

Religious Studies



Department Intent: To develop awe and wonder by using critical thinking and by challenging preconceived ideas, beliefs and world views. We promote tolerance and respect through exploration of world faiths and evaluation of the justification behind beliefs whilst recognising the differences between cultures, beliefs and world views. We will provide our learners with the skills to develop their own thinking on a variety of philosophical, religious and ethical issues and encourage them to always question the answers.

Intention Overview:

Curriculum Knowledge	
<p>Year 9: Students start the term with an introduction to the exam requirements and the overview of course content. They spend the year exploring four of the eight compulsory and chosen topics and finish the year with a mock exam reviewing those elements learnt. The four topics are: Religion, peace and conflict (exploration of attitudes towards conflict, terrorism, nuclear war, peace and forgiveness); Christian Beliefs (Trinity, creation and the afterlife etc); Religion, Crime and Punishment (reasons for crime, impact of punishment, death penalty); Muslim Beliefs (Oneness of God, Muhammad (pbuh), Brotherhood etc)</p> <p>Year 10: Students continue their exploration of the GCSE course by studying four more topics. They will have a mock early in the year and later in the year and the exam is scheduled for early May. The topics studies in Y10 are: Relationships and family (marriage, divorce, sexuality, etc); Christian Practices (festivals, church, prayer, etc); Religion and Life (sanctity of life, abortion, euthanasia, et). Revision materials and classes are always offered and students will sit the full exam at the end of Y10. There are 2 exams in total and are sat with AQA GCSE Religious Studies A.</p>	
Skill Development	
<p>Subject Specific Skills:</p> <ul style="list-style-type: none"> • apply knowledge and understanding of two religions • apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • understand the influence of religion on individuals, communities and societies • understand significant common and divergent views between and/or within religions and beliefs • apply knowledge and understanding in order to analyse questions related to religious beliefs and values • construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content. • develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism • reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life 	<p>Wider Academic Skills / Attributes:</p> <ul style="list-style-type: none"> • reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community. • Use of a variation of sources of evidence to support arguments and discussions. • Interpreting the impact and role of religion and beliefs in society. • Developing extended writing skills. • Using study skills and revision techniques to prepare for extended writing exams.
Personal Development - SMSC and Cultural Capital (opportunities/experiences)	
<ul style="list-style-type: none"> • SPIRITUAL -Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. • MORAL -Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. Evaluating beliefs, ideas and world views. • SOCIAL - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Exploring diverse opinions and the impact of this on community cohesion. 	

- CULTURAL - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.
- Explore historical religious links to the local community.
- Engagement with local faith groups.
- Using local examples to link learning to personal experience.
- Ethical and moral links – exploring issues such as family life, conflicts and personal moral opinions.
- Raising awareness of current affairs and making links to their own opinions and the beliefs of others.
- Respect for persons of faith and people from varying communities, traditions and religions.
- Artistic expression of the spiritual.