

<b>Subject : Religious Education (RE)</b>		<b>Year 7 Curriculum Map</b>	
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>What am I learning?</b>	We start by honing our debate and critical thinking skills with Philosophy for Children. This tackles real world issues through a religious lens, and allows us to reflect on our points of views over the course of the whole year. In the Autumn term, we start with religious views on ethical issues in society, such as animal rights, charity and discrimination.	We continue the course on Philosophy for Children by thinking about what it means to be happy. This considers religious views that could be applied to modern technology such as social media, which are then compared with philosophical and religious views on happiness and pleasure.	We conclude the Year 7 portion of Philosophy for Children by examining philosophical and religious views on our identities and those found in the world. Specifically, we consider views on gender and sexuality, and how philosophy and religion can make us more tolerant. This allows us to reflect on what it means to be religious and have a religious identity.
<b>Why am I learning this?</b>	You will be developing your critical thinking and writing skills, which will be used throughout your time studying RE at Heron Hall. Without these foundations, you will not be able to come up with your own opinions on difficult and challenging issues that exist in the world.	You will expand on the skills we develop in the Autumn term by interrogating your own beliefs on what appears to be common ideas. This can show the profound ways philosophy and religion can influence the way you see yourself, and how you might interrogate your long-held viewpoints on what it means to be happy.	You will be considering a key Heron Hall STRIVE value this term, which is Tolerance. We will explore the similarities and differences between religious and non-religious views on identity, which will shed light on not only how important it is to be a tolerant member of society, but also the challenges it may pose on your own beliefs.
<b>How will I be supported?</b>	Sentence starters Scaffolding and modelling of tasks Case studies for contextualisation Targeted questioning during debates	Sentence starters Scaffolding and modelling of tasks Case studies for contextualisation Targeted questioning during debates	Sentence starters Scaffolding and modelling of tasks Case studies for contextualisation Targeted questioning during debates
<b>How will I be challenged?</b>	Higher level thinking Metacognition Pushing evaluation skills	Higher level thinking Metacognition Pushing evaluation skills	Higher level thinking Metacognition Pushing evaluation skills

Subject : Religious Education (RE)		Year 8 Curriculum Map	
	Autumn	Spring	Summer
<b>What am I learning?</b>	We continue the Philosophy for Children course by expanding our ethical issues to interrogate those found around the world. We begin by thinking about the philosophical and religious points of views surrounding the law and global politics, such as the death penalty, wars, conflict and pacifism.	We move into ideas on the sanctity of life and how we should treat lives that are both unborn and currently existing. Case studies from issues like abortion and euthanasia will be crucial to our study. These will let us examine political views on what it means to be pro-life, especially those that claim to be heavily influenced by religious teachings.	Our final study on ethical issues will consider ideas of free will and moral responsibility. We will reflect on what it means for us to be responsible for our actions, and what it means to blame others for morally wrong actions. We also think about philosophical and religious views on punishment, and their links to freedom of speech and expression in law.
<b>Why am I learning this?</b>	You will be exposed to some common themes on life and death that persist in the world, and how religions can inform our laws. Once you understand the ways religion and law intertwine, it will put several views found in contemporary UK society into perspective.	You will continue to think about how religion inform our laws, but for issues that have sparked controversy in more recent years across the globe. This allows you to see how religion and politics continue to go hand in hand in modern society, perhaps evolving as we speak.	You will begin to evaluate some of the laws in UK society through a religious lens, especially views on how the law should treat young people. This helps you reflect on what it means to better society, and ultimately who is responsible for keeping order in the world.
<b>How will I be supported?</b>	Sentence starters Scaffolding and modelling of tasks Case studies for contextualisation Targeted questioning during debates	Sentence starters Scaffolding and modelling of tasks Case studies for contextualisation Targeted questioning during debates	Sentence starters Scaffolding and modelling of tasks Case studies for contextualisation Targeted questioning during debates
<b>How will I be challenged?</b>	Higher level thinking Metacognition Pushing evaluation skills	Higher level thinking Metacognition Pushing evaluation skills	Higher level thinking Metacognition Pushing evaluation skills

Subject : Religious Education (RE)		Year 9 Curriculum Map	
	Autumn	Spring	Summer
<b>What am I learning?</b>	We conclude our study on Philosophy for Children with questions on the existence of God. We consider several arguments to prove God's existence before comparing and evaluating them. Some of these include arguments from design, miracles and suffering. These develop our debate and judgement skills that come to play significantly in the GCSEs.	We start implementing our knowledge to specific religious beliefs. We begin with exploring the life of Jesus in Christianity, as well as views on creation and the original sin.	We continue our survey of religious beliefs by moving into the nature of Allah in Islam. By examining the key Muslim beliefs, we will be evaluating the religious authorities a modern Muslim can turn to in their everyday lives.
<b>Why am I learning this?</b>	The questions in this topic are much more philosophical, but are crucial to the deeper study of religion to understand why religious people keep their faith as society becomes more secular or as science continues to advance at an unprecedented rate.	As Christianity is the most popular religion represented in the UK, we will begin to explore where these beliefs come from, and how they continue to influence a growing number of people not just in this country, but also around the world.	As many of our students follow the Muslim religion, we will similarly explore the key elements of this faith and how they continue to influence a sizeable population of our school.
<b>How will I be supported?</b>	Sentence starters Scaffolding and modelling of tasks Case studies for contextualisation Targeted questioning during debates	Sentence starters Scaffolding and modelling of tasks Case studies for contextualisation Targeted questioning during debates	Sentence starters Scaffolding and modelling of tasks Case studies for contextualisation Targeted questioning during debates
<b>How will I be challenged?</b>	Higher level thinking Metacognition Pushing evaluation skills	Higher level thinking Metacognition Pushing evaluation skills	Higher level thinking Metacognition Pushing evaluation skills



<b>Subject : Religious Education (RE)</b>				<b>Year 11 Curriculum Map</b>		
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>What am I learning?</b>	We revisit key lessons from Paper 1 by revising content on Muslim and Christian beliefs while applying them to closely timed exam practice sessions.	We continue with our revision by moving into Muslim and Christian Practices, while still practicing time management in the lead up to mock exams.	We begin our final unit of exploring Christian and Muslim views on issues of family and relationships, such as marriage, divorce, sexuality and gender.	We prepare for the GCSEs with revision for Paper 2 to ensure that we know how religious views can respond to several thematic issues covered simultaneously.		
<b>Why am I learning this?</b>	Since Paper 1 is the harder paper, and we study most of its topics early in your GCSE career, this is to refresh your memory to succeed in the upcoming mocks.	You will particularly focus on time management to ensure that you are able to complete several extended writing tasks within the allotted time of your exams.	Since there are many views on relationships and family in the UK, we will consider how modern and traditional religious views may conflict on such issues.	You will see how several topics we have studied in the GCSE intertwine to ensure that we can revise for the exam in the most efficient way possible.		
<b>How will I be supported?</b>	Timed exam practice	Timed exam practice	Timed exam practice	Timed exam practice Quote annotations		
<b>How will I be challenged?</b>	Higher level thinking Pushing evaluation skills	Higher level thinking Pushing evaluation skills	Higher level thinking Pushing evaluation skills	Higher level thinking Pushing evaluation skills		

