



# Religious Studies Curriculum

# Religious Studies at Maltby Academy

## Introduction

The Maltby Academy curriculum is designed to deliver exceptional learning experiences that enable all young people to thrive academically, personally, and socially. Each subject curriculum is ambitious, coherently planned, and carefully sequenced to ensure that all students develop the knowledge, skills, and character required to succeed in a competitive world. Our key drivers: Teaching & Learning, Personal Development, Careers & CEIAG, Enrichment, and Behaviour & Attitudes underpin every aspect of our curriculum design.

## Religious Studies - intent statement

The Religious Studies curriculum at Maltby Academy provides students with the knowledge and critical skills to explore religion, philosophy, and ethics in a respectful and enquiring way. Students learn about diverse beliefs and practices while also grappling with moral questions and contemporary issues. The curriculum fosters empathy, tolerance, and independent thought, equipping students to navigate complex ethical and cultural landscapes. Our key drivers are evident through high-quality Teaching & Learning, Enrichment through debate and engagement with visitors, and Careers pathways in areas such as law, philosophy, and public service. Religious Studies also contributes strongly to Personal Development by promoting reflection, moral responsibility, and respect for diversity. RS at Maltby Academy prepares students to be thoughtful, informed, and responsible members of society.

## Why do we study Religious Studies?

Religious Studies promotes an understanding of diverse beliefs, values, and traditions. It encourages respectful dialogue, moral reasoning, and reflection on life's big questions, fostering tolerance and a deeper sense of personal and social responsibility.



## Vocabulary and Substantive Knowledge Summary

The Religious Studies curriculum at Maltby Academy develops students' ability to explore faith, ethics, and philosophy through reasoned debate, enquiry, and reflection. Students engage with a diverse range of worldviews, learning to question, analyse, and articulate ideas about belief, morality, and existence while fostering respect and empathy for others.

### Key Stage 3 – Religious Studies

Vocabulary focus:

Students develop key terms relating to world religions, philosophy, and ethics, including Christianity, Islam, Sikhism, Buddhism, Judaism, Humanism, belief, pilgrimage, reincarnation, karma, stewardship, and suffering. Vocabulary supports discussion of spiritual, moral, and philosophical questions, enabling students to articulate differing perspectives respectfully.

Substantive knowledge themes:

- Beliefs and practices – exploring major world religions and their symbols, rituals, and moral codes.
- Ethics and philosophy – investigating questions of existence, the afterlife, and morality.
- Identity and community – understanding how faith, culture, and values shape people's lives.
- Religious expression – analysing art, worship, and symbolism across traditions.
- Social issues and ethics – examining religion's influence on topics such as justice, environment, and human rights.
- Reflection and enquiry – developing balanced viewpoints and critical thinking through debate and discussion.

Progression goal:

By the end of Key Stage 3, students can explain core beliefs and ethical principles from multiple faiths, use precise religious vocabulary, and express reasoned, empathetic opinions on complex issues. They demonstrate tolerance, curiosity, and respect for diverse worldviews.

### Key Stage 4 – Religious Studies

Vocabulary focus:

Students consolidate specialist terminology for GCSE-level study, including theism, atheism, agnosticism, omnipotent, omnibenevolent, free will, moral evil, natural evil, sanctity of life, retribution, reformation, justice, and abortion. They use this vocabulary to evaluate moral and philosophical arguments with clarity and precision.

Substantive knowledge themes:

- Beliefs and teachings – exploring how faith traditions interpret sacred texts and key doctrines.
- Religion and life – debating ethical issues such as abortion, euthanasia, capital punishment, and animal rights.
- Crime and punishment – understanding moral reasoning, law, and forgiveness within religious contexts.
- Peace and conflict – evaluating pacifism, war, and social justice.
- Philosophy and existence – investigating the problem of evil, design arguments, and the nature of God.
- Relationships and family – exploring attitudes toward marriage, sexuality, gender, and equality.

Progression goal:

By the end of Key Stage 4, students apply religious and philosophical knowledge to ethical dilemmas and contemporary debates. They construct well-reasoned arguments, show

understanding of contrasting beliefs, and evaluate perspectives critically in preparation for GCSE examination responses.

## Key Stage 5 – Religious Studies

Vocabulary focus:

Students master advanced philosophical and ethical terminology such as utilitarianism, deontology, existentialism, empiricism, relativism, determinism, teleology, moral absolutism, and situation ethics. Vocabulary supports sophisticated argumentation and essay-based analysis.

Substantive knowledge themes:

- Philosophy of religion – exploring arguments for and against the existence of God and the relationship between faith and reason.
- Ethical theory – evaluating moral frameworks including virtue ethics, natural law, and Kantian ethics.
- Religion and society – examining religion's influence on politics, gender, human rights, and social change.
- Meta-ethics – analysing how moral language conveys truth and meaning.
- Scholarly interpretation – engaging with the work of philosophers and theologians across time.

Progression goal:

By the end of Key Stage 5, students critically engage with abstract philosophical questions, demonstrating independence of thought and evaluative rigour. They write analytically, construct nuanced arguments, and link ethical and religious theory to real-world contexts.

Across Key Stages 3 to 5

The Religious Studies curriculum at Maltby Academy develops knowledge, empathy, and moral reasoning. Students move from understanding the foundations of faith and belief to evaluating philosophical and ethical questions with intellectual maturity. Across all stages, they cultivate respect, open-mindedness, and the ability to analyse global and moral issues from multiple perspectives – preparing them to be thoughtful, informed citizens.




# Appendix


39-week plans

Tier 3 vocabulary




 <b>Religious Studies</b> Year 7							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
What is Religious Studies at MA?		Features of World Religions		Religious Symbols		Holy Places	
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Non Religious World Views		What is Spirituality ?		Art in Buddhism		Art in Islam	
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
What is Stewardship and what do Christians believe about it?		Islam and Stewardship		Buddhism and Stewardship		Non Religious Views on Stewardship	
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Climate Change Activism		Christianity and the Afterlife		Islam and the Afterlife		Buddhism and Reincarnation	
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Reincarnation Case Studies		Humanists and Non Religious Beliefs about the Afterlife		Funeral Rites		Afterlife Presentations	



 <b>Religious Studies</b> Year 8							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
What is a Religious Founder and Who was Guru Nanak?		The Ten Sikh Gurus		Who was Prophet Muhammad?		Who was Jesus?	
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Teachings of Jesus		Miracles of Jesus		What is Challenging about being a religious teen? Sikhism		What is good and what is challenging about being a young Muslim?	
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
What is good and what is challenging about being a young Buddhist?		Places of Worship- Christianity		Places of Worship- Islam		Places of Worship- Buddhism	
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Belief and Conversion		Philosophical Arguments for the Existence of God- Teleological Argument		Philosophical Arguments for the Existence of God- Cosmological Argument		Religious Experience	
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Religion, Evil and Suffering		Religion, Peace and Conflict		Non- Violent Activism		Peace and Conflict Presentations and Oracy Tasks	



 <b>Religious Studies</b> Year 9							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Managing Stress and Mental Wellbeing		Body Image and self esteem.		Establishing health and risk associated with Cosmetic and Aesthetic Procedures		Christian response to evil and Suffering	
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Muslim and Buddhist responses to Evil and suffering		Poverty and Suffering		Animal Suffering		Conception, pregnancy and options	
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Contraception & STIs		Bullying		Relationships, honour-based violence and respect		Religion crime and punishment in society	
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
RCP Islam		RCP Christianity		Capital Punishment		Substance and alcohol abuse (impacts)	
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Grooming CSE		CCE and County Lines		Sexuality and gender identity (LGBTQ+)		Love Simon *	

## Key Stage 3 – Tier 3 Vocabulary and Definitions

### Religious Studies – Year 7

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	What is Religious Studies at MA?	<b>Belief</b>	Acceptance that something exists or is true, especially without proof.
1	What is Religious Studies at MA?	<b>Religion</b>	A system of beliefs, practices and values often centred on worship of a higher power.
2	Features of World Religions	<b>Christianity</b>	The religion followed by Christians based on the life and teachings of Jesus.
2	Features of World Religions	<b>Islam</b>	The religion followed by Muslims who believe in one God (Allah) and follow the Qur'an.
3	Features of World Religions	<b>Hinduism</b>	One of the oldest religions in the world, originating in India with a variety of beliefs and practices.
3	Features of World Religions	<b>Sikhism</b>	A monotheistic religion founded in the Punjab region based on the teachings of Guru Nanak.
4	Features of World Religions	<b>Buddhism</b>	A religion based on the teachings of Siddhartha Gautama (the Buddha).
4	Features of World Religions	<b>Judaism</b>	The monotheistic religion of the Jewish people based on the Torah.
5	Religious Symbols	<b>Symbol</b>	An image or object that represents an idea, belief or concept.
5	Religious Symbols	<b>Kesh</b>	Uncut hair worn by Sikhs representing acceptance of God's will.
6	Religious Symbols	<b>Kara</b>	A steel bracelet worn by Sikhs symbolising the eternal nature of God.
6	Religious Symbols	<b>Kirpan</b>	A ceremonial sword carried by Sikhs representing protection and justice.
7	Holy Places	<b>Church</b>	A building used for Christian worship and community gatherings.
7	Holy Places	<b>Mosque</b>	A place of worship for Muslims.
8	Holy Places	<b>Synagogue</b>	A Jewish place of worship and community meeting place.
8	Holy Places	<b>Mandir</b>	A Hindu temple used for worship and religious ceremonies.
9	Non Religious World Views	<b>Humanism</b>	A belief system focusing on human values, reason and science without belief in God.
9	Non Religious World Views	<b>Humanists</b>	People who follow humanist beliefs and focus on ethics without religion.
10	Non Religious World Views	<b>Evolution</b>	The scientific theory explaining how living things change and develop over time.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
10	Non Religious World Views	<b>Big Bang Theory</b>	The scientific explanation for the origin of the universe.
11	What is Spirituality?	<b>Spirituality</b>	A sense of connection to something greater than oneself.
11	What is Spirituality?	<b>Sacred</b>	Something considered holy or of great religious importance.
12	What is Spirituality?	<b>Meditation</b>	A practice of focusing the mind to achieve calm or spiritual awareness.
13	Art in Buddhism	<b>Mandala</b>	A symbolic geometric design used in Buddhist meditation.
13	Art in Buddhism	<b>Impermanence</b>	The belief that everything changes and nothing lasts forever.
14	Art in Buddhism	<b>Enlightenment</b>	A state of complete understanding and freedom from suffering.
15	Art in Islam	<b>Calligraphy</b>	Decorative artistic writing used in Islamic religious texts.
15	Art in Islam	<b>Arabic</b>	The language of the Qur'an and widely used in Islamic worship.
16	Art in Islam	<b>Qur'an</b>	The holy book of Islam believed to be the word of God.
17	Christian Stewardship	<b>Stewardship</b>	The belief that humans are responsible for caring for the Earth.
18	Christian Stewardship	<b>Creation</b>	The belief that God created the world.
19	Islam and Stewardship	<b>Khalifah</b>	An Islamic belief that humans are guardians of the Earth.
20	Islam and Stewardship	<b>Allah</b>	The Arabic word for God in Islam.
21	Buddhism and Stewardship	<b>Karma</b>	The belief that actions influence future experiences or rebirths.
22	Buddhism and Stewardship	<b>Compassion</b>	Concern for the suffering of others and a desire to help.
23	Non Religious Views on Stewardship	<b>Climate Change</b>	Long-term changes in global temperature and weather patterns.
24	Non Religious Views on Stewardship	<b>Climate Activism</b>	Actions taken to reduce climate change and protect the environment.
25	Climate Change Activism	<b>Sustainability</b>	Meeting present needs without harming future generations.
26	Climate Change Activism	<b>Environmental Ethics</b>	Moral principles guiding how humans treat the natural world.
27	Christianity and the Afterlife	<b>Resurrection</b>	Rising from the dead; Christians believe Jesus rose after death.
27	Christianity and the Afterlife	<b>Ascension</b>	The belief that Jesus rose physically to heaven.
28	Islam and the Afterlife	<b>Akhirah</b>	The Islamic belief in life after death.
29	Islam and the Afterlife	<b>Jannah</b>	The Islamic concept of paradise or heaven.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
29	Islam and the Afterlife	<b>Jahannam</b>	The Islamic concept of hell.
30	Buddhism and Reincarnation	<b>Reincarnation</b>	The belief that the soul is reborn after death.
31	Buddhism and Reincarnation	<b>Samsara</b>	The cycle of birth, death and rebirth.
32	Buddhism and Reincarnation	<b>Nirvana</b>	Liberation from the cycle of rebirth and suffering.
33	Reincarnation Case Studies	<b>Immortal</b>	Living forever without dying or decaying.
34	Humanists and Non Religious Beliefs about the Afterlife	<b>Genes</b>	Units of heredity passed from parents to children.
35	Humanists and Non Religious Beliefs about the Afterlife	<b>Legacy</b>	The lasting impact a person leaves after death.
36	Funeral Rites	<b>Burial</b>	Placing a body in the ground after death.
37	Funeral Rites	<b>Cremation</b>	Burning the body after death as part of funeral practice.
38	Funeral Rites	<b>Ritual</b>	A formal religious or cultural ceremony.
39	Afterlife Presentations	<b>Tradition</b>	Customs and beliefs passed down through generations.

### Religious Studies – Year 8

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	What is a Religious Founder and Who was Guru Nanak?	<b>Founder</b>	A person who establishes or begins a religion or organisation.
1	What is a Religious Founder and Who was Guru Nanak?	<b>Guru Nanak</b>	The founder of Sikhism who taught equality, service and devotion to God.
2	What is a Religious Founder and Who was Guru Nanak?	<b>Role Model</b>	Someone admired and followed for their actions and values.
3	The Ten Sikh Gurus	<b>Guru</b>	A spiritual teacher who guides others in religious understanding.
3	The Ten Sikh Gurus	<b>Janam Sakhis</b>	Traditional stories about the life and teachings of Guru Nanak.
4	The Ten Sikh Gurus	<b>Khalsa</b>	The community of initiated Sikhs who commit to Sikh beliefs and practices.
5	Who was Prophet Muhammad?	<b>Prophet</b>	A messenger chosen by God to communicate divine teachings.
5	Who was Prophet Muhammad?	<b>Muhammad (PBUH)</b>	The final prophet in Islam who received the Qur'an from Allah.
6	Who was Prophet Muhammad?	<b>Allah</b>	The Arabic word for God in Islam.
6	Who was Prophet Muhammad?	<b>Monotheism</b>	Belief in one all-powerful God.
7	Who was Jesus?	<b>Incarnation</b>	The Christian belief that God became human in the form of Jesus.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
7	Who was Jesus?	<b>Trinity</b>	The Christian belief that God is Father, Son and Holy Spirit.
8	Who was Jesus?	<b>Divine</b>	Something that comes from or is related to God.
9	Teachings of Jesus	<b>Parable</b>	A story told by Jesus to teach a moral or religious lesson.
10	Teachings of Jesus	<b>Agape</b>	Selfless love for others, often emphasised in Christian teachings.
11	Miracles of Jesus	<b>Miracle</b>	An event believed to break the laws of nature and show God's power.
12	Miracles of Jesus	<b>Coincidence</b>	An event that appears meaningful but happens by chance.
13	What is Challenging about being a Religious Teen? Sikhism	<b>Peer Pressure</b>	Influence from people of the same age to behave in certain ways.
14	What is Challenging about being a Religious Teen? Sikhism	<b>Discrimination</b>	Treating someone unfairly because of their beliefs or characteristics.
15	What is good and what is challenging about being a young Muslim?	<b>Hijab</b>	A head covering worn by some Muslim women as an expression of faith.
16	What is good and what is challenging about being a young Muslim?	<b>Stereotype</b>	A fixed and oversimplified belief about a group of people.
17	What is good and what is challenging about being a young Buddhist?	<b>Mindfulness</b>	Focusing attention on the present moment in a calm and reflective way.
18	What is good and what is challenging about being a young Buddhist?	<b>Four Noble Truths</b>	Core Buddhist teachings explaining suffering and how to overcome it.
19	Places of Worship – Christianity	<b>Church</b>	A building used by Christians for worship and community gatherings.
19	Places of Worship – Christianity	<b>Font</b>	A basin used to hold holy water during Christian baptisms.
20	Places of Worship – Christianity	<b>Pulpit</b>	A raised platform where sermons are delivered in church.
20	Places of Worship – Christianity	<b>Lectern</b>	A stand used to hold religious texts during readings.
21	Places of Worship – Islam	<b>Mosque</b>	A building where Muslims gather for prayer and worship.
21	Places of Worship – Islam	<b>Mihrab</b>	A niche in a mosque wall showing the direction of Makkah.
22	Places of Worship – Islam	<b>Minbar</b>	A raised platform in a mosque used for sermons.
22	Places of Worship – Islam	<b>Minaret</b>	A tall tower from which the call to prayer is traditionally made.
23	Places of Worship – Buddhism	<b>Vihara</b>	A Buddhist temple used for worship and meditation.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
24	Places of Worship – Buddhism	<b>Shrine</b>	A sacred place associated with worship or a holy person.
25	Belief and Conversion	<b>Conversion</b>	Changing from one belief system or religion to another.
26	Belief and Conversion	<b>Atheist</b>	A person who believes that God does not exist.
27	Philosophical Arguments for the Existence of God – Teleological	<b>Teleological Argument</b>	The argument that the design and order of the universe show evidence of a creator.
27	Philosophical Arguments for the Existence of God – Teleological	<b>Design</b>	Evidence of planning or purpose within nature or the universe.
28	Philosophical Arguments for the Existence of God – Teleological	<b>William Paley</b>	Philosopher who compared the universe to a watch to argue for God's existence.
29	Philosophical Arguments for the Existence of God – Cosmological	<b>Cosmological Argument</b>	The argument that everything must have a cause, so the universe must have a first cause (God).
29	Philosophical Arguments for the Existence of God – Cosmological	<b>Causation</b>	The idea that every effect must have a cause.
30	Religious Experience	<b>Religious Experience</b>	A personal event where someone feels a connection with God or the divine.
31	Religious Experience	<b>Numinous Experience</b>	A feeling of awe or presence of something greater than oneself.
32	Religious Experience	<b>Near Death Experience</b>	Experiences reported by people close to death that may involve visions of an afterlife.
33	Religion, Evil and Suffering	<b>Natural Evil</b>	Suffering caused by natural events such as earthquakes or disease.
34	Religion, Evil and Suffering	<b>Moral Evil</b>	Suffering caused by human actions such as violence or injustice.
35	Religion, Peace and Conflict	<b>Free Will</b>	The belief that humans can choose their own actions.
36	Religion, Peace and Conflict	<b>Pacifism</b>	The belief that violence and war are always wrong.
37	Non-Violent Activism	<b>Non-violent Activism</b>	Campaigning for change through peaceful protest.
38	Non-Violent Activism	<b>Conflict</b>	Serious disagreement or struggle between individuals or groups.
39	Peace and Conflict Presentations	<b>Human Condition</b>	The shared experiences and characteristics of being human.

### Religious Studies – Year 9

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Managing Stress and Mental Wellbeing	<b>Anxiety</b>	A recognised emotional response involving worry or nervousness.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Managing Stress and Mental Wellbeing	<b>Mental Wellbeing</b>	A person's emotional and psychological state.
2	Managing Stress and Mental Wellbeing	<b>Self-Care</b>	Actions taken to maintain good mental and emotional health.
3	Body Image and Self Esteem	<b>Body Image</b>	How a person thinks and feels about their physical appearance.
3	Body Image and Self Esteem	<b>Self-Esteem</b>	Confidence in one's own value and abilities.
4	Body Image and Self Esteem	<b>Body Dysmorphia</b>	A mental health condition involving obsessive concern about perceived flaws in appearance.
5	Cosmetic and Aesthetic Procedures	<b>Cosmetic Procedure</b>	A medical treatment performed to change appearance.
5	Cosmetic and Aesthetic Procedures	<b>Aesthetic Procedure</b>	A treatment intended to enhance or improve appearance.
6	Cosmetic and Aesthetic Procedures	<b>Artificial</b>	Something that is not natural and is made by humans.
7	Christian Response to Evil and Suffering	<b>Theist</b>	A person who believes in the existence of God.
7	Christian Response to Evil and Suffering	<b>Atheist</b>	A person who does not believe in the existence of God.
8	Christian Response to Evil and Suffering	<b>Inconsistent Triad</b>	The argument that God cannot be all-loving and all-powerful if evil exists.
9	Muslim and Buddhist Responses to Evil and Suffering	<b>Moral Evil</b>	Suffering caused by human actions such as violence or injustice.
10	Muslim and Buddhist Responses to Evil and Suffering	<b>Natural Evil</b>	Suffering caused by natural events such as earthquakes or disease.
11	Muslim and Buddhist Responses to Evil and Suffering	<b>Omnipotent</b>	Having unlimited power.
11	Muslim and Buddhist Responses to Evil and Suffering	<b>Omnibenevolent</b>	Being completely loving and good.
12	Poverty and Suffering	<b>Absolute Poverty</b>	Severe poverty where basic human needs are not met.
13	Poverty and Suffering	<b>Morality</b>	Principles that help people decide between right and wrong.
14	Animal Suffering	<b>Animal Cruelty</b>	Deliberate harm or neglect of animals.
14	Animal Suffering	<b>Domesticated</b>	Animals adapted to live alongside humans.
15	Conception, Pregnancy and Options	<b>Conception</b>	The moment when sperm fertilises an egg.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
15	Conception, Pregnancy and Options	<b>Fertilisation</b>	The biological process where sperm and egg combine.
16	Conception, Pregnancy and Options	<b>Trimester</b>	One of the three stages of pregnancy.
17	Conception, Pregnancy and Options	<b>Abortion</b>	The medical termination of a pregnancy.
18	Contraception and STIs	<b>Contraception</b>	Methods used to prevent pregnancy.
18	Contraception and STIs	<b>Barrier Method</b>	Physical protection used to prevent pregnancy or STIs, such as condoms.
19	Contraception and STIs	<b>Hormonal Contraception</b>	Birth control methods using hormones to prevent pregnancy.
20	Bullying	<b>Bullying</b>	Repeated intentional harm towards another person.
20	Bullying	<b>Victimisation</b>	Treating someone unfairly or targeting them.
21	Bullying	<b>Child-on-Child Abuse</b>	Abuse occurring between young people.
22	Relationships, Honour-Based Violence and Respect	<b>Healthy Relationships</b>	Relationships based on trust, honesty and respect.
22	Relationships, Honour-Based Violence and Respect	<b>Honour-Based Violence</b>	Violence committed to protect perceived family honour.
23	Religion, Crime and Punishment in Society	<b>Retribution</b>	Punishment intended as payback for wrongdoing.
23	Religion, Crime and Punishment in Society	<b>Deterrence</b>	Preventing crime by making people fear punishment.
24	Religion, Crime and Punishment in Society	<b>Reformation</b>	Changing an offender's behaviour for the better.
25	RCP Islam	<b>Protection</b>	Removing dangerous individuals from society to protect others.
26	RCP Islam	<b>Vindication</b>	Demonstrating that the law is justified.
27	RCP Christianity	<b>Reparation</b>	Making amends for wrongdoing.
28	RCP Christianity	<b>Sentence</b>	The punishment given by a court after conviction.
29	Capital Punishment	<b>Capital Punishment</b>	The death penalty used as punishment for serious crimes.
29	Capital Punishment	<b>Execution</b>	Carrying out a death sentence.
30	Capital Punishment	<b>Death Row</b>	The prison area where inmates await execution.
31	Substance and Alcohol Abuse	<b>Substance Abuse</b>	Harmful misuse of drugs or alcohol.
31	Substance and Alcohol Abuse	<b>Stimulant</b>	A drug that increases alertness and energy.
32	Substance and Alcohol Abuse	<b>Depressant</b>	A drug that slows brain activity.

## Our Classroom Curriculum | Maltby Academy

<b>Week</b>	<b>Curriculum Component</b>	<b>Tier 3 Vocabulary</b>	<b>Definition</b>
32	Substance and Alcohol Abuse	<b>Hallucinogenic</b>	A drug that alters perception and causes hallucinations.
33	Grooming and CSE	<b>Child Sexual Exploitation (CSE)</b>	Manipulating or forcing a child into sexual activity.
33	Grooming and CSE	<b>Grooming</b>	Building trust with a child to exploit them.
34	Grooming and CSE	<b>Red Flag</b>	A warning sign of harmful or abusive behaviour.
35	CCE and County Lines	<b>Child Criminal Exploitation (CCE)</b>	Using a child to commit crimes such as drug trafficking.
35	CCE and County Lines	<b>County Lines</b>	Drug trafficking networks moving drugs between urban and rural areas.
36	CCE and County Lines	<b>Gang Affiliation</b>	Being associated with organised criminal groups.
37	Sexuality and Gender Identity	<b>Gender Identity</b>	A person's internal understanding of their gender.
37	Sexuality and Gender Identity	<b>Sex at Birth</b>	Biological classification assigned when someone is born.
38	Sexuality and Gender Identity	<b>Tolerance</b>	Accepting differences in beliefs or identity.
38	Sexuality and Gender Identity	<b>Respect</b>	Treating others with dignity and kindness.
39	Love Simon / Identity and Equality	<b>Prejudice</b>	A judgement formed without sufficient knowledge or evidence.

