

Religious Studies
at Redborne Upper School

The curriculum

Year 9 - 2 hours *Religious Studies* a fortnight, taught in form groups

Year 10 and 11 core *Ethical Thinking* - 1 hour a fortnight, taught in mixed ability classes

Year 10 and 11 GCSE option *Philosophy and Ethics* – 5 hours a fortnight

Year 12 and 13 AS / A2 option *Religious Studies* – 10 hours a fortnight

We have 4 full time RS teachers in the department

Statistics

GCSE numbers

- 30% of students opted for it in 2012 (102/334)
- 44% in 2013 (156/351)
- 25% in 2014 (96/371)(Ebac influence?)

6th Form numbers

- In 2014 24 students sat the A2 exam and 40 the AS

Year 9

- There will be nearly 390 students in year 9 in September 2014 in 14 form groups
- They follow a scheme of work based on the Bedfordshire agreed syllabus
- We focus on topics and skills that prepare them for the GCSE

Year 9 Scheme Of Work

Lesson Title	Key Questions /Suggested Tasks	Student learning outcomes / key words	Homework / Mid point assessment	Skills / Resources	Differentiation
	feedback on the questions.				
8. Is Religion responsible for violence and war	<ul style="list-style-type: none"> Why do people use violence and use religion to justify their actions? Can religion really be a cause of violence? Are people the real danger and not religion? <p>Starter: re-cap previous lesson by using the family fortunes game. Students assess some statements.</p> <p>Main: students brainstorm some ideas of why some people turn to violence? Students are given source sheets and questions sheets and divided into groups to assess.</p> <p>Plenary: feedback on the information they have done and assess the statement by Weinberg.</p>	<ul style="list-style-type: none"> To understand why people are moved to violence. To assess whether or not religion is responsible. KW: Islam, Jihad, justification, Violence. 	N/A	<ul style="list-style-type: none"> Ranking Analysing Evaluation Discussion CofE <p>Religion and violence powerpoint</p> <p>Religion and violence source sheets</p>	<p>Through ability and group pairings.</p> <p>Source sheets can be simplified and tasks chosen for attainment.</p>

Year 9

Case Study: Paul Jennings Hill

An American Christian and murderer



Year 9

“Religion is an insult to human dignity. Without it you would have good people doing good things and evil people doing evil things. But for good people to do evil things, that takes religion.”

Steven Weinberg

Year 9

	Level Description	
	Attainment Target 1 (AT1) Learning <i>about</i> religions and beliefs	Attainment Target 2 (AT2) Learning <i>from</i> religions and beliefs
4	I can describe some different examples of stereotypes and discrimination I can use appropriate vocabulary to show an understanding of what Islamophobia is	I can apply my knowledge of stereotypes of Muslims and suggest answers as to how this affects peoples lives
5	As above and... I can describe why people might think all Muslims are terrorists I can explain the impact of Islamophobia on British Muslims I can clearly explain why groups like the EDL exist and how Muslims have responded to them	I can clearly express my own opinion on Islamophobia
6	As above and... I can use the correct language to distinguish between different interpretations of Jihad I can explain why the impact of Islamophobia on individual Muslims and Islamic communities may vary I can interpret arguments about the stereotyping of Muslims in the media and extremist groups and discuss the significance of this	I can consider the challenges that Islamophobia poses for Muslim communities in the UK
7	As above and... I can show a coherent understanding of the issues and questions arising from Islamophobia I can account for the influence of history and media culture on peoples prejudices and discrimination I can account for the differences between Muslims in their response to Jihad and the example of Muhammad	I can evaluate with insight the questions surrounding the ethics of stereotyping minority ethnic / religious groups I can critically and personally evaluate the significance of different views about Muslims using appropriate evidence and examples
8	As above and... I can analyse and critically evaluate a range of opinions about Islam as a violent religion, or a religion of peace	I can justify my view on a wide range of viewpoints about Muslims and come to comprehensive and balanced conclusions as to whether or not such views are dangerous unfounded stereotypes or valid opinions

Year 9

- ✓ Discover fascinating topics
- ✓ Gain valuable academic and life skills
- ✓ Earn a GCSE that's highly respected at university and beyond



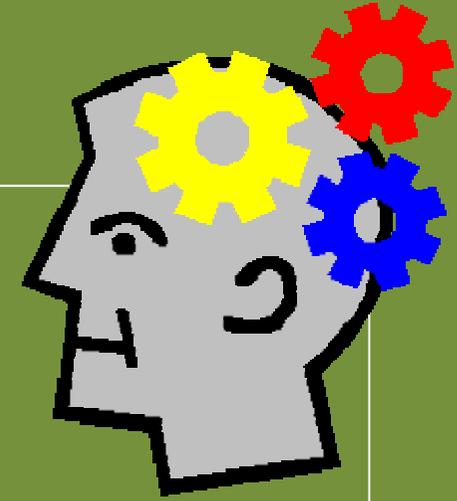
**KEEP
CALM
AND OPT FOR
PHILOSOPHY
AND ETHICS**

What is it?

- Philosophy and Ethics is the GCSE offered by the RS department.
- 'Philosophy' means 'love' of wisdom'. It is the study of life's huge questions.
- 'Ethics' is the philosophy of right and wrong. It questions human behaviour and the choices we make.



What skills?

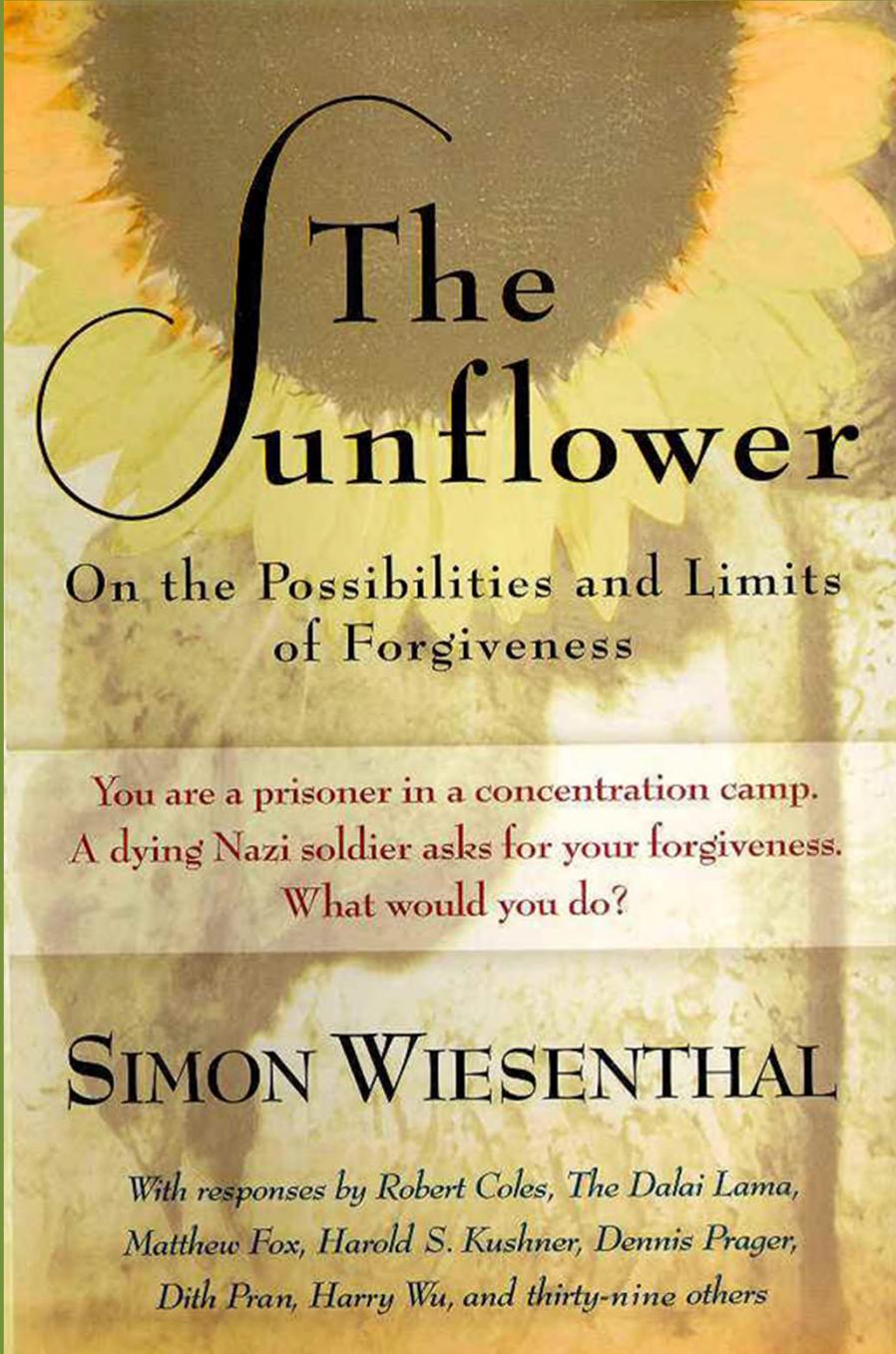


What you need....

- An enquiring, interested mind.
- Some opinions.
- The ability to explain them, in writing/verbally.

What you'll get....

- Thinking skills: evaluation, criticism, creating new ideas, thinking abstractly.
- Skills in argument, discussion and debate.
- Writing about complex, sometime sensitive issues.
- Empathy.



The Sunflower

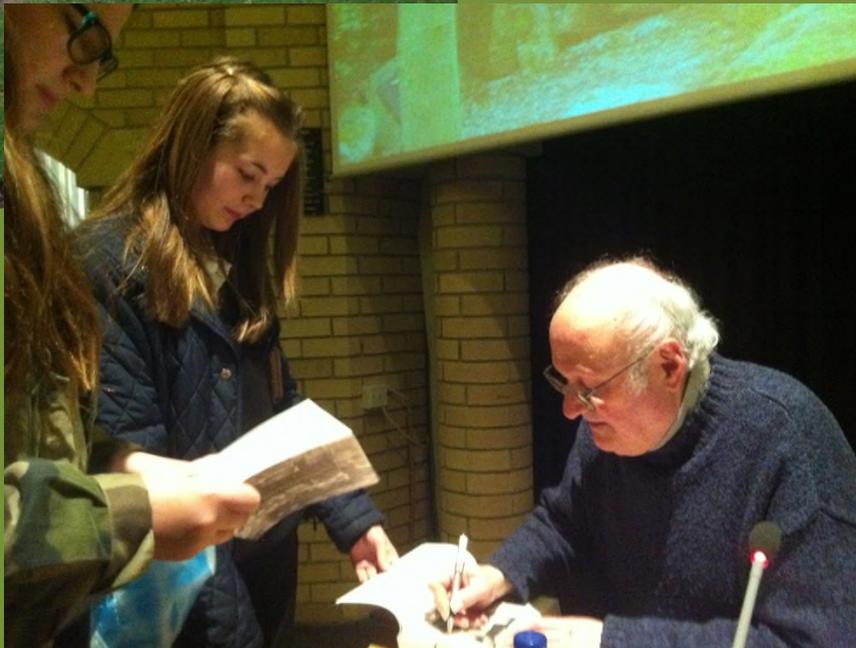
On the Possibilities and Limits
of Forgiveness

You are a prisoner in a concentration camp.
A dying Nazi soldier asks for your forgiveness.
What would you do?

SIMON WIESENTHAL

*With responses by Robert Coles, The Dalai Lama,
Matthew Fox, Harold S. Kushner, Dennis Prager,
Dith Pran, Harry Wu, and thirty-nine others*

Year 9



Year 9
Beth Shalom



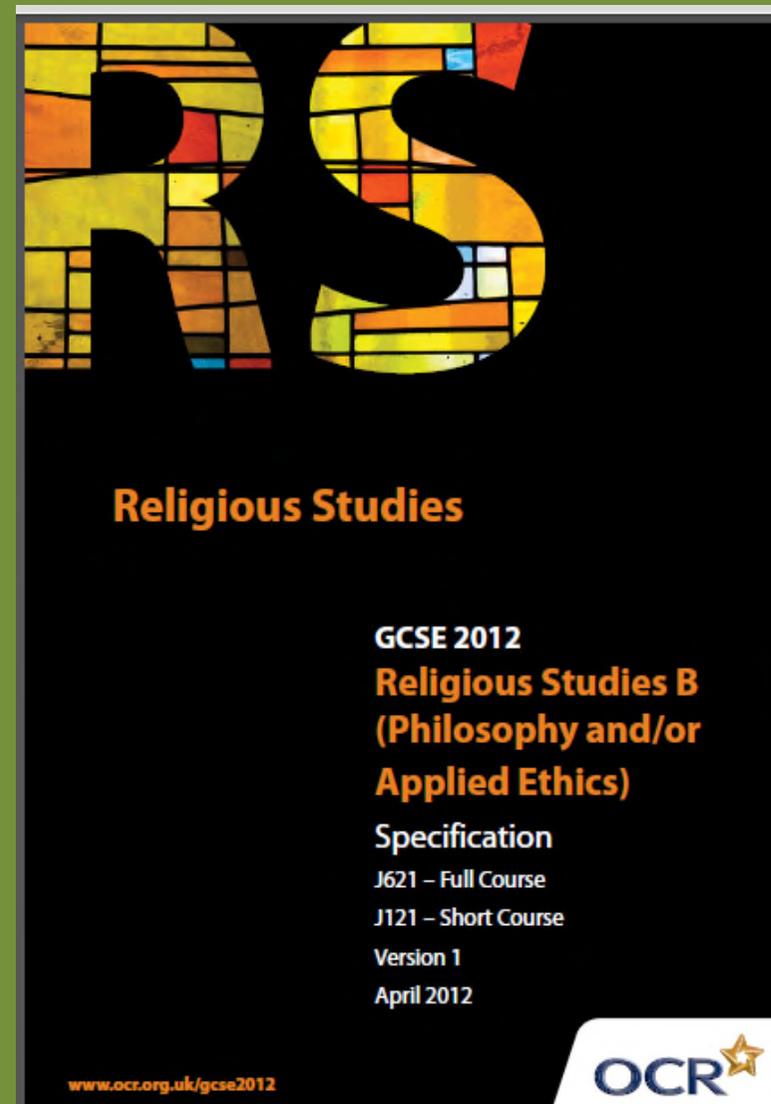
Year 9
Holocaust
Survivors



Poland.
Auschwitz

GCSE Option

- Students follow the OCR Religious Studies specification B – Philosophy and Ethics
- It is a linear course (all assessed at the end of year 11)
- There is no coursework or controlled assessment
- They have 4 hours of exams, broken down into 4, 1 hour papers



GCSE Topics

Philosophy

- Deity
- End of Life
- Good and Evil
- Religion and Science

Ethics

- Equality
- Peace and Justice
- Relationships
- Medical Ethics

GCSE Key Questions

Philosophy

- Is there a God?
- Why do people suffer?
- Is science a better way of looking at the world from religion?
- Is there a life after death?

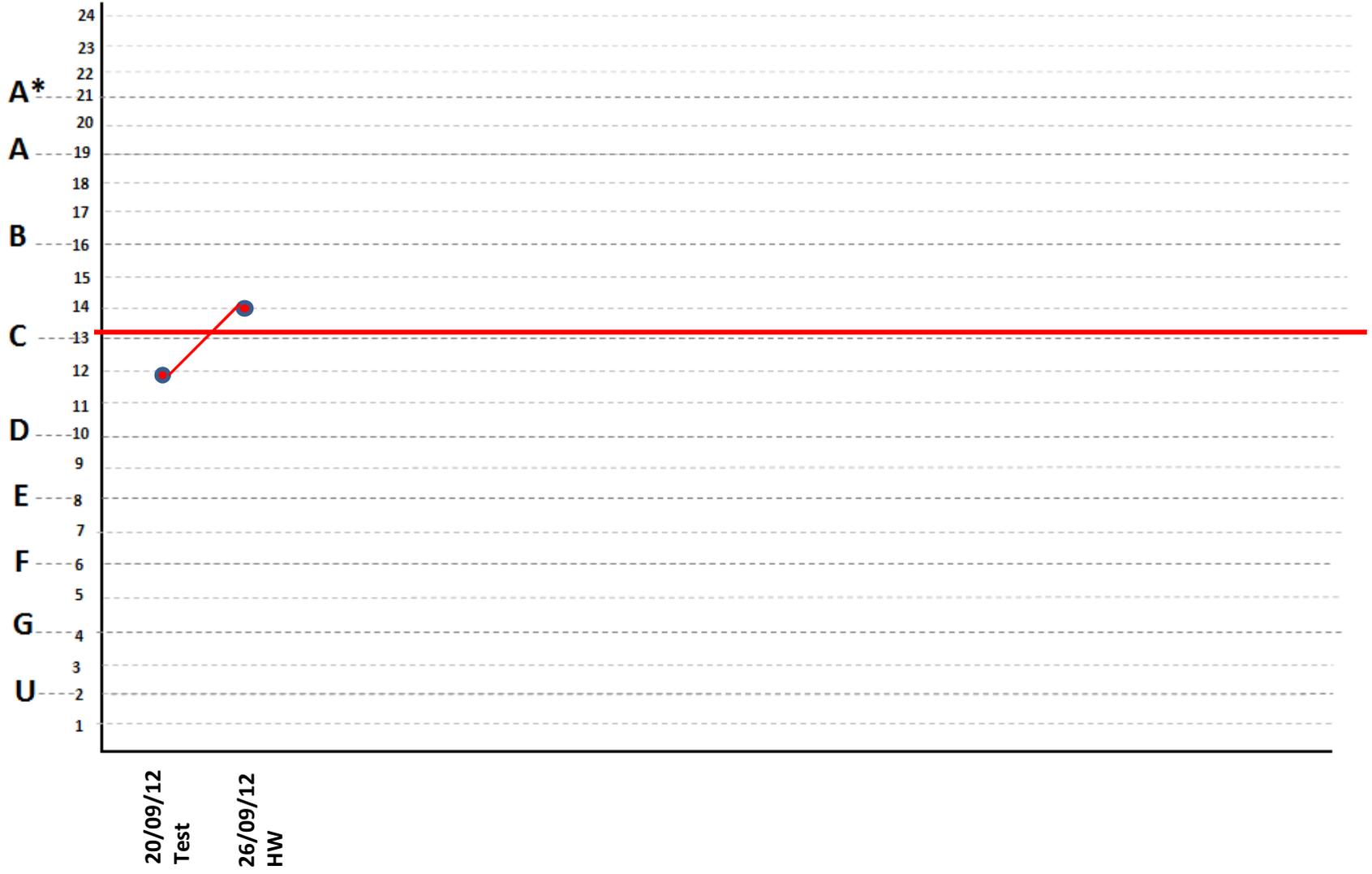
Ethics

- Is there anything wrong with casual sex?
- Is euthanasia ok?
- Should we bring back the death penalty?
- Doesn't everyone deserve a second chance?

E	D	C	B	A	A*
<p>Part 'd' questions... Your answer the question on the correct topic, -...and you can put down at least one Christian idea</p>	<p>Your answer shows that you know a bit of the topic. -You can write a basic list of a few Christian ideas, -...and give a simple reason to explain why Christians believe what they do. ('They believe this because...')</p>	<p>Everything in your answer is relevant to the topic. -You can write a paragraph where you state Christian ideas, -... and explain why they hold them. -... You put down at least one bit of relevant detail—a scholar, a Bible story or philosophical idea.</p>	<p>You can write a couple of paragraphs explaining different Christian ideas, -...using the P.E.E structure. -...using a few specialist terms, -...and giving some evidence in the form of Church teachings, Bible quotes.</p>	<p>You have a good understanding of the topic. -You follow the P.E.E.x3 structure carefully, -...taking account of a variety of different Christian beliefs, -... and using a wide range of specialist terms. -You understand the different trigger words ('respond', 'teachings') and reflect this in your answers.</p>	<p>You give a complete answer... -...you deal with some of the subtle differences, contrasts or qualifications within a particular denomination's attitude. -...you explain/justify everything and support it with evidence, properly sourced.</p>
<p>Part 'e' questions... You offer a very brief discussion of the statement by... -... saying what you think, -...and giving another view.</p>	<p>You offer a short, basic discussion of the statement by... -...saying what you think and explaining one reason why you hold that view, -...giving another opinion and explaining why someone might hold that view, -...and saying what a Christian might think.</p>	<p>You offer a thoughtful discussion of the statement by... -...giving a few different opinions, including your own, -...with reasons why each person might hold that view. -You give a Christian opinion and explain why they might hold that view. -You support these arguments with some evidence—a scholar, a Bible story, a philosophical idea or your own example.</p>	<p>You offer a fairly substantial, considered response by... -...clearly justifying your own opinion through a variety of reasons, -...explaining the a variety of Christian views in some detail, -...fully supporting with evidence (P.E.E). -...and using technical vocabulary.</p>	<p>You offer a comprehensive response by... -...producing a substantiated argument. Your opinion is clear from the start of the essay to the conclusion and is fully justified, with evidence (P.E.E). -...You fully explain different viewpoints (including different Christian views) and begin to evaluate them, explaining the flaws in their argument.</p>	<p>You offer a complete response by... -performing a full evaluation considering the strengths and weaknesses of different arguments and -...bringing that critique together to support your own opinion. -...You convey the significance of the issue to people through your use of language and the quality of your argument.</p>
<p>General Skills You... -...tend to use a limited vocabulary. -...occasionally volunteer your answers in class discussion.</p>	<p>You... -...tend to use everyday language in your written work. -...ask rhetorical questions in your written work. -...volunteer your answers in class discussion quite regularly.</p>	<p>You... -...occasionally use technical language in your written work. -...often volunteer answers in class discussion, but... -...take a while to get your point across -...tend to stick to the basic argument</p>	<p>You... -...use technical language in your written work. -...always get involved in class discussion. -...clearly articulate your own opinion. -...are open-minded towards other views.</p>	<p>You... -...use a wide vocabulary and the correct terminology. -...express your opinion accurately and concisely. -...evaluate the views of others during a lesson and adapt your argument accordingly.</p>	<p>You... -...are adept at using clever sentence structures, conjunctions etc. to structure your ideas. -...you create your own, original critiques and theories.</p>

GCSE Religious Studies | Progress Review

Indicator C



Indicator	Name R. Dawkins	Philosophy and Ethics	Room 74
C	SMART Target		
Current	Over the next two lessons, practice active listening skills and follow the community of enquiry approach during discussion.		

Point	Some Christians would argue that miracles are absolutely central to their belief because they were an important part of Jesus' ministry.	Words to...	Vocab
Evidence	For example, his feeding of the five thousand, walking on water or his resurrection.	Explain... 'This shows that...' 'This means...' 'This is important because...'	
Explain	This is important because it shows that Jesus was special and had power over nature, reflecting his role as the saviour and, ultimately, as God. His resurrection is crucial to Christian belief about the afterlife.	Compare... 'On the other hand...' 'Conversely...' 'However...'	
		Add... 'Furthermore...' 'In addition...' 'Moreover...'	



Peter Vardy

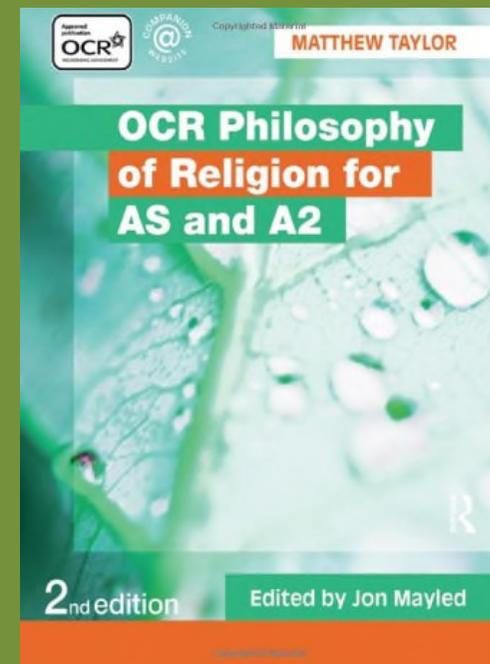
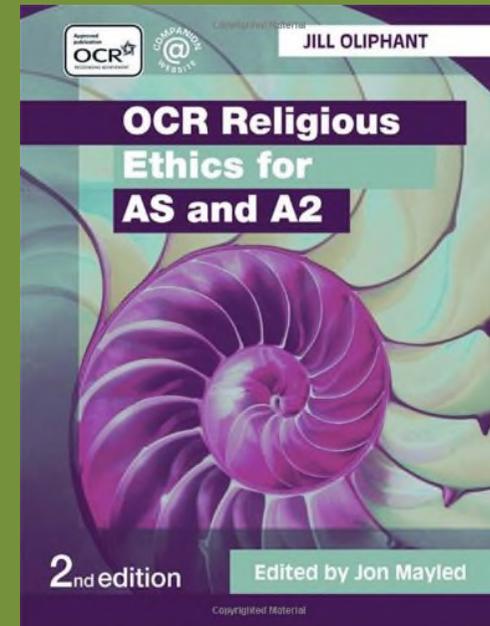
Ethical Thinking

- This is studied by all students in years 10 and 11
- We follow the aims of the school and the Bedfordshire agreed syllabus



AS and A2

- Students follow the OCR Religious Studies specification in the 6th form (Years 12 and 13)



Philosophy

AS

- Ancient Greek influences on philosophy of religion
- Judaeo-Christian influences on philosophy of religion
- Traditional arguments for the existence of God
 - Ontological
 - Teleological
 - Cosmological
 - Moral
- Challenges to religious belief.
 - Problem of Evil
 - Religion and Science

A2

- Religious Language
- Experience and Religion
- Nature of God
- Life and Death
- Miracles

Ethics

AS

- Ethical theories:
 - Absolutism and Relativism
 - Utilitarianism
 - Natural Law
 - Deontology
 - Christian Ethics
- Applied Ethics:
Abortion, Euthanasia,
Genetics, War

A2

- Meta Ethics
- Free will and determinism
- Conscience
- Virtue Ethics
- Applied ethics topics