior knowledge of Christianity. Students will also recap revelation as a general source of morality in Islam as they studied the Night of Power and interpretations of Sharia Law in Year 8, but it serves as a useful reminder that religious belief is not monolithic and there will be differences in application. The knowledge at this stage is deliberately simple, focusing on core principles and clear criticisms, so that students gain confidence before applying ethical principles to real-world dilemmas.		see as 'right'. Students are then introduced to a number of ethical theories, including Natural Law, Situation Ethics and Utilitarianism, each offering a structured way to resolve moral dilemmas. The earlier theories are rooted in prior knowledge of Christianity. Students will also recap revelation as a general source of morality in Islam as they studied the Night of Power and interpretations of Sharia Law in Year 8, but it serves as a useful reminder that religious belief is not monolithic and there will be differences in application. The knowledge at this stage is deliberately simple, focusing on core principles and clear criticisms, so that students gain confidence before applying ethical principles to real-world dilemmas.
Year 10	Year 10 Unit 1: Christian Beliefs & Teachings	Having studied the Gospel account of Jesus' life and ministry and the development of the Christian Church at key stage 3, students now begin to explore the fundamental Christian beliefs that underpin their faith.	Year 10 Unit 1: Christian Beliefs & Teachings	Having studied the Gospel account of Jesus' life and ministry and the development of the Christian Church at key stage 3, students now begin to explore the fundamental Christian beliefs that underpin their faith.
Year 11	Year 11 Unit 1: Human Rights & Social Justice	Students build upon the equality module from key stage three and relationships and families from year 10, to explore human rights and social justice.	Year 11 Unit 2: Peace & Conflict	Having learnt the key Christian and Muslim beliefs and practices, students are now ready to apply their knowledge to different themes. Students build upon what they learnt at key stage 3 about extremism, life after death and justice to analyse contrasting religious beliefs about war.
Year 12	Year 12 Unit 1: Philosophy of Religion	Students begin their A Levels by studying the Philosophy module that builds upon the existence of God and revelation theme that they studied at the end of year 11. The core concepts learnt during this module are necessary to fully understand the following two modules.	Year 12 Unit 1: Philosophy of Religion	Students take a chronological approach to learning about the foundation and growing impact of Philosophy, starting with Ancient Greece and exploring its influence of medieval and modern Christian theology.
Year 13	Year 13 Unit 1: Philosophy of Religion	Students build upon their grounding in Philosophy of Religion taught in Year 12 and focus primarily on the attributes of God, using knowledge from the year 12 Christian module.	Year 13 Unit 1: Philosophy of Religion	Having studied the attributes of God in the previous half term, students build upon this knowledge by applying the Christian concept of God to the topic of religious language.



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Term 2



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	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7	Year 7 Unit 3: Study of Judaism	Students explore the foundational scriptures of the Torah (including the creation narrative) and the Tanakh (including Esther, and the prophecy of the messiah). Students will consider how these may be interpreted differently (including literal and symbolic interpretations). They also consider diverse views on the importance of the Talmud. Students will build on their knowledge of the mosaic covenant through being taught about the mitzvot and the different ways these are followed today by different Jewish communities. Students consider key beliefs and individual and community practices including prayer, Shabbat and Passover, and they are taught the significance of the synagogue and ceremonies of Bar and Bat Mitzvah. Students will finally explore a current ethical issue of social justice through the lens of the Jewish concept of Tikkun Olam.	Year 7 Unit 3: Study of Judaism	Students explore the foundational scriptures of the Torah (including the creation narrative) and the Tanakh (including Esther, and the prophecy of the messiah). Students will consider how these may be interpreted differently (including literal and symbolic interpretations). They also consider diverse views on the importance of the Talmud. Students will build on their knowledge of the mosaic covenant through being taught about the mitzvot and the different ways these are followed today by different Jewish communities. Students consider key beliefs and individual and community practices including prayer, Shabbat and Passover, and they are taught the significance of the synagogue and ceremonies of Bar and Bat Mitzvah. Students will finally explore a current ethical issue of social justice through the lens of the Jewish concept of Tikkun Olam.
Year 8	Year 8 Unit 3: Introduction to the Dharmic Traditions	This unit introduces students to the origins and core ideas of the Dharmic faiths, including beliefs about samsara, karma, and the goal of liberation. It helps students understand how these traditions developed in India and how they are lived in the UK today. The unit mirrors the Year 7 unit, 7.02 - Origins of the Abrahamic Faiths, by offering a parallel foundation in the Dharmic worldview, preparing students for deeper exploration of Hindu Dharma in the next unit.	Year 8 Unit 4: Study of Hindu Dharma	This unit deepens students' understanding of Hindu Dharma by exploring core beliefs such as Brahman (ultimate reality), Atman (the inner self), and the Trimurti (Brahma, Vishnu, and Shiva). Students examine the authority of sacred texts including the Vedas and the Bhagavad Gita, and learn how these shape ideas about duty, devotion, and liberation. They explore how Hindus express their faith through worship at home and in the mandir, through festivals like Diwali, and through life rituals such as birth and funerals. Ethical teachings such as ahimsa (non-violence) are also studied, helping students understand how Hindu beliefs influence moral choices and daily life in both India and the UK today.



Year 9	Year 9 Unit 2: Ethics in the Modern World	This unit moves into applied ethical reasoning. The unit is underpinned by the basic principle of what makes life valuable, starting with life in its earliest stages through to end-of-life dilemmas. The unit then expands beyond the value of human life and explores ethical consideration of animal life and the environment itself, as a 'living' being in the eyes of some. At each stage, the curriculum reinforces and deepens prior knowledge by asking students to use the ethical theories they have already studied, alongside religious and non-religious worldviews (Christian, Muslim, Hindu, Humanist), to explore and evaluate real moral problems. This unit is therefore a bridge between abstract theory and lived ethical application: for example, students practise weighing sanctity of life against quality of life, autonomy against the Five Primary Precepts and compassion against retribution. This unit also emphasises disciplinary knowledge from the social sciences, such as issues around bias in death penalty judgements in the USA.	Year 9 Unit 2: Ethics in the Modern World	This unit moves into applied ethical reasoning. The unit is underpinned by the basic principle of what makes life valuable, starting with life in its earliest stages through to end-of-life dilemmas. The unit then expands beyond the value of human life and explores ethical consideration of animal life and the environment itself, as a 'living' being in the eyes of some. At each stage, the curriculum reinforces and deepens prior knowledge by asking students to use the ethical theories they have already studied, alongside religious and non-religious worldviews (Christian, Muslim, Hindu, Humanist), to explore and evaluate real moral problems. This unit is therefore a bridge between abstract theory and lived ethical application: for example, students practise weighing sanctity of life against quality of life, autonomy against the Five Primary Precepts and compassion against retribution. This unit also emphasises disciplinary knowledge from the social sciences, such as issues around bias in death penalty judgements in the USA.
Year 10	Year 10 Unit 2: Islam Beliefs & Teachings	Having studied the development of Islam, including the historical background behind the Sunni and Shi'a Islam split at key stage 3, students now begin to explore the fundamental Muslim beliefs that underpin their faith.	Year 10 Unit 3: Christianity Practices	Having recently studied the fundamental Christian beliefs, students can now begin to explore how Christians put these beliefs into practice. Likewise, having learnt about the historical reasons behind the Catholic, Orthodox and Protestant split, students can now contrast how and why the different branches of Christianity practice their faith in different ways.



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Year 11	Year 11 Unit 3: Relationships & Families	Students continue to apply their knowledge of the Key Christian and Muslim beliefs and practices to a theme that enables students to analyse whether the key religious teaching about equality that they learnt at key stage three hold true when applied to relationships and families. Students can also apply their knowledge from studying PSHE in year 9 to this module. Completing this module enables students to be entered, if necessary, into short course RE.	Year 11 Unit 4: Religion & Life	Students build upon their knowledge of life after death from key stage three to apply Christian and Muslims teachings, examined deeper in year 10, to issues of life and death. The key religious teachings, first taught in peace and conflict last year can also be applied to this module.
Year 12	Year 12 Unit 2: Religious Ethics	Having studied the key philosophical concepts that underpin the A Level course students are now introduced to Ethics, where they will learn the normative ethical theories, some of which were introduced in key stages 3 and 4, in much greater depth and detail.	Year 12 Unit 2: Religious Ethics	Having been introduced to the normative ethical theories, students are now ready to study applied ethics, where they will apply the normative ethical theories to modern ethical issues, such as business ethics and euthanasia.
Year 13	Year 13 Unit 2: Religious Ethics	Having studied normative ethics and applied ethics, students can now apply the core knowledge they learnt in religious language to meta ethics and sexual ethics.	Year 13 Unit 3: Developments in Christian thought	Students apply their knowledge from sexual ethics to gender, in relation to Christian theology and society.



Term 3

	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7	Year 7 Unit 4: Study of Christianity	Students will be taught about the structure of the Bible (so they can make meaning of the scripture they will encounter in the lessons that follow) and will apply their understanding of literal and symbolic interpretations from 7.03. When revisiting learning from 7.02 about the birth, teachings, death and resurrection of Jesus, students will be taught about the need for atonement and the Christian belief in Jesus as the prophesied messiah (introduced in 7.03). Students will also explore the Sermon on the Mount in greater depth. Students will then study the development of the Christian Church following the ascension of Jesus, including the roles of key apostles and leaders. Students will end the unit with a study of the key differences in beliefs and practices in Catholics and Protestant Church.	Year 7 Unit 4: Study of Christianity	Students will be taught about the structure of the Bible (so they can make meaning of the scripture they will encounter in the lessons that follow) and will apply their understanding of literal and symbolic interpretations from 7.03. When revisiting learning from 7.02 about the birth, teachings, death and resurrection of Jesus, students will be taught about the need for atonement and the Christian belief in Jesus as the prophesied messiah (introduced in 7.03). Students will also explore the Sermon on the Mount in greater depth. Students will then study the development of the Christian Church following the ascension of Jesus, including the roles of key apostles and leaders. Students will end the unit with a study of the key differences in beliefs and practices in Catholics and Protestant Church.
Year 8	Year 8 Unit 4: Study of Hindu Dharma	This unit deepens students' understanding of Hindu Dharma by exploring core beliefs such as Brahman (ultimate reality), Atman (the inner self), and the Trimurti (Brahma, Vishnu, and Shiva). Students examine the authority of sacred texts including the Vedas and the Bhagavad Gita, and learn how these shape ideas about duty, devotion, and liberation. They explore how Hindus express their faith through worship at home and in the mandir, through festivals like Diwali, and through life rituals such as birth and funerals. Ethical teachings such as ahimsa (non-violence) are also studied, helping students understand how Hindu beliefs influence moral choices and daily life in both India and the UK today.	Year 8 Unit 5: Study of Buddhism	This unit introduces students to the life and teachings of Siddhartha Gautama, the Buddha. They explore key concepts such as the Four Noble Truths, the Eightfold Path, and the Three Jewels (Buddha, Dharma, Sangha), which form the foundation of Buddhist belief and practice. Students also examine Buddhist ethical teachings like metta (loving-kindness) and karuna (compassion) and consider how these values influence daily life and moral decision-making.



Year 9	Year 9 Unit 3: Philosophy and the Moral Self	This unit builds on the Introduction to Ethics unit by moving from the question of "How can we know the right thing to do?" to "How can we know anything at all?" Students begin with an introduction to several branches of Philosophy and look at what is meant by a "self" through Descartes' dualism and criticisms from Patricia Churchland. Students then turn to the arguments for and against the existence of God, as religious belief underpins many of the ethical theories we've looked at across the previous two units. This leads to an exploration of the Problem of Evil, which focuses on development of the self, which then brings students back to the debate begun earlier in the unit. Students look at whether a 'mind' can be uploaded or even created and implemented into technology. This creates a full-circle moment where students debate whether it would be acceptable to use AI for moral decision making and what constitutes a "moral agent" in the first place.	Year 9 Unit 3: Philosophy and the Moral Self	This unit builds on the Introduction to Ethics unit by moving from the question of "How can we know the right thing to do?" to "How can we know anything at all?" Students begin with an introduction to several branches of Philosophy and look at what is meant by a "self" through Descartes' dualism and criticisms from Patricia Churchland. Students then turn to the arguments for and against the existence of God, as religious belief underpins many of the ethical theories we've looked at across the previous two units. This leads to an exploration of the Problem of Evil, which focuses on development of the self, which then brings students back to the debate begun earlier in the unit. Students look at whether a 'mind' can be uploaded or even created and implemented into technology. This creates a full-circle moment where students debate whether it would be acceptable to use AI for moral decision making and what constitutes a "moral agent" in the first place.
Year 10	Year 10 Unit 3: Christianity Practices	Having recently studied the fundamental Christian beliefs, students can now begin to explore how Christians put these beliefs into practice. Likewise, having learnt about the historical reasons behind the Catholic, Orthodox and Protestant split, students can now contrast how and why the different branches of Christianity practice their faith in different ways.	Year 10 Unit 4: Islam Practices	Having recently studied the fundamental Islamic beliefs, students can now begin to explore how Muslims put these beliefs into practice. Likewise, having learnt about the historical reasons behind the Sunni and Shi'a Islam split, students can now contrast how and why the different branches of Islam practice their faith in different ways.
Year 11	Revision and Consolidation	Having completed every module necessary for the full RE GCSE, students have time to revisit and consolidate their understanding and the core concepts and make new links between themes, beliefs, and practices now that they have finished the course.		



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Year 12	Year 12 Unit 3: Developments in Christian thought	Students are able to build upon their knowledge of the key beliefs and practices of Christianity, as learnt at GCSE, and apply them to the key philosophical concepts and normative ethical theories as learnt at A Level.	Year 12 Unit 3: Developments in Christian thought	Students focus on key historical Christian figures such as Jesus and Dietrich Bonhoeffer and apply the key Christian teachings, learnt in the previous half term, to these highly influential thinkers.
Year 13	Year 13 Unit 3: Developments in Christian thought	Students complete their A Level course by studying the challenge of secularism, which draws upon the core content learnt in the previous five modules.	Revision and Consolidation	Having completed every module necessary for the full RE A Level, students have time to revisit and consolidate their understanding and the core concepts and make new links between themes, beliefs, and practices now that they have finished the course.



Wider reading

Extracurricular Opportunities (competitions, associations and clubs) 1. AQA GCSE Religious Studies A (9-1) Workbook: Christianity and Islam for Paper 1: With all you need to know for your 2022 assessments: AmazonSmile: Jackson-Royal, Rachael: 9780198445630: Books 2. AQA GCSE Religious Studies A (9-1) Workbook: Themes through Christianity and Islam for Paper 2: With all you need to know for your 2022 assessments: AmazonSmile: Cox, Dawn: 9780198445661: Books 3. Grade 9-1 GCSE Religious Studies: AQA A Exam Practice Workbook (includes Answers): perfect for catch-up and the 2022 and 2023 exams (CGP GCSE RS 9-1 Revision) : CGP Books, CGP Books: AmazonSmile: Books 4. Revise AQA GCSE (9-1) Religious Studies A Christianity and Islam Revision Workbook: for home learning, 2022 and 2023 assessments and exams (REVISE AQA GCSE RS 2016) : Hill, Tanya: AmazonSmile: Books 5. Big Questions Club: Wednesday Lunch Time in AU18	Revision Guides 1. New 9-1 GCSE AQA A Religious Studies: Christianity & Islam Revision Question Cards: perfect for exams and mocks in 2022 & 2023 (CGP GCSE RS 9-1 Revision): AmazonSmile: Christian, Pountain, CGP Books: 9781789085723: Books 2. Grade 9-1 GCSE Religious Studies: AQA A Complete Revision & Practice with Online Edition: perfect for catch-up and the 2022 and 2023 exams (CGP GCSE RS 9-1 Revision) : CGP Books, CGP Books: AmazonSmile: Books 3. Grade 9-1 GCSE Religious Studies: AQA A Revision Guide with Online Edition: ideal for catch-up and the 2022 and 2023 exams (CGP GCSE RS 9-1 Revision) : CGP Books, CGP Books: AmazonSmile: Books 4. AQA GCSE Religious Studies A: Christianity and Islam Revision Guide: With all you need to know for your 2022 assessments (GCSE Religious Studies for AQA): AmazonSmile: Fleming, Marianne, Power, Harriet, Smith, Peter: 9780198422839: Books 5. My Revision Notes AQA GCSE (9-1) Religious Studies Specification A: AmazonSmile: Parry, Lesley, Hayes, Jan: 9781510404793: Books
Academic Reading A History of Christianity: The First Three Thousand Years by MacCulloch, Diarmaid (September 2, 2010) Paperback: AmazonSmile: MacCulloch, Diarmaid: Books The Godless Gospel: Was Jesus A Great Moral Teacher?: AmazonSmile: Julian Baggini: 9781783782314: Books God: A Human History: AmazonSmile: Aslan, Reza: 9780552174992: Books Battling the Gods: Atheism in the Ancient World: AmazonSmile: Whitmarsh, Tim: 9780571279319: Books A Short History of the Jewish People: From Legendary Times to Modern Statehood: AmazonSmile: Scheindlin, Professor of Medieval Hebrew Literature Raymond P: 9780195139419: Books Beyond the Big Six Religions: Expanding the Boundaries in the Teaching of Religion and Worldviews: AmazonSmile: James D. Holt: 9781908258359: Books Comparative Religion For Dummies: AmazonSmile: Lazarus, William P., Sullivan, Mark: 9780470230657: Books The Philosophy Book: AmazonSmile: Will Buckingham, Peter J. King, Douglas Burnham, Marcus Weeks, Clive Hill, John Marenbon, DK, Sarah Tomley: 9781405353298: Books The Pig That Wants To Be Eaten: And 99 Other Thought Experiments : Baggini, Julian: AmazonSmile: Books By Ben Dupr� 50 Philosophy Ideas You Really Need to Know (50 Ideas You Really Need to Know series) [Hardcover]: AmazonSmile: Ben Dupr� : 8601410632748: Books The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods, 3rd Edition: AmazonSmile: Fosl, Peter S., Baggini, Julian: 9781119103219: Books Socrates: A Very Short Introduction (Very Short Introductions): AmazonSmile: Taylor, C.C.W.: 9780198835981: Books	



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