

Subject Name:	Religious Education
Curriculum Intent Statement	
<p>Our curriculum is designed to ensure that Religious Studies and Philosophy and Ethics creates a deep interest in the meaning and purpose of life. We aim to enhance our students' understanding of the world and the people around them. We aim to empower our students with a deep respect for diversity, inspiring them to respect different religious beliefs and practices. Through our students having a better understanding of diverse beliefs, it will empower them to make more informed interpretations of what they see going on around them, and therefore prepare them for the outside world. We aim to equip students with the skills needed to be successful in this ever-changing environment, while also developing critical thinkers who can think analytically, and have the confidence to question the world around them.</p>	
Autumn Term 1	
<p>Islam</p> <p>Unit: One God</p> <ul style="list-style-type: none"> • Make connections between the belief in One God, Allah, and the way this is reflected in Salah and the mosque e.g everyone facing the qublah and mihrab. • Make connections between the belief in Allah and the part humans are required to play in protecting the pattern, order and diversity of the world Allah created. • Make connections between two attributes of Allah, Ar-Rahman (The compassionate) and Ar-Rahim (The merciful) and how Muslims try and develop these qualities in their life. 	
Autumn Term 2	
<p>Sikhism</p> <p>Unit: Sikh Daily Life and Commitments</p> <ul style="list-style-type: none"> • Make connections between the story of Guru Gobind Singh at Baisakhi and the commitments Sikhs make today e.g. the Khalsa/ the 5 K's, taking arms and the implications of being named Singh and Kaur. 	

Spring Term 1

Hinduism

Unit: Hindu communities in Britain and around the world

- Make connections between Hinduism and other religions in relation to teachings about loving God and a responsibility to care for others, which motivate individuals, communities and Hindu aid agencies.
- Make connections between the well-established Hindu communities around the world and in Britain and the building of traditional Mandirs in London and other cities.

Spring Term 2

Christianity

Unit: Lent and Easter

- Make connections between how christens celebrate Easter and the events in the last week of Jesus life.
- Make connections between the Christian celebration of the Eucharist/ Holy Communion and what Jesus did on the last supper.

Summer Term 1

Judaism

Unit: Rosh Hashanah/ Yom Kuppur

- Make connections in Judaism between repenting and being forgiven; Rosh Hashanah and Yom Kippur.

Summer Term 2

Buddhism

Unit: The Buddhist community

- Make connections between trying to live according to the Buddha teaching and how belonging to the Sangha is a way of gaining strength and support.
- Make connections between Buddhism and other religions.
- Explore how Buddhist motivate individuals, communities and Buddhists aid agencies. (IBRO)