

## Curriculum Intent

The Religious Studies Department at Dame Alice Owen's School sets out to deliver high quality Religious Studies for all pupils. Our teaching aims to provide students with a systematic knowledge and understanding about Christianity, principal religions and worldviews which give life value. Whether it is KS3, GCSE or A Level, our intent is also to enable students to become religiously, theologically and philosophically literate so that they can engage in life in an increasingly diverse society. It is not about instructing what religious [or non-religious] views they might have but rather assist them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints across the diverse religious, theological & philosophical spectrum.

## The rationale behind our KS3 Religious Studies curriculum and why it matters

The KS3 curriculum at DAOS has been adapted from the Hertfordshire locally Agreed Syllabus 2012-2017 & 2023-28. Although it is not possible to deliver everything equally across KS3, we strongly believe that depth is better than breadth. As can be noted from the curriculum map below, our KS3 curriculum not only provides students with genuine opportunities to explore the central concepts associated with the six major faiths i.e., the 'Abrahamic religions' of Judaism, Christianity and Islam, and the 'Indian religions' of Hinduism, Buddhism and Sikhism - it also meets our students needs because it encourages them to identify with these key concepts whether it is through their own sense of belonging; mystery; commitment; awe and wonder; sacrifice; journey and devotion etc. Our Religious Studies programme, then, has never been about coverage. It is about 'opening door's so that students can understand their own relevance, even if they do not admit to any form of religious belief.

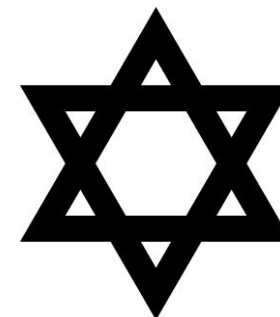
The Religious Studies curriculum at Owen's also provides a logical transition into GCSE where Christianity and Islam play a major role within the local **and** global community. What is crucial for us, however, is that the curriculum below is designed to be 'wholeheartedly religious', 'substantive' [provides the key cores and concepts of religion] and 'disciplinary' in that ways of knowing [how questions are given and answered] are addressed. Finally, it is our belief that Religious Studies is the most open-minded subject within the school curriculum - it is never about indoctrination, coercion or even endorsement.

Instead, our curriculum is deliberately designed to also ensure that all students can articulate their own personal views [personal knowledge] whilst at the same encourages them to acknowledge, understand and respect differences both within and outside the classroom. In this respect, the value of Religious Studies is inestimable as a way of preparing all students for adult life.

## Key Skills


Throughout the Religious Studies Curriculum, there are many skills that students will visit and re-visit e.g., enquiry, reflection, discussion, argument, empathy and self-awareness etc. However, the three key skills that are essential to good Religious Studies practice amongst students are: **Knowledge**, **Understanding** and **Evaluation**. These skills will be assessed throughout the learning programme, both formally and informally and can be set out as follows:

- |                              |  |
|------------------------------|--|
| Key Skill 1 – Knowledge:     | The ability to recall <b>factual</b> information e.g., where do Muslims travel to during Hajj and what do they do etc?   |
| Key Skill 2 – Understanding: | The ability to explain <b>why</b> Muslims travel to Makkah and why they circle the Kaaba etc.  |
| Key Skill 3 – Evaluation:    | The ability to critically ' <b>weigh up</b> ' a statement and reach a clear justified conclusion, that takes into consideration a diversity of religious and/or non-religious views as well as the ability to express a clear personal viewpoint. For example: 'Religion has no place in the modern world'. Students would be expected to make clear their own personal thoughts [with justified reasons] and at the same time show a clear understanding of why religion does matter within the local, national and global community. |




# The KS3 Curriculum

Year 7 [2 hours per week]


Term	Topic	What is covered	Key Concepts	Formal Assessment
<p>Autumn 1</p> <p>Religions covered:</p> <p>Buddhism</p> <p>Christianity</p> <p>Hinduism</p> <p>Islam</p> <p>Judaism</p> <p>Sikhism</p> 	<p>Who am I?</p> <p>Are we all the same?</p> <p>Why Religious Studies really does matter.</p> <p>Introduction to World Religion [Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism].</p>	<p>Students will explore what makes them unique and examine questions of personal identity, belief and belonging.</p> <p>Opportunities for comparison and contrast between the local, national and 'global' family, including religion.</p> <p>Students are then given the opportunity to find out some of the key concepts, beliefs and practices associated with the 6 major world religions. We assume a 'zero knowledge' starting point.</p>	<p>Uniqueness</p> <p>Value</p> <p>Spirituality</p> <p>Belonging</p> <p>Family</p> <p>Commandments</p> <p>God</p> <p>Theism</p> <p>Atheism</p> <p>Agnosticism</p> <p>Abrahamic Faiths</p> <p>Polytheism &amp; Monotheism etc.</p>	<p>1 x 30-minute assessment.</p> <p>Assessment reflects opportunity for K, U and E.</p> <p>Students will explain what is involved in belonging to a faith community in terms of lifestyle and practice. By what rules do they live their life? How does being part of a religious community effect lifestyle?</p>


Term	Topic	What is covered	Key Concepts	Formal Assessment
<p>Autumn 2</p> <p>Religions covered:</p> <p>These philosophical arguments and counter arguments reflect mainly an Ancient Greek, Christian and atheistic background.</p> <p>+</p>	<p>'God of all faiths or none?'</p> <p>The big ultimate questions.</p>	<p>Students explore some of the differing ways theists argue for the existence of God e.g., the Design and First Cause arguments etc.</p> <p>Students also examine atheistic challenges to belief in God including science and the philosophical problems created by the reality of evil and suffering.</p> <p>Finally, students will be presented with counter arguments to these challenges and be asked to weigh up the soundness [or otherwise] of these counter arguments.</p> <p>Do these arguments align with their own beliefs?</p>	<p>Theism</p> <p>Atheism</p> <p>Agnosticism</p> <p>Humanism</p> <p>Omnipotence</p> <p>Benevolence</p> <p>Omniscience</p> <p>Evil</p> <p>Moral evil</p> <p>Natural evil</p> <p>Inconsistent triad</p> <p>Creation</p> <p>Myth</p> <p>Teleological</p> <p>Dysteleological</p> <p>Cosmological</p> <p>The Big Bang</p> <p>Evolution</p> <p>Pluralism</p> <p>Proof</p> <p>Faith etc.</p>	<p>1 x 30-minute assessment.</p> <p>Assessment reflects opportunity for K, U and E.</p> <p>Using examples which they have studied, students should explain different religious responses to the nature of God. What are their own thoughts and beliefs about God? Why do their ideas differ from the ideas that other people express? Students should equally be able to identify the strengths and weaknesses of the arguments for and against the existence of God.</p>

Term	Topic	What is covered	Key Concepts	Formal Assessment
<p>Spring 1 + 2</p> <p>Religions covered:</p> <p>Christianity [with links to Judaism and Islam].</p> <p>+</p>	<p>'Jesus – A madman or God?'</p> <p>Are the teachings of Jesus still relevant today?</p>	<p>Students study the key beliefs and teaching associated with the life of Jesus focussing on historical questions about his existence and the impact and relevance of his teachings and actions today e.g., parables and miracles?</p> <p>Students will also examine the significance of Jesus' incarnation, death and resurrection for Christians throughout the world. How do these beliefs and teachings influence Christians today? Students will formulate their own answers to these key questions using evidence and argument.</p>	<p>Incarnation Gospel Parable Miracle Gospel Synoptic Problem Historical Problem of Jesus Pharisee Sanhedrin Crucifixion Sacrifice Sin Forgiveness Scapegoat Atonement Salvation Ascension Resurrection etc.</p>	<p>1 x 30-minute assessment. Assessment reflects opportunity for K, U and E.</p> <p>Explain how the incarnation, crucifixion and resurrection of Jesus is a significant belief for Christians.</p> <p>Why might religions [e.g., Judaism &amp; Islam] disagree with the idea of God becoming man. Similarity with avatars in Hinduism?</p> <p>Are teachings like 'Love your neighbour' still valid today? etc.</p>


Term	Topic	What is covered	Key Concepts	Formal Assessment
<p>Summer 1+2</p> <p>Religions covered:</p> <p>Islam [with links to Judaism and Christianity].</p> 	<p>Islam</p> <p>'It's all about surrender and submission'</p> <p>The nature of God and what it means to be a Muslim.</p>	<p>Students study the key beliefs/teachings associated with Islam focussing on its historical background [Ibrahim/Muhammad]; groups [Shia and Sunni] and key beliefs &amp; practices i.e., beliefs about Allah; the significance of the Five Pillars of Faith etc. and how these beliefs impact upon Muslims today.</p> <p>Students will formulate their own answers to these beliefs &amp; practices using evidence and argument.</p>	<p>Muslim</p> <p>Monotheism</p> <p>Muhammad</p> <p>Quran and Hadith</p> <p>Shia and Sunni</p> <p>Masjid [Mosque]</p> <p>Iman</p> <p>Shahadah [Declaration of faith]</p> <p>Salah [prayer]</p> <p>Saum [fasting]</p> <p>Zakat [charity]</p> <p>Hajj [pilgrimage]</p> <p>Calligraphy etc.</p>	<p>1 x 30-minute assessment.</p> <p>Assessment reflects opportunity for K, U and E.</p> <p>Explain the importance of the Shahadah; explain how and why Muslims fast during Ramadan; evaluate whether salah is the most important pillar etc.</p>


Year 8 [1 hour per week]

Term	Topic	What is covered	Key Concepts	Formal Assessment
<p>Autumn 1</p> <p>Religions covered:</p> <p>Judaism.</p> 	<p>Judaism</p> <p>It's all about the covenant.</p> <p>'Will you be my people if I will be your God?'</p>	<p>Students study the key beliefs/teachings and practices associated with Judaism including God's covenant with Abraham [Genesis 12] and the practice and importance of rites of passage including Brit Milah [Genesis 17]; Bar and Bat Mitzvah; the Synagogue and the importance of Pesach and Kosher laws etc.</p> <p>What covenants and rites of passage do students go through? Why are they important etc.</p>	<p>Covenant (Genesis 12)</p> <p>Monotheism</p> <p>Sacrifice</p> <p>Brit Milah/Mohel/Sandek</p> <p>Rite of Passage</p> <p>Bar/Bat Mitzvah</p> <p>Rabbi</p> <p>Bimah/Ark of the Covenant</p> <p>Leviticus/Kosher/Kashrut</p> <p>Plague</p> <p>Seder etc.</p>	<p>1 x 30-minute assessment.</p> <p>Assessment reflects opportunity for K, U and E.</p> <p>Should religious people continue to maintain ancient historical practices? Are they really relevant in the modern world etc.?</p>


<p>Autumn 2 &amp; Spring 1</p> <p>Religions covered:</p> <p>Judaism with potential links with Christianity &amp; Islam.</p> 	<p>Prejudice &amp; Discrimination</p> <p>'How do ordinary people live in extraordinary times?'</p> <p>Religion is the solution to prejudice – not the cause?</p>	<p>Students will consider names of famous people from the past and how they are remembered today. Should they be?</p> <p>Link to Anne Frank and the holocaust? why is it important to learn about this today; would we have saved her [study examples of Nazi propaganda]; links with current global events of discrimination etc?</p> <p>Opportunities to research religious teachings and texts that reflect attitudes towards race, colour, religion etc. e.g., Jesus' golden rule, Paul's teaching on gentiles etc.</p>	<p>Anti-Semitism</p> <p>Evil</p> <p>Nazism</p> <p>Propaganda</p> <p>Bigotry</p> <p>Intolerance</p> <p>Prejudice and Discrimination</p> <p>Holocaust</p> <p>Genocide</p> <p>Apartheid</p> <p>BLM</p> <p>Justice</p> <p>Reconciliation</p> <p>Forgiveness etc.</p>	<p>1 x 30-minute assessment.</p> <p>Assessment reflects opportunity for K, U and E.</p> <p>The more evaluative type questions will focus on whether or not religion is a major cause for current examples of prejudice and discrimination or whether we all have a moral duty to fight bigotry and hatred etc.</p>
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Term	Topic	What is covered	Key Concepts	Formal Assessment
<p>Spring 2 and Summer 1</p> <p>Religions covered:</p> <p>Hinduism with potential compare &amp; contrast with the other five major world faiths.</p> 	<p>Hinduism as the eternal way [Sanatan Dharma]</p> <p>'The nature of God'</p> <p>'Moving on up or going round in circles?' [transmigration of the soul].</p>	<p>Students study the key beliefs, teachings &amp; practices associated with Hinduism ('The eternal way') including beliefs about God: Brahman, Brahma, Vishnu, Shiva and Ganesh etc.</p> <p>There will be opportunities to note the contrast with the Abrahamic religions of Christianity, Judaism and Islam.</p> <p>Students will reflect on how these beliefs Dharma (duty) and life after death (Samsara) etc. affect Hindu lifestyle as well as reflect upon their own beliefs about behaviour and the afterlife etc.</p>	<p>Hinduism (colonial name) = 'Sanatan Dharma' or the 'eternal way'.</p> <p>Brahman</p> <p>Brahma</p> <p>Vishnu</p> <p>Shiva</p> <p>Ganesh</p> <p>Trimurti</p> <p>Monotheism or polytheism?</p> <p>Dharma</p> <p>Karma and Samsara</p> <p>Reincarnation and Moksha</p> <p>Atman</p> <p>Transmigration of the soul</p> <p>Gita, Vedas, Mandir, Diwali and Holi etc.</p>	<p>1 x 30-minute assessment.</p> <p>Assessment reflects opportunity for K, U and E.</p> <p>Hindu's believe...this is because...this influences Hindu's... I think.... because etc.</p>


<p>Summer 2</p> <p>Religion covered:</p> <p>Sikhism.</p> 	<p>Sikhism and the search for truth – we are all Sikh's?</p>	<p>Students study the key beliefs, teachings &amp; practices associated with Sikhism focussing on its historical background, Guru Nanak; the Ten Living Guru's; the 5 K's; the Guru Granth Sahib; the Gurdwara and key festivals including Vaisakhi.</p> <p>Students will reflect on these beliefs and practices and how they impact upon Sikh lifestyle, especially in Britain today.</p>	<p>Equality Guru Guru Granth Sahib Khalsa 5 K's – Kesh, Kangha, Kirpan, Kara &amp; Kachera. Khalsa Gurdwara Sewa Reincarnation etc.</p>	<p>1 x 30-minute assessment.</p> <p>Assessment reflects opportunity for K, U and E.</p> <p>The more evaluative type questions will focus on whether or not maintaining the traditions of the past have any relevance in modern day Britain etc.</p>
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Year 9 [1 hour per week]

Term	Topic	What is covered	Key Concepts	Formal Assessment
<p>Autumn 1</p> <p>Religions covered:</p> <p>Potential links for all 6 major faiths including non-religious views.</p> 	<p>Ethics and morality</p> <p>Right and wrong – it's all subjective?</p>	<p>Students examine a variety of different examples and case studies that reflect different views on what we mean by morality e.g., abortion and euthanasia etc.</p> <p>There is considerable opportunity here for personal reflection; group work; independent study; debate and consideration of religious and non-religious beliefs etc.</p> <p><b>Important:</b> this topic must not venture into a simple moral and ethical arena – religious codes of belief must be explored.</p>	<p>Morality</p> <p>Absolute morality</p> <p>Relative morality</p> <p>Immorality</p> <p>Amoral</p> <p>Non-moral</p> <p>Ethics</p> <p>Principle of utility – [Utilitarianism]</p> <p>Kant's categorical imperative</p> <p>Moral realism and anti-realism</p> <p>Shariah law</p> <p>Golden rule</p> <p>Ten commandments etc.</p>	<p>1 x 30-minute assessment.</p> <p>Assessment reflects opportunity for K, U and E.</p> <p>The more evaluative type questions will focus on morality as subjective or objective; where does it come from (society or God?); how might religious believers apply their moral and ethical rules to cases of moral decision making; are religious people more moral than non-religious people etc?</p>

<p>Autumn 2 + Spring 1</p> <p>Religions covered: Christianity, Islam and/or Buddhism</p> 	<p>Crime and Punishment:</p> <p>'Spare the rod and spoil the child'.</p> <p>'Reform or retribution?'</p>	<p>Students will explore a range of issues relating to crime and punishment within society e.g., causes of crime; the use of corporal punishment and the five aims of punishment.</p> <p>Students will examine religious [and non-religious] responses to these issues e.g., the death penalty, focussing on Christianity and Islam and/or Buddhism.</p> <p>There will be many opportunities for personal reflection on these contemporary issues and importance within British society today.</p>	<p>Reform Retribution Vindication Deterrence Forgiveness Restorative justice Corporal punishment Capital punishment Utilitarianism etc.</p>	<p>1 x 30-minute assessment. Assessment reflects opportunity for K, U and E.</p> <p>Students should be able to reflect on their own beliefs about punishment and evaluate religious attitudes towards key concepts of forgiveness and punishment.</p>
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Term	Topic	What is covered	Key Concepts	Formal Assessment
<p>Spring 2 + Summer 1</p> <p>Religions covered:</p> <p>Christianity and Islam</p> 	<p>War, Peace &amp; Conflict</p> <p>'Blessed are the peace-makers'.</p> <p>'Is it ever right to fight?'</p> <p>'There is no such thing as a holy war'?</p>	<p>Students will study what is meant by conflict and war, with historical examples e.g., Falklands, Gulf War etc.</p> <p>Why do we engage in conflict? How might these conflicts be resolved? What about the role of religion in conflict e.g., the Crusades? Is there such a thing as a holy war? Does God really support violence i.e. Does God really will it' (Pope Urban II)?</p> <p>Are protests and pacifism effective? Is the 'lesser jihad' a legitimate form of violence etc?</p> <p>Opportunity for reflection on personal struggles and how they might be overcome etc.</p>	<p>War</p> <p>Peace</p> <p>Pacifism</p> <p>Protest</p> <p>Conscientious Objector</p> <p>Just War</p> <p>Aquinas' Just War theory. [Jus ad bellum]</p> <p>Holy War</p> <p>Religious Terrorism</p> <p>Jihad – 'Lesser and Greater'.</p>	<p>1 x 30-minute assessment.</p> <p>Assessment reflects opportunity for K, U and E.</p> <p>Students should be able to reflect on their own beliefs about peace and conflict and evaluate religious beliefs and attitudes towards pacifism (cowardly or courageous) and religion as the cause or solution to modern day warfare etc.</p>

Term	Topic	What is covered	Key Concepts	Formal Assessment
<p>Summer 2</p> <p>Religion covered:</p> <p>Buddhism</p> 	<p>The origins of Buddhism - Siddhartha Gautama</p> <p>'Does suffering have a point?'</p> <p>'What is the secret of a happy life?'</p> <p>'Attachment is the cause of all unhappiness.'</p>	<p>Personal reflection on what makes us happy? Is it temporary? The life of the Buddha and his search for happiness? What is suffering? Is there any point to suffering? An examination of Buddhist responses to questions of existence – The 4 Noble Truths and the Eightfold Path. Do students agree – are there better alternatives; what is their quest etc?</p>	<p>Atheism</p> <p>Dharma</p> <p>The Four Noble Truths</p> <p>The Eightfold Path</p> <p>Anatta</p> <p>Anicca</p> <p>Compassion</p> <p>Altruism</p> <p>Siddhartha Gotama [Buddha]</p> <p>Enlightenment</p> <p>Impermanence</p> <p>Karma</p> <p>Metta</p> <p>Nibbana</p> <p>Samsara etc.</p>	<p>1 x 30-minute assessment.</p> <p>Assessment reflects opportunity for K, U and E.</p> <p>Students should be able to evaluate whether life is suffering? How might we (and a Buddhist) overcome suffering etc?</p>

## Year 10 and 11 [GCSE Religious Studies]



Students follow the AQA Religious Studies A [8062] specification a summary of which can be outlined as follows:

### Paper 1 - The study of religions: beliefs, teachings and practices

For Paper 1 students study the beliefs, teachings and practices of **Christianity** [the main religion of Great Britain] and **Islam**.

Islam has been chosen as the second religion because it reflects an increasing influence both nationally and globally.

### Paper 2 - Thematic studies

Paper 2 - Thematic Studies - is made up of six themes [A-F] of which for exam purposes students will any study four [historically we focus on B, C, D & E]. They are:

1. Theme A: Relationships and families.
2. Theme B: Religion and life.
3. Theme C: The existence of God and revelation.
4. Theme D: Religion, peace and conflict.
5. Theme E: Religion, crime and punishment.
6. Theme F: Religion, human rights and social justice.

### Assessment Guidance

Throughout the course there will be multiple choice questions worth 1 mark; short-answer questions worth 2 marks, and longer questions worth 4 and 5 marks. These will test the student's ability to retell and explain facts. However, there will also be longer evaluation questions worth 12 marks that examine the ability to analyse and evaluate different viewpoints.

Examination questions will test **two** assessment objectives [AO1 and AO2], each representing 50% of the total marks:

**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.

For more information, please refer to the full specification.

**Year 10 + 11** [content covered will depend on hours allocated e.g., 2 or 3 hours per week]

### Christianity [Paper 1]

1. **Christian Beliefs:** Focussing on God as creator (different Christian beliefs about creation); omnipotent; omniscient; just; Trinity; Jesus' incarnation, crucifixion & resurrection; sin, salvation, heaven and Hell etc. followed by 1 x assessment /24.
2. **Christian Practices:** Focussing on worship; prayer; festivals; rites of passage; evangelism (The Great Commission); Christian persecution and the role of the Church locally, including responses to world poverty etc. followed by 1 x assessment /24.

### Islam [Paper 1]

1. **Islam Beliefs:** Focussing on the Oneness & supremacy of God; key beliefs of Sunni and Shia Islam; Angels; predestination; life after death; Muhammad and Holy Books etc. followed by 1 x assessment /24.
2. **Islam Practices:** Focussing on the Five Pillars and Ten Obligatory Acts; Hajj; Jihad and the festivals of Id-ul-Fitr, Id-ul-Adha and Ashura etc. followed by 1 x assessment /24.



## Thematic Studies [Paper 2]

1. **Religion, Crime and Punishment:** Focussing on reasons for crime; attitudes to law breakers; prison; corporal punishment; forgiveness and the death penalty etc. followed by 1 x assessment /24.
2. **Religion, Peace and Conflict:** /24. Focussing on violence, violent protest & terrorism including the use of nuclear weapons and pacifism etc. followed by 1 x assessment /24.
3. **The existence of God and Revelation:** Focussing on God as creator (different Christian beliefs about creation); omnipotent; omniscient; just; Trinity; Jesus' incarnation, crucifixion & resurrection; sin, salvation, heaven and Hell etc. followed by 1 x assessment /24.
4. **Religion and Life:** Focussing on worship; prayer; festivals; rites of passage; evangelism (The Great Commission); Christian persecution and the role of the Church locally, including responses to world poverty etc. followed by 1 x assessment /24.

### Important note for September 2023:

- End of year summer exams [Year 10] and January mock exams [Year 11] will be 1 hour 45 minutes.
- Some students are on a 3-hour time table in Year 10 allowing for more coverage by the end of the year compared to those who are on a 2-hour timetable.
- For all students, the aim is to complete the full GCSE course by February/early March 2024 to allow ample time for retrieval learning and practice timed assessments. However, disruption brought about by industrial strike action and additional bank holidays etc. may affect this schedule for current Year 11 students.

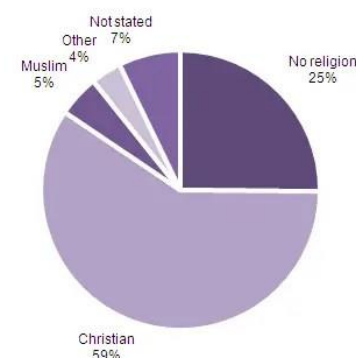
## Year 10 and 11 compulsory Religious Studies

### Year 10 Synopsis

- To ensure that wider coverage of high-quality Religious Studies teaching is available to **all** students [not just those who have chosen the subject at GCSE level], a Religious Studies programme is delivered in Year 10 and is delivered by Religious Studies specialists.
- During the 2022/23 academic year, this Religious Studies programme was taught during a window [Summer 2023] on a Wednesday, Period 0 [scheduled Learning for Life sessions].
- There is no accreditation at the end of this session and we allow some flexibility in the content to engage all students.
- Nevertheless, sessions are **all** of a **RELIGIOUS** nature and are designed to provoke religious understanding as well as personal, ethical and philosophical reflection.
- As with GCSE Religious Studies, this non-exam Religious Studies programme of study will provide **all** students with the opportunity to reflect and express personal viewpoints on issues that are important to the local society and global world we live in. The scope for personal and intellectual enquiry [a key skill] is therefore important.
- Students will be challenged with questions about belief, values [including British values of tolerance and respect etc.], meaning, purpose and 'truth', allowing them to develop their own beliefs and attitudes.
- Students will also gain an appreciation of how religion forms the basis of society in Britain.
- A brief outline of what is taught is as follows [for further details refer back to the SOW]:

1. Do we need religion [and God] in the 21<sup>st</sup> Century?
2. What happens when religion and society clash?
3. Does having a religious faith make people happier?
4. What happens when religion turns bad?
5. What are British values and the role of religion?

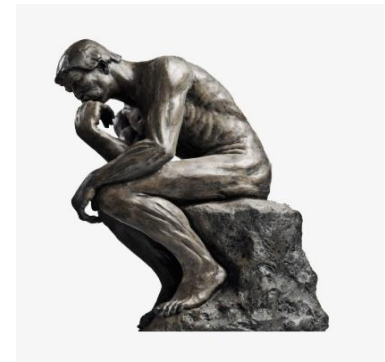
Figure 1: Religious affiliation, England and Wales, 2011



## Year 11 Synopsis

- To ensure that wider coverage of high-quality Religious Studies teaching is available to **all** students [not just those who have chosen the subject at GCSE level] a programme of study is delivered to Year 11 as part of an RS/PE carousel.
- There is no accreditation at the end of these sessions and we do allow some flexibility in the content to engage all students.
- Nevertheless, lessons are **all** of a religious and/or philosophical nature and mirror our AQA GCSE and/or A Level Religious Studies syllabus'.
- The content, then, is designed to provoke religious understanding as well as personal, ethical and philosophical reflection.
- As with GCSE Religious Studies, this non-exam Religious Studies programme of study will provide **all** students with the opportunity to reflect and express personal viewpoints on issues that are important to the local society and global world we live in. The scope for personal and intellectual enquiry [a key skill] is therefore important.
- Students will be challenged with questions about belief, values [including British values of tolerance and respect etc.], meaning, purpose and 'truth', allowing them to develop their own beliefs and attitudes.
- Students will also gain an appreciation of how religion forms the basis of society in Britain.
- This programme of study is delivered by RS specialists only.
- Finally, a brief outline of what is taught is as follows [for further details refer back to the SOW]:

1. General introduction to epistemology and God.
2. To be or not to be? How can we know that God exists?
3. Deep Dive – the Design, Cosmological and Ontological arguments for the existence of God.
4. Philosophical problems with religious language
5. The problem of evil and suffering? It's all too much!



## Year 12 and 13 (A Level Religious Studies)



Students follow the AQA Religious Studies A [7062] specification a summary of which can be outlined as follows:

### Paper 1 at a glance - Philosophy of Religion & Ethics

#### Section A: Philosophy of religion

1. Arguments for the existence of God.
2. Evil and suffering.
3. Religious experience.
4. Religious language.
5. Miracles.
6. Self and life after death.

#### Section B: Ethics and religion

1. Ethical theories.
2. Issues of human life and death.
3. Issues of animal life and death.
4. Introduction to meta-ethics.
5. Free will and moral responsibility.
6. Conscience.
7. Bentham and Kant.

#### How it is assessed

1. Written exam: 3 hours.
2. 100 marks.
3. 50% of A-level.

This part of the specification is taught throughout Year 12 and Year 13 with end of topic assessments for each unit of work and mock exams in June [Year 12] and January [Year 13].

### Paper 2 at a glance - Study of Religion & Dialogues

#### What is assessed?

**Section A: Study of religion** – For Christianity the following topics are covered:

1. Sources of wisdom and authority.
2. God/gods/ultimate reality.
3. Self, death and the afterlife.
4. Good conduct and key moral principles.



## What is assessed [continued]

5. Expression of religious identity.
6. Religion, gender and sexuality.
7. Religion and science.
8. Religion and secularisation.
9. Religion and religious pluralism.

## How it is assessed

1. Written exam: 3 hours.
2. 100 marks.
3. 50% of A-level.

As with Paper 1, this part of the specification is taught throughout Year 12 and Year 13 with end of topic assessments for each unit of work and mock exams in June [Year 12] and January [Year 13].

### Section B: The dialogue between philosophy of religion and religion

How religion is influenced by, and has an influence on philosophy of religion in relation to the issues studied.

### Section C: The dialogue between ethical studies and religion.

How religion is influenced by, and has an influence on ethical studies in relation to the issues studied.

For more detail, please refer to the SOW/Specification.

John Johnstone

August 2023 [revisited]