



## Curriculum Overview – Religious Education & Citizenship

*“To know myself is the beginning of wisdom.”*

Socrates

Our ambitious Religious Education and Citizenship programme satisfies all the requirements of the National Curriculum as well as aligning with Calderdale’s Locally Agreed Syllabus. At the same time, it supports our own unique approach to pupils’ learning and personal development, underpinned by our *Heart, Mind, Connect* ethos.

The overarching goals of this curriculum are threefold: to celebrate common humanity; harvest and create an emotional capacity for empathy; and give pupils the skills and confidence to be critical and reflective when it comes to using sources, forming opinions and constructing reasoned arguments. Of course, these skills and qualities aren’t just useful for the study of RE, they’re essential for providing the basics of good citizenship too, and they help pupils lead full and functional lives while playing an active role in society: goals we’re committed to helping them with.

Over the course of their time here, pupils investigate the beliefs and practices of all the prominent religions and worldviews, and they look at how religions and worldviews address questions of meaning, purpose and value. They also explore the ways religions and worldviews influence morality, identity and diversity. Careful sequencing helps build pupils’ knowledge and skills at an appropriate pace. For example, we move from a systematic study of Sikhism in Year 5 to a multi-lens thematic approach looking at moral decision-making in Year 6. Digging a little deeper, in Year 7 pupils study the divergent views within Sikhism. This sequenced progression also contributes to the creation of a cohesive school community where interculturalism and mutual understanding become second nature. Meanwhile, the thematic approach is useful for our debates around topics like *Does God exist? What difference can we make? How does historic prejudice manifest today?*

As well as substantive knowledge around beliefs and practices, we also help pupils develop their disciplinary skills in relation to gathering and appraising information or interpreting different sources, whether that’s ancient scriptures or modern-day scholars. We develop pupils’ religious literacy too, so individuals can articulate their own views and beliefs but also learn to listen to – and respect – those of their peers.

We also give our pupils the skills to evaluate evidence, engage in debate and make informed decisions around moral, social and political issues and dilemmas, or questions of identity, and we develop a strong knowledge and understanding of the nature and role of democracy and governance. This is all part of our drive to create good citizens and equip them for the complexities of the world beyond school. In Phase 5, for example, we have one of several ‘Touchstone Curriculum Moments’: a thoughtful culmination of the work undertaken throughout the phases to approach challenging current affairs. Using a variety of theological and philosophical approaches we interrogate difficult and contentious issues in society, for example *Is Veganism our only solution? Is humanity kind to itself? Is war justified?*

In terms of connections with the local community and wider world beyond, we celebrate local and national festivals as well as commemorating key moments in history like Remembrance Day and Holocaust Memorial Day. As part of their citizenship in action, our pupils also engage with local charities at all stages of their school life, and they explore issues like inequality and intolerance, as evident in our school values of advocacy and kindness.

		Term 1		Term 2		Term 3	
Year 1	Unit(s)	<b>Beliefs and authority:</b> Unit 1: Which books and stories are special? (Islam focus)	<b>Worship and spirituality:</b> Unit 2: How do we celebrate special events? (Tie in to Christmas and Diwali)	<b>Worship and spirituality (Y1 Au):</b> Unit 3: What does it mean to belong to a Church, Mosque etc (used as a basis to examine faith nationally) – link to Hinduism, Christianity and Islam.		<b>Beliefs and authority (Y1 Au):</b> Unit 5: Who brought the messages about God and what did they say? Focus Christianity	<b>Beliefs and authority:</b> Unit 4: How and why do we care for others? (moved from Term 1)
	Key Concepts	Holy books; belonging; sources of authority; sacred; morals	Celebration; Festival; Commitment; Religious practice.	Concept of religious places holding significance for their believers Concept of religious worship as an act of faith. Prayer as an act of worship and demonstration of faith within a given religions		Holy books; belonging; sources of authority; messages; word of God (Christianity), Prophet (Christianity)	morality; diversity among religions; faith; charity; parables
	Knowledge Introduced	Qur'an is the holy book of Islam; The Bible is the holy book of Christianity; Holy books are sacred; We can learn from sacred books	Celebrations can be both religious and non-religious; Religious celebrations are linked to events in Holy Books (spiral back) Ramadan and Eid are Islamic festivals; Christmas and Easter are Christian Festivals	Religions have places that are significant in terms of worship Places of worship are holy. Churches and Mosques are places of worship for Christianity and Islam Symbolism and religious practice often links back to events in the Bible or Quran		The Bible has an Old and New Testament; A prophet is someone who brings a message from God; Key Christian Prophets from the Old Testament; Promises of God in the Bible	Religious texts contain stories about caring for others; these stories are sometimes called parables; parables also contain tales with morals; charity across religions is encouraged.
	Knowledge Revisited	People hold religious beliefs (EYFS) Some items are special to us (EYFS)	Celebrations and festivals linked to the EYFS curriculum including Chinese New Year; celebrations bring people together.	Concepts of Islamic belief:(Yr 1 Autumn, Spring) Concepts of Christian belief: (Yr1 Autumn, Spring) Concept of worship across religions: (Yr 1 all terms)		Special messages; Holy Books; Religious stories; (EYFS)	Who cares for us? (Services - EYFS); how we care for people (EYFS) looking after things and respect (EYFS)
Year 2	Unit(s)	<b>Beliefs and authority (Y1 Au, Y1 Su):</b> Focus Unit: Hinduism (Origins and key beliefs) (BBB)	<b>Worship and spirituality (Y1 Au, Y1 Sp) /Identity and Diversity:</b> Unit 3: How and why people pray? - multi faith – the purpose of prayer! Focus on Hinduism/Islam/Christianity	<b>Beliefs and authority (Y1 Au, Y1 Su, Y2 Au):</b> Unit 1: How is new life welcomed? Link to religious festivals and practices across Christianity/Islam/Sikhism	<b>Moral decisions:</b> Unit 2: How can we make good choices? Link to religious stories in C and I	<b>Beliefs and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp):</b> Islam (origins and key beliefs) (BBB)	
	Key Concepts	Doctrines of Samsara; Holy places of worship; Karma; Atman; Divinity	prayer, worship and spirituality, reflection, religious places, faith, symbols; belonging	family; promises; ritual; prayer; core beliefs; sources of authority; Baptism and Aqiqah	Belief; religious rules; secular laws; choices; respect for God; rule of law	core beliefs; sources of authority; community expression of belief; commitment;	

	<b>Knowledge Introduced</b>	A Mandir is a Hindu place of worship; Symbols in Hinduism; How Hindus worship; rituals and routines of Hindu life; understanding of the doctrines of Samsara; Rama and Sita; Origins of Hinduism	Understanding of prayer and why people pray; Christian prayer and symbolism; The Lord's prayer; Islamic Prayer and symbolism; Special times for Muslims and Christians; Personal meaning of prayer to those with no religion	Rituals for welcoming children; family and belonging; links between new babies and religion; Christian Baptism and its origins; Aqiqah and Islamic belief	The understanding of religious rules/law linked to the Ten Commandments and Pillars of Islam. How stories/tales/p arables are used to pass moral messages on between generations.	Belief in Allah; importance of the Prophet Muhammed (PBUH); detailed study of 5 pillars of Islam; key beliefs of Islam; key Islamic language and festivals
	<b>Knowledge Revisited</b>	Concept of religious places of Worship (Yr1 Spring) Concept of worship across religions (Yr 1 Spring)	Prayer as an act of worship and demonstration of faith within a given religions (Yr 1 Spring) God's message (Yr 1 Summer) Celebrations - prayer (Yr1 Autumn)]	Religious celebrations (yr 1 Autumn); looking after things and respect (yr 1 Summer) Sources of religious authority (Yr 1 Summer)	Concept that we have rules to protect and help people. Concepts of Islamic belief:(Yr 1 Autumn, Spring ) Concepts of Christian belief: (Yr1 Autumn, Spring, Summer) Concept of worship across religions: (Yr 1 all terms)	Holy texts in Islam (Year 1 Autumn); Islamic Festivals (Yr 1 Autumn); Islamic places of Worship and Symbolism ( Yr 1 Spring) Concept of Islamic Belief (Yr 2 Spring)
<b>Year 3</b>	<b>Unit(s)</b>	<b>Beliefs and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su):</b> Judaism – origins and beliefs. (Moses and ten commandments – how do Jews live their lives? (BBB)	<b>Beliefs and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su):</b> Christianity – birth of Christ and the chronology of Christmas (BBB)	<b>Beliefs and authority(Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su, Y3 Au) /Identity and diversity (Y2 Au):</b> Christianity: linking back to the first century BC – depictions of Jesus from across a range of cultures. (BBB)	<b>Beliefs and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su, Y3 Au):</b> How do Jews remember God's Covenant with Abraham and Moses? (BBB and Scheme)	<b>The nature of religion and belief/Questions of meaning:</b> What do the creation stories tell us? Multi-faith depictions? Ensure coverage of non-religious views.
	<b>Key Concepts</b>	holy books; places of worship; prophets; messages and religious rules;	chronology; key religious figures; change; word of God; faith;	depiction; idolatry; Christianity; prophets; prayer; faith	religion, worship, belief, prayer, covenant, Passover	creation, creator, responsibility, interpretation, moral decisions, worship and spirituality

	<b>Knowledge Introduced</b>	Origins of Judaism; the Torah scroll - first 5 books of the Old Testament - key focus on Abraham and Moses; the Jewish way of life including rituals and routines.	Chronological detail of the Birth of Christ - key events including; visit of the angel to Mary; summoning to Bethlehem; no room at the inn; birth; visitors. For each element compare Gospel depictions and consider significance.	Examine how the depictions of Jesus have changed over time; cultural differences in the depictions of Jesus; use of art to show Jesus over time.	The promises of God to the Jewish People The significance of sacrifice in Abrahamic religion The original and current connection between the feast of the Passover and modern Jewish life.	The Jewish creation story; Islamic Creation story; Sikhism Creation story; Christian creation story; understanding of similarities between the stories; relevance of creation stories to today's world; concept of a divine being when considering looking after the world.
	<b>Knowledge Revisited</b>	Rules of religions (10 Commandments) Yr 2 Spring 2; The use of religious tales to convey moral messages. (Yr 2 Spring 2, Yr 1 Summer 1) Different religions have different methods of worship and prayer. (yr 2 Autumn, Year 1 Autumn)	Special festivals (Yr 1 Autumn 2) Holy Books (Yr 1 Autumn and Summer) Key religious beliefs - Christianity (Yr 1 Spring)	Concept of Prophets within religion (Yr 1 Summer) Spiral back to Y1 T1 and Y1 T3 and Y2 T1.	The use of religious tales to convey moral messages. (Yr 2 Spring 2, Yr 1 Summer 1) Religion is linked to personal belief and faith with what they are told. Different religions have different methods of worship and prayer.	Origins of religions (Judaism Yr 3 Autumn Hinduism Yr 2 Autumn Christianity and Islam Yr 1)
<b>Year 4</b>	<b>Unit(s)</b>	<b>Beliefs and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su, Y3 Au, Y3 Sp):</b> Stories of Judaism - David and Goliath; Solomon, Samuel and Saul. Hannukah, the Torah and how Jews celebrate their faith in Britain today. (BBB)	<b>Beliefs and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su, Y3 Au, Y3 Sp, Y4 Au)/The nature of religion and belief (Y3 Su):</b> Stories from the Bible and the life of Jesus. Key elements from Jesus life: the temple, the temptation, the disciples, and the last supper and crucifixion. Link back to the idea of sacrifice and the killing of the Paschal Lamb in Exodus. (BBB)	<b>Beliefs and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su, Y3 Au, Y3 Sp, Y4 Au)/The nature of religion and belief (Y3 Su):</b> Stories from the Bible and the life of Jesus. Key elements from Jesus life: the temple, the temptation, the disciples, and the last supper and crucifixion. Link back to the idea of sacrifice and the killing of the Paschal Lamb in Exodus. (BBB)	<b>Identity/diversity (Y2 Au, Y3 Sp):</b> How religion spreads across the world? Focus on Christianity see BBB for more details. Link to spread of spoken word and written word. Link to multifaith ways of sharing faith between people and communities and the role of religious texts in remembering and recording events. (BBB)	
	<b>Key Concepts</b>	Jewish belief; holy books; places of worship; faith and prayer; messengers and stories	sacrifice, parable, moral, disciples and followers, betrayal	sacrifice, parable, moral, disciples and followers, betrayal	disciples; worship; service; prayer and faith; missionaries; parables and stories; holy books	
	<b>Knowledge Introduced</b>	Key stories within the Jewish faith - morals within these; the festival of Hannukah - origins and rituals; the significance of the Torah; how Jewish people celebrate their faith today.	The significance of Jesus within the Christian faith. The four gospels as a medium for telling the life of Jesus. The use of parables by Jesus to spread the message of God. The events and lead up to the crucifixion of Jesus. Key events in the life of Jesus.	The significance of Jesus within the Christian faith. The four gospels as a medium for telling the life of Jesus. The use of parables by Jesus to spread the message of God. The events and lead up to the crucifixion of Jesus. Key events in the life of Jesus.	Initial stories spread by spoken word; written word used to help spread the word of God; Use of the church to spread the word within communities; how and why churches became focal points (literacy); use of missionaries to spread the word across the world; how different faiths spread the word via people movement	

	<b>Knowledge Revisited</b>	Origins of Judaism (Yr 3 Spring 1); Religious tales and people who tell them (Yr 1 Summer) Festivals within religion (Yr 1 Autumn)	Christianity as a major world religion (Yr 1, Yr 2, Yr 3) The significance of parables within Christianity. (Yr 2) The use of faith based tales of morality (Yr 2)	Messengers of God and those who spread the word (Yr 1 Summer) The gospels and the work of Jesus (Yr 4 Spring); Disciples and the spreading of the word of God (Yr 4 Spring) Holy Books and Places of Worship (Yr 1)	
Year 5	<b>Unit(s)</b>	<b>Beliefs and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su, Y3 Au, Y3 Sp, Y4 Au, Y4 Sp):</b> Sikhism – origins, key beliefs, key figures (BBB and Scheme – Year 2)	<b>Belief and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su, Y3 Au, Y3 Sp, Y4 Au, Y4 Sp, Y5 Au)/The nature of religion and belief (Y3 Su, Y4 Sp):</b> Why are Gurus at the heart of Sikh belief and practice?	<b>Beliefs and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su, Y3 Au, Y3 Sp, Y4 Au, Y4 Sp, Y5 Au, Y5 Sp):</b> Buddhism – 8 step path to enlightenment . Key figures, stories. Comparison between Dharmic and Abrahamic religions (BBB)	<b>Beliefs and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su, Y3 Au, Y3 Sp, Y4 Au, Y4 Sp, Y5 Au, Y5 Sp) /Identity and diversity (Y2 Au, Y3 Sp, Y4 Sp):</b> Continue Buddhism – meditation and life within a monastery. Examine life of the Dalai Lama – continue comparative study. (BBB)
	<b>Key Concepts</b>	faith, belief, religious worship, five K's, spirituality, charity	Role of Gurus; significance of Gurus; purpose and value; morality and identity; places of worship; Sacred texts	faith, belief, spiritualism, karma, leading a good life, duty to others	meditation, monastery, servitude, contemplation
	<b>Knowledge Introduced</b>	Explore Sikh practices and celebrations in the home and in the community The significance of the five 'K's in Sikhism. The role of Guru Nanak in the foundation of Sikhism Begin to express ideas by asking and responding to questions about Sikh ways of life	Treatment of the Guru Granth Sahib; Lineage of Gurus from Guru Nanak onwards; The epiphany of Guru Nanak and subsequent teachings; Significance of the Golden Temple of Amritsar;	Significance of Siddhartha Gautama; 4 noble truths of Buddhism; the 8 fold plan and what it means to Buddhists; Understanding of Karma; symbology within Buddhism; Buddhism has no God	Life and teachings of the Dalai Lama; life within a monastery; concept of life without worldly possessions; comparison of Buddhist teachings and major religions on rules and choices.
	<b>Knowledge Revisited</b>	Religion is linked to personal belief and faith with what they are told. Different religions have different methods of worship and prayer. (Yr1 Spring, Yr 2 Autumn)	The role of teachers and prophets as messengers in religion. (Yr 1/2) The use of sacred texts (yr1 Autumn, Yr2 Summer) How religions differ to each other.	Religion is linked to personal belief and faith with what they are told. Different religions have different methods of worship and prayer. (Yr1 Spring, Yr 2 Autumn) Buddhism differs to major religions in that there is no God or Deity. (Yr 5 Summer 1)	
Year 6	<b>Unit(s)</b>	<b>Moral decisions (Y2 Sp)/Identity and diversity (Y2 Au, Y3 Sp, Y4 Sp, Y5 Su):</b> Humanism – morality and philosophy. Examine ethical questions from both humanist and religious standpoints. (BBB)	<b>Moral decisions (Y2 Sp, Y6 Au)/Identity and diversity (Y2 Au, Y3 Sp, Y4 Sp, Y5 Su, Y6 Au):</b> Comparative study – focus codes of living, right, wrong and morals. Further comparison across the wider	<b>Worship and spirituality (Y1 Au, Y1 Sp, Y2 Au)/Identity and diversity (Y2 Au, Y3 Sp, Y4 Sp, Y5 Su, Y6 Au, Y6 Sp):</b> The expression of religious belief through art, music and literature. Examine ancient and modern	

			religions studied. Include Humanism (BBB)	traditions and how the arts relate to worship. (BBB)		
	<b>Key Concepts</b>	Humanism; right and wrong; moral dilemmas; Golden rule; secular	morality, values, ethics, right and wrong, secular law, religious law	Imagery; written word; depictions; idolatry; relationship; religious belief; metaphor		
	<b>Knowledge Introduced</b>	The meaning of Humanism; symbols within humanism; humanist beliefs and ideas - The Golden Rule; ceremonies within Humanism for birth, marriage and death; ethical questions including: equality, law and order - comparison with religious standpoints and views.	Make connections between morals and values found in religious teachings and everyday life. Identify and explain similarities and differences between Humanist, Muslim and Jewish values Investigate and apply ideas about values and how people choose to live their lives.	Understanding of religious depictions of Holy figures and why some religions forbid this; use of music to represent worship and faith - hymns to gospel to rock music; images of religion in art from classic pieces 'last supper' to modern pieces; depictions of religion in Literary texts (non sacred); comparison across religions		
	<b>Knowledge Revisited</b>	Religions have laws that are to be followed; Ten commandments - Christianity; Hadiths - Islam (Yr 2 Spring 2 and Yr 1 Summer 1)	Religions have laws that are to be followed; laws are passed on by prophets; different world religions have laws that are both similar and independently different. (Year 2 and Year 1 units with ref to laws and commandments.)	Use of symbolism in religion; images of religious figures (stained glass windows) in places of Worship;		
<b>Year 7</b> Religion and Philosophy	<b>Unit(s)</b>	<b>How do we define religion, beliefs and values?</b>  Students discuss their own religion, belief systems and values. Here we also explore British values and how these link to religious and non-world views. We apply these to real life scenarios to explore the distinction and links between them.	<b>Do all Buddhists think and act the same?</b> <i>An in-depth study of Buddhism</i>	<b>Do all Sikhs think and act the same?</b> <i>An in-depth study of Sikhism</i>	<b>Do humanists align, contradict or complement religious beliefs?</b> <i>An in depth study of humanist thought and practice.</i>	<b>What is a 'good' life?</b>  Key principles of Christians, Muslims and humanists are explored to understand good and bad in the world today, and where these ideas come from. Students learn about how we are steered by these principles in our daily lives.
	<b>Key Concepts</b>	<b>Beliefs and authority (all Primary years)</b> <b>Moral decisions (Y2, Y6)</b>	<b>Beliefs and authority</b> <b>Worship and spirituality</b>	<b>Beliefs and authority</b> <b>Worship and Spirituality</b>	<b>Beliefs (and authority)</b> <b>The nature of (religion and) belief</b> <b>Moral decisions</b>	<b>Beliefs and authority</b> <b>The nature of religion and belief</b> <b>Questions of belonging</b> <b>Moral decisions</b>

	<b>Knowledge Introduced</b>	<p><b>Questions explored:</b></p> <ol style="list-style-type: none"> <li>1. How do we know?</li> <li>2. What is a truth claim?</li> <li>3. What is belief?</li> <li>4. How do different people define 'religion'?</li> </ol>	<p><b>Key questions to explore:</b></p> <ol style="list-style-type: none"> <li>1. How do the Four Noble Truths, Five Precepts and the Eightfold Path relate to the concept of nirvana/nibbana?</li> <li>2. What diverse expressions of Buddhism can be found around the world?</li> </ol> <p>Include: the Three Jewels, the Three Poisons, The Five Precepts, stupas, viharas, prayer, sutras, mediation, mindfulness; monastic life, Theravada Buddhism and Mahayana Buddhism</p>	<p><b>Key ideas:</b></p> <ol style="list-style-type: none"> <li>1. Mool Mantar and Guru Granth Sahib, and the Ik Onkar</li> <li>2. Japji and the prayer and reciting the Japji at dawn.</li> <li>3. Concept of sewa</li> <li>4. Sangat and the community of Sikhs</li> <li>5. The use of the phrase 'Wahe Guru' - devotion in prayer.</li> <li>6. %he examples of the humanitarian and environmentalist Bhagat Puran Singh (d.1992), and Ravi Singh, founder of Khalsa Aid</li> <li>7. Marriage symbolism</li> <li>8. Sikh religious festivals - gurparabs</li> </ol>	<p><b>Key questions to explore:</b></p> <ol style="list-style-type: none"> <li>1. What are the key principles, beliefs and practices of Humanism?</li> <li>2. What sources of authority underpin a Humanist way of life?</li> <li>3. How do Humanists mark key events in life?</li> <li>4. What are atheism, agnosticism and secularism and how do they relate to humanist worldview?</li> </ol> <p>Key sources of authority to reflect upon: personal experience, scientific investigation, influential Humanist thinkers, e.g. Voltaire, Jeremy Bentham, G E Moore, Margaret Knight, Pandit Jawarharlal Nehru, Gora</p>	<p><b>Questions explored:</b></p> <ol style="list-style-type: none"> <li>1. What does the term 'good' mean?</li> <li>2. How do different religions and non-religious traditions define 'goodness'?</li> <li>3. What sources of authority provide religious and non-religious people with guidance on how to live a 'good' life?</li> </ol>
	<b>Knowledge</b>	Knowledge of different faiths, beliefs and responses to ethical questions and situations. (Y1 Su, Y2 Sp, Y3 Su, Y6 Au)	Students build on their prior knowledge of Buddhism ()	Students build on their prior knowledge of Sikhism (Y5, 6)	Students build on prior learning of Humanism (Y6)	Knowledge of Christianity (Y1, 2, 3, 6), Islam (Y1, 2, 4, 6) and humanism (Y6).
<b>Year 7 Citizenship and Ethics</b>	<b>Unit(s)</b>	<p><b>How do we define religion, beliefs and values?</b></p> <p>Here we explore British values and how these link to our own personal values and beliefs.</p>			<p><b>The goodness of the Community</b></p>	

	<b>Knowledge Introduced</b>	<p><b>Democracy:</b> the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch; the operation of Parliament, including voting and elections, and the role of political parties</p> <p><b>Individual liberty:</b> the precious liberties enjoyed by the citizens of the United Kingdom</p> <p><b>Rule of law:</b> the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p>		<p><b>Community:</b> The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p>	
<b>Year 8</b>	<b>Unit(s)</b>	<p><b>Belief in God</b> <i>A multi-faith lens for one of life's biggest questions.</i></p>	<p><b>Being Human A</b> <i>multi-faith approach to understanding views on society, the environment and social action.</i></p>	<p><b>Are we one community?</b> <i>An exploration of divergent views and experiences within religions.</i></p>	<p><b>Is there a link between prejudice, discrimination, religion and belief?</b> <i>A multi-faith and world view response.</i></p>
	<b>Key Concepts</b>	<p><b>Beliefs and authority</b> <b>Nature of religion and belief</b> <b>Questions for meaning</b></p>	<p><b>Morality and diversity</b> <b>Identity and diversity</b></p>	<p><b>Beliefs and authority</b> <b>Worship and spirituality</b></p>	<p><b>Beliefs and authority</b> <b>Worship and spirituality</b> <b>Moral decisions</b> <b>Identity and diversity</b></p>
	<b>Knowledge Introduced</b>	<p><b>Questions explored:</b> 1. What are the key attributes of God for Christians, Muslims and Hindus? 2. What is the relationship between God and human beings? 3. What sources of authority are used to ground faith? 4. In what diverse views occur within religions?</p>	<p><b>Questions explored:</b> 1. What shapes beliefs and attitudes towards others and the environment? 2. Why do Hindus engage in social action? 3. How do beliefs impact action? 4. Why do Muslims understand struggle/effort (jihad) to be a key feature of their faith?</p>	<p><b>Questions explored:</b> 1. What range of Christian denominations are there in the UK and what are the similarities/differences in their expression of faith (inc. worship)? (RC, Quaker, Evangelical) 2. How do people become Christian? (Conversion, birth and baptism) 3. Why might some Hindus choose to pursue the path of renunciation (sannyasa)? 4. What practical implications do some Hindu and Muslim practices have for life in modern Britain? 5. What is the significance of the Kumbh Mela? 6. How diverse in Islam in the UK and how important is this in the context of the Ummah (global Muslim community)?</p>	<p><b>Key questions to explore:</b> 1. What do various religious/belief traditions say about the place and purpose of human beings in the world? 2. How do religious and belief traditions approach issues of gender, age, sexuality, etc.? 3. How do prejudice and discrimination affect/appear within particular religious/belief traditions? 4. Is there a history or existing prejudice within and between religious/non-religious traditions?</p>
	<b>Knowledge Revisited</b>	<p>Students build on their learning of beliefs in God across main religions and sources of authority.</p>	<p>Students build on prior learning about morality and diversity; ethical questions and beliefs about the environment and teachings about the universe and the planet.</p>	<p>Students build on their prior learning of divergent views within Christianity, Islam and Hinduism, including rites, ceremonies and worship. Students develop their understanding of community.</p>	<p>Students build on prior learning of Islam (Y1, 2, 4, 6), Christianity ((Y1, 2, 3, 6) and Hinduism (Y1, 2, 6) to explore existing prejudice and discrimination in the world today. In Year 9 students will learn the Touchstone Curriculum Moment: The Holocaust, and this is taught alongside an in-depth study of Judaism.</p>
<b>Year 8 Citizenship</b>	<b>Unit(s)</b>	<p><b>Are we one community?</b> <i>An exploration of our local, national and international community.</i></p>		<p><b>Overcoming prejudice and discrimination in the world today</b></p>	



and Ethics	Knowledge Introduced	<p><b>Community:</b> the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p>	<p><b>Liberty:</b> the precious liberties enjoyed by the citizens of the United Kingdom</p> <p><b>The Rule of Law:</b> the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p>	
Year 9	Unit(s)	<p><b>Do all Jewish people think and act the same?</b> <i>An in-depth study of Judaism</i></p>	<p><b>What happens when we die?</b> <i>A multi-faith response to one of life's biggest questions</i></p>	<p><b>Is humanity kind to itself?</b> <i>A multi-faith response to all things marriage, family and relationships. An opportunity for students to explore a significant part of life's journey from multiple lenses.</i></p>
	Key Concepts	<p><b>Beliefs and authority</b>  <b>Worship and spirituality</b>  <b>The nature of religion and belief</b>  <b>Questions of belonging</b>  <b>Identity and diversity</b></p>	<p><b>Beliefs and authority</b>  <b>Questions of belonging</b>  <b>Moral decisions</b>  <b>Identity and diversity</b></p>	<p><b>Beliefs and authority</b>  <b>Questions of belonging</b>  <b>Moral decisions</b>  <b>Identity and diversity</b></p>
	Knowledge Introduced	<p>All aspects are taught with the lens of divergent religious and cultural views within Judaism and the Jewish culture:</p> <ol style="list-style-type: none"> <li>1. Diversity within Judaism</li> <li>2. ten commandments</li> <li>3. obligations and instructions</li> <li>4. Tikkun Olam</li> <li>5. Beliefs about the Messiah</li> <li>6. comparison with Christianity</li> <li>7. Morality – Abrahamic, Eastern Religion and Humanist Viewpoints</li> </ol>	<ol style="list-style-type: none"> <li>1. Diverse Christian views about end-of-life issues, e.g. euthanasia, cryonics, role of hospices.</li> <li>2. Diverse Hindu beliefs about dying and death; ways in which this connects with beliefs about samsara, atman, dharma and moksha; euthanasia and suicide – the significance of prayopavesa</li> <li>3. Muslim beliefs about death and dying, e.g. akhirah; key</li> <li>4. Muslim practices associated with death</li> </ol> <p>Diverse Muslim views on end-of-life matters, e.g. euthanasia and suicide</p>	<ol style="list-style-type: none"> <li>1. Key biblical teachings about human relationships (e.g. Genesis 2:23-24)  Marriage in Christian traditions; key features of the marriage service and ways in which these connect with Christian beliefs about human relationships</li> <li>2. Diverse Christian views about human relationships, including divorce, same-sex marriage, having children, using contraception  Diverse Christian views about human relationships in the context of ministry, e.g. ordination of women as priests/bishops, LGBT issues, expectations of men and women in lay and ordained ministry roles, links with biblical teachings about gender and sexuality</li> <li>3. Hindu marriage ceremonies and the ways in which they connect to Hindu beliefs about Brahman, atman, samsara, moksha, dharma and moksha</li> <li>4. Diverse Hindu views on matters of sexuality and gender, e.g. role of men in priesthood and during key festivals/ceremonies, shaktism and the Devi, heterosexuality and its connection with Hindu understandings of dharma, same-sex relationships</li> <li>5. Muslim beliefs about human relationships; the procreation of children and views on celibacy; teachings from the Qur'an and the Hadith on this issue  Muslim marriage: key beliefs and practices</li> <li>6. Diverse Muslim views on human relationships, including</li> </ol>

				marriage, polygamy, divorce, sexuality and gender
	<b>Knowledge Revisited</b>	Judaism and practices (Y3, 4, 6)	Building on students' prior knowledge of Christianity (Y1, 2, 3, 6), Islam (Y1, 2, 4, 6) and Hinduism (Y1, 2, 6), as well as grappling with moral decisions (Y2, 6).	Building on students' prior knowledge of Christianity (Y1, 2, 3, 6), Islam (Y1, 2, 4, 6) and Hinduism (Y1, 2, 6), as well as grappling with moral decisions (Y2, 6). There is a clear focus on building on students' prior knowledge of caring for each other and relationships (Y1, 2, 6).
<b>Year 9 Citizenship and Ethics</b>	<b>Unit(s)</b>	<b>Diversity and tolerance</b>		<b>Kindness and humanity</b>
	<b>Knowledge</b>	Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding		The legal system in the UK, different sources of law and how the law helps society deal with complex problems
<b>Year 10 Religion and Philosophy</b>	<b>Unit(s)</b>	<b>How do people work for peace?</b>	<b>Religion, human rights and social justice</b>	<b>Religion, crime and punishment</b>
	<b>Key Concepts</b>	<b>Beliefs and authority Questions of belonging Identity and diversity</b>	<b>Questions of belonging Identity and diversity</b>	<b>Beliefs and authority Questions of belonging Identity and diversity</b>
	<b>Knowledge Introduced</b>	* Religion, violence, terrorism and war, including the Just War Theory, Holy War and Pacifism * Religion and belief in 21st Century Conflict, including nuclear weapons, peace-making in a contemporary world and religious responses to victims of war.	* Human rights and religious freedom - including, the pursuit of human rights and the duty to protect the rights of others * Perspectives on wealth, including - stewardship of wealth, greed, materialism and the value of wealth * Perspectives on poverty - including, charities working against poverty and responsibilities to help the poor. * Prejudice and discrimination - including racial prejudice, discrimination, equality, justice and tolerance.	* Religion, crime and the cause of crime - including, good and evil intentions, greed and hate, addiction and hate crimes * Religion and punishment - including, retribution, deterrence and reformation; the treatment of criminals, prison, corporal punishment, community service; forgiveness, the death penalty and ethical arguments including those on the principle of utility and sanctity of life.
	<b>Knowledge</b>	Students build on their knowledge of the beliefs of world views, Christianity, Islam and Buddhism.	Students build on their prior learning of tolerance and equality.	Students build on their previous learning of ethical thought and answering key questions from a variety of religious and world views.

Citizenship, Religion and Ethics (Year 10)	Unit(s)	How does the world work?	What can the world do?	Touchstone Curriculum Moment - Phase 5 Understanding will guide the decisions, values and behaviours of the next generation and it is vital that young people interrogate some of the most difficult and contentious issues within our society. These issues can so often divide rather than unite and we use the school's emphasis on voice and creativity to explore those challenging debates in a way which promotes understanding, tolerance and kindness. This is the mature and thoughtful culmination of the work practised throughout the phases; it celebrates exactly who we are as a school community – hopeful and compassionate.																																															
	Knowledge Introduced	<p>1. Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press</p> <p>2. The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond</p> <p>3. Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom</p>	<p>1. Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</p> <p>2. Human rights and international law</p> <p>3. The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</p>	Students deepen their understanding of religious and world views amongst local, national and global contexts. Students use sources of authority to help understand theological and philosophical approaches. Students then build on this and apply these to current affairs. Topics include: the treatment of animals, veganism, war and artificial intelligence.																																															
RE GCSE (Year 10)	Unit(s)	Muslim Beliefs & Practices	Sources of Wisdom & Authority and Forms of Expression	Christian Beliefs & Practices																																															
	Key Concepts	<p>Belief and authority</p> <p>Worship and spirituality</p> <p>The Nature of Religion and Belief</p>	<p>Belief and authority</p> <p>Worship and spirituality</p> <p>The Nature of Religion and Belief</p>	<p>Belief and authority</p> <p>Worship and spirituality</p> <p>The Nature of Religion and Belief</p>																																															
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						evil and suffering	the local church 8. Importance in the wider community
	<b>Knowledge</b>	Students build on their prior learning of Islam.	Students build on their prior learning of Islam.			Students build on their prior learning of Christianity.	
<b>RE GCSE (Year 11)</b>	<b>Unit(s)</b>	<b>Philosophy and Ethics in Islam</b>	<b>Relationships</b>				
	<b>Key Concepts</b>	<b>The nature of religion and belief Questions of meaning Morality and diversity Identity and diversity</b>	<b>Beliefs and authority Questions of meaning Morality and diversity Identity and diversity</b>				
	<b>Knowledge Introduced</b>	1. Revelation 2. Visions 3. Miracles 4. Religious Experiences 5. Design Argument 6. Cosmological Argument 7. Problem of evil and suffering 8. Divergent solutions to evil and suffering	1. Marriage 2. Sexual relationships 3. Family 4. Family in the Ummah 5. Contraception 6. Divorce 7. Equality 8. Gender, prejudice and discrimination				
	<b>Knowledge</b>	Students build on their prior learning of Islam and moral, ethical questions.	Students build on their prior learning of Islam, marriage and family.				