

## Henlow Academy RE Curriculum Information

Intent	Implementation	Impact
<p>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.</p>	<p>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 sacred writings; 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.</p>	<p>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 progress and attainment of students in external exams.</p>

# Year 7 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Islam		Gospel	Judaism	Arguments for the Existence of God	Arguments for the Existence of God
Key Concepts	<p>The course covers a range of dimensions within Islam (Ritual, Experiential, Narrative and Doctrinal. Topics include:</p> <ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Traditions</li> <li>• Festivals</li> <li>• Role of Women</li> <li>• Islam in the 21st Century</li> <li>• Islamophobia</li> </ul>		<p>Students explore the story of Jesus in the synoptic Gospels and the Gospel of John. 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 explain how far Christians respond to the teaching of Jesus. Explain how Christians use Jesus' teaching to guide their actions/ behaviour.</p>	<p>An investigation into the three main areas of fundamental importance in Judaism, namely: 'God', 'the Torah and 'the people and the land'.</p>	<p>An examination of 5 key arguments for God's Existence.</p> <ul style="list-style-type: none"> <li>• Cosmological argument</li> <li>• Teleological argument</li> <li>• Ontological argument</li> <li>• Argument from miracles</li> <li>• Moral argument</li> </ul> <p>Plus an investigation into the problem of evil.</p>	
SMSC and British Values	<p>The RE classroom must be a democratic classroom where all students have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. In RE students examine different codes for living and consider the value of the rule of law where all people are equal before the law. Students will learn that Religion is a good case study of the balance between individual liberty and the greater good. It is the right of the parent to withdraw their child from RE. Students learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Mutual respect is taught and given when students are expressing their opinions and beliefs. Students are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each student a forum to share these on and an expectation that these must be listened to. Students consider questions about identity and belonging. Students learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Class topic investigations also help to contribute to the knowledge of special occasions, beliefs and customs. RE can challenge students to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs.</p> <p>We encourage students to interrogate their own relationship to the subject matter. We want our learners to be sensitive to the idea of personal bias. We need them to understand that we all see the world (and faiths within it) through our own personal 'lens'. We ask students to respond to ideas within a faith by comparing and contrasting their own views and experiences of this idea. We want our learners to be critical and bring a sense of enquiry to all we discuss.</p> <p><b>Careers link – there are a range of careers that benefit from the study of religion. Religious Studies students have gone on to succeed in a variety of challenging and rewarding vocations. From activist to social worker, researcher to diplomat, religious studies inculcates key skill sets relevant to any career requiring analysis, evaluation and mediation. Religious education enables learners to engage with the challenges of living and working in modern British society. For a more detailed discussion on the possibilities that religious education provides students with their careers please see <a href="https://www.careerpilot.org.uk/job-sectors/subject/philosophy-ethics">https://www.careerpilot.org.uk/job-sectors/subject/philosophy-ethics</a></b></p>					
Parental Support	<ul style="list-style-type: none"> <li>• Share your own beliefs with your child and encourage them to reflect upon them in their own way.</li> <li>• Discuss with your child the similarities and differences between your/your family's beliefs and those of your wider family, friends and community. Support your child in understanding and valuing diversity.</li> <li>• Talk with your child about things which are happening in the world and how these link to people's beliefs.</li> </ul>					

# Year 8 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Theme	Salvation	The Origins of Religion	Death and Afterlife	Wisdom	Sikhism
Key Concepts	<p>For Christians, salvation is a deep concept that incorporates many other theological focuses. It includes healing of the whole person, of society and the natural world</p> <p>For Christians, different ways of understanding how Jesus brings salvation depend upon which aspect of Jesus' significance they emphasise, e.g. his teaching, his example, his death or his resurrection.</p>	<p>This unit looks at why religion exists. It is important that RE students study not just 'religions' but religion. This unit of work explores the role and expression of shared beliefs in communities around the world. It traces the beginnings of faith and worship, using an anthropological and psychological disciplinary approach. Students will hopefully appreciate this different way of studying religion and worldviews.</p>	<p>A multi-faith investigation into the idea of life after death. Students will understand what ultimate questions are. Students explore the difference between 'knowing' and 'believing'. To explore their own beliefs about religion and what others may believe. To investigate the ultimate question; to investigate how different world religions answer the question: What happens to us when we die?</p>	<p>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 shed any light on problems of today.</p>	<p>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>
SMSC and British Values	<p>The RE classroom must be a democratic classroom where all students have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. In RE students examine different codes for living and consider the value of the rule of law where all people are equal before the law. Students will learn that Religion is a good case study of the balance between individual liberty and the greater good. It is the right of the parent to withdraw their child from RE. Students learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Mutual respect is taught and given when students are expressing their opinions and beliefs. Students are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each student a forum to share these on and an expectation that these must be listened to. Students consider questions about identity and belonging. Students learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Class topic investigations also help to contribute to the knowledge of special occasions, beliefs and customs. RE can challenge students to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs.</p> <p>We encourage students to interrogate their own relationship to the subject matter. We want our learners to be sensitive to the idea of personal bias. We need them to understand that we all see the world (and faiths within it) through our own personal 'lens'. We ask students to respond to ideas within a faith by comparing and contrasting their own views and experiences of this idea. We want our learners to be critical and bring a sense of enquiry to all we discuss.</p> <p><b>Careers link – there are a range of careers that benefit from the study of religion. Religious Studies students have gone on to succeed in a variety of challenging and rewarding vocations. From activist to social worker, researcher to diplomat, religious studies inculcates key skill sets relevant to any career requiring analysis, evaluation and mediation. Religious education enables learners to engage with the challenges of living and working in modern British society. For a more detailed discussion on the possibilities that religious education provides students with their careers please see <a href="https://www.careerpilot.org.uk/job-sectors/subject/philosophy-ethics">https://www.careerpilot.org.uk/job-sectors/subject/philosophy-ethics</a></b></p>				
Parental Support	<ul style="list-style-type: none"> <li>• Share your own beliefs with your child and encourage them to reflect upon them in their own way.</li> <li>• Discuss with your child the similarities and differences between your/your family's beliefs and those of your wider family, friends and community. Support your child in understanding and valuing diversity.</li> <li>• Talk with your child about things which are happening in the world and how these link to people's beliefs.</li> </ul>				

# Year 9 Curriculum Plan

	Autumn	Spring	Summer
Theme	Religion and Life	Islam Beliefs and Teachings	Human Rights and Social Justice
Key Concepts	<p>Topics studied:</p> <ul style="list-style-type: none"> <li>• The origins of the universe</li> <li>• The value of the world</li> <li>• The use and abuse of the environment</li> <li>• The use and abuse of animals</li> <li>• The origins of human life Abortion</li> <li>• Euthanasia</li> <li>• Death and afterlife</li> </ul>	<p>The six articles of faith in Sunni Islam and five roots of Usul adDin 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> <li>- Predestination and human freedom and its relationship to the Day of Judgement.</li> <li>- Akhirah (life after death), human responsibility and Students should understand</li> <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.</li> </ul>	<p><b>Human rights</b></p> <ul style="list-style-type: none"> <li>• Prejudice and discrimination in religion and belief.</li> <li>• Issues of equality, freedom of religion and belief.</li> <li>• Human rights and the responsibilities that come with rights.</li> </ul> <p><b>Social justice</b></p> <ul style="list-style-type: none"> <li>• Racial prejudice and discrimination.</li> <li>• Ethical arguments related to racial discrimination (including positive discrimination)</li> <li>• Wealth and poverty</li> </ul>
SMSC and British Values	<p>The RE classroom must be a democratic classroom where all students have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. In RE students examine different codes for living and consider the value of the rule of law where all people are equal before the law. Students will learn that Religion is a good case study of the balance between individual liberty and the greater good. It is the right of the parent to withdraw their child from RE. Students learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Mutual respect is taught and given when students are expressing their opinions and beliefs. Students are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each student a forum to share these on and an expectation that these must be listened to. Students consider questions about identity and belonging. Students learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Class topic investigations also help to contribute to the knowledge of special occasions, beliefs and customs. RE can challenge students to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs.</p> <p>We encourage students to interrogate their own relationship to the subject matter. We want our learners to be sensitive to the idea of personal bias. We need them to understand that we all see the world (and faiths within it) through our own personal 'lens'. We ask students to respond to ideas within a faith by comparing and contrasting their own views and experiences of this idea. We want our learners to be critical and bring a sense of enquiry to all we discuss.</p> <p><b>Careers link – there are a range of careers that benefit from the study of religion. Religious Studies students have gone on to succeed in a variety of challenging and rewarding vocations. From activist to social worker, researcher to diplomat, religious studies inculcates key skill sets relevant to any career requiring analysis, evaluation and mediation. Religious education enables learners to engage with the challenges of living and working in modern British society. For a more detailed discussion on the possibilities that religious education provides students with their careers please see <a href="https://www.careerpivot.org.uk/job-sectors/subject/philosophy-ethics">https://www.careerpivot.org.uk/job-sectors/subject/philosophy-ethics</a></b></p>		
Parental Support	<ul style="list-style-type: none"> <li>• Share your own beliefs with your child and encourage them to reflect upon them in their own way.</li> <li>• Discuss with your child the similarities and differences between your/your family's beliefs and those of your wider family, friends and community. Support your child in understanding and valuing diversity.</li> <li>• Talk with your child about things which are happening in the world and how these link to people's beliefs.</li> </ul>		

# Year 10 Curriculum Plan

	Autumn	Spring	Summer
Theme	Christian Beliefs and Practice	Relationships and Families	The Existence of God and Revelation
Key Concepts	<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>The nature of God:               <ul style="list-style-type: none"> <li>Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3)</li> <li>Different Christian beliefs about the afterlife and their importance.</li> <li>Jesus Christ and salvation</li> </ul> </li> <li>Beliefs and teachings about:               <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> </li> </ul>	<ul style="list-style-type: none"> <li>Sex, marriage and divorce</li> <li>Families and gender equality</li> <li>The nature of families</li> <li>The purpose of families</li> <li>Contemporary family issues including:               <ul style="list-style-type: none"> <li>The roles of men and women</li> <li>Gender equality</li> <li>Gender prejudice and discrimination, including examples</li> </ul> </li> </ul>	<p>Philosophical arguments for and against the existence of God</p> <p>The Design argument, including its strengths and weaknesses.</p> <p>The First Cause argument, including its strengths and weaknesses.</p> <p>The argument from miracles, including its strengths and weaknesses, and one example of a miracle.</p> <p>Evil and suffering as an argument against the existence of God.</p> <p>Arguments based on science against the existence of God.</p> <p>The nature of the divine and revelation</p> <p>Special revelation as a source of knowledge about the divine (God, gods or ultimate reality) including visions and one example of a vision.</p> <p>Enlightenment as a source of knowledge about the divine.</p> <p>General revelation: nature and scripture as a way of understanding the divine.</p> <p>The value of general and special revelation</p>
SMSC and British Values	<p>The RE classroom must be a democratic classroom where all students have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. In RE students examine different codes for living and consider the value of the rule of law where all people are equal before the law. Students will learn that Religion is a good case study of the balance between individual liberty and the greater good. It is the right of the parent to withdraw their child from RE. Students learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Mutual respect is taught and given when students are expressing their opinions and beliefs. Students are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each student a forum to share these on and an expectation that these must be listened to. Students consider questions about identity and belonging. Students learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Class topic investigations also help to contribute to the knowledge of special occasions, beliefs and customs. RE can challenge students to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs.</p> <p>We encourage students to interrogate their own relationship to the subject matter. We want our learners to be sensitive to the idea of personal bias. We need them to understand that we all see the world (and faiths within it) through our own personal 'lens'. We ask students to respond to ideas within a faith by comparing and contrasting their own views and experiences of this idea. We want our learners to be critical and bring a sense of enquiry to all we discuss.</p> <p><b>Careers link – there are a range of careers that benefit from the study of religion. Religious Studies students have gone on to succeed in a variety of challenging and rewarding vocations. From activist to social worker, researcher to diplomat, religious studies inculcates key skill sets relevant to any career requiring analysis, evaluation and mediation. Religious education enables learners to engage with the challenges of living and working in modern British society. For a more detailed discussion on the possibilities that religious education provides students with their careers please see <a href="https://www.careerpilot.org.uk/job-sectors/subject/philosophy-ethics">https://www.careerpilot.org.uk/job-sectors/subject/philosophy-ethics</a></b></p>		
Parental Support	<ul style="list-style-type: none"> <li>Share your own beliefs with your child and encourage them to reflect upon them in their own way.</li> <li>Discuss with your child the similarities and differences between your/your family's beliefs and those of your wider family, friends and community. Support your child in understanding and valuing diversity.</li> <li>Talk with your child about things which are happening in the world and how these link to people's beliefs.</li> </ul>		

# Year 11 Curriculum Plan

	Autumn	Spring	Summer
Theme	Islam Practices	Religion, Crime and Punishment	Religion, Peace and Conflict
Key Concepts	<ul style="list-style-type: none"> <li>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).</li> <li>Shahadah: declaration of faith and its place in Muslim practice.</li> <li>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 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.</li> <li>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.</li> <li>Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam.</li> <li>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.</li> <li>Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad.</li> <li>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.</li> </ul>	<p><b>Religion, crime and the causes of crime</b></p> <ul style="list-style-type: none"> <li>Good and evil intentions and actions, including whether it can ever be good to cause suffering.</li> <li>Reasons for crime, including: <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> </li> <li>Views about people who break the law for these reasons.</li> <li>Views about different types of crime, including hate crimes, theft and murder.</li> </ul> <p><b>Religion and punishment</b></p> <p>The aims of punishment, including:</p> <ul style="list-style-type: none"> <li>retribution</li> <li>deterrence</li> <li>reformation.</li> </ul> <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> <li>Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</li> </ul>	<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>Violence. Weapons of mass destruction, Pacifism. The meaning and significance of: Peace, justice, forgiveness &amp; reconciliation. Violence, including violent protest. Terrorism. Reasons for war, including greed, self-defence and retaliation. The just war theory, including the criteria for a just war. Holy war. Religion and belief as a cause of war and violence in the contemporary world. Nuclear weapons, including nuclear deterrence. The use of weapons of mass destruction. Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. Religious responses to the victims of war including the work of one present day religious organisation.</p>
SMSC and British Values	<p>The RE classroom must be a democratic classroom where all students have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. In RE students examine different codes for living and consider the value of the rule of law where all people are equal before the law. Students will learn that Religion is a good case study of the balance between individual liberty and the greater good. It is the right of the parent to withdraw their child from RE. Students learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Mutual respect is taught and given when students are expressing their opinions and beliefs. Students are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each student a forum to share these on and an expectation that these must be listened to. Students consider questions about identity and belonging. Students learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Class topic investigations also help to contribute to the knowledge of special occasions, beliefs and customs. RE can challenge students to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs. We encourage students to interrogate their own relationship to the subject matter. We want our learners to be sensitive to the idea of personal bias. We need them to understand that we all see the world (and faiths within it) through our own personal 'lens'. We ask students to respond to ideas within a faith by comparing and contrasting their own views and experiences of this idea. We want our learners to be critical and bring a sense of enquiry to all we discuss.</p> <p><b>Careers link – there are a range of careers that benefit from the study of religion. Religious Studies students have gone on to succeed in a variety of challenging and rewarding vocations. From activist to social worker, researcher to diplomat, religious studies inculcates key skill sets relevant to any career requiring analysis, evaluation and mediation. Religious education enables learners to engage with the challenges of living and working in modern British society. For a more detailed discussion on the possibilities that religious education provides students with their careers please see <a href="https://www.careerpilot.org.uk/job-sectors/subject/philosophy-ethics">https://www.careerpilot.org.uk/job-sectors/subject/philosophy-ethics</a></b></p>		
Parental Support	<ul style="list-style-type: none"> <li>Share your own beliefs with your child and encourage them to reflect upon them in their own way.</li> <li>Discuss with your child the similarities and differences between your/your family's beliefs and those of your wider family, friends and community. Support your child in understanding and valuing diversity.</li> <li>Talk with your child about things which are happening in the world and how these link to people's beliefs.</li> </ul>		

# Assessment Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Students can write an extended piece on the spiritual aspects of Hajj.	Students complete an exam assessment on the Islamic faith.	What's so radical about Jesus? Extended writing assessment.	Judaism Mid Term Quiz Israel and Palestine poster	Mid Term Quiz – Existence of God End of Unit Presentation	'Describe and explain the Teleological argument for the existence of God' Extended writing assessment
<b>Year 8</b>	Salvation quiz Students will answer, in essay form, the evaluative question: "Religion should be banned from TV and radio" - Discuss.	Origins of religion quiz	Students complete the extended essay: "What happens to us when we die? An examination of death and afterlife from a range of religious perspectives.	Students can answer the key investigative question: What do we do when life gets hard?	Knowledge of the symbolism of 5 Ks demonstrated in the assessment: "Why do Sikhs wear the 5 Ks?"	Understanding the history of Sikhism in the UK through the assessment "How important is the turban to British Sikhs?"
<b>Year 9</b>	Religion and Life Mid Term Quiz Creation and Science 12-mark question Exam Practise		Nature of Allah 5 mark question Angels 12 mark question Mid Term Quiz Shahada 5 mark question 5 Pillars 12 mark question Ashura quiz		Human Rights Mid Term Quiz Exam Practise	
<b>Year 10</b>	Prayer 4 mark question Mid Term Quiz Exam Practise (Christian Practices)		Christian Teachings about sexuality Mid Term Quiz Mock GCSE Exam Islamic Teachings about sexuality Exam Practise End of term Quiz		Arguments for the Existence of God Mid Term Quiz Exam practise	
<b>Year 11</b>	The significance of Hajj 12 mark question Mid Term Quiz Exam Practise (Islamic Practices) Mock GCSE Exam		Reasons for punishment 12 mark question Mid Term Quiz Exam Practise		Reasons for War Mid Term Quiz Exam Practise	Revision