

## 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
<b>Theme</b>	Islam	Buddhism	Understanding Christianity - The Gospel	Judaism	Arguments for and against the Existence of God	Ethics and Morality in the Modern World
<b>Key Concepts</b>	<p>The course covers a range of dimensions within Islam (Ritual, Experiential, Narrative and Doctrinal).</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>The Pillars of Islam</li> <li>Festivals</li> <li>Islam in the 21st Century</li> <li>Islamophobia</li> </ul>	<p>An investigation into the core areas of fundamental importance in Buddhism, namely:</p> <ul style="list-style-type: none"> <li>The Birth of Buddha</li> <li>The Four Sights</li> <li>The Enlightenment</li> <li>The Buddha's Teachings</li> <li>The Eightfold Path</li> <li>Living a Buddhist Life</li> </ul>	<p>Students explore the story of Jesus in the synoptic Gospels. Suggest meanings of the texts studied, and how they challenged religious and political authorities, explaining ideas with reasons and evidence.</p> <p>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>	<p>An investigation into (age appropriate) moral and world issues, such as - but not limited to - the following:</p> <ul style="list-style-type: none"> <li>Environmental issues</li> <li>Pollution</li> <li>British Values</li> <li>Human Rights</li> <li>Artificial Intelligence</li> </ul>
<b>SMSC and British Values</b>	<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>					
<b>Parental Support</b>	<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 1	Summer 2
Theme	Salvation	The Origins of Religion	Death and Afterlife	Wisdom	Sikhism	Religion, Mythology and Symbolism in Art History
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.</p> <p>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'.</p> <p>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 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.</p> <p>With special attention to the Life of Guru Nanak and Gobind Singh. The 5 Ks and their impact on Sikh life.</p>	<p>An examination of the main beliefs surrounding faith, mythology and symbolism through the exploration of artwork in different historical periods.</p> <p>This will be supported by an extra curricular opportunity for students interested specifically in studying art and philosophy through an organised trip.</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 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Religion & Life	Islamic Beliefs & Teachings	Human Rights & Social Justice	Islamic Practices	Existence of God and Revelation	Scripture Studies & Exam Skills
Key Concepts	<p>Studied from a Christian and Islamic perspective, alongside secular worldviews.</p> <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 <b>six articles of faith</b> in Sunni Islam and <b>five roots of Usul a Din</b> in Shi'a Islam - key similarities and differences.</p> <p>The <b>Nature of God</b> including: Different ideas about <b>God's relationship with the world, Angels, Predestination, Free Will, The Day of Judgement and Akhirah (life after death).</b></p> <p>Students should understand the influence of the beliefs, teachings and practices studied on individuals, communities and societies.</p>	<p>Studied from a Christian and Islamic perspective, alongside secular worldviews.</p> <p><b>Human rights</b></p> <ul style="list-style-type: none"> <li>Prejudice and discrimination in religion and belief.</li> <li>Equality, freedom of religion and belief.</li> <li>Human rights and the responsibilities</li> </ul> <p><b>Social justice</b></p> <ul style="list-style-type: none"> <li>Prejudice &amp; discrimination.</li> <li>Ethical arguments linked to racial discrimination</li> <li>Positive discrimination</li> <li>Wealth and poverty</li> </ul>	<p><b>Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam.</b></p> <p><b>Shahadah:</b> declaration of faith and its place in Islam.</p> <p><b>Salah</b> and its significance: including key differences in the practice of salah in Sunni and Shi'a Islam.</p> <p><b>Sawm:</b> the role and significance of fasting in the month of Ramadan.</p> <p><b>Zakah:</b> the role and significance of giving alms.</p> <p><b>Hajj:</b> the role and significance of the pilgrimage to Makkah</p> <p><b>Jihad:</b> the meanings and significance of greater and lesser jihad.</p> <p><b>Festivals/commemorations</b> and their importance for Muslims in Great Britain today. Focusing on the significance of Id-ul-Adha, Id-ul-Fitr and Ashura.</p>	<p>Studied from a Christian and Islamic perspective, alongside secular worldviews.</p> <p>Arguments for and against the existence of God, including their strengths and weaknesses.</p> <ul style="list-style-type: none"> <li>The Design argument</li> <li>The First Cause argument</li> <li>The argument from miracles</li> <li>Evil and suffering</li> <li>Arguments based on science against the existence of God</li> <li>The divine &amp; revelation</li> <li>Special revelation</li> <li>General revelation</li> <li>Enlightenment</li> </ul>	<p>A sequence of lessons focusing on the examinations students will sit at the end of Year 11.</p> <p>This will focus on many transferable skills in essay writing, planning answers, revision techniques and exam skills/ preparation.</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.</li> <li>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 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Christian Belief & Teaching	Christian Practices	Exam Preparation	Relationships and Families	Religion, Crime and Punishment	Religion, Peace and Conflict
Key Concepts	<p>Common and divergent views within Christianity - the way in which religious beliefs and teachings are understood and expressed should be included throughout.</p> <p>Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant views.</p>	<p>Common and divergent views within Christianity - the way in which religious practices are understood and expressed should be included throughout.</p> <p>Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant views.</p>	<p>Students will spend this half term preparing for their mock examinations.</p> <p>Students will revise a variety of different tools and techniques in preparation for GCSE mocks and final exams.</p> <p>We will discuss and analyse mark schemes, examiner answers and commentaries, as well as past papers, in order to ensure that students have a secure understanding of 'how' best to address exam questions and apply their learnt content.</p>	<p>Studied from a Christian and Islamic perspective, alongside secular worldviews.</p> <ul style="list-style-type: none"> <li>Sex, marriage and divorce</li> <li>Families &amp; 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>Studied from a Christian and Islamic perspective, alongside secular worldviews.</p> <p><b>Religion, crime and the causes of crime</b>  <b>The aims of punishment and treatment of criminals, including:</b></p> <ul style="list-style-type: none"> <li>prison</li> <li>corporal vs capital punishment</li> <li>community service.</li> </ul> <p><b>Forgiveness and ethical arguments related to the death penalty</b>, including those based on the principle of utility and sanctity of life.</p>	<p>Studied from a Christian and Islamic perspective, alongside secular worldviews.</p> <p>They should be aware of contrasting perspectives in contemporary British society on: Violence and Protest, Weapons of Mass Destruction, Pacifism, The significance of: Peace, Justice, Forgiveness and Reconciliation, Terrorism, Just War Theory, Nuclear Weapons and many other similar topics.</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.</li> <li>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
<b>Theme</b>	Exam Revision and Preparation	Exam Revision and Preparation
<b>Key Concepts</b>	Recap - Islamic Practices and Belief combined Crime and Punishment (for Year 11 25/26)	Peace and Conflict (for Year 11 25/26) Revision for Exams
<b>SMSC and British Values</b>	<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>	
<b>Parental Support</b>	<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>	