

Subject Intent

Using the Greenfield RE curriculum as a foundation, we aim to provide engaging and enriching lessons that enable all students to become proud, ambitious and kind individuals in an increasingly diverse world. Through carefully sequenced enquiry questions, students develop deep knowledge and understanding of a wide range of religious and non-religious worldviews, exploring their relevance in modern society and within our local community.

As diversity continues to grow, our curriculum fosters mutual respect, tolerance and curiosity, encouraging students to engage thoughtfully with different beliefs while reflecting on their own values and identity. We challenge students to think critically, analyse philosophical and ethical issues, and address misconceptions through disciplined academic approaches such as theological comparison, philosophical reasoning and social analysis.

By making clear links to real-world contexts and careers, and by working closely with other subjects, we ensure students are ambitious in their thinking, proud of their developing perspectives, and kind in their engagement with others. In doing so, we support them to apply their learning beyond the classroom, contributing positively to both the school community and the wider world.

Year 7						
	HT1	HT2	HT3	HT4	HT5	HT6
Enquiry Question	Blik: how do I interpret the world around me?	Abraham: what is the significance of covenants for Jews, Christians and Muslims?	Prophethood: how are Abrahamic faiths connected through prophets?	Denominations: why did the Christian Church become diverse?	Dharma: how is this interpreted and put into action?	Social justice: how might Sikhs promote equality?
Subject Content	-Exploring philosophy -Socrates: questioning worldviews -Plato: exploring worldviews -Aristotle: applying worldviews -R M Hare: worldviews in modern philosophy -Worldviews and religious education	-Meaning and examples of covenants -The world of Abram -Becoming Abraham -Father of many nations -The promised lands -The New covenant	-Prophethood in - Abrahamic religions -Adam and creation -Isaac and Ismail -Moses and the burning bush -David and Bathsheba -Muhammad: the Seal of the Prophets	-The Trinity and Orthodox Christianity -Core beliefs of Jehovah's Witnesses -The Pope and Protestantism -Predestination across denominations -Divergent practices of the Quakers -The relationship between the Anglican and Methodist Church	-Dharma and pluralism -Sanatana dharma -Dharma and moksha -Buddhist Dhamma -The three jewels -Sikh dharma	-Society at the time of Guru Nanak -Women in Sikhi -The Sikh diaspora and identity -The importance of the kirpan to Sikhs -Singh, Kaur as social levellers -Sewa: Selfless service
Disciplinary Knowledge/Skills	Philosophical questioning; analysing belief vs fact; constructing arguments	Theological text analysis; comparing scripture	Comparative theology; identifying similarities/differences	Historical reasoning; analysing religious diversity	Conceptual comparison; applying abstract ideas	Case study analysis; linking belief to lived action
Theme (if applicable)	Meaning and purpose	Authority and influence	Continuity, change and diversity	Continuity, change and diversity	Expressing belief	Values and morality
Careers	Barrister, journalist, philosophy lecturer	Priest, imam, archivist, RE teacher	Diplomat, interfaith officer	Historian, heritage officer	Ethics consultant, NGO worker	Social worker, charity fundraiser, youth worker

Year 8						
	HT1	HT2	HT3	HT4	HT5	HT6
Enquiry Question	Ethics: how do we know what is 'good'?	Jesus: how do Abrahamic faiths view Jesus differently?	Buddhism: how significant are the three jewels to Buddhists?	Suffering: Can Christian theology overcome the problem of evil?	Psychology: is our brain designed to believe?	Knowing God: does religious experience prove God exists?
Subject Content	-The nature of human goodness -Deontology and -Immanuel Kant -Teleology and utilitarianism -Situation ethics -Virtue ethics -Suffering and compassion	-Anthropology of Jesus -Messianic prophecy in Judaism -Jesus of the Gospels -Jesus the incarnation -Jesus the teacher -Jesus: Islamic interpretations	-Siddhartha Gautama as a historical figure -The Buddha through the eyes of devotees -Dhamma - skillful actions -Dhamma - moral precepts -Sangha - monks and nuns -Sangha - diverse lay Buddhist community	-God of classical theism -Inconsistent triad -The devil as the cause of evil -The free will defence -Job and suffering -Transcendence and immanence	-Defining religion -Cognitive science of religion -The temporal lobe -Religion as nature or nurture -Possible psychological benefits of religion -Possible psychological explanations for religion	-William James and mystical experience -Persinger's God helmet -Ian McCormack and near-death experience -St Bernadette of Lourdes -Sufism and connecting with Allah -Atman: the divine within all
Disciplinary Knowledge/Skills	Ethical evaluation; structured argument writing	Theological comparison; source interpretation	Social science – lived religion analysis	Philosophical reasoning; evaluating arguments	Evaluating theories; analysing human behaviour	Evidence evaluation; case study analysis
Theme (if applicable)	Values and morality	Continuity, change and diversity	Expressing belief	Nature of religion and belief	Meaning & purpose Nature of religion and belief	Authority and influence
Careers	Solicitor, doctor, bioethicist	Teacher, theologian	Anthropologist, cultural advisor	Counsellor, academic	Psychologist, political analyst	Clinical psychologist, psychiatrist

Year 9						
	HT1	HT2	HT3	HT4	HT5	HT6
Enquiry Question	Religious law: What is the social context and relevance today?	Rebels: should we embrace or challenge authority?	Census: How has the landscape of belief changed in Britain?	Changing world: How should the Earth's resources be used?	Matriarchs: are the women of the Bible victors or victims?	Christianity: how have the experiences of the Global South shaped it?

Subject Content	-Ten Commandments -Two great Commandments -Situation ethics of Jesus -Muslims and Shariah Law -Interpreting Shariah using ijtiḥad -Using ijtiḥad to understand differing -Muslim attitudes to music	-Martin Luther and the Reformation -Reaching heaven by faith alone -Dietrich Bonhoeffer, the pacifist -Fighting against unjust laws -Vandana Shiva: protecting the earth -Dharma, Bhumi and the environment	-Interpreting the 2021 census data -Exploring Christians - diversity and complexity -Linda Woodhead's exploration of the 'nones' - atheism -Linda Woodhead's exploration of the 'nones' - agnosticism -Exploring 'other' religion - Paganism -The future of religion	-Stewardship versus dominion -Khalifah: Muslim perspectives on the Earth -Tikkun Olam and the role of personal responsibility -Pope Francis and the Laudato Si' encyclical -Peter Singer and animal rights -Mary Midgley and why animals matter	-Eve and original sin -The song of Deborah -The Book of Esther -Mary, mother of Jesus -Women in the New Testament -The Gospel of Mary	-Coptic Christianity: Desert Fathers and Mothers -Mercy Amba Oduyoye and African -Women's theology -Wangari Maathai and the Green Belt Movement -Saint Rose of Lima -Delores S. Williams and womanist theology -Candomblé and Brazilian spirituality
Disciplinary Knowledge/Skills	Applying religious law; ethical reasoning	Case study evaluation; moral judgement	Data analysis; interpreting trends	Applying beliefs to modern issues	Critical text analysis	Analysing cultural context
Theme (if applicable)	Authority and influence	Values and morality	Continuity, change and diversity		Nature of religion and belief	Expressing belief
Careers	Lawyer, judge	Activist, journalist	Data analyst, sociologist	Environmental scientist, policy advisor	Academic, editor	NGO worker, UN officer

Year 10						
	HT1	HT2	HT3	HT4	HT5	HT6
Enquiry Question	Worldviews: how do I see the world and does everyone see the same way?	Personhood: what does it mean to be alive?	Identity: how does religion or belief look now and what might the future bring?	Religion and the Media: how can we live online together?	Belief: what is religion and does everyone understand it in the same way?	What is justice and how should society respond to wrongdoing?
Subject Content	-Personal worldviews and organised worldviews -Western, Educated, Industrialized, Rich, and Democratic: worldviews and context -Blending worldviews and changing worldviews -Living harmoniously with different worldviews	-Self: what makes us who we are? -Consciousness: are we just brains in a vat? -Sentience and animal consciousness -Indigenous worldviews and personhood -Reflection: Is a river alive?	-Identity: what's in a label? -Values as the new religion -Living as a cultural Christian or Jew -Secularism: a desirable way of life? -Living well in a pluralist society	-The changing landscape of the media -Religion and belief in the media -Social media: how does it influence our views on religion and belief? -Living online together: how can we do this respectfully?	-Ninian Smart's dimensions -Evaluating the dimensions of religion -The place of religion in Japan -Veganism: could it be seen as a religion?	-Crime causes- free will vs determinism -Aims of punishment -Religious views on justice, forgiveness and accountability -Restorative justice and forgiveness -The death penalty -The role and effectiveness of prisons -What justice means in modern society
Disciplinary Knowledge/Skills	Social analysis; interpreting lived religion	Debate; philosophical reasoning	Data interpretation; evaluating identity	Media literacy; critical thinking	Conceptual analysis; classification	Evaluating, analysis, reaching justified conclusions
Theme (if applicable)	Nature of religion and belief	Meaning and purpose	Continuity, change and diversity	Authority and influence	Nature of religion and belief	Values and morality Authority and influence
Careers	Sociologist, community worker	Neuroscientist, AI ethicist	Social researcher, analyst	Journalist, media officer	Lecturer, researcher	Lawyer, police, prison/probation work

Year 11						
	HT1	HT2	HT3	HT4	HT5	HT6
Enquiry Question	Personhood: what might be the people of the future?	Freedom: How far should governments go to protect freedom of religion or belief?	Religion or belief in the workplace: how do we work together?	Memory: what happens to us and our memories when we die?		
Subject Content	-Face to face: the changing nature of connection -AI: is it a person? -Robots, humans and consciousness -The future of being human	-Freedom: what is it and how is it protected? -Freedom of religion or belief: what did it look like in the past? -Freedom of religion or belief: what does it look like now? -Competing and balancing rights -Considering contested issues around freedom of religion or belief	-Religion and worldviews in healthcare -Religion and worldviews in wellbeing -Religion and worldviews in finance -Religion and worldviews in hospitality -Religion and worldviews in your employment	-Views on the afterlife -Divergent funeral rites -Living on through works and memory -Digital memory		
Disciplinary Knowledge/Skills	Ethical thinking about AI and identity Understanding beliefs about what it means to be human	Understanding rights and religious freedom Evaluating arguments and balanced viewpoints	Applying beliefs to real-life situations Understanding diversity and inclusion	Understanding beliefs about death and the afterlife Reflecting on meaning and remembrance		
Theme (if applicable)	Values and morality	Expressing belief	Authority and influence	Meaning and purpose		
Careers	Bioethicist, psychologist	Human rights advocate, civil servant, policy advisor, journalist	HR manager, healthcare professional, business manager, entrepreneur	Funeral director, counsellor, therapist, archivist, museum curator		