

## **RE Curriculum Overview**

Syllabus Intention: "The RE syllabus uses a multi-dimensional model of religions and worldviews, and of RE itself. Learners explore questions of identity: who am I? Where do I fit in? What influences shape me? They discover a range of accounts of the meanings humans find in life, developing their own sense of meaning, and they consider how human values are often common and humane, but also often distinctive in the ways they are expressed and practised".

The RE Agreed Syllabus, 2018–2023

### **Year 5 – Year 11**

#### **Intent**

Our overall goal is for all Henlow students to develop a deep love of Religious Studies and learning; explore a range of different beliefs and traditions that affect people all over the world; develop a tolerance and acceptance of different beliefs and cultures; become independent learners, critical readers and thinkers.

#### **Implementation**

Our students will experience engaging and challenging lessons focusing on the development of transferable skills; study a range of topics that appeal to a wide range of interests and impact on the world in which they live; work alongside staff committed to ensuring they acquire the knowledge, understanding and skills that see them fulfil their potential in Religious Studies and help raise their aspirations; analyse religious beliefs and scripture; identify key beliefs and practices; develop the skills to be able to support these with specific scripture; develop their enthusiasm and passion for Religious Studies, deepening their learning as they progress through school and beyond; work independently to acquire and secure specific knowledge and supporting detail; debate with confidence their own ideas and opinions, taking account

of differing points of view and beliefs; develop their recall skills so that their knowledge increases over time and they become confident in their knowledge base and their ability to apply this in their own work.

### **Impact**

The impact of our curriculum will be apparent in: our students' enthusiasm for the subject which is displayed both in and out of the classroom; our students' work and their progress as evidenced in their submitted work; the increased number of students taking Religious Studies in KS4 and KS5, and beyond; the progress and attainment of students in external exams.

<b>Year 5</b>	<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<b>Term 1</b> <u><b>Values</b></u> Henlow Values Heroes and Villains Christian Values Humanist Values	To instil an appreciation of how values shape moral attitudes and behaviour. Linking religious values with secular approaches to ethical behaviour.	Dance Painting Craft Artwork Assembly	Students can answer the question 'Are some values more important than others?' Using a clear PEE structure.
<b>Term 2</b> <u><b>Creation and Covenant</b></u> Looking over the Genesis account of creation and linking with modern science. Stories of Moses and Abraham.	To examine creation mythology and from a textual basis. This will necessarily lead to a discussion about the nature of a creator deity and the strengths and weaknesses of this position.	Research Presentation Argumentation Persuasive language	Students can describe the six days of creation in Genesis 1 and 2. 'Did God create human beings?'
<b>Term 3</b> <u><b>People who inspire us</b></u> Inspiration Moses Jesus Dr Barnardo Ghandi Elizabeth Fry Florence Nightingale	To take a philosophical approach on the theme of human interconnectedness and how we influence and inspire each other. What makes religious innovators so inspirational? A discussion on how to live a 'good' life is likely to follow.	Biography and quotations. Comparing and contrasting different achievements and the role of religion and religious teachings in forming approaches to life.	What do inspirational people have in common?

Year 6	Intent	Implementation	Impact
<p><b>Term 1</b> <b><u>Incarnation</u></b> Explain the place of Incarnation and Messiah within the big story of the Bible. Identify Gospel and Prophecy texts, using technical terms</p>	<p>To examine the unique place of Jesus as God made flesh in modern world religion. An investigation into the long history of gods 'coming to earth'. Textual analysis and the ability to use key theological vocabulary surrounding Jesus and his mission.</p>	<p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p>	<p>Students can weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives. Extended writing piece "Was Jesus the Messiah"</p>
<p><b>Term 2</b> <b><u>Hinduism</u></b> Consider a diverse range of views about questions of meaning, purpose and truth connected with destiny, life and death; To learn more about Hindu dharma and nonreligious perspectives of life's purposes, death and the idea of the afterlife; To explore views about life's purposes, death and the idea of the afterlife.</p>	<p>The principal aim of the Hinduism scheme is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</p>	<p>Activities will broaden student understanding of eastern religion from the Indian context, but also in a UK setting. Students should develop their confidence in describing and explaining religious beliefs using key terms from the Hindu tradition.</p>	<p><b>Assessment:</b> Students gain appreciation of the symbolism of the Trimurti through labelling assessment of the God Shiva.  Students can achieve level 4 or above in a standardised assessment on the Hindu faith – Multiple choice.</p>

**Term 3**

**People of God**

Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.

To present the idea of contract, covenant and salvation in the broader context of the 'big story' of the bible. The story of Abraham, Moses and Noah as a lens to place over themes of punishment and repentance.

Students are reminded that God rescues his people in the story of Moses by delivering them from Egypt and then making the covenant with them — not demanding that they obey the commands first and only rescuing them if they manage it. The question is posed: What difference does this make?

**Assessment question:** How can following God bring freedom and justice?

Year 7	Intent	Implementation	Impact
<p><b>Term 1</b> <b><u>Islam</u></b> Islamophobia Beliefs Traditions Festivals Role of Women Islam in the 21<sup>st</sup> Century</p>	<p>To broaden student understanding of monotheism from the middle eastern context, but also in a UK setting. Students should develop their confidence in describing and explaining religious beliefs using key terms from the Islamic tradition.</p>	<p>This systematic study of Islam sets the foundations for pupils' learning about Muslims and the religion of Islam. Previous encounters in lower school will have been as part of thematic units (e.g. Being Special, Special Times, special Places). This unit is their first sustained encounter with Islam, and will build on and deepen previous learning.</p>	<p>Students can talk with confidence about the effect the five pillars of Islam have on the daily life of a Muslim. (Presentation assessment)</p> <p>Students can write an extended piece on the spiritual aspects of Hajj.</p>
<p><b>Term 2</b> <b><u>Gospel</u></b> Suggest meanings of the texts studied, and how they challenged religious and political authorities, explaining ideas with reasons and evidence. Consider which interpretations are appropriate and why. Give reasons and examples to</p>	<p>Students approach this topic with the central question: Was Jesus a Rebel? An examination of Jesus' life in its social, political and historic context. Students develop their theological fluency and confidence using biblical text. Impact of these texts and connections with modern issues.</p>	<p>Discussion will centre around the idea that Jesus' teachings challenged social structures as well as individuals, disappointing some of his contemporaries, who wanted the Romans out and the People of God to rule. The Bible teaches that the good news is for all people, and should</p>	<p><b>Assessment question:</b> What's so radical about Jesus? Extended writing Assessment.</p>

<p>explain how far Christians respond to the teaching of Jesus. Explain how Christians use Jesus' teaching to guide Their actions/behaviour.</p>		<p>bring liberation in individuals' lives and transform communities.</p>	
<p><b>Term 3</b> <b><u>Arguments for the Existence of God.</u></b> An examination of 5 key arguments for God's Existence.</p>	<p>Students develop their skills of analysis and evaluation through the philosophy of religion. How strong are arguments for the existence of God and what criticisms can be levelled at them? How convincing are these criticisms?</p>	<p>Philosophy of religion is the examination of the themes and concepts involved in religious traditions as well as the broader philosophical task of reflecting on matters of religious significance including the nature of religion itself, alternative concepts of God or ultimate reality, and the religious significance of general features of the cosmos.</p>	<p>Describe and explain the Teleological argument for the existence of God.</p>

Year 8	Intent	Implementation	Impact
<p><b>Term 1</b> <b><u>Sikhism</u></b> An examination of the main beliefs and practices of the Sikh faith. With special attention to the Life of Guru Nanak and Gobind Singh. The 5 Ks and their impact on Sikh life</p>	<p>To move from knowledge skills to a more reflective and evaluative approach to world religion. To broaden student understanding of monotheism from an Indian context, but also in a UK setting. Students should develop their confidence in describing and explaining religious beliefs using key terms from the Sikh tradition.</p>	<p>Activities are designed to help pupils develop reflection and evaluation skills as well as enabling them to demonstrate knowledge and understanding of the main tenets of the Sikh faith and what it means to live as a Sikh.</p>	<p>Knowledge of the symbolism of 5 Ks demonstrated in the assessment: “Why do Sikhs wear the 5 Ks?”</p> <p>Understanding the history of Sikhism in the UK through the assessment “How important is the turban to British Sikhs?”</p>
<p><b>Term 2</b> <b><u>Wisdom</u></b> This unit explores some of the wisdom found in the Bible in relation to questions of meaning and purpose – dealing with pain and suffering (Job), and coping with everyday living (Proverbs, Romans). Students will consider if these examples of ancient wisdom</p>	<p>The Bible has a rich ‘wisdom’ strand which gives a way of seeing the world, and guidance on responding to the challenges of life. [People of God] Ideas of God have varied (and still do) within the Christian Church, and different emphases lead to different ways of living (for example, some Christians explain how</p>	<p>The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these</p>	<p>Suggest meanings of biblical concepts and texts to do with wisdom, suffering, evil and the meaning of life, explaining their ideas with reasons and evidence. Give reasons and examples to explain the range of ways Christians respond to and are influenced by Bible texts about</p>

shed any light on problems of today.	and why God allows suffering, others cannot, but still trust God).	questions, as well as develop responses of their own.	meaning in life, suffering and wisdom, and the key concepts studied.
<p><b>Term 3</b> <b><u>Death and Afterlife</u></b></p> <p>To understand what ultimate questions are</p> <p>To understand the difference between knowing and believing</p> <p>To explore our own beliefs about religion and what others may believe</p> <p>To investigate the ultimate question; what happens to us when we die</p>	<p>To take a comparative approach to themes of death and salvation, body and soul, action and reward. All six world religions should be investigated with the intention of developing key analytical skills e.g comparing and contrasting, connecting and separating particular beliefs and practices.</p> <p>A textual approach should also be encouraged.</p>	<p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death and some beliefs about afterlife. The extended essay is an opportunity for students to develop research and IT skills.</p>	<p>Students complete the extended essay: "What happens to us when we die?"</p> <p>An examination of death and afterlife from a range of religious perspectives.</p>

Year 9	Intent	Implementation	Impact
<p><b>Term 1</b> <b><u>Religion and Life</u></b> Topics studied: The origins of the universe The value of the world The use and abuse of the environment The use and abuse of animals The origins of human life Abortion Euthanasia Death and afterlife</p>	<p>Our students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> <li>● Abortion.</li> <li>● Euthanasia.</li> <li>● Animal experimentation.</li> </ul>	<p><b>The origins and value of the universe</b></p> <ul style="list-style-type: none"> <li>- The origins of the universe, including: Religious teachings about the origins of the universe, and different interpretations of these:</li> <li>- the relationship between scientific views, such as the Big Bang theory, and religious views.</li> <li>- The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.</li> <li>- The use and abuse of the environment, including the use of natural resources, pollution.</li> <li>- The use and abuse of animals, including: animal experimentation</li> <li>- the use of animals for food.</li> </ul> <p><b>The origins and value of human life</b></p>	<p>Our students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.</p> <p>Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.</p>

		<ul style="list-style-type: none"> <li>- The origins of life, including: Religious teachings about the origins of human life, and different interpretations of these</li> <li>- The relationship between scientific views, such as evolution, and religious views.</li> <li>- The concepts of sanctity of life and the quality of life.</li> <li>- Abortion, including situations when the mother's life is at risk.</li> <li>- Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.</li> <li>- Euthanasia.</li> <li>- Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.</li> </ul>	
<p><b>Term 2</b> <b><u>Social Justice</u></b></p> <p>Social justice and human rights</p>	<p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their</p>	<p><b>Human rights</b></p> <ul style="list-style-type: none"> <li>- Prejudice and discrimination in religion and belief, including the status and</li> </ul>	<p>Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to</p>

<p>Prejudice and discrimination Religious freedom Prejudice and discrimination-race The status and role of women in religion Teachings about wealth Exploitation of the poor Giving money to the poor</p>	<p>impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> <li>● Status of women in religion.</li> <li>● The uses of wealth.</li> <li>● Freedom of religious expression.</li> </ul>	<p>treatment within religion of women and homosexuals.</p> <ul style="list-style-type: none"> <li>- Issues of equality, freedom of religion and belief including freedom of religious expression.</li> <li>- Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.</li> <li>- Social justice.</li> <li>- Racial prejudice and discrimination.</li> <li>- Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.</li> </ul> <p><b>Wealth and poverty</b></p> <p>Wealth, including:</p> <ul style="list-style-type: none"> <li>- the right attitude to wealth</li> <li>- the uses of wealth.</li> <li>- The responsibilities of wealth, including the duty to tackle poverty and its causes.</li> <li>- Exploitation of the poor including issues relating to:</li> </ul>	<p>develop their own attitudes towards religious issues.</p> <p>Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.</p>
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		<p>fair pay, excessive interest on loans, people-trafficking.</p> <ul style="list-style-type: none"> <li>- The responsibilities of those living in poverty to help themselves overcome the difficulties they face.</li> <li>- Charity, including issues related to giving money to the poor.</li> </ul>	
<p><b>Term 3</b> <b><u>Islam</u></b></p>	<p>Our students should be aware that Islam is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity.</p> <p>Our students should study the beliefs, teachings and practices of Islam and their basis in Islamic sources of wisdom and authority. They should be able to refer to scripture and other writings where appropriate.</p>	<p><b>Key Beliefs</b></p> <p>The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.</p> <p>Tawhid (the Oneness of God), Qur'an Surah 112.</p> <p>The nature of God:</p> <ul style="list-style-type: none"> <li>- omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence.</li> <li>- Angels, their nature and role, including Jibril and Mika'il.</li> </ul>	<p>Students should understand</p> <ul style="list-style-type: none"> <li>- the influence of the beliefs, teachings and practices studied on individuals, communities and societies.</li> <li>- Common and divergent views within Islam in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Muslim perspectives in their answers, including those from Sunni and Shi'a Islam.</li> </ul>

		<ul style="list-style-type: none"><li>- Predestination and human freedom and its relationship to the Day of Judgement.</li><li>- Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.</li></ul>	
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Year 10	Intent	Implementation	Impact
<p><b>Term 1</b> <b><u>Christian Belief and Practice</u></b></p>	<p>Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.</p>	<ul style="list-style-type: none"> <li>• Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant.</li> <li>• Key beliefs</li> <li>• The nature of God:</li> <li>• God as omnipotent, loving and just, and the problem of evil and suffering</li> <li>• the oneness of God and the Trinity: Father, Son and Holy Spirit.</li> <li>• Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).</li> </ul>	<p>Students can study the beliefs, teachings and practices of Christianity specified below and their basis in Christian sources of wisdom and authority. They will be able to refer to scripture and/or sacred texts where appropriate. Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.</p> <p>Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be apparent throughout. Students can refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant.</p>

		<p>Different Christian beliefs about the afterlife and their importance, including:</p> <ul style="list-style-type: none"> <li>• resurrection and life after death; judgement, heaven and hell.</li> <li>• Jesus Christ and salvation</li> </ul> <p>Beliefs and teachings about:</p> <ul style="list-style-type: none"> <li>• the incarnation and Jesus as the Son of God</li> <li>• the crucifixion, resurrection and ascension</li> <li>• sin, including original sin</li> <li>• the means of salvation, including law, grace and Spirit</li> <li>• the role of Christ in salvation including the idea of atonement.</li> </ul>	
<p><b>Term 2 -First half</b></p> <p><b><u>Theme A:</u></b> <b><u>Relationships and families</u></b></p>	<p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their</p>	<p><b>Sex, marriage and divorce</b></p> <p>Human sexuality including:</p> <ul style="list-style-type: none"> <li>- heterosexual and homosexual relationships.</li> <li>- Sexual relationships before and outside of marriage.</li> </ul>	<p>Our students will be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity)</p>

	<p>impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p>	<ul style="list-style-type: none"> <li>- Contraception and family planning.</li> <li>- The nature and purpose of marriage.</li> <li>- Same-sex marriage and cohabitation.</li> <li>- Divorce, including reasons for divorce, and remarrying.</li> <li>- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.</li> </ul> <p>Families and gender equality</p> <p>The nature of families, including:</p> <ul style="list-style-type: none"> <li>- the role of parents and children</li> <li>- extended families and the nuclear family.</li> </ul> <p>The purpose of families, including:</p> <ul style="list-style-type: none"> <li>- procreation</li> <li>- stability and the protection of children</li> <li>- educating children in a faith.</li> </ul>	<p>and one or more other religious traditions:</p> <ul style="list-style-type: none"> <li>- Contraception.</li> <li>- Sexual relationships before marriage.</li> <li>- Homosexual relationships.</li> </ul>
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		<p>Contemporary family issues including:</p> <ul style="list-style-type: none"> <li>- same-sex parents</li> <li>- polygamy.</li> <li>- The roles of men and women.</li> <li>- Gender equality.</li> <li>- Gender prejudice and discrimination, including examples.</li> </ul>	
<p><b>Term 2 - Second Half</b></p> <p><b><u>Theme F:</u></b> <b><u>Religion, human rights and social justice</u></b></p>	<p>From two different religious perspectives (Christianity and Islam):</p> <ul style="list-style-type: none"> <li>- Status of women in religion.</li> <li>- The uses of wealth.</li> <li>- Freedom of religious expression.</li> </ul>	<p><b>Human rights</b></p> <p>Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.</p> <p>Issues of equality, freedom of religion and belief including freedom of religious expression.</p> <p>Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.</p> <p>Social justice.</p>	<p>Students can study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They are aware of contrasting perspectives in contemporary British society on all of these issues.</p>

		<p>Racial prejudice and discrimination.</p> <p>Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.</p> <p>Wealth and poverty</p> <p>Wealth, including:</p> <ul style="list-style-type: none"> <li>- the right attitude to wealth</li> <li>- the uses of wealth.</li> <li>- The responsibilities of wealth, including the duty to tackle poverty and its causes.</li> </ul> <p>Exploitation of the poor including issues relating to:</p> <p>fair pay</p> <ul style="list-style-type: none"> <li>- excessive interest on loans</li> <li>- people-trafficking.</li> <li>- The responsibilities of those living in poverty to help themselves overcome the difficulties they face.</li> <li>- Charity, including issues related to giving money to the poor.</li> </ul>	
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**Term 3 First Half**

**Theme C: The existence of God and revelation**

Students must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and non-religious beliefs such as atheism and humanism:

- Visions.
- Miracles.
- Nature as general revelation.

Philosophical arguments for and against the existence of God

The Design argument, including its strengths and weaknesses.

The First Cause argument, including its strengths and weaknesses.

The argument from miracles, including its strengths and weaknesses, and one example of a miracle.

Evil and suffering as an argument against the existence of God.

Arguments based on science against the existence of God.

The nature of the divine and revelation

Special revelation as a source of knowledge about the divine (God, gods or ultimate reality) including visions and one example of a vision.

Our students can fully appreciate religious teachings, and religious and philosophical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

		<p>Enlightenment as a source of knowledge about the divine. General revelation: nature and scripture as a way of understanding the divine. Different ideas about the divine that come from these sources:</p> <ul style="list-style-type: none"> <li>- omnipotent and omniscient</li> <li>- personal and impersonal</li> <li>- immanent and transcendent.</li> </ul> <p>The value of general and special revelation and enlightenment as sources of knowledge about the divine, including:</p> <ul style="list-style-type: none"> <li>- the problems of different ideas about the divine arising from these experiences</li> <li>- alternative explanations for the experiences, and the possibility that the people who claimed to have them were lying or mistaken.</li> </ul>	
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<p><b>Term 3 Second Half</b></p> <p><b><u>Theme D: Religion, peace and conflict</u></b></p>	<p>Students must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <p>Violence. Weapons of mass destruction. Pacifism.</p>	<p>Religion, violence, terrorism and war</p> <p>The meaning and significance of:</p> <ul style="list-style-type: none"> <li>- peace</li> <li>- justice</li> <li>- forgiveness</li> <li>- reconciliation.</li> <li>- Violence, including violent protest.</li> <li>- Terrorism.</li> <li>- Reasons for war, including greed, self-defence and retaliation.</li> <li>- The just war theory, including the criteria for a just war.</li> <li>- Holy war.</li> <li>- Pacifism.</li> <li>- Religion and belief in 21st century conflict</li> <li>- Religion and belief as a cause of war and violence in the contemporary world.</li> <li>- Nuclear weapons, including nuclear deterrence.</li> <li>- The use of weapons of mass destruction.</li> </ul>	<p>Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p>
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		<ul style="list-style-type: none"><li>- Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.</li><li>- Religious responses to the victims of war including the work of one present day religious organisation.</li></ul>	
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Year 11	Intent	Implementation	Impact
<p><b>Term 1</b> <b><u>Islam</u></b></p>	<p>Students should study the beliefs, teachings and practices of Islam specified below and their basis in Islamic sources of wisdom and authority. They should be able to refer to scripture and other writings where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them.</p> <p>Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.</p>	<p>Beliefs and teachings Key Beliefs The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. Tawhid (the Oneness of God), Qur'an Surah 112. The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence. Angels, their nature and role, including Jibril and Mika'il. Predestination and human freedom and its relationship to the Day of Judgement. Aakhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. Authority Risalah (Prophethood) including the role and</p>	<p>Common and divergent views within Islam in the way beliefs and teachings are understood and expressed will be understood.</p> <p>Students are able to refer to a range of different Muslim perspectives in their answers, including those from Sunni and Shi'a Islam.</p>

		<p>importance of Adam, Ibrahim and Muhammad.</p> <p>The holy books:</p> <ul style="list-style-type: none"> <li>• Qur'an: revelation and authority</li> <li>• the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.</li> </ul> <p>The imamate in Shi'a Islam: its role and significance.</p> <p>Practices</p> <p>Worship</p> <p>Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam).</p> <p>Shahadah: declaration of faith and its place in Muslim practice.</p> <p>Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and</p>	
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		<p>elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer.</p> <p>Duties and festivals</p> <p>Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5.</p> <p>Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam.</p> <p>Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance.</p>	
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		<p>Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad. Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.</p>	
<p><b>Term 2</b></p> <p><b><u>Theme E: Religion, crime and punishment</u></b></p>	<p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <p>Corporal punishment. Death penalty. Forgiveness.</p>	<p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity)</p>	<p>Students are enabled to study religious teachings, and religious, philosophical and ethical arguments, relating to these issues, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p>

		<p>and one or more other religious traditions:</p> <ul style="list-style-type: none"> <li>• Corporal punishment.</li> <li>• Death penalty.</li> <li>• Forgiveness.</li> <li>• Religion, crime and the causes of crime</li> <li>• Good and evil intentions and actions, including whether it can ever be good to cause suffering.</li> </ul> <p>Reasons for crime, including:</p> <ul style="list-style-type: none"> <li>• poverty and upbringing</li> <li>• mental illness and addiction</li> <li>• greed and hate</li> <li>• opposition to an unjust law.</li> </ul> <p>Views about people who break the law for these reasons.</p> <p>Views about different types of crime, including hate crimes, theft and murder.</p> <p>Religion and punishment</p> <p>The aims of punishment, including:</p> <ul style="list-style-type: none"> <li>• retribution</li> <li>• deterrence</li> <li>• reformation.</li> </ul>	
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		<p>The treatment of criminals, including:</p> <ul style="list-style-type: none"> <li>• prison</li> <li>• corporal punishment</li> <li>• community service.</li> <li>• Forgiveness.</li> <li>• The death penalty.</li> </ul> <p>Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</p>	
<p><b>Term 3</b> <b><u>Theme B: Religion and life</u></b></p>	<p>Our students must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <p>Abortion. Euthanasia. Animal experimentation.</p>	<p>The origins and value of the universe</p> <p>The origins of the universe, including:</p> <ul style="list-style-type: none"> <li>• religious teachings about the origins of the universe, and different interpretations of these</li> <li>• the relationship between scientific views, such as the Big Bang theory, and religious views.</li> </ul> <p>The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.</p>	<p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p>

		<p>The use and abuse of the environment, including the use of natural resources, pollution. The use and abuse of animals, including:</p> <ul style="list-style-type: none"> <li>• animal experimentation</li> <li>• the use of animals for food.</li> </ul> <p>The origins and value of human life</p> <p>The origins of life, including:</p> <ul style="list-style-type: none"> <li>• religious teachings about the origins of human life, and different interpretations of these</li> <li>• the relationship between scientific views, such as evolution, and religious views.</li> </ul> <p>The concepts of sanctity of life and the quality of life.</p> <p>Abortion, including situations when the mother's life is at risk. Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.</p> <p>Euthanasia.</p> <p>Beliefs about death and an afterlife, and their impact on</p>	
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		beliefs about the value of human life.	
<b>Term 3 – Second half</b>	Students are given time to prepare for the examination and provided with extra revision sessions.	Revision	Target grades achieved or exceeded.