



RE Intent 2025/26

Queen Elizabeth's Church of England School/Academy

You will be secure because there is hope' Job 11:18

Curriculum: As a faith school we are committed to the delivery of high quality RE to all our students, we are driven by our theological roots in Hope and believe that RE should be accessible to all members of our school community. We are more than our results and believe we have developed a programme of study that is rich in opportunities for both individual development and academic progress.

RE is taught to all lower school students, all of whom are entered in for full course GCSE examinations at the end of the three years of study. We offer the study of Religious Studies as an option for sixth form students. The school has historically always valued the study of religion and ethics, and continues to recognise the positive impact that religious education has on the holistic development of a person. Through the study and exploration of RE students gain a wider understanding of how religion impacts and influences the lives of those who follow one, and can better understand different cultures and how societies have been shaped by religions. Students can better understand contemporary literature through contextualising them with The Bible, and can develop their literacy and oracy skills when interpreting texts and discussing abstract concepts. Study of religion promotes critical thinking and inquisitiveness within the student and requires the discipline of evaluation, interpretation, analysis and explanation to name a few. These are transferable skills which are useful throughout their life.

Furthermore, students benefit from the opportunity to explore a number of contemporary moral dilemmas and issues that affect them; considering them from a local, national and global perspective. RE provides a safe environment to express and develop their own opinions on these issues, whilst learning to listen, understand and respect approaches and viewpoints that are different to their own. The thematic studies paper has some overlap with statutory PSHCE requirements and so the two disciplines work together in providing ample opportunity for development of the individual student and their wellbeing.

Skills and knowledge: The main benefits of studying RE for the student is that they develop theological literacy, a sense of morality, spirituality, an awareness of their rights and responsibilities within a local, national and global world. The study of religion provides a context for religious beliefs regarding society, life after death, God, and allows students a safe space to explore sensitive, metaphysical and philosophical questions.

The intent of RE is to develop students who have respect, empathy, acceptance of different cultures, ideals and viewpoints. It is to encourage students to be aware of contemporary moral issues and to learn to discuss these in a calm and rational manner. We aim to develop critical thinkers who engage with their world, are inquisitive and questioning in a respectful manner, and who recognise the strength in differences in people's cultures, attitudes and opinions in a diverse world. We aim to develop individuals who want to work towards developing a cohesive community and who challenge things that are unjust and result in inequalities.



GCSE Examination: In order to achieve this, we have chosen to study AQA Religious Studies A specification. This offers the opportunity to study Christianity along with another of the main six world religions of our choosing; we teach Islam as our second religion. The specification, as with all of the GCSE specifications, requires the study of Christianity as recognition that we are a Christian country and this enables students to see how our society, culture and laws are linked with this. We have chosen Islam as the second religion as it offers the opportunity to address and challenge many misconceptions, whilst also providing a contrast to Christianity. This develops on the education that students receive in KS3 where they study Hinduism and the basics of Buddhism.

The AQA specification has 6 themes of which students are examined on 4. We have chosen: Religion, Relationships and Families, Religion, Peace and Conflict, Religion Crime and Punishment, and Religion and Life. We do not study Religion, Human Rights and Social Justice and The Existence of God and Revelation. We have chosen these themes as we believe they are the most relevant to our students, offer a wider scope of study and exploration of different topical issues.

2026+	AUTUMN	SPRING	SUMMER
9	Theme E: Crime & Punishment	Theme D: Peace and Conflict	Christian Beliefs
10	Islam Beliefs	Theme A: Human Relationships	Theme B: Religion and Life
11	Christian Practices	Islam Practices	Revision

We teach in this order as in year 9 we lay the foundations for applying Christian teachings to the thematic studies. We teach the practices in year 11 to make use of revision opportunities as we revisit beliefs and teachings to explain why Christian and Muslims carry out certain practices. The themes are taught in this order as the level of maturity required to properly engage with the more complex and sensitive themes i.e. Religion and Life is more suited to later year 10 students. These units explore issues abortion and euthanasia.

We do not restrict student learning to the exam board specification but use this as a framework and develop learning and thinking beyond this.



Core KS5 RE: Students participate in statutory RE which provides the opportunity to reflect and explore issues of faith and current issues during tutor time.

Examples of topics included are; Personal identity, Ways of knowing, Ultimate Questions, Sacred Texts and Ethical frameworks.

These focus on a range of world views and religious traditions that promote QE's core values of hope, respect, resilience and community.

KS5 A level RE: We aim to promote intellectually curious, ethically articulate and critically engaged students. The OCR A level course explores profound philosophical and ethical questions that shape the human experience.

The course is split into three sections, Philosophy, Ethics and Development of Christian Thought. Each component of the course looks to equip students with knowledge of key philosophical and ethical theories. Fostering skills of analysis, reflective judgement, enquiry and critical thinking.

Skills developed at KS4 and KS5 are relevant for a diverse range of career paths such as Law, Academia, Civil Service, Management, Careers in Medicine and Journalism. These careers and associated skills are signposted and discussed throughout the KS5 curriculum, further supporting students' destination decisions.

A level Religious Studies also seeks a holistic approach, not only supporting students academic skills but providing opportunities for their personal development. Exploring issues such as Business ethics, Euthanasia and Life after death these encourage empathy, self reflection and the appreciation for the complexity of human belief. These qualities are vital for thoughtful citizenship in a life beyond school.