

Religious Education

Overview

Religious education at King Charles I School is taught across all key stages and covers all of the major world religions at KS3 with a particular emphasis on Christianity and Islam at KS4. At KS5 we offer the study of philosophy and ethics. The teaching of religious education promotes a positive learning environment that instils the core values of tolerance, empathy and respect for a range of cultures, traditions and beliefs across the world. There is an emphasis on developing skills such as critical thinking, analysis and sustaining a line of argument in extended writing and speaking.

The religious education department consists of a dedicated team of teachers who are committed to raising the attainment of all learners across the key stages and promote a love of learning. The team actively seeks to bring in outside speakers and provides students with the opportunity to visit places of worship and lectures. A weekly religious education KS4 and KS5 club enables students to debate on topical issues and consolidate their knowledge and understanding as well as practising their examination skills.

Religion is powerful and persistent, and it does not show any signs of disappearing or losing relevance to billions of people around the globe. Religious education offers a unique opportunity to ask fundamental questions about religion and contemplate ultimate questions, which no other area of the school curriculum can offer. Fundamentally, it allows our learners to develop a deeper and broader understanding of the world in which we live.

KS3 curriculum

The KS3 curriculum is designed to develop a grounding in and knowledge and understanding of the main world religions. It aims to teach the necessary skills, which are prerequisites for success at KS4 such as critical thinking and evaluation. It is designed in a way that will engage, challenge and inspire students. Our students begin to build the foundations for these skills through carefully designed lessons that develop these skills. Their work is frequently assessed on a half-termly basis through written and verbal assessments.

Students are offered opportunities such as visiting places of worship and engaging in Q&A sessions with guest speakers, to broaden their understanding of different values, beliefs and cultures.

KS4 curriculum

Students are offered a revision and exam clinic on a weekly basis, where they can consolidate their understanding with a religious education specialist, practise their examination technique and access help with homework. Students develop a solid grounding in critical thinking, analysis, discussion and evaluation, which aims to prepare them for further study.

Year 11 2014 Cohort: AQA B- The two year course covers two units:

Unit 2 – Religion and Life Issues – Written paper: 1 hour 30 minutes. This is 50% of the overall grade.

The topics covered within this unit are:

- Religion and animal rights
- Religion and planet earth
- Religion and prejudice
- Religion and early life

Unit 3 – Religion and Morality – Written paper: 1 hour 30 minutes. This is 50% of the overall grade.

The topics covered within this unit are:

- Religious attitudes to the elderly and death
- Religious attitudes to drug abuse
- Religious attitudes to crime and punishment
- Religious attitudes to rich and poor in British Society

Year 10 2015 Cohort: These students study the same as the 2014 cohort, however, in Year 10, Religion and Planet Earth is replaced by Religion, War and Peace.

Year 9 2015 Cohort: AQA A – The three year course covers two units:

Component 1: The study of religions: beliefs, teachings and practices – Written paper: 1 hour 45 minutes. This is 50% of the overall grade.

The topics covered within this unit are:

- Christianity
- Sikhism

Component 2: Thematic education– Written paper: 1 hour 45 minutes. This is 50% of the overall grade.

The topics covered within this unit are:

- Theme 1: Religion and life
- Theme 2: Religion, peace and conflict
- Theme 3: Religion, crime and punishment
- Theme 4: Religion, human rights and social justice

KS5 Curriculum

The study of philosophy and ethics allows students to embark on a range of undergraduate courses such as law, philosophy, theology, business, sociology and education alongside many others. Studying religious education can provide students with an array of opportunities and a firm grounding for a successful and fulfilling career.

The OCR specification builds on the knowledge, understanding and skills that students may have developed through the study of GCSE religious education. Our students acquire a knowledge and understanding of key concepts, for example, teachings, beliefs, doctrines, principles, ideas and theories and how these are expressed in texts, writings and practices. Over the two year course, students develop their analytical and evaluative skills.

Students are offered a revision and exam clinic on a weekly basis, where they can consolidate their understanding with a religious education specialist, practise their examination technique and access help with homework. Students develop a solid grounding in critical thinking, analysis, discussion and evaluation, which aims to prepare them for further study.

Year 12: OCR - The AS course covers two units:

Unit G571 – AS Philosophy of religion – Written paper: 1 hour 30 minutes. This is 50% of the overall grade.

Unit G572 – AS Religious ethics – Written paper: 1 hour 30 minutes. This is 50% of the overall grade.

Year 13: OCR - The A2 course covers two units:

Unit G581 – A2 Philosophy of religion – Written paper: 1 hour 30 minutes. This is 50% of the overall grade.

Unit G582 – A2 Religious ethics – Written paper: 1 hour 30 minutes. This is 50% of the overall grade.

SMSC in religious education

Religious education enables pupils to develop their understanding of spiritual, moral, ethical, social and cultural issues in depth. We aim to help pupils to grow and develop as people by preparing them for the adult world and allowing pupils to make sense of the world. In keeping with the ethos of the school, SMSC is embedded across the key stages to allow students to engage with meaning and promote personal development.

Spiritual development in religious education

Education in religious education enables students to search for meaning in the purpose of life and the values by which we live. Students are able to interpret their own spirituality and their lives and discuss and debate ultimate questions. They are given opportunities to explore the beliefs and values of others and develop and understanding of, and respect for these. We encourage imagination and creativity in lessons and as part of independent learning. We aim to deliver the curriculum in a way that engages the students and gives them a sense of awe and wonder about themselves, others around them and the world in which we live.

Moral development in religious education

The courses taught at all key stages and especially at KS4 and KS5 have ethical dilemmas embedded in the schemes of work. Students frequently question, justify and challenge moral dilemmas about right and wrong, good and bad and consider the ethical implications of choices we make as a human race, such as abortion, euthanasia, genetic engineering and business ethics. They are expected to critically analyse and assess ethical issues and reflect on this in relation to their own lives and of those around them.

Social development in religious education

In religious education, students have opportunities to work with pupils from different religious, ethnic and socio-economic backgrounds. They frequently partake in group work, allowing them to learn to cooperate with others and resolve conflicts effectively. They are encouraged to understand the importance of taking an interest in the way different communities and societies operate. Frequent participation in group work allows students to become accustomed to working as part of a team to achieve mutual goals and developing this skill will in turn enable them to participate fully in and contribute positively to life in modern Britain.

Cultural development in religious education

Within this subject, students are provided with opportunities to explore different cultures through visits to places of worship and exposure to speakers with a different cultural heritage. Living in a multi-cultural society, they are encouraged to demonstrate respect and show tolerance towards

people from all ethnic and socio-economic backgrounds. They are taught topics which centre on tolerance, respect and celebration of diversity throughout KS3 and KS4 with the intention to combat discrimination of any sort.