Religious Studies at Coombe Wood School

Subject Vision Statement

"Understanding belief, developing character, respecting difference."

Religious Education at Coombe Wood School equips students with the knowledge and empathy needed to understand the diverse beliefs, values, and practices that shape our world. It is a subject rooted in critical thinking, cultural literacy, and ethical reflection, essential for life in a diverse, democratic society.

RE is a vital part of our curriculum journey, supporting the CWS vision by fostering thoughtful, informed, and respectful young people. It encourages students to explore profound questions about identity, morality, purpose, and belief, while learning to navigate differences with tolerance, mutual respect and integrity.

At Key Stage 3, our curriculum introduces students to core beliefs, rituals, and moral teachings from major world religions. Through carefully sequenced topics, such as the nature of God, prophecy, worship, and life after death, students build foundational knowledge that supports both personal development and academic rigour. We make deliberate links to PSHE, History and Citizenship to help students understand religion in context.

By Year 9, students progress onto the Eduqas Religious Studies Route A GCSE, studying the beliefs and practices Christianity and Islam in greater depth. This includes exploring religious views on life and death, good and evil, human rights, and relationships. Our curriculum is designed to stretch students intellectually, develop evaluative writing skills, and build their ability to interpret sacred texts and assess ethical dilemmas.

Assessment is used formatively and summatively to build confidence and fluency in written argument, whilst promoting real engagement with challenging moral and philosophical questions. RE also supports oracy, compassion, and emotional intelligence, crucial skills for adulthood.

By the end of Key Stage 4 (Year 10) all students, regardless of belief, leave RE with a deep understanding of Christianity and Islam, an appreciation for religious and cultural diversity, and the ability to engage respectfully in dialogue. The subject opens doors to further study in humanities, social sciences, and law, while developing the values and character traits needed to thrive in modern Britain.

Curriculum Map: Long Term Plan						
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
7	Why study religion? Six main world religions	Discipleship and leadership	Divine women; Jesus and symbolism	Pilgrimage: philosophical questions; Hajj; Buddha	Holy Scripture; Guru Nanak and the Guru Sahib	Mansa Musa and the Hajj
8	What makes a hero? (Faith into Action)	Persecution and suffering (Judaism)	Persecution and suffering (Judaism)	Hinduism – Beliefs and Practices	Who was the Prophet Muhammad (PBUH)? (Islam)	How do people respond to environmental issues? Other worldviews (Humanist, atheist and NRMs)
9	Component 2 – Study of Christianity: Beliefs and Teachings	Component 2 – Study of Christianity: Beliefs and Teachings	Component 3 – Study of a World Religion: Option 3 Islam – Beliefs and Teachings	Component 3 – Study of a World Religion: Option 3 Islam – Practices	Component 2 – Study of Christianity: Practices	Component 2 – Study of Christianity: Practices
10	Component 3 – Religious, Philosophical and Ethical Studies in the Modern World: Theme 1 – Issues of Relationships	Component 3 – Religious, Philosophical and Ethical Studies in the Modern World: Theme 2 – Issues of Life and Death	Component 3 – Religious, Philosophical and Ethical Studies in the Modern World: Theme 3 – Issues of Good and Evil	Component 3 – Religious, Philosophical and Ethical Studies in the Modern World: Theme 4 – Issues of Human Rights	Revision for GCSE Components 1, 2 and 3	Following the public exam in RS, students use timetables RS lessons to complete further PSHE study.

Social Sciences at Coombe Wood School

Psychology A Level - Vision Statement

"Exploring the mind to empower the individual."

Psychology is a scientific discipline that enables students to investigate the complexities of human behaviour and mental processes through **evidence-based inquiry.** It sits at the intersection of biology, sociology, and philosophy; helping students to develop a critical understanding of why people think, feel, and behave the way they do.

As part of the Sixth Form curriculum at Coombe Wood School, Psychology makes a unique contribution to our mission of developing empathetic, ambitious learners. Our curriculum is intentionally designed to build students' scientific thinking, research literacy, and ethical awareness. It develops learners who are curious, analytical, and reflective; skills that extend well beyond the classroom.

We follow the AQA A-Level Psychology specification, which provides a broad and balanced curriculum. In **Year 12**, students explore the **core approaches**, research methods and applications of Psychology, in **Social influence, Memory, Attachment, and Clinical Psychology**, laying the groundwork for understanding mental health, identity, and behaviour. In **Year 13**, students deepen this knowledge through the study of **advanced research methods, biopsychology and applied areas such as schizophrenia, forensic psychology**, and **relationships**. Each topic is carefully sequenced with overarching questions to promote progression in both **content and skill**.

Throughout the course, **assessment** is both formative and summative. Students build confidence in scientific writing, application of theory, and critical evaluation through regular independent reading, exam-style practice and assessment feedback, preparing them thoroughly for the demands of the AQA A-Level exams at the end of Year 13.

By the end of the course, students are equipped with the knowledge, independence, and confidence to pursue pathways in Psychology and related fields such as healthcare, education, criminology, business, politics, human resources, and neuroscience. They leave Coombe Wood School as thoughtful, ethical young adults with a deep understanding of human behaviour in diverse contexts, ready to shape their futures with empathy, insight, and integrity.

Curriculum Map: Long Term Plan						
	Autumn		Spring		Summer	
12	**Paper 1: Introductory Topics in Psychology** Approaches (Year 1) Social Influence Research Methods	**Paper 1: Introductory Topics in Psychology** Approaches (Year 1) Social Influence Research Methods	**Paper 1: Introductory Topics in Psychology** Memory + Research Methods	**Paper 1: Introductory Topics in Psychology** Attachment + Research Methods	**Paper 1: Introductory Topics in Psychology** Clinical Psychology & Mental Health + Research Methods	**Paper 2: Psychology in Context** Biopsychology + Research Methods
13	**Paper 2: Psychology in Context** Biopsychology + Research Methods **Paper 3: Issues and Options in Psychology** Issues and Debates Approaches (Year 2)	**Paper 3: Issues and Options in Psychology** Issues and Debates Approaches (Year 2) Option 3: Forensic Psychology	**Paper 3: Issues and Options in Psychology** Option 1: Relationships,	**Paper 3: Issues and Options in Psychology** Option 2: Schizophrenia	**Paper 3: Issues and Options in Psychology** Synoptic Revision: Option 1: Relationships, Option 2: Schizophrenia Option 3: Forensic Psychology	

Sociology A Level - Vision Statement

"Understanding society to shape the future."

A-Level Sociology is an academic discipline that empowers students to **critically understand, analyse, and evaluate** the world around them through the lens of structure, culture, identity, and power. Rooted in the social sciences, it equips students with the tools to question assumptions, challenge inequalities, and explore the complexities of human behaviour and social institutions.

Sociology is a vital part of our sixth form curriculum, directly contributing to Coombe Wood School's ambitious vision by developing reflective, informed, and socially responsible young adults. Our curriculum is deliberately sequenced to build from foundational sociological concepts in **Year 12**, such as culture, socialisation, education, and family structures, through the study of AQA A-Level Sociology units *Families and Households* and *Education & Theory and Methods in Context*. These units introduce core concepts such as social inequality and the role of institutions in shaping life chances, while developing students' ability to apply sociological theory and use evidence in extended writing.

In **Year 13**, students deepen their understanding through *Beliefs in Society* and *Crime and Deviance & Theory and Methods*, engaging with more complex theoretical frameworks and evaluative skills, including globalisation and social stratification. These units require students to evaluate competing perspectives, analyse contemporary issues, and develop sophisticated analytical and evaluative skills.

Throughout the course, students build sociological literacy, learning to interpret data, construct arguments, and apply sociological theory and research methods to real-world debates and social policies affecting gender, class, and ethnicity . They learn to navigate competing perspectives and apply sociological thinking to a range of contemporary issues, fostering **independent thinking, confident discussion**, and a critical understanding of society.

Assessment is both formative and summative. Students build confidence in sociological writing, application of sociological concepts and theories, and critical evaluation through regular independent reading, exam-style practice, and feedback, preparing them thoroughly for the demands of the AQA A-Level examinations at the end of Year 13.

By the end of the A-Level course, students are prepared not only for examination success but also for future pathways in higher education and employment. They leave with analytical and evaluative skills, cultural awareness, and ethical understanding needed to thrive as adults and citizens. Sociology opens doors to careers in education, law, social care, criminology, media, public policy, and the wider social sciences, equipping students to engage thoughtfully with the world and make a positive contribution to society.

Curriculum Map: Long Term Plan						
	Autumn		Spring		Summer	
12	**Paper 1 : Education with Theory and Methods** Introduction to key Sociological concepts and Theories	**Paper 1 : Education with Theory and Methods** Education Methods in Context Sociological Research methods (Paper 1 & 3)	**Paper 1 : Education with Theory and Methods** Education Methods in Context Sociological Research methods (Paper 1 & 3)	**Paper 1 : Education with Theory and Methods** Education Methods in Context Sociological Research methods (Paper 1 & 3)	**Paper 2: Topics in Sociology** Families and Households	**Paper 2: Topics in Sociology** Families and Households
13	**Paper 3: Crime and Deviance with Theory and Methods** Sociological Theories (Synoptic links to core themes) **Paper 2: Topics in Sociology** Beliefs in Society	**Paper 3: Crime and Deviance with Theory and Methods** Sociological Debates **Paper 2: Topics in Sociology** Beliefs in Society	**Paper 3: Crime and Deviance with Theory and Methods** Crime and Deviance	**Paper 3: Crime and Deviance with Theory and Methods** Crime and Deviance	**Paper 3: Crime and Deviance with Theory and Methods** Crime and Deviance **Paper 1 : Education Theory and Methods** Education Methods in Context **Paper 2: Topics in Sociology** Families and Households	