Curriculum Rationale:

At Woolwich Polytechnic School for Girls, our EBC curriculum at Key Stage 3 is designed to foster critical thinking, empathy, and cultural literacy in a diverse and respectful learning environment. The curriculum provides students with a deep understanding of beliefs and values—both their own and those of others—in order to develop well-rounded individuals prepared for life in a multicultural society and for the academic rigours of GCSE Religious Studies.

By exploring diverse cultures and belief systems, EBC enhances students' understanding in subjects such as History and Geography, promoting global awareness and empathy. The focus on moral dilemmas and decision-making in EBC also complements personal development taught in PSHE and supports skills needed in Citizenship, Religious Studies and the wider curriculum.

Our curriculum is rooted in our vision to promote tolerance, respect, and moral awareness, particularly in a school community where the majority of students are from Muslim and Christian backgrounds. We aim to provide an inclusive and challenging curriculum that allows "success for everyone" — ensuring that every student, regardless of background, starting point, or ability, is supported and challenged to achieve their full potential academically, socially, and personally. Through high expectations, inclusive teaching, and meaningful learning experiences, we prepare students for GCSE Religious Studies while also supporting their wider personal development.

Throughout Key Stage 3, students will:

- Develop the language, reasoning, and evaluative skills required for GCSE Religious Studies
- Learn how to analyse religious texts and viewpoints critically
- Explore moral and ethical questions that align with GCSE themes (e.g. religion and life, peace and conflict, crime and punishment, human rights)
- Engage with debate and discussion to articulate their ideas respectfully and persuasively

By the end of Year 9, students will have a solid foundation in a broad range of religious beliefs, ethical perspectives, and philosophical ideas, giving them the knowledge and confidence to excel at GCSE Religious Studies.

Year 7			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1 &2	**What is Faith?**	• Explore how religion shapes our local community and why beliefs matter in everyday life. • Introduce the origins of the Abrahamic faiths as a foundation for studying their beliefs and practices.	**Substantive knowledge:** • Understanding what religion is and why belief matters in personal and community life • Awareness of the religious demographic of the Royal Borough of Greenwich • Knowledge of the origins and development of Judaism, Christianity and Islam **Disciplinary Knowledge:** • Identifying similarities and differences between religious beliefs • Constructing simple, structured arguments using taught sentence starters • Using evidence in supported discussion • Making basic comparisons between belief systems with a justification
Spring 1 and 2	**What do Abrahamic Faiths believe?**	• Develop understanding of key beliefs shared and distinct within the Abrahamic faiths.	**Substantive knowledge:** • The meaning of the term Abrahamic faiths and which religions are included: Judaism, Christianity, and Islam.

		• Explore how beliefs influence practices, values, and daily life for believers today.	• The key beliefs about God in Judaism, Christianity, and Islam, including belief in one God (monotheism). • The similarities and differences between the three Abrahamic faiths. • The importance of holy books including the Torah, the Bible, and the Qur'an. • How sacred texts are used to guide believers in daily life. **Disciplinary Knowledge:** • Analyse religious scriptures by identifying key teachings, messages, and meanings from sacred texts. • Compare beliefs from different religions and explain similarities and differences. • Form simple arguments using evidence, examples, and personal reasoning to support their opinions. • Take part in respectful debates and discussions by listening to others, sharing ideas clearly, and responding thoughtfully to different viewpoints. • Use key religious vocabulary accurately in speaking and writing.
Literacy Links:			

Curriculum LTP **Subject: EBC** **Woolwich Polytechnic School for Girls**

Numeracy Links:			
Summer 1 and 2	**How do Abrahamic Faiths practice their religion?**	• Explore key practices of the Abrahamic faiths and their meanings for believers. • Understand how religious practices express beliefs and guide everyday life.	**Substantive knowledge:** • Key beliefs about worship, prayer, and obedience to God. • How religious beliefs influence the actions and lifestyles of believers. • How believers show commitment and belonging within their faith communities. • How the Abrahamic faiths have influenced cultures and societies around the world. • How Christianity and Islam recognize and celebrate different rites of passage **Disciplinary Knowledge:** • Analyse religious scriptures by identifying key teachings, messages, and meanings from sacred texts. • Compare beliefs from Christianity and Islam and explain similarities and differences. • Form simple arguments using evidence, examples, and personal reasoning to support their opinions. • Take part in respectful debates and discussions by listening to others, sharing ideas clearly, and responding thoughtfully to different viewpoints. • Use key religious vocabulary accurately in speaking and writing. • Ask thoughtful questions about moral, ethical, and philosophical issues.

			• Recognise where and how Religion has influenced the lives of those around us.

Year 8			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1 and 2	**Hinduism**	• Build on Year 7 learning by exploring Hinduism as a non-Abrahamic religion with diverse beliefs and traditions. • Prepare for studying non-religious worldviews by comparing how different beliefs shape practices and ways of life.	**Substantive knowledge:** • That Hinduism is one of the world's oldest religions and has a diversity of beliefs and traditions. • Key Hindu beliefs about Brahman, the Trimurti, and important deities such as Vishnu, Shiva, and Lakshmi. • The meanings of key concepts including dharma, karma, samsara, and moksha. • The importance of Hindu sacred texts such as the Vedas. • Major Hindu practices the mandir, meditation, and pilgrimage. • How symbols such as the Om are used within Hinduism.

			• The role of rituals and ceremonies in Hindu daily life and worship. • How Hindu beliefs influence moral decisions and ways of living. • Connections between Hindu beliefs and wider cultural, social, and ethical issues. **Disciplinary Knowledge:** • Explain key Hindu beliefs, concepts and practices using accurate religious vocabulary. • Analyse how Hindu beliefs influence the lives and actions of believers. • Interpret religious stories, symbols and sources to understand meaning within Hinduism • Compare Hindu beliefs and practices with other religions and worldviews respectfully and thoughtfully • Evaluate different viewpoints and express reasoned personal responses using evidence and examples.
Spring 1 and 2	**World Views**	• Explore non-religious worldviews and how they shape beliefs, values, and moral decision-making. • Prepare for thematic studies by considering how worldviews influence views and 'big questions'	**Substantive knowledge:** • The meaning of the term **worldview** and how it shapes beliefs and values. • The meaning of key terms including atheist, agnostic, theist, secular, and Humanist. • That atheists do not believe in God or gods, while agnostics believe it is uncertain or impossible to know whether God exists.

			• That non-religious worldviews are diverse and people may hold different beliefs and opinions. • Different reasons why some people choose to follow a religion and why others do not. • How non-religious people may make moral decisions without religious teachings or sacred texts. • Similarities and differences between religious and non-religious approaches to morality and meaning. • Examples of "big questions" explored by both religious and non-religious people, such as the purpose of life, right and wrong, and what happens after death. • Key vocabulary linked to philosophy, ethics, belief, and non-religious worldviews. • The importance of respect and tolerance when discussing different beliefs and worldviews. **Disciplinary Knowledge:** • Define and explain key terms linked to non-religious worldviews, including atheism, agnosticism, secularism, and Humanism. • Compare religious and non-religious beliefs about God, morality, and the purpose of life. • Explain how different people may form beliefs and values without following a religion.

			• Interpret and respond to different viewpoints respectfully during class discussions and debates. • Use examples and evidence to support their own opinions about ethical and philosophical questions. • Apply knowledge from Year 7 and the Hinduism unit to compare religious and non-religious perspectives. • Use accurate religious, ethical, and philosophical vocabulary in written and verbal responses.
Summer 1 and 2	**Crime and Punishment**	• Explore crime and punishment as major social issues affecting individuals and communities. • Examine different religious and non-religious responses to justice, forgiveness, and responsibility. • Build foundations for GCSE Sociology and Citizenship by developing understanding of society and social responses.	**Substantive knowledge:** • The meaning of key concepts including crime, punishment, justice, forgiveness, deterrence, rehabilitation, and retribution. • Different causes of crime and reasons why people may break the law. • Religious teachings and beliefs about right and wrong, justice, and forgiveness. • Different forms of punishment used in society, including prison, fines, community service, and rehabilitation programmes. • Arguments for and against different types of punishment.

			• The importance of forgiveness, reconciliation, and justice within religious and non-religious worldviews. • The role of laws in maintaining order and protecting individuals in society. • Ethical questions linked to crime and punishment, such as fairness, responsibility, and human rights. • Key vocabulary linked to ethics, morality, law, justice, and human behaviour. **Disciplinary Knowledge:** • Explain and evaluate different religious and non-religious responses to crime, punishment, and justice. • Compare how different beliefs influence opinions on laws, punishment, forgiveness, and rehabilitation. • Use evidence, examples, and teachings to support reasoned arguments about ethical issues linked to crime and punishment. • Develop critical thinking skills by considering different viewpoints on justice and morality. • Engage in respectful discussion and debate about moral and ethical issues. • Analyse how beliefs and values can influence decisions made by individuals and society.

			• Apply knowledge from previous Year 7 and Year 8 units when discussing religious and non-religious perspectives.

Year 9			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1 and 2	**Ethical Decisions**	• Explore key ethical issues facing individuals and society today. • Examine different religious and non-religious responses to moral questions. • Develop skills to make informed, reasoned decisions about complex issues. • Prepare for GCSE Religious Studies through discussion, evaluation, and ethical thinking.	**Substantive knowledge:** • Different ethical theories and approaches to decision-making, including utilitarian thinking, duty-based ethics, and fairness and justice. • The concept of the "veil of ignorance" and how it can be used to consider fairness in society. • Arguments for and against lying in different situations and how ethical theories may respond to this issue. • Key ethical questions linked to medical ethics, including euthanasia, and abortion. • Religious and non-religious responses to ethical issues and moral dilemmas. • How beliefs and values influence opinions about right and wrong. • Similarities and differences between religious teachings and ethical theories.

			• Examples of contemporary ethical debates and why they are important in modern society. **Disciplinary Knowledge:** • Explain and evaluate different ethical theories and approaches to moral decision-making. • Apply ethical theories to real-life issues and moral dilemmas such as lying, medical ethics, justice, and human rights. • Analyse how religious and non-religious beliefs influence ethical decisions. • Construct balanced arguments using evidence, examples, and ethical reasoning. • Critically evaluate different viewpoints before reaching a justified conclusion. • Engage confidently in respectful discussion and debate about controversial ethical issues. • Compare similarities and differences between religious teachings and ethical theories. • Use accurate ethical, philosophical, and religious vocabulary in written and verbal responses. • Develop evaluative and analytical skills needed for GCSE Religious Studies. • Make informed and reasoned judgements about complex moral questions

Spring 1 and 2	**Problem of Evil**	• Build on previous units by exploring how different worldviews respond to suffering and evil. • Examine religious and non-religious explanations for why evil exists in the world. • Develop deeper ethical thinking to help students form personal responses to difficult questions. • Support historical understanding by providing theoretical context for studies of the Holocaust.	**Substantive knowledge:** • The meaning of key concepts including evil, suffering, moral evil, natural evil, and theodicy. • Different religious explanations for the existence of evil, including ideas about free will, testing, and faith. • Non-religious explanations for suffering and evil. • How different worldviews respond to the question of why suffering exists. • Key religious teachings about suffering from Christianity, Islam, and other studied traditions. • How belief in God is challenged by the existence of evil and suffering in the world. • The concept of theodicy and different attempts to justify belief in a good and powerful God. • Contextual understanding of historical events such as the Holocaust and how they relate to questions about evil and suffering. • Key vocabulary linked to philosophy, ethics, religion, and worldview studies. **Disciplinary Knowledge:** • Evaluate religious and non-religious responses to suffering and evil in the world. • Compare different perspectives across a range of faiths and worldviews.

			• Explain and critically assess arguments about why evil and suffering exist. • Develop reasoned personal responses to difficult philosophical and ethical questions. • Apply understanding of the problem of evil to historical and contemporary issues, including human rights abuses and conflict. • Use discussion and debate to explore complex and sensitive ideas respectfully. • Analyse how different beliefs influence moral and philosophical responses to suffering. • Use accurate religious, philosophical, and ethical vocabulary when explaining viewpoints. • Develop evaluative skills in preparation for GCSE Religious Studies
Summer 1 and 2	**Human Rights**	• Build on ethical studies by exploring the origins and importance of human rights. • Examine religious and non-religious perspectives on dignity, equality, and justice. • Develop evaluative skills to form informed views on contemporary human rights issues. • Provide academic context for historical and	**Substantive knowledge:** • The meaning of key concepts including human rights, equality, justice, freedom, and responsibility. • The origins and development of human rights, including key ideas about fairness and universal rights. • Religious teachings about human dignity and justice from Christianity, Islam, and other worldviews studied.

		social studies of rights, oppression, and responsibility.	• How beliefs influence attitudes and actions toward human rights issues. • Examples of contemporary human rights issues such as discrimination, poverty, freedom of speech, and inequality. • How religious and non-religious groups respond to injustice and human rights abuses. • The connection between human rights, ethics, and societal responsibilities. • How historical events have shaped understanding of human rights and justice. • That different individuals and groups may disagree about human rights issues and priorities. • Key vocabulary linked to ethics, law, religion, and social justice. • How studying human rights helps students understand fairness, responsibility, and global citizenship. **Disciplinary knowledge:** • Analyse religious and non-religious perspectives on human rights, dignity, equality, and justice. • Evaluate contemporary human rights issues and debates using reasoned arguments and evidence. • Develop balanced, reasoned arguments about justice, equality, and responsibility in society.

			• Apply understanding of human rights to historical and current events, including examples of oppression and social change. • Explain how different beliefs influence attitudes and actions toward human rights. • Engage in informed discussion and debate about ethical and social justice issues. • Develop evaluative skills in preparation for GCSE Religious Studies. • Use accurate ethical, religious, and philosophical vocabulary in written and verbal responses. • Compare different worldviews and assess their approaches to human rights issues.