THE FERMAIN ACADEMY

Subject Overview

Religion and Philosophy

Respectful Ready Resilient Responsible

Vision Statement

At Fermain Academy; our vision is to work tirelessly for our students and families so that we are -

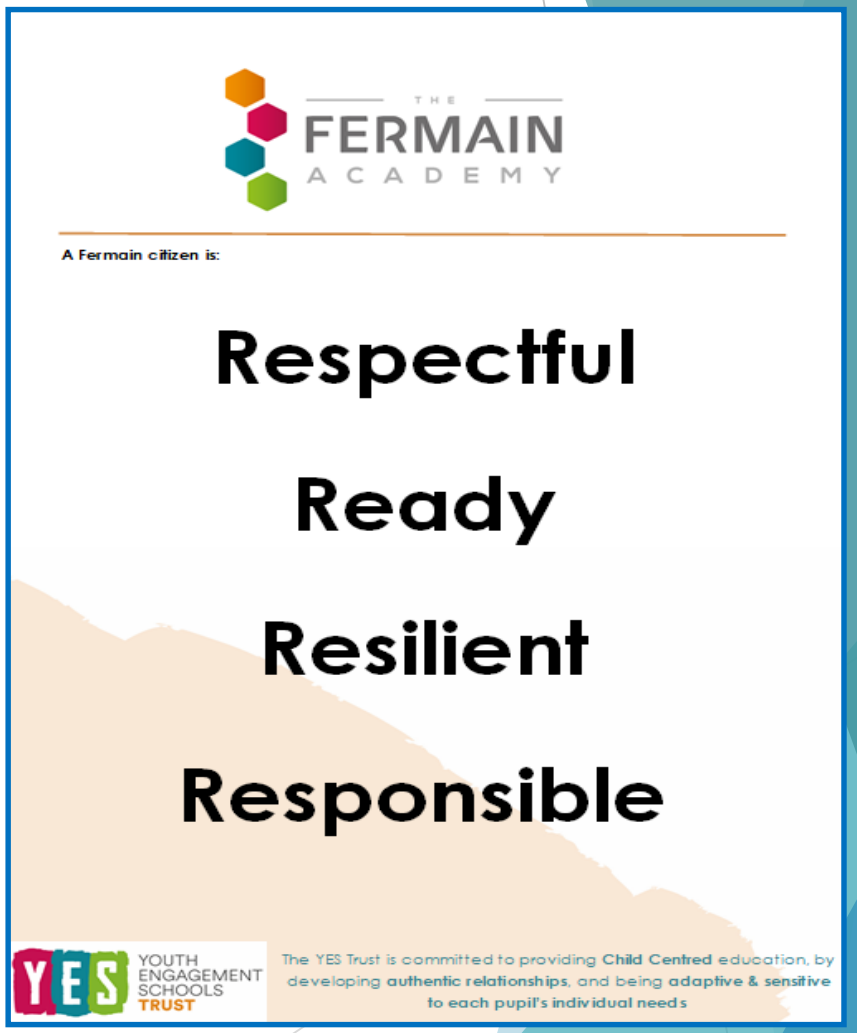
Transforming lives

Our Vision is to-

- Provide a safe and supportive environment where our students can thrive personally and intellectually
- Re-engage students who have become disconnected with mainstream education and often their own dreams and aspirations.
- Ensure every subject to has an outstanding curriculum both in content and delivery leading to outstanding progress and attainment.
- Challenge students academically and socially through our aspirational curriculum, preparing students to become safe, healthy and successful citizens in modern Britain.
- Help our students to believe in themselves, their futures and their ability to control their own destiny.

Our Core Values

Our school community have created our school values which are actively modelled, taught, promoted and expected in all areas of school life.



Respectful Ready Resilient Responsible

Teaching Pupils with SEND

Our curriculum is inclusive and ambitious for all. Our approach ensures that pupils with SEND can access and succeed in every subject through adaptive teaching, targeted support, and high expectations, enabling them to develop knowledge, skills, confidence, and resilience for life beyond school.

At *Fermain Academy* we are committed to ensuring that pupils with Special Educational Needs and/or Disabilities (SEND) access a broad, balanced and ambitious curriculum in every subject. We believe that high-quality teaching, carefully adapted to individual needs, is the most effective way to enable success and ensure all pupils are valued, included and challenged. Across all curriculum areas, teachers:

- **Plan and adapt lessons** to meet a wide range of learning needs, removing barriers and promoting independence.
- **Use flexible approaches** such as scaffolding, modelling, chunking and assistive technology to support access and engagement.
- **Work in partnership** with the SEND team, following individual support plans and implementing reasonable adjustments.
- **Promote confidence, resilience and aspiration**, ensuring pupils are supported to take risks in their learning and celebrate success.
- **Assess and review progress regularly**, adapting teaching to ensure pupils make strong academic and personal development gains.

We are committed to equity, not just equality. Some pupils will need additional support or adjustments to thrive, and we ensure these are in place so that every learner can achieve their potential.
Our ambition is for all pupils, including those with SEND, to develop the knowledge, skills and values needed to succeed in education and in life beyond school.

RE Curriculum Intent

“What knowledge, skills and values do we want our students to gain through studying this subject?”

Our RE curriculum at The Fermain Academy helps students explore religious and philosophical perspectives, developing critical thinking, empathy, and respect for different worldviews.

We cover key beliefs, practices, and ethical debates in Christianity, Buddhism, and other major religions, alongside relevant moral and philosophical questions.

Our aims at The Fermain Academy are to:
Foster curiosity and engagement with different religions as well as religious and ethical issues.
Encourage reflection on personal beliefs while respecting others.
Develop reasoning and evaluative skills through discussions and writing.
Equip students with knowledge that supports personal and academic growth.

Implementation

“How do we teach and structure learning in this subject to ensure all students achieve the intended outcomes?”

Our RE curriculum at The Fermain Academy is delivered through structured lessons that build knowledge and critical thinking skills from Year 9 to Year 11.

Year 9 introduces core religious concepts, beliefs, and practices, alongside philosophical and ethical discussions.

Year 10 focuses on Christianity, Buddhism, and ethical themes, encouraging deeper analysis of beliefs and their impact on society.

Year 11 applies prior learning to themes of peace, conflict, and moral decision-making, with an emphasis on evaluation and exam preparation.

Lessons include discussions, debates, case studies, and written tasks to develop reasoning, interpretation, and argumentation skills. Our approach ensures all students engage with religious and ethical issues in a way that fosters respect, critical thinking, and personal reflection.

Links to Prior Knowledge

Our RE curriculum builds on students' prior knowledge by progressively deepening their understanding of religious beliefs, practices, and ethical issues.
Year 9 introduces key religious concepts, drawing on students' prior learning in history and PSHE to explore how religion influences society and moral decision-making.
Year 10 builds on this foundation by examining Christianity and Buddhism in greater depth, linking to philosophical and ethical debates.
Year 11 reinforces these ideas through real-world applications, such as conflict, justice, and ethical dilemmas, making connections to history, politics, and citizenship.
Throughout, students develop critical thinking, reasoning, and evaluative skills, preparing them for both academic study and broader life discussions.

Links to PSHE

Our RE curriculum integrates key aspects of PSHE, particularly in developing students' moral reasoning, cultural awareness, and personal identity.
Ethical Decision-Making: Students explore topics like peace, conflict, justice, and relationships, helping them understand real-world moral dilemmas.
Respect and Tolerance: Learning about different religions and worldviews promotes open-mindedness and appreciation of diversity.
Personal Reflection: Discussions on beliefs, purpose, and identity support students' emotional well-being and self-awareness.
Social Responsibility: Exploring issues like war, forgiveness, and equality encourages students to think critically about their role in society.
This approach helps students develop empathy, resilience, and the ability to engage in respectful debate on complex topics.

Links to Careers/Post 16 Destinations

Our RE curriculum supports career development in fields that require strong ethical reasoning, communication, and cultural awareness.

Social Services and Community Support: Understanding ethical and religious issues prepares students for roles in support services, youth work, or community engagement.

Law and Advocacy: The study of justice, rights, and conflict resolution can guide students towards careers in law or advocacy, particularly in areas of human rights and social justice.

Education and Mentoring: Students can pursue further study or roles in education, where they can share their insights into ethical, social, and religious matters.

Media and Communication: The curriculum helps develop strong communication and critical thinking skills, which are key for roles in media, public relations, or social advocacy.

The focus is on transferable skills like empathy, problem-solving, and teamwork, which are crucial for success in various career paths, especially in community-focused or support roles.

By the end of Key Stage 4, students will have the knowledge and skills to pursue a range of destinations:

Further Education: Many students will be prepared to continue their studies in fields such as religious studies, philosophy, or ethics at colleges or through apprenticeships.

Social Services and Support Careers: Students will be equipped for roles in social work, youth services, or community outreach, where their understanding of diverse beliefs and ethical issues is vital.

Law and Advocacy: Those interested in justice, human rights, or conflict resolution may pursue careers in law or advocacy.

Media and Communications: Students will be well-prepared to enter careers in media, journalism, or public relations, particularly focusing on social issues, religion, and ethics.

The aim is for students to leave the RE curriculum with the skills, confidence, and understanding to succeed in their next steps, whether in further education or entering the workforce in careers that require ethical and cultural literacy.

Different Approaches

The RE curriculum uses diverse teaching methods to accommodate various learning styles and ensure all students are engaged. Approaches include:

Discussion-based Learning: Students are encouraged to engage in debates and discussions on key topics like ethics, religion, and philosophy, allowing them to express and challenge ideas.

Collaborative Learning: Group work helps students share perspectives, develop their ideas, and engage in peer discussions, fostering teamwork and critical thinking.

Multimedia Resources: The use of videos, podcasts, and other digital resources supports different learning styles and helps bring complex topics to life.

Scaffolded Learning: Lessons are structured to build knowledge progressively, with activities that break down complex concepts into manageable parts to support understanding at all levels.

Skills Learnt

Students will develop a wide range of skills, including:

Critical Thinking: Analyzing and evaluating religious, ethical, and philosophical concepts to form reasoned conclusions.

Ethical Reasoning: Understanding and discussing moral dilemmas, considering different perspectives and applying ethical theories.

Communication Skills: Expressing ideas clearly through written work, discussions, and presentations.

Research Skills: Investigating religious and philosophical topics, utilizing a variety of sources and presenting findings logically.

Inclusion

The Religious Education curriculum is designed to be inclusive, ensuring that all students, regardless of ability or background, can succeed and engage with the subject.
We recognize that students may have diverse needs, including different levels of literacy, personal challenges, and varying learning styles. The curriculum is adaptable, with differentiated tasks that allow each student to progress at their own pace.
Support is provided through one-on-one assistance, adapted resources, and small-group work. Visual aids and practical resources are used to support students with different learning preferences, ensuring that the learning process is engaging and accessible.
Tasks are scaffolded to support success, and students are encouraged to work collaboratively, fostering peer support and teamwork as they develop their knowledge and skills.

Impact

“What difference does learning in this subject make to our students, both now and in the future?”

It helps students grow in their understanding of key religious concepts, their empathy for others, and their ability to critically engage with ethical and philosophical issues.
By the end of Key Stage 4, students will have a solid grasp of different religious beliefs and practices, alongside an ability to apply these ideas in real-world contexts. They will be able to discuss and reflect on ethical issues from a variety of perspectives, demonstrating maturity in their thinking.
Through the curriculum, students will develop:
Increased confidence in discussing complex topics and expressing their viewpoints.
A deeper appreciation of different cultures and beliefs, contributing to a more inclusive mindset.
Stronger critical thinking skills, enabling them to analyze and respond to moral dilemmas.
Greater self-reflection, helping them understand and articulate their own beliefs and values.

		Year 9	Year 10	Year 11
Autumn 1	1	Intro to RE	Christianity – Key Beliefs	Theme B – Religion, Peace and Conflict
Autumn 2	8	Intro to Christianity	Christianity – Jesus and Salvation	Religion, Peace and Conflict in the 21st Century
Spring 1	16	Intro to Islam	Buddhism – Key Beliefs	Revision of Religions
Spring 2	22	Intro to Philosophy	Buddhism – The Buddha and the 4 Noble Truths	Revision of Themes
Summer 1	27	Intro to Hinduism	Buddhism – Ethical Teachings	N/A
Summer 2		Intro to Buddhism	Theme A – Relationships and Families	N/A

Assessment Within RE

Assessment in the Religious Education curriculum is designed to track students' progress and support their learning. It ensures they gain the knowledge and skills required to understand and engage with religious and ethical issues effectively.

Our assessment strategy includes both formative assessments, which provide ongoing feedback, and summative assessments, which evaluate students' overall achievements.

Formative assessments occur throughout the lessons and are used to guide student learning. These assessments offer timely feedback, helping students understand what they are doing well and what areas need improvement.

Summative assessments are used at the end of each unit to evaluate the students' overall understanding and achievement of the learning objectives. These assessments help measure their grasp of religious beliefs, practices, and ethical issues.

Making Judgements-formative assessment

Class-based Discussions: Teachers assess students' understanding through regular discussions, where students share their thoughts on religious beliefs, ethical issues, and real-world applications. This allows teachers to gauge their comprehension and offer immediate clarification where needed.
Checkpoints During Lessons: Throughout lessons, teachers provide ongoing assessments by asking questions, guiding debates, and ensuring that students are grasping core concepts. Students' responses, reflections, and ability to make connections between ideas inform these assessments.
Regular Feedback: Teachers provide tailored feedback during lessons, offering suggestions for improvement and encouraging students to refine their understanding based on discussions and class activities. This process ensures continuous growth and a deeper understanding of religious education.

Making Judgements-summative assessment

End-of-Topic Tests: At the end of each unit or topic, students complete a test to assess their knowledge and understanding of the content covered. These tests may include multiple-choice questions, short answers, and essay-style questions. They evaluate how well students grasp religious concepts, beliefs, and practices.
Theoretical Knowledge: Students are assessed on their understanding of key religious themes, beliefs, and ethical issues. This includes the ability to explain and analyse religious teachings, their applications, and their impact on society. Summative assessments often include written tests, quizzes, or short-answer exercises that focus on these areas.
Exam-Style Questions: As students prepare for their final exams, they will be given exam-style questions to help them practise their exam technique and critical thinking skills. These questions are designed to mimic the format of the final assessment and test their ability to apply knowledge to a range of topics covered throughout the course.

Progression in Substantive Knowledge

Autumn Term		
Year 9	Year 10	Year 11
Introduction to Religious Education: What is RE? Why Study It? What is Religion? Definitions and Characteristics The Role of Religion in Society Introduction to Christianity: Origins and Key Beliefs The Bible: Structure, Key Teachings, and Influence Christian Worship: Rituals, Symbols, and Practices	Introduction to Christianity The Nature of God: Omnipotence, Love, and Justice The Problem of Evil and Suffering The Oneness of God and the Trinity The Incarnation and Jesus as the Son of God The Crucifixion of Jesus The Resurrection and Ascension of Jesus Understanding Sin, including Original Sin	Introduction to Peace, Justice, Forgiveness, and Reconciliation Understanding Violence, including Violent Protest Terrorism: Religious and Ethical Perspectives Reasons for War: Greed, Self-Defense, Retaliation The Just War Theory: Criteria for a Just War Religion as a Cause of War and Violence in the Modern World Nuclear Weapons and Nuclear Deterrence The Use of Weapons of Mass Destruction
Spring Term		
Introduction to Islam: Origins and Key Beliefs The Qur'an: Structure, Key Teachings, and Influence The Five Pillars of Islam: Faith in Practice Islamic Worship: Mosques, Rituals, and Community Life What is Philosophy? Key Concepts and Philosophical Thinking Philosophical Questions: The Existence of God Ethics and Morality: How Do We Decide What is Right and Wrong?	Introduction to Buddhism and the Concept of Dhamma The Three Marks of Existence: Anicca, Anatta, Dukkha The Buddha's Life: Birth, Luxury, and the Four Sights The Buddha's Ascetic Life and Enlightenment The First Noble Truth: Dukkha (Suffering) The Second Noble Truth: The Causes of Suffering (Samudaya) The Third and Fourth Noble Truths: The End of Craving (Tanha) and the Eightfold Path	**Focus: Thematic Revision and Assessment Preparation** Christianity: Recap and Practice Questions on Key Beliefs and Salvation Buddhism: Recap and Practice Questions on Key Beliefs and The Four Noble Truths Recap and Ethical Debates relationships and sexuality Christianity recap: Life of Jesus Buddhism recap: Life of Buddha Recap ethical debates Peace and War
Summer Term		
Introduction to Hinduism: Origins and Key Beliefs Sacred Texts: The Vedas, Upanishads, and Bhagavad Gita Hindu Worship: Temples, Rituals, and Practices Introduction to Buddhism: Origins and Key Beliefs The Life of the Buddha: Teachings and Influence The Four Noble Truths and the Eightfold Path	Introduction to Kamma (Karma) and Rebirth Compassion (Karuna) and Loving Kindness (Metta) The Five Moral Precepts in Buddhism Human Sexuality, including Heterosexual and Homosexual Relationships Sexual Relationships Before and Outside of Marriage Contraception and Family Planning	

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Progression in Disciplinary Knowledge

Autumn Term		
Year 9	Year 10	Year 11
interpreting religious texts Applying sociological concepts to analyze religious practices Using philosophical reasoning and logic to evaluate ethical dilemmas within religions Recognizing the historical context of religious beliefs	interpreting religious texts Applying sociological concepts to analyze religious practices Using philosophical reasoning and logic to evaluate ethical dilemmas within religions Recognizing the historical context of religious beliefs	interpreting religious texts Applying sociological concepts to analyze religious practices Using philosophical reasoning and logic to evaluate ethical dilemmas within religions Recognizing the historical context of religious beliefs
Spring Term		
interpreting religious texts Applying sociological concepts to analyze religious practices Using philosophical reasoning and logic to evaluate ethical dilemmas within religions Recognizing the historical context of religious beliefs	interpreting religious texts Applying sociological concepts to analyze religious practices Using philosophical reasoning and logic to evaluate ethical dilemmas within religions Recognizing the historical context of religious beliefs	interpreting religious texts Applying sociological concepts to analyze religious practices Using philosophical reasoning and logic to evaluate ethical dilemmas within religions Recognizing the historical context of religious beliefs
Summer Term		
interpreting religious texts Applying sociological concepts to analyze religious practices Using philosophical reasoning and logic to evaluate ethical dilemmas within religions Recognizing the historical context of religious beliefs	interpreting religious texts Applying sociological concepts to analyze religious practices Using philosophical reasoning and logic to evaluate ethical dilemmas within religions Recognizing the historical context of religious beliefs	

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