

## Humanities Faculty: Religious Studies (RS)

### Overview of the Curriculum

#### **Religious Studies - Key Stage 3 (Years 7, 8 & 9)**

At Parmiter's, the KS3 curriculum follows broadly the guidance of the Hertfordshire Agreed Syllabus. The aim is to ensure that all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. RS provokes challenging questions about the ultimate meaning, and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

There are 8 key areas that are covered during KS3: Beliefs and Practices, Sources of Wisdom, Symbols and Actions, Prayer, Worship and Reflection, Identity and Belonging, Ultimate Questions, Human responsibility and Values, and Justice and Fairness. These areas are consistently revisited through the study of different religions as part of our spiralling curriculum.

The dual emphasis is that students should learn from and about religious and non-religious views; assessment of student work is based on these criteria. Students study a range of topics, with aspects of Christian and other world religious beliefs systems. Students are introduced to philosophical concepts such as: What does it mean to be human? Why does God allow suffering? and to study the actions and reactions to secular and religious leaders. Students are expected to question their own values and responses to the world they live in. They are encouraged to formulate and express their own views, and are expected to listen carefully and respect the views of others. They are taught to be 'participants' and to be global citizens responding to and being affected by topical issues and news stories - topical issues are also woven into the delivery of the RS curriculum. The knowledge and understanding developed during KS3 forms a solid foundation for further study at GCSE.

#### **Religious Studies GCSE - Key Stage 4 (Years 10 & 11)**

At GCSE level we have chosen to study the Edexcel Religious Studies B specification. This qualification allows students to confidently interpret, contextualise and analyse the expressions of religions and world views they encounter. Students focus on key questions around Ethics, Philosophy, Peace and Conflict. They also explore important topics such as marriage and the family, crime and punishment, and matters of life and death.

The specification has a flexible structure which has allowed us to respond to our students' interests and needs. In this vein we've opted to focus on the religion of Christianity and Judaism throughout our study building on prior learning at KS3. They also explore Humanist viewpoints, Situation ethics and non-religious views such as Utilitarianism. Students are also encouraged to use their own religious views or secular beliefs as a comparison.

Throughout this course students will develop an appreciation of religious thought and its contribution to individuals, communities and societies. They will also develop analytical and critical thinking skills to enable them to present a wide range of well-informed and reasonable arguments, aiding in progression to A Level study. The examination papers are well structured, coherent, and accessible for students of all abilities.

**Religious Studies A Level - Key Stage 5 (Years 12 & 13)**

At A Level we have chosen to study the OCR Religious Studies specification. This qualification allows students to develop their interest in a rigorous study of Philosophical concepts and Ethical values. They also analyse the impact of Christian beliefs on the wider world and how these beliefs have helped to shape modern society. It also facilitates the development of knowledge, understanding, and appreciation of religious thought and its contributions to individuals, communities and societies. The aim of this study is to engage learners thoroughly and to develop an interest in RS which extends beyond the classroom and can be applied to the world around them. Learners will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas which can be applied throughout life. The examination papers are well structured, coherent, and accessible for students of all abilities.

**Overview of schemes of work at each key stage**

<p><b>Key stage 3</b> Throughout this course students develop a knowledge, understanding and appreciation of world religions. They reflect, consider, analyse, interpret, and evaluate issues throughout all topics.</p> <p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>● What is religion?</li> <li>● Features of the Six World Religions.</li> <li>● Exploring personal identity</li> <li>● Religious festivals in the World Religions .</li> </ul>	<p><b>Key stage 4</b> Throughout this course students develop a knowledge, understanding and appreciation of different religious views..They reflect, consider, analyse, interpret, and evaluate issues throughout all topics.</p> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>● Christian Beliefs</li> <li>● Jewish Beliefs</li> <li>● Judaism- Attitudes to Marriage and Family</li> </ul>	<p><b>Key stage 5</b> Throughout this course students develop knowledge and understanding religion and beliefs.They consistently analyse and evaluate aspects of, and approaches to religion and belief through the topics.</p> <p><b>Year 12</b></p> <p><b>Religious Philosophy</b></p> <ul style="list-style-type: none"> <li>● Ancient Philosophical influences</li> <li>● Soul mind and body</li> <li>● Arguments based on observation and reason</li> <li>● Religious experience</li> </ul>
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<ul style="list-style-type: none"> <li>• Sikh beliefs and teachings</li> <li>• Pilgrimage and special journeys</li> </ul> <p><b><u>Year 8</u></b></p> <ul style="list-style-type: none"> <li>• Belonging &amp; Life as a journey</li> <li>• Rites of Passage</li> <li>• Muslim &amp; Christian Birth Ceremonies</li> <li>• Initiation Ceremonies -Bar &amp; Bat Mitzvah and Adult Baptism</li> <li>• The Life and teachings of Jesus</li> <li>• Applications of Jesus' teachings</li> </ul> <p><b><u>Year 9</u></b></p> <ul style="list-style-type: none"> <li>• Creeds - rights and responsibilities</li> <li>• Civil Rights Movement and the religious influence and impact.</li> <li>• Gandhi, Hinduism &amp; Satyagraha</li> <li>• Buddhism beliefs and teachings</li> </ul>	<ul style="list-style-type: none"> <li>• Christian - responses to Crime and Punishment</li> </ul> <p><b><u>Year 11</u></b></p> <ul style="list-style-type: none"> <li>• Living the Christian Life- ceremonies, and practices</li> <li>• Living the Jewish Life- ceremonies and practices</li> <li>• Christianity-issues of peace and conflict e.g. Pacifism, holy war and issues surrounding conflict</li> <li>• Judaism -matters of life and death.e.g. abortion, euthanasia, animal rights</li> </ul>	<ul style="list-style-type: none"> <li>• The problem of evil and theodicies</li> </ul> <p><b>Religion and Ethics</b></p> <ul style="list-style-type: none"> <li>• Normative ethical theories-religious approaches:Aquinas and Natural law, Fletcher and Situation ethics</li> <li>• Normative ethical theories: Kantian ethics, Utilitarianism</li> <li>• Applied ethics: Euthanasia and Business Ethics</li> </ul> <p><b>Developments in Christian thought</b></p> <ul style="list-style-type: none"> <li>• Augustine's teaching on human nature</li> <li>• Death and the afterlife</li> <li>• Knowledge of God's existence</li> <li>• The person of Jesus Christ</li> <li>• Christian moral principles and moral action ( the teachings of Dietrich Bonhoeffer)</li> </ul> <p><b><u>Year 13</u></b></p> <ul style="list-style-type: none"> <li>• Philosophy of Religion</li> <li>• The nature and attributes of God</li> <li>• Religious language, negative, analogical or symbolic</li> <li>• Twentieth century perspectives and philosophical comparisons</li> </ul> <p><b>Religious Ethics</b></p> <ul style="list-style-type: none"> <li>• Meta ethics- the study of ethical language</li> <li>• An analysis of the Conscience-religious and psychological responses e.g. Freud &amp; Aquinas</li> <li>• Development of religious thought</li> </ul>
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