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Subject Intent:

At Pool Hayes Academy our curriculum:

The study of Ethics at Pool Hayes should:

- Provide students with the skills to expand their knowledge and understanding of a range of religious beliefs, teachings and practices enabling the individual to develop growth in their understanding of religions and present opportunities that challenge pre-conceptions and develop new thinking.
- Enable students to explore the impact of religions and beliefs on how people live their lives and how this can differ between and within religion.
- Encourage students to understand how individuals develop a sense of identity and can explore and develop new ways of thinking about this.
- Enable students to understand that moral values can be influenced by beliefs and experiences allowing students to evaluate values to make informed, rational and imaginative choices.

Links to curriculum map:

(LINK)

Assessment outline:

Formative assessment is a type of assessment used throughout the learning process to monitor student progress and provide feedback, aiming to improve both teaching and learning. It's not about assigning grades, but about helping students understand their strengths and weaknesses and how they can improve.

Summative assessments are evaluations conducted at the end of a learning period, such as a unit, course, or program, to assess a student's overall understanding and achievement. They are designed to gauge what a student has learned and whether they have met specific learning objectives.

Formative:

- Cold calling in lessons
- Self-assessment
- Debate
- Quizzes
- Teacher live marking
- Do now

Summative:

- End of topic tests and exams
- Mock exams
- Knowledge tests
- Low, middle and high order questions
- Evaluation

Trips that are used to support the curriculum:

We will look into what trips we can offer: possibility of visiting religious buildings

Our Pupil Pledge:

At Pool Hayes Academy, our Religious studies (KS3/4) and Philosophy and ethics (KS5) curriculums are a source of genuine pride. It is ambitious, inclusive, and intellectually rich, built on the belief that every student deserves to find their voice, expand their worldview, and leave school as a confident communicator and critical thinker.

1. Ambitious and Inclusive Curriculum Design

Our RE curriculum is ambitious and carefully sequenced to build pupils' religious literacy. It explores religious and non-religious worldviews, going beyond the dominant narratives to include lived experiences and lesser-represented beliefs. This ensures all students see their own identity reflected and respected, which supports inclusion and personal development.

2. Clear Progression and Coherence

We have a clearly mapped progression from Key Stage 3 to Key Stage 4 that builds conceptual understanding over time—such as beliefs, practices, ethics, and the impact of faith on identity and society. Prior knowledge is revisited and built upon, allowing pupils to deepen their thinking and make meaningful connections across religions and themes.

3. Focus on Critical Thinking and Dialogue

Pupils are taught to think theologically, philosophically, and ethically. We encourage respectful debate and reasoned argument, supported by evidence. This cultivates not only academic rigour but also tolerance, empathy, and active citizenship—key values that underpin SMSC and British Values.

4. Assessment That Informs Learning

Our assessment framework balances formative and summative elements and is linked to our curriculum intent. It allows us to identify misconceptions and close gaps, while also giving pupils clear feedback to improve. This helps ensure all pupils, including disadvantaged and SEND learners, make strong progress.

5. Strong Cross-Curricular Links and Cultural Capital

RE connects meaningfully with history, well-being, and English, enriching pupils' wider learning. We also develop cultural capital through engagement with current ethical issues, preparing students for life in modern Britain.

Careers linked to RE:

- Clergy
- Teacher
- Social work
- Journalism
- Public service
- Interfaith relations
- Archivist/curator
- Researcher
- Solicitor
- Tourism and travel
- Charity worker
- Equality, diversity and inclusion officer
- International aid/development worker
- Mediator
- Policy officer
- Youth Worker