



The Religious Education Department will seek to ensure that all pupils:

- Begin to acquire the skills to express their opinions about issues in our world today
- Develop their political, social, ethical and environmental knowledge
- Engage with challenging questions
- Develop respect for other people

Curriculum Intent

Students are central to everything that we do. Our curriculum is designed to:

- contribute to students education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human
- help students to discover, explore and consider different answers to these questions
- learn how to evaluate and reflect on teachings from different sources
- develop in students an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews.

Aims of RE

The curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews, so that they can;

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can;

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion or a worldview.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can;

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all



• articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Key Processes in Religious Studies

The following skills are central to religious education and should be reflected in learning opportunities at all key stages.

Investigation – this includes:

- asking relevant questions
- knowing how to use different types of religious texts as a way of gathering information and how to approach those texts in a critical manner
- observing and listening

Interpretation – this includes:

- the ability to draw meaning from artefacts, works of art, poetry and symbolism
- the ability to interpret religious language
- the ability to suggest meanings of religious texts

Reflection – this includes:

- the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices

Empathy – this includes:

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow
- the ability to see the world through the eyes of others and to see issues from their point of view

Evaluation – this includes:

- the ability to debate issues of religious significance with reference to evidence and argument
- weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience



Analysis – this includes:

- distinguishing between opinion, belief and fact;
- distinguishing between the features of different religions

Synthesis – this includes:

- linking significant features of religion together in a coherent pattern
- connecting different aspects of life into a meaningful whole.

Application – this includes:

- making the association between religions and individual, community, national and international life;
- identifying key religious values and their interplay with secular ones

Collaboration – this includes:

- the ability to work together and learn from each other

Key Stage 3 Curriculum Content

The key objectives of the Department are to teach the students both the defined Curriculum Content and the key skills required if students are to make any sense of religion and its effect in the world. The content of the different year groups is listed below.

Year 7

Module 1 - Heroes

- What makes a hero?
- What are the characteristics of a hero?
- Investigation of religious heroes such as Martin Luther King, St. Nicholas, Corrie ten Boom and Dietrich Bonhoeffer
- Jesus, the ultimate hero?

Module 2 - Islam

- The five pillars of Islam
- The burqa debate
- Submission to a higher being
- Place of worship



- Prophets
- Not in My Name! – a look at Islam in the world today

Module 3- Judaism

- The origins of Judaism
- Was Moses a good leader?
- The festival of Passover
- The 10 Commandments
- Kashrut food laws
- The scriptures
- Places of worship
- The Chosen People

Module 4 -Jerusalem

- Introduction to Jerusalem
- History of Jerusalem
- Pilgrimage to Jerusalem
- Why is Jerusalem important to Jews, Christians and Muslims?
- Peace in Jerusalem?

Year 8

Module 1 – Happiness

- How do we obtain happiness?
- Life of the Buddha
- Teachings of the Buddha
- The Sangha
- Meditation
- Mudras
- Karma



Module 2- A model for life- Hinduism

- Early years
- Becoming an adult
- Ideas about God
- Family values
- Marriage
- Pilgrimage
- Festivals
- Death
- Moksha

Module 3- Contemporary issues

- What is charity?
- The Big issue
- Blood donation
- Organ donation
- Giving our land
- The Welfare State
- The National Health Service

Module 4 – Spirited arts

- What is art?
- Christian art
- Art research
- Producing my art for the NATRE Spirited Arts competition
- Describing my art

Assessment in Key stage 3

All students will have two written assessments per module.



These will be written assessments where students are expected to evaluate a statement on the topic they have studied. They will be graded on their knowledge, understanding and evaluation of the given statement.

Years 9,10 and 11 GCSE

AQA GCSE Religious Studies A 8062

This specification covers the content laid down by the Department for Education (DfE) subject content for GCSE Religious Studies.

Students should consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They should be aware that the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse. This knowledge may be applied throughout the assessment of the subject content

Paper 1

Students should study the beliefs, teachings and practices of Christianity (specified below) and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Some texts are prescribed.

They must study the specific differences identified below.

3.1.2.1 Beliefs and teachings

Key beliefs about;

- The nature of God
- The problem of evil and suffering
- Different Christian beliefs about creation including the role of Word and Spirit
- Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.
- Jesus Christ and salvation
- Beliefs and teachings about:
 - the incarnation and Jesus as the Son of God
 - the crucifixion, resurrection and ascension

3.1.2.2 Practices

- Worship and festivals
- Different forms of worship and their significance: liturgical, non-liturgical and informal, including the use of the Bible
- private worship.
- Prayer and its significance, including the Lord's Prayer
- The role and meaning of the sacraments
- The role and importance of pilgrimage
- the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.



- The role of the Church in the local and worldwide community
- The role of the Church in the local community, including food banks and street pastors.
- The place of mission, evangelism and Church growth.
- The importance of the worldwide Church including: working for reconciliation
- how Christian churches respond to persecution
- the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.

Judaism

Students should study the beliefs, teachings and practices of Judaism specified below and their basis in Jewish sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Some texts are prescribed

They must study the specific differences identified below.

3.1.6.1 Beliefs and teachings

- Key beliefs about;
- The nature of God: God as one
- The divine presence (Shekhinah).
- Beliefs about life after death
- The nature and role of the Messiah
- The Covenant and the mitzvot
- The promised land and the Covenant with Abraham
- The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments
- Key moral principles
- The importance of the sanctity of human life
- The relationship between free will and the 613 mitzvot.

3.1.6.2 Practices

- The synagogue and worship
- The synagogue and its importance
- Public acts of worship including: synagogue services in both Orthodox and Reform synagogues
- the significance of prayer, including the Amidah, the standing prayer
- Shabbat
- Worship in the home and private prayer.
- Tenakh (the written law) and Talmud (the oral law)
- Family life and festivals
- Rituals and their significance
- Brit Milah.
- Bar and Bat Mitzvah
- the marriage ceremony
- mourning rituals.
- Dietary laws and their significance



- Festivals and their importance for Jews in Great Britain today, including the origins and meaning of: Rosh Hashanah and Yom Kippur
- Pesach.

Paper 2 A Thematic study

Students will study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world.

Four themes are studied in this section they include:

Theme A – Relationships and families
Sex, marriage and divorce
Families and gender equality

Theme B – Religion and life
The origins and value of the universe
The origins and value of human life

Theme D – Religion, peace and conflict
Religion, violence, terrorism and war
Conflict in the 21st century

Theme E - Religion, crime and punishment
The causes and effects of crime in society
The aims of punishment

Public examinations

Students will sit two exams

Exam Paper 1- 1 hour 45 minutes

There will be one paper on Judaism and one paper on Christianity

For each exam, the following will apply.

Two compulsory five-part questions will be set on each religion.

Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.

The structure of the five-part questions will be identical across all religions; marks will be allocated as follows: 1, 2, 4, 5 and 12.

In each five-part question, AO1 is tested in the first four questions; AO2 is assessed through the 12 mark question.

Up to three marks are awarded in respect of spelling, punctuation and grammar (SPaG) based on performance in the 12 mark extended writing questions.



Paper 2: Thematic Studies

Students will sit one paper

For each exam, the following will apply:

Students must answer questions on four themes from religious, philosophical and ethical themes. One compulsory five-part question will be set per theme.

Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.

The structure of the five-part questions will be identical: marks will be allocated as follows; 1, 2, 4, 5 and 12.

In each five-part question, AO1 is tested in the first four questions; AO2 is assessed through the 12 mark question.

Up to three marks are awarded in respect of spelling, punctuation and grammar (SPaG) based on performance in one of the 12 mark extended writing questions.

AO1: Demonstrate knowledge and understanding of religion and beliefs including: beliefs, practices and sources of authority

influence on individuals, communities and societies

similarities and differences within and/or between religions and beliefs.

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

Study Support

Pupils are given the opportunity to complete work at lunchtime and after school, on days convenient to staff, starting September and throughout the academic year.