

<b>Subject</b>	<i>Religious Studies</i>
<b>Introduction:</b>	
<p><b>Insert here:</b>  <i>Setting arrangements</i>  Taught in Tutor groups at KS3.</p> <p><i>Number of periods taught per week at each KS</i></p> <ul style="list-style-type: none"> <li>○ KS3 – 1 lessons per week</li> <li>○ KS4 – 3 lessons per week as an option subject</li> <li>○ KS5 – 5 lessons per week</li> </ul> <p><i>Contact details</i></p> <ul style="list-style-type: none"> <li>○ <a href="mailto:rs@yateley.hants.sch.uk">rs@yateley.hants.sch.uk</a></li> <li>○ Alexander.bristow@yateley.hants.sch.uk</li> </ul>	
<b>Course content:</b>	
<i>What is covered in this named year group? Bullet points only!</i>	
<b>Year 7</b>	<ul style="list-style-type: none"> <li>● <b>The Existence of God:</b> a study of the different beliefs about God from across the world and the arguments for and against the existence of God.</li> <li>● <b>Story and Myth:</b> An introduction to the major monotheistic &amp; polytheistic religions and the importance of story and symbol.</li> <li>● <b>Sikhism:</b> the foundation, key beliefs and practices within Sikhism and the role of the Sikh community in Britain today.</li> <li>● <b>Judaism:</b> the beginnings of Judaism and the key figures in its history, including Abraham and Moses, before looking at the experiences of the Jewish people in the UK today.</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>● <b>Christianity:</b> the foundation, key beliefs and practices within Christianity, the person of Jesus, his life and death and teachings. The use of story, parable and an evaluation of his teachings and miracles.</li> <li>● <b>Buddhism:</b> students will learn about the early life of the Buddha and how the religion began. Students will produce work based upon the key beliefs of Buddhists and how these principles can be acted upon in a modern society.</li> <li>● <b>Inspirational figures:</b> as part of the unit, students will look at examples of racism and poverty in the world and will examine how three key individuals worked to overcome these injustices. Looking at the lives Martin Luther King, Malala Yousafzai and Gandhi.</li> <li>● <b>Humanism :</b> An introduction to the key ideas and practices of humanism.</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>● <b>The Holocaust:</b> as part of the unit, pupils will examine the events which lead to the Holocaust, Prejudice and Anti-Semitism. Consider religious responses to the events and how it should be remembered or even forgiven? Students have an opportunity to visit Auschwitz on a trip in the summer term.</li> <li>● <b>Religious Ethics:</b> Students will do an in depth look at the role religion plays in the ethical issues of Abortion, Euthanasia, Capital Punishment and the Sanctity of Life.</li> <li>● <b>Islam:</b> Past, Present and Future: students will learn about the foundation, key beliefs, practices and traditions of Islam.</li> <li>● <b>Religion and the Media:</b> This topic focuses on the Freedom of Expression, censorship, the portrayal of religion by the media and the clash between religious beliefs and the modern media.</li> </ul>
<b>Year 10/11</b>	<p>Students have the option to take the full course Religious Studies course. The Eduqas</p> <ul style="list-style-type: none"> <li>● <b>Component 1:Religious, Philosophical and Ethical Studies in the Modern World</b>  <b>Written examination: 2 hours 50% of qualification</b></li> </ul> <p>Candidates will study the following four themes. All questions are compulsory.</p> <p><b>Theme 1:Issues of Relationships</b>  <b>Theme 2:Issues of Life and Death</b>  <b>Theme 3:Issues of Good and Evil</b>  <b>Theme 4:Issues of Human Rights</b></p>

	<ul style="list-style-type: none"> <li>• <b>25% - 1 hour examination</b> Candidates will study the beliefs, teachings and practices of Christianity.</li> </ul> <p>This component will be assessed by compulsory questions focussing on knowledge, understanding and evaluation of the subject content.</p> <ul style="list-style-type: none"> <li>• <b>25% - 1 hour examination: Candidates will study the beliefs, teachings and practices of Islam.</b></li> </ul> <p>This component will be assessed by compulsory questions focussing on knowledge, understanding and evaluation of the subject content.</p>
Sixth Form	<p style="text-align: center;"><b><u>Edugas – A2 Religious Studies</u></b></p> <p><b>Philosophy</b> is one of the oldest academic subjects in the world and asks questions like; ‘Does God Exist?’, ‘What is life after death?’, ‘Why does God allow evil and suffering?’, ‘Are we truly free?’ and ‘What is moral behavior?’</p> <p><b>Ethics</b> examines how we should behave. ‘Do our morals come from God, society or our parents?’, ‘Are some issues always wrong no matter which time and culture, or are moral standards just subject to change?’ We will look at ethical systems such as Utilitarianism and the Kantian Categorical Imperative which will enable us to draw conclusions about issues of euthanasia, abortion and genetic engineering.</p> <p>A introduction to the Study of a Religion will focus on one major world faith and give students a deep understanding of its history, religious figures, practices and customs.</p> <p><u>Outline of Units:</u></p> <p><b><u>Unit 1: An Introduction to the Study of Religion : Islam</u></b> Written examination 1 hour and 15 minutes 15% of the qualification. This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental religious themes: religious figures and sacred texts, religious concepts, religious life and religious practices that shape religious identity (part 1).</p> <p><b><u>Unit 2: An Introduction to Religion and Ethics and the Philosophy of Religion</u></b> Written examination: 1 hour 45 mins_25% of qualification.</p> <p><b><u>Section A: An Introduction to Religion and Ethics</u></b> This section provides learners with the opportunity to undertake an in-depth and broad study of four fundamental ethical themes: ethical thought (part 1), Aquinas' Natural Law, Fletcher's Situation Ethics and Utilitarianism.__</p> <p><b><u>Section B: An Introduction to Philosophy of Religion</u></b> This section provides learners with the opportunity to undertake an in-depth and broad study of four fundamental philosophical themes: arguments for the existence of God – inductive, arguments for the existence of God – deductive, challenges to religious belief (part 1) and religious experience (part 1)</p>

You would enjoy this subject if you are interested in Religion and Philosophy. The course attracts students who are open minded, enthusiastic and critical. Classes include students who are thoughtful and passionate and happy to discuss complex ideas.

**Assessment:**

*How do you assess progress of students? Tests, coursework, frequency?*

KS3	KS4	KS5
<p>Students taught <b>once a week</b> (Y7 and shared classes) will have one piece of work marked per half term with feedback and evidence of acting on that feedback during DIRT time in the lesson. These will be the interim assessment and the end of unit assessment. The end of unit assessment should have the feedback on a gold sheet which needs to be stuck into their books</p> <p>Teachers will mark in black/red pen and students will act on feedback in green pen. There will also be the option of self-assessment and peer assessment in green pen. Ongoing marking of books will be done every half term to check for quality of presentation and SPaG.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Students will have an assessment at the end of each topic and at the end of the topic with feedback and evidence of acting on that feedback. The end of topic assessment should have the feedback on a gold sheet which needs to be stuck into their books. Gold sheets may be used during book checks to give students a bench mark of current grade.</p> <p>Teachers will mark in red/black and students will act on feedback in green pen. There will also be the option of self-assessment and peer assessment in green pen. Ongoing marking of books will be done every 4 weeks to check for quality of presentation and SPaG.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Practice questions/tasks should be done at least once a week which can be done by alternating teachers where classes are shared.</p> <p>Marks needs to be allocated according to exam board mark schemes and there needs to be feedback which students can act on.</p> <p>Keep a record sheets of assessments centrally to track progress over time.</p> <p>Check folders every half term to ensure extra reading is being done and that the notes are organised.</p> <ul style="list-style-type: none"> <li>•</li> </ul>

**Assessment criteria**

<p style="text-align: center;"><i>Grade 9</i></p> <p>You can demonstrate highly relevant and comprehensive knowledge and understanding of beliefs and practices with well-integrated reference to holy texts and show understanding of the differences within a faith. You can construct a highly coherent and convincing argument and analyse and evaluate different points of view using specialist language.</p>
<p style="text-align: center;"><i>Grade 8</i></p> <p>You can demonstrate relevant knowledge and understanding of beliefs and practices with well-integrated reference to holy texts. You can describe differences within a religious tradition and construct a convincing argument and analyse and evaluate different points of view using specialist language.</p>
<p style="text-align: center;"><i>Grade 7</i></p> <p>You can demonstrate excellent knowledge and understanding of beliefs and practices with reference to authority. You can construct a strong argument that is critical of different perspectives, using specialist terminology.</p>

*Grade 6*

You can demonstrate good subject knowledge and understanding of beliefs and practices with reference to authority. You can construct an argument that is critical of different perspectives, using specialist terminology.

*Grade 5*

You can demonstrate mostly accurate and appropriate knowledge of religion with reference to Holy texts. You can demonstrate some understanding of different views within a religion and between religions. You can construct a reasoned point of view with some evaluation of different points of view. Some use of key vocabulary.

*Grade 4*

Students can describe a range of beliefs and practices within religious traditions with some reference to religious texts. You have some understanding of differing views within a tradition. You can construct a reasoned point of view with some different perspectives using some key words.

*Grade 3*

You can demonstrate some relevant knowledge of beliefs and practices with limited reference to religious texts. You can explain some different points of view and express an opinion on matters of religion or belief using everyday language, recognising others might have different views.

*Grade 2*

You can demonstrate some relevant knowledge of religion. You can express an opinion on matters of religion or belief using everyday language, recognising others might have different views

*Grade 1*

Students demonstrate limited knowledge of religion and beliefs with no references to sources. Students may express an opinion in everyday language.