



The Halifax Academy

R.E

“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.



Curriculum Overview - RE



Phase 1

EYFS Statutory Framework 2021 - The World NC - RE

	Term 1	Term 2	Term 3
Know and remember	Engages with religious and non-religious festivals (Diwali, Christmas) learning where in the world they originate and how they are celebrated and look at any religious/non-religious stories	Engages with religious and non-religious festivals (Lunar New Year, Ramadan/Eid/Easter) learning where in the world they originate and how they are celebrated and look at any religious/non-religious stories	Engages with religious and non-religious festivals learning where in the world they originate and how they are celebrated and look at any religious/non-religious stories
Do	Different religions and traditions reflected in resources and activities, books and role play reflect a variety of cultures, discussions about own identities and experiences – children show photographs of special events in their lives e.g weddings, new babies, visit places of worship – church, mosque , temple. Take part in traditional dance and drama workshops, Chinese dragon dancing and traditional Indian dancing and nativity play		



Curriculum Overview - RE

Phase 1



Year 1	Term 1		Term 2	Term 3
Unit(s)	Beliefs and authority: Unit 1: Which books and stories are special? (Islam focus)	Worship and spirituality: Unit 2: How do we celebrate special events? (Tie in to Christmas and Divali)	Worship and spirituality (Y1 Au): 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.	Beliefs and authority: Unit 4: How and why do we care for others?
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	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	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)	Who cares for us? (services - EYFS); how we care for people (EYFS) looking after things and respect (EYFS)



Curriculum Overview - RE



Phase 2

Year 2	Term 1		Term 2	Term 3
Unit(s)	Beliefs and authority (Y1 Au, Y1 Su): Focus Unit: Hinduism (Origins and key beliefs) (BBB)	Beliefs and authority (Y1 Au, Y1 Su, Y2 Au) Worship and spirituality (Y1 Au, Y2 Au) (Focus: Christianity)	Beliefs and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp): Islam (origins and key beliefs)	Religions in our Community - Identity/Diversity A focus on religions in the local area and the different religious communities
Key Concepts	Doctrines of Samsara; Holy places of worship; Karma; Atman; Divinity	The Nativity - with a spiral back to Hinduism and the festival of Diwali	core beliefs; sources of authority; community expression of belief; commitment;	worship; religious leaders; charity; tolerance; respect; community.
Knowledge Introduced	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	The content and meaning of stories that explore faith, belief and meaning through Christianity, the birth of Jesus, the Christmas story, What Christians mean by 'God'	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	The distribution of religious communities and places of worship. The roles of local religious communities in charity and activism in the local area. The school and the local community. Respect in our local community. Tolerance.
Knowledge Revisited	Concept of religious places of Worship (Yr1 Spring) Concept of worship across religions (Yr 1 Spring)	Christians worship in churches and pray to Jesus (Y2 Au), the son of God (Y1 Au)	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)	Key religious beliefs for Christians and Muslims (Yr 1 Au, Yr 1 Sp, Yr 1 Su, Y2 Au, Y2 Sp)



Curriculum Overview - RE



Phase 2

Year 3	Term 1	Term 2	Term 3
Unit(s)	Beliefs and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su): Judaism – origins and beliefs.	Beliefs and authority(Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su, Y3 Au) /Identity and diversity (Y2 Au): Christianity: linking back to the first century BC – depictions of Jesus from across a range of cultures.	Religions of the UK - Identity/ Diversity (Y2 Su) A focus on religions in the local area and the different religious communities.
Key Concepts	holy books; places of worship; prophets; messages and religious rules; the Torah	depiction; idolatry; Christianity; prophets; prayer; faith	worship; religious leaders; charity; tolerance; respect; community.
Knowledge Introduced	The first covenant between Abraham and God; why Moses lead the Israelites out of Egypt; where Jews worship; the Torah; Jewish festivities; Jewish beliefs about the Messiah and Jewish expressions of faith today.	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 distribution of religious communities and places of worship across the country. The roles of local religious communities in charity and activism across the country. Ummah - brotherhood for Islam. Respect and tolerance in the UK looking at national action and commitment/respect for faith.
Knowledge Revisited	Rules of religions (10 Commandments) (Y2 Sp); The use of religious tales to convey moral messages. (Yr 2 Sp, Yr 1 Su)) Different religions have different methods of worship and prayer. (Y1 Au, Y2 Au)	Concept of Prophets within religion (Yr 1 Summer) - Spiral back to Y1 T1 and Y1 T3 and Y2 T1.	Key religious beliefs for Christians and Muslims (Yr 1 Au, Yr 1 Sp, Yr 1 Su, Y2 Au, Y2 Sp, Y2 Su, Y3 Sp)



Curriculum Overview - RE



Phase 2

Year 4	Term 1	Term 2	Term 3	
Unit(s)	Beliefs and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su, Y3 Au, Y3 Sp): Stories of Judaism - David and Goliath; Solomon, Samuel and Saul. Hannukah, the Torah and how Jews celebrate their faith in Britain today. (BBB)	Islam: Beliefs and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su, Y3 Au, Y3 Sp, Y4 Au) Key beliefs and practices, including worship and spirituality. Stories of Islam - the Rebuilding of the Kabaa; the First Sermon in Madinah; the Call to Prayer and the Last Sermon.	Christianity: Beliefs and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su, Y3 Au, Y3 Sp, Y4 Au, Y4 Sp) Worship and spirituality (Y1 Au, Y1 Sp, Y2 Au) The Easter Story	Identity/diversity (Y2 Au, Y3 Sp): How religion spreads across the world? Focus on Christianity and link this to the 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.
Key Concepts	Jewish belief; holy books; places of worship; faith and prayer; messengers and stories	The Qur'an, the importance of special places and journeys, the concept and content of sacred writings and teaching, examples of prayers, ceremonies and festivals.	resurrection, life after death, salvation, grace, trinity	disciples; worship; service; prayer and faith; missionaries; parables and stories; holy books
Knowledge Introduced	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.	Sacred writings and teachings in the Qur'an, examples of prayers, ceremonies and festivals and what these tell us about Islamic beliefs, special occasions, special places and special journeys	The Easter story is explored focusing on Christian beliefs about events leading up to Jesus' death on the cross, as well as events commemorated by Good Friday, Easter Sunday and Easter Monday.	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
Knowledge Revisited	Origins of Judaism (Yr 3 Spring 1); Religious tales and people who tell them (Yr 1 Summer) Festivals within religion (Yr 1 Autumn)	Places of worship and sacred texts (Y1 Au, Y1 Sp)	Christian festivals (Y1 Au), Christian beliefs about God (Y2 Au)	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)



Curriculum Overview - RE

Phase 3



Year 5	Term 1	Term 2	Term 3	
Unit (s)	Beliefs and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su, Y3 Au, Y3 Sp, Y4 Au, Y4 Sp): Sikhism – origins, key beliefs, key figures (BBB and Scheme – Year 2)	Hinduism Beliefs and authority (Y1 Au, Y1 Su, Y2 Au, Y2 Sp, Y2 Su, Y3 Au, Y3 Sp, Y4 Au, Y4 Sp, Y5 Au): Hinduism - origins, key beliefs, key figures	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): Buddhism – 8 step path to enlightenment. Key figures, stories. Comparison between Dharmic and Abrahamic religions (BBB)	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): Continue Buddhism – meditation and life within a monastery. Examine life of the Dalai Lama – continue comparative study. (BBB)
Key Concepts	faith, belief, religious worship, five K's, spirituality, charity	dharma, karma, samsara, moksha, belief, expression	faith, belief, spiritualism, karma, leading a good life, duty to others	meditation, monastery, servitude, contemplation
Knowledge Introduced	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	Explore how Hinduism began and developed as a religion. Explain how dharma influences the way Hindus live. Beliefs about karma, samsara and moksha. The significance of Brahman. The story of Shiva and the Ganges. The importance of holy texts for Hindus. Expressions of faith for Hindus today.	Significance of Siddhartha Gautama; 4 nobel truths of Buddhism; the 8 fold plan and what it means to Buddhists; Understanding of Karma; symbology within Buddhism; Buddhism has no God 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 wordly possessions; comparison of Buddhist teachings and major religions on rules and choices
Knowledge Revisited	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)	Build on the students' learning of dharmic religions (Y5 Au)	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)	



Curriculum Overview - RE



Phase 3

Year 6	Term 1	Term 2	Term 3
Unit (s)	Moral decisions (Y2 Sp)/ Identity and diversity (Y2 Au, Y3 Sp, Y4 Sp, Y5 Su): Humanism – morality and philosophy. Examine ethical questions from both humanist and religious standpoints.	Moral decisions (Y2 Sp, Y6 Au)/ Identity and diversity (Y2 Au, Y3 Sp, Y4 Sp, Y5 Su, Y6 Au): Comparative study – focus codes of living, right, wrong and morals. Further comparison across the wider religions studied. Include Humanism	Worship and spirituality (Y1 Au, Y1 Sp, Y2 Au)/Identity and diversity (Y2 Au, Y3 Sp, Y4 Sp, Y5 Su, Y6 Au, Y6 Sp): The expression of religious belief through art, music and literature. Examine ancient and modern traditions and how the arts relate to worship.
Key Concepts	Humanism; right and wrong; moral dilemmas; Golden rule; secular	dharma, karma, samsara, moksha, belief, expression	Imagery; written word; depictions; idoltary; relationship; religious belief; metaphor
Knowledge Introduced	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.	Explore how Hinduism began and developed as a religion. Explain how dharma influences the way Hindus live. Beliefs about karma, samsara and moksha. The significance of Brahman. The story of Shiva and the Ganges. The importance of holy texts for Hindus. Expressions of faith for Hindus today.	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
Knowledge Revisited	Religions have laws that are to be followed; Ten commandments - Christianity; Hadiths - Islam (Yr 2 Spring 2 and Yr 1 Summer 1)	Build on the students' learning of dharmic religions (Y5 Au)	Use of symbolism in religion; images of religious figures (stained glass windows) in places of Worship;



Curriculum Overview - RE



Phase 3

Year 7 Religion & Philosophy	Term 1	Term 2		Term 3	
Unit (s)	How do we define religion, beliefs and values?	What is it like to be Jewish?	What is it like to be Christian?	What is it like to be Muslim?	What do other people believe?
Key Concepts	Beliefs and authority (all Primary years)	dharma, karma, samsara, moksha, belief, expression	Beliefs and authority Worship and Spirituality The nature of religion and belief	Beliefs and authority Worship and Spirituality The nature of religion and belief	Beliefs and authority The nature of religion and belief Worship and Spirituality Questions of belonging
Knowledge Introduced	Key questions to explore 1. What is religion? And how do different people define 'religion'? 2. What is belief? Theism, atheism and agnosticism 3. Where in the world? 4. What is a truth claim? And how do we know? 5. Why is the study of world views important? Seeing the world through different lenses. 6. What is humanism and Atheism?	Key questions to explore 1. What are the origins of Judaism? Where and when Judaism began - God's call to Abraham. 2. What do Jewish people believe? Monotheism - The covenant between Abraham and God. 3. Where do their beliefs come from? The Torah and different ways of interpreting it. The 10 commandments and laws today (Citz). The synagogue and Orthodox and Reform Jews 4. How do they express their beliefs? Kosher food rules and how some Jews observe them. Brit Milah, Bar/Bat Mitzvah, marriage and funerals. 5. How does this relate to my own experience?	Key questions to explore 1. How and where did Christianity begin? Christianity as historically the main religion and the Queen as the Head of the Church of England. (Citz) 2. How does it link to Judaism? The connection between Judaism and Christianity, Jesus as Messiah. 3. What do Christians believe? The Trinity. 4. How do they express their beliefs? Baptism, confirmation. 5. Where do their beliefs come from? Jesus - key teachings and the importance of the Bible. 6. What are the similarities and differences with Jewish beliefs and practice? 7. How does this relate to my own experience?	Key questions to explore 1. How and where did Islam begin? Origins and links with Judaism and Christianity. The Revelation of the Qur'an and its significance. 2. What do Muslims believe? Creation, Tawhid. 3. How do they express their beliefs? Aqiqah, the 5 Pillars, the Ummah, Nikah, Halal & Haram. (Citz) 4. Where do their beliefs come from? The importance of the Qur'an and its significance. (Citz). 5. What are the similarities and differences with Christianity and Judaism? 6. How does this relate to my own experience?	Key questions to explore 1. What do people with other views believe and do? What is zoroastrianism? What is it like to be a Yazidi? What is Humanism? 2. What similarities and differences are there in the religions we have studied? 3. What is spirituality? 4. What big questions do humans have? What is the meaning of life? Is there life after death? Why are we here? 5. How does religion answer the questions? 6. How do you see the world? Build on presuppositions and consider if they have changed over the year. 7. Is religion still relevant today?
Knowledge Revisited	Students build on their prior knowledge of worldviews and why RE is important. (Y1, 2, 3,4,5,6).	Students build on their prior knowledge of Judaism (Y2, 3, 4, 6)	Students build on their prior knowledge of Christianity (Y1, 2, 3, 6)	Students build on prior learning of Islam (Y1, 2, 4, 6).	Students build on prior personal beliefs and presuppositions.



Curriculum Overview - RE



Phase 3

Year 7 Citizenship and Ethics	Term 1	Term 2	Term 3
Unit (s)	How do we define religion, beliefs and values? Here we explore British values and how these link to our own personal values and beliefs.		The goodness of the Community
Knowledge Introduced	Democracy: 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 Individual liberty: the precious liberties enjoyed by the citizens of the United Kingdom. Freedom linked to their learning on Passover. Rule of law: the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals		Community: 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



Curriculum Overview - RE



Phase 4

Year 8	Term 1		Term 2	Term 3
Unit (s)	What is it like to be Hindu?	What is it like to be Buddhist?	What is it like to be Sikhi?	Philosophy
Key Concepts	Beliefs and authority Worship and spirituality The nature of religion and belief	Beliefs and authority Worship and spirituality The nature of religion and belief	Beliefs and authority Worship and spirituality The nature of religion and belief	Beliefs and authority Worship and spirituality Moral decisions Identity and diversity
Knowledge Introduced	Key questions to explore 1. What are the origins of Hinduism? Creation and the beginning. 2. What do Hindu's believe? Brahman, The Trimurti, the Atman, Ahimsa and karma. 3. How do they express their beliefs? Puja, the Mandir, Samskaras, Diwali. 4. Where do their beliefs come from? Bhagavad Gita and other texts 5. How does this relate to my own experience?	Key questions to explore 1. What are the origins of Buddhism? The geographical and cultural context, the four sights. 2. What do Buddhists believe? The four sights, the Eightfold path, 5 precepts, Annica, Anatta & Dharma, the 3 jewels, the 3 poisons and nirvana. 4. How do they express their beliefs? Meditation, 5. Where do their beliefs come from? Dalai Lama 6. How does this relate to my own experience?	Key questions to explore 1. What are the origins of Sikhism? Guru Nanak and the untouchables. 2. What do Sikhs people believe? Monotheism & Waheguru, Guru Gobind, The Khalsa (Citz). 3. How do they express their beliefs? Amrit ceremony, Sewa, Gurdwara. 4. Where do their beliefs come from? Guru Granth Sahib, Mool Mantar, Ik Onkar. 5. How does this relate to my own experience?	Key questions to explore: 1. What is philosophy? 2. How do we know what is real? Illusions 3. Is God real? 4. Did God make the universe? Cosmological argument 5. Can the Design argument prove God's existence? 6. Do Miracles mean there is a God? 7. Can evil exist in a universe created by God? 8. Can science prove that God does not exist?
Knowledge Revisited	Students will build on skills in order to compare and contrast Abrahamic religions with Dhammic religions. Students build on their prior knowledge of Hinduism (Y2)	Students build on their prior knowledge of Buddhism (Y2, 5, 6).	Students build on their prior knowledge of Sikhism. (Y2, 5,)	Students introduced to some new concepts and ideas in this topic. They will be able to build on their presuppositions but new exciting knowledge will be introduced.
Year 8 Citizenship and Ethics	Term 1		Term 2	Term 3
Unit (s)	Are we one community? An exploration of our local, national and international community.			
Key Concepts	Community: 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			



Curriculum Overview - RE



Phase 4

Year 9	Au 1	Au 2 + Sp 1	Sp 2	Su 1	Su 2
Unit (s)	Do all Jewish people think and act the same? An in-depth study of Judaism	Why should we be good? An introduction to morality and how we know to be good	What happens when we die? A multi-faith response to one of life's biggest questions	Is humanity kind to each other? A multi-faith response to how prejudice can turn in to discrimination and lead to some horrific consequences.	Is humanity kind to itself? (Stewardship)
Key Concepts	Beliefs and authority Worship and spirituality The nature of religion and belief Questions of belonging Identity and diversity	Beliefs and authority Worship and spirituality The nature of religion and belief Questions of belonging Identity and diversity	Beliefs and authority Questions of belonging Moral decisions Identity and diversity	Beliefs and authority Questions of belonging Moral decisions Identity and diversity	Beliefs and authority Questions of belonging Moral decisions Identity and diversity
Knowledge Introduced	All aspects are taught with the lens of divergent religious and cultural views within Judaism and the Jewish culture: 1. Diversity within Judaism 2. Ten commandments 3. Obligations and instructions 4. Tikkun Olam 5. Beliefs about the Messiah 6. Comparison with Christianity 7. Discrimination	1. What is morality? How to respond to moral dilemmas eg the trolley problem. 2. What is absolute and relative morality? Examples and scenarios, including cultural relativism. 3. Sources of religious authority. Holy books, Shari'ah law. 4. What role models can we find inspiration in? Should we look to religious leaders as an example of how to live? Martin Luther King, Gandhi, Mother Teresa. 5. What is the conscience? Is the conscience shaped by religion? By friends? By family? Is it a reliable moral guide? 6. What is egoism? And altruism? The view that it is impossible to not act in self-interest, however to also feel the need to help others.	1. What is death, what do atheists and theists believe? Mediumship, spiritualism, ghosts. 2. What is a near death experience? Real life accounts and alternative explanations. 3. What do the Abrahamic and Dharmic religions think about life after death? Heaven and hell, reincarnation, resurrection and judgment. 4. What are some contemporary issues surrounding death? Euthanasia, hospices and cryonics.	1. What is a Multicultural society? 2. What is prejudice and discrimination? Racism, sexism, ageism, homophobia, islamaphobia, xenophobia. 3. What is stereotyping? Stereotypes and their accuracy. 4. What case studies can we learn from? Stephen Lawrence. Sophie Lancaster, Anthony Walker. 5. How do religions respond to discrimination? Role of women in religion, the church and Mosque. 6. What does our school do to help the community? Charities project.	1. Creation stories. Comparison of Hindu and Christian creation stories - use/respect of animals. 2. How should we treat animals? Stewardship, Khalifah, dominion. 3. How can we protect the Earth? 4. What is the Send my friend to School project?



Curriculum Overview - RE



Phase 4

Year 9	Au 1	Au 2 + Sp 1	Sp 2	Su 1	Su 2
Knowledge Revised	Building on students prior knowledge of Judaism Beliefs and practices (Y3, 4, 6, 7)	Building on students prior knowledge of Christianity (Y1,2,3,6,7) and Islam (Y1,3,4,6,7), as well as grappling with moral decisions (Y2, 6).	Building on students prior knowledge of Christianity (Y1,2,3,6,7) and Islam (Y1,3,4,6,7), as well as being introduced to some new concepts and ideas in this topic. They will be able build on their pre-suppositions but new exciting knowledge will be introduced.	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).	Building on students prior knowledge of Christianity (Y1,2,3,6,7), Hinduism (Y2, 8) and Islam (Y1,3,4,6,7), as well as grappling with moral decisions (Y2, 6). There is a clear focus on building on students prior knowledge of caring for the planet and the responsibilities that goes with that.
Year 9 Citizenship and Ethics	Term 1		Term 2		Term 3
Unit (s)	Diversity and tolerance			Kindness and humanity	
Knowledge Introduced	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	



Curriculum Overview - RE



Phase 5

Year 10 CORE RE, Philosophy and Citizenship		Term 1		Term 2		Term 3
Unit (s)		Au 1 How do people work for peace?	Au 2 and Sp 1 How does the world work?	Au 2 and Sp 1 How does the world work?	Sp 2 Religion, crime and punishment	Su 1 and Su2 Touchstone Curriculum Moment - Phase 5 Using our creative voice
Key Concepts		Beliefs and authority Questions of belonging Identity and diversity	Beliefs and authority Questions of belonging Identity and diversity	Beliefs and authority Questions of belonging Identity and diversity	Beliefs and authority Questions of belonging Identity and diversity	A thoughtful culmination of the key concepts throughout their time at The Halifax Academy.
Knowledge Revisited		<p>* Religion, violence, terrorism and war, including the Just War Theory, Holy War and Pacifism</p> <p>* Religion and belief in 21st Century Conflict, including nuclear weapons, peacemaking in a contemporary world and religious responses to victims of war.</p>	<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. 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>* Religion, crime and the cause of crime - including, good and evil intentions, greed and hate, addiction and hate crimes</p> <p>* 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.</p>	<p>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, compassionate and reflective.</p>



Curriculum Overview - RE



Phase 5

Year 10	Term 1	Term 2				Term 3
Unit (s)	Au 1 & 2 Religion, Crime and Punishment	Sp 1 Christian Beliefs & Practice		Sp 2 Islamic Beliefs & Practice		Su 2 Religion, Peace and Conflict
Key Concepts	Belief and authority Worship and spirituality The Nature of Religion and Belief	Belief and authority Worship and spirituality The Nature of Religion and Belief		Belief and authority Worship and spirituality The Nature of Religion and Belief		Belief and authority Worship and spirituality The Nature of Religion and Belief
Knowledge Introduced	1. Good and evil intentions 2. Reasons for crime 3. Views about people who break the law 4. Different types of crime 5. Hate crime, theft and murder 6. Aims of punishment 7. Prison 8. Corporal punishment 9. Community 10. Forgiveness 11. The death penalty	1. The Nature of God 2. The Trinity 3. Creation 4. Afterlife 5. Incarnation 6. Crucifixion 7. Resurrection and Ascension 8. Original Sin 9. Salvation 10. Atonement	1. Worship 2. Prayer 3. Sacraments - Baptism and Eucharist 4. Pilgrimage 5. Christmas and Easter 6. Food banks/street pastors 7. Mission and evangelism 8.	1. 6 Articles of faith/ 5 roots of usul ad-Din 2. Tawhid 3. The nature of God 4. Adalat - God's justice 5. Angels 6. Predestination 7. Akhirah 8. Risalah (Prophethood) 9. The holy books 10. The Imamate	1. Five Pillars of Sunni Islam and the Ten	1. Peace, justice, forgiveness, reconciliation 2. Violence, including protest 3. Terrorism 4. Reasons for war 5. Holy war 6. Just war 7. Pacifism 8. Causes of war 9. WMD 10. Victims of war
Knowledge Revisited	Students build on prior learning of Christianity (Y1,2,3,6,7) and Islam (Y1,3,4,6,7) They will also revisit ideas about moral guidance and where it comes from (Y7,8,9)	Students build on prior learning of Christianity (Y1,2,3,6,7). GCSE specification AQA so majority is new knowledge.		Students build on prior learning of Islam (Y1,3,4,6,7) Students build on their prior learning of Islam. GCSE specification AQA so majority is new knowledge.		Students build on prior learning of Christianity (Y1,2,3,6,7) and Islam (Y1,3,4,6,7), GCSE specification AQA so majority is new knowledge.
Knowledge Revisited	Students build on their knowledge of the beliefs of world views, Christianity, Islam.			Students build on their previous learning of ethical thought and answering key questions from a variety of religious and world views.		



Curriculum Overview - RE



Phase 5

Year 11 CORE RE, Philosophy and Citizenship		Term 1	Term 2
Unit (s)		Religion, human rights and social justice	What can the world do?
Key Concepts		Questions of belonging Identity and diversity	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 2. Human rights and international law 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
Knowledge Introduced		* 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.	
Knowledge Revisited		Students build on their prior learning of tolerance and equality.	



Curriculum Overview - RE



Phase 5

RE GCSE (Year 11)	Term 1	Term 2	
Unit (s)	Relationships and Family	Religion and Life	Revision
Key Concepts	Belief and authority Worship and spirituality The Nature of Religion and Belief	Belief and authority Worship and spirituality The Nature of Religion and Belief	
Knowledge Introduced	<ol style="list-style-type: none"> 1. The nature of families 2. Role of parents and children 3. The purpose of families 4. Procreation 5. Stability and the protection of children 6. Educating children in a faith 7. Same-sex parents 8. Polygamy 9. Gender equality 	<ol style="list-style-type: none"> 1. Origins of the universe 2. Big Bang 3. Value of the world, stewardship, dominion and awe and wonder 4. Use and abuse of the environment - natural resources, pollution 5. Use and abuse of animals - animal experimentation and animals for food 6. Origins of human life - evolution 7. Sanctity of life v quality of life 8. Abortion, euthanasia 9. Afterlife 	3
Knowledge Revisited	Students build on prior learning of Christianity (Y1,2,3,6,7) and Islam (Y1,3,4,6,7), GCSE specification AQA so majority is new knowledge.	Students build on prior learning of Christianity (Y1,2,3,6,7) and Islam (Y1,3,4,6,7), GCSE specification AQA so majority is new knowledge.	