



Religious Studies Department Curriculum Vision Statement – June 2026

The Religious Studies Department offers a challenging and knowledge-rich curriculum aimed at empowering all learners with a deep understanding of world faiths. Our programme develops pupils' awareness of the beliefs, values, and traditions held by individuals, communities, and cultures, and encourages reflection on how these have shaped the societies in which we live.

Our curriculum is creative and engaging, allowing pupils to explore profound questions about life and human existence, while inspiring them to reflect on the awe and wonder of the world around them. We provide a meaningful and purposeful learning experience that equips pupils with the skills needed to develop mutual respect and tolerance for others, regardless of differences in belief, values, or cultural background. These qualities enable our learners to take their place in the world with confidence and success.

Our overarching aim is to inspire and equip pupils to make a positive difference in the lives of others, encouraging them to become compassionate and courageous advocates for those who experience injustice and discrimination. At the same time, we support pupils in building confidence in themselves, nurturing a strong sense of identity, personal integrity and self-belief that will guide them throughout all aspects of their lives.

Action

Across all key stages, lessons are thoughtfully planned and delivered through a range of teaching approaches, ensuring that every learner can access and actively engage in learning. Interactive and practical activities foster discussion, enabling pupils to articulate their ideas and deepen their understanding of complex concepts and challenging questions. Lessons are purposefully sequenced to build upon prior knowledge, equipping learners with the foundation required to grasp new topics. At Key Stages 3 and 4, Religious Education (RE) lessons are aligned with the 'Religious Questions' outlined in the Shropshire Agreed Syllabus for Religious Education 2021–2026. Pupils undertaking GCSE studies at Key Stage 4 follow the AQA full course, exploring Christianity and Judaism in depth for Paper 1, and studying four thematic topics for Paper 2.

At Key Stage 5, students undertake the OCR A Level Religious Studies qualification (specification H573), which comprises three intellectually rigorous and interrelated components: Philosophy of Religion, Religion and Ethics, and Developments in Christian Thought. Each area of study is designed to develop depth of knowledge, foster independent critical thinking, and promote analytical engagement with theological, ethical, and philosophical material.

Lessons are meticulously planned and sequentially structured to support a coherent progression of learning across the two-year course. Teachers employ a range of strategies to ensure students are not only confident in their understanding of individual topics, but also able to make meaningful synoptic links across all three components. These interconnections are explored explicitly in lessons, enabling students to apply concepts and arguments from one area of study to another, such as assessing ethical theories in light of religious beliefs, or evaluating philosophical arguments in relation to Christian thought.

The curriculum is further enriched through purposeful opportunities for discussion, debate, and independent research, enabling students to apply their learning to contemporary ethical dilemmas and wider philosophical enquiry. In addition to classroom-based learning, students benefit from carefully selected trips and visits to sites of religious, philosophical, or legal significance, such as places of worship, universities, and courts of law, which serve to contextualise abstract concepts and encourage reflective engagement. Guest speakers from academic institutions, faith communities, and the legal profession are regularly invited to contribute to lessons, offering specialist insight and fostering real-world connections with the topics studied.

Regular assessment of students' knowledge and skills enables the identification of priorities for intervention and targeted support. Modelling of responses and targeted feedback will also be a key feature at all Key Stages. Session 3 is utilised to provide additional and or targeted support for students requiring it, and to further enrich learning opportunities through initiatives such as Ethical Debating sessions.

Teachers of Religious Studies engage in relevant professional development activities and contribute to quality assurance processes, including lesson observations, learning walks, book scrutiny, and pupil voice discussions. These practices support the effective implementation of the Shropshire Agreed Syllabus and the associated curriculum specification.

Impact

The Religious Studies Department consistently delivers some of the strongest outcomes within the school, with performance levels significantly exceeding national averages in both attainment and progress for SEND/DISADV and non-SEND/DISADV students. The subject attracts a healthy level of interest at both GCSE and Sixth Form, with a notable number of students progressing to university-level study in Religious Studies and related fields, including Law, Philosophy, and Sociology.

Pupils express considerable appreciation for Religious Studies, not only for its stimulating content but also for its role in fostering reflection, tolerance, and intercultural understanding.

The department also plays a pivotal role in organising key school events such as the annual Harvest Festival, Remembrance Service, and Carol Service. Furthermore, the recent whole-school initiative, TTS Culture Day, proved to be a resounding success and will now become a permanent fixture in the school calendar. Through these enriching experiences, students continue to cultivate qualities that manifest in exemplary behaviour across our school community the wider society.

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