

Year 11 RE

Subject introduction:

GCSE RE at St Wilfrid's follows the AQA Religious Studies A specification which offers a range of faith-specific options and a variety of relevant and contemporary themes, ensuring that our students have a diverse choice of intriguing subjects to explore and discuss.

Students will learn how religion, philosophy and ethics form the basis of our culture, and develop valuable skills that will help prepare them for further study.

3.1 Component 1: The study of religions: beliefs, teachings and practices:

Students undertake a broad study of Christianity and Islam.

Christianity

Through studying GCSE RE students are made aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity.

Students study the beliefs, teachings and practices of Christianity and their basis in Christian sources of wisdom and authority. They are taught to refer to scripture and/or sacred texts where appropriate. Students study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed are included throughout their GCSE course. Students are taught to refer to a range of different Christian perspectives in their written work and discussion; including Catholic, Orthodox and Protestant. They also study the specific differences held between each denomination.

Islam

Through studying GCSE RE students are made aware that Islam is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity.

Students study the beliefs, teachings and practices of Islam and their basis in Islamic sources of wisdom and authority. They are taught to refer to scripture and other writings where appropriate. Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

Common and divergent views within Islam in the way beliefs and teachings are understood and expressed should be included throughout their written work and discussions. Students may refer to a range of different Muslim perspectives in their answers, including those from Sunni and Shi'a Islam. They also study the specific differences held between each denomination.

3.2 Component 2: Thematic studies

Students should study a total of four themes from Component 2. Students study two religious, philosophical and ethical studies themes.

Students are taught to be aware of different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such as atheism and humanism. Students also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world.

Students are expected to show their understanding of religion through the application of teachings from religion and beliefs. They will also be expected to make specific references to sources of wisdom and authority including scripture and/or sacred texts.

Students must demonstrate knowledge and understanding that:

- the religious traditions of Great Britain are, in the main, Christian
- the religious traditions in Great Britain are diverse.

- Students may draw upon Christianity and Islam, as well as other religions and non-religious beliefs such as atheism and humanism.

Religion, crime and punishment

Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They are taught to be aware of contrasting perspectives in contemporary British society on all of these issues.

They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- Corporal punishment.
- Death penalty.
- Forgiveness.

Relationships and families

Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They are taught to be aware of contrasting perspectives in contemporary British society on all of these issues.

They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- Contraception.
- Sexual relationships before marriage.
- Homosexual relationships.

Curriculum:

Modules to be covered in the year	Assessment
<p>Muslim practices (Full course only) - This unit enables students to cover some of the core practices of Islam, including the way Muslims live out their faith, including worship, festivals and rituals.</p> <p>Religion, crime and punishment (Full course only) - This unit enables students to consider religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. Students consider reasons for crime, attitudes to lawbreakers, attitudes to suffering and to the treatment of criminals.</p> <p>Relationships - This unit enables students to consider religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. Students engage with discussions and take part in learning opportunities about human sexuality, sexual relationships before and outside of marriage, family planning, marriage, divorce, family and gender equality.</p>	<p>Students are assessed on their ability to:</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. <p>All mid and end of unit assessments measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> • AO1: Demonstrate knowledge and understanding of religion and beliefs including: <ul style="list-style-type: none"> ○ beliefs, practices and sources of authority ○ influence on individuals, communities and societies

	<ul style="list-style-type: none"> ○ similarities and differences within and/or between religions and beliefs. • A02: Analyse and evaluate aspects of religion and belief, including their significance and influence <p>For each assessment, the following will apply:</p> <ul style="list-style-type: none"> • Students must answer questions on two specified religions • 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 assessments; marks will be allocated as follows: 1, 2, 4, 5 and 12. <p>Students are also assessed on their oral contributions and through written work completed both in the classroom and at home.</p>
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Homework:

Homework is set regularly and appropriately to build on learning from lessons or is used to prepare students for the next lesson. Homework in KS4 has a strong emphasis on developing written, reading and researching skills. Students are also encouraged to make inferences, interpret deeper meanings behind beliefs, teachings and practices.

Enrichment activities:

Students are regularly exposed to experiential learning, where we invite guest speakers into the academy or through TEAMS sessions and students can ask questions and gain an insight into the actions and viewpoints of those people. We want students to recognise that religions and worldviews are 'lived' and therefore speaking to representatives of these provide them with first hand experiences that they can apply to their learning and beyond.

Resources:

The department uses the Oxford AQA Religious Studies A Christianity and Islam textbooks and revision guides in class, along with an array of revision materials some of which have been produced by Zig Zag Publishers. Other resources are uploaded onto our online learning platform Firefly which we regularly encourage our students to visit. We have created our own in-house 'GCSE Hub' which outlines the specification, provides bitesize revision clips, past papers, revision guides and quizzes.