

HOLLAND PARK SCHOOL

RELIGIOUS EDUCATION

SUBJECT LEADER MS VICTORIA WEBB
victoria.webb@hollandparkschool.co.uk

CURRICULUM INTENT STATEMENT

The RE department aims to develop all students' religious literacy through teaching an academically rigorous and broad curriculum which delves into the main religious and non-religious viewpoints in our society. The study of RE enables students to understand truth claims from different religious and non-religious perspectives and to explore similarities and differences between beliefs and practices. The RE curriculum aims to empower students to take their place within our diverse society through offering opportunities for students to reflect on their own world-views and to ground these in relation to the views of others. The RE curriculum is both academically challenging and personally enriching with discussion and debate at the heart of RE lessons. Students develop their ability to critically engage with the views of others and develop their confidence to justify and articulate their own viewpoints effectively.

KEY STAGE THREE OVERVIEW | Students at KS3 gain an understanding of key beliefs and practices of the main world religions and non-religious viewpoints including humanism and atheism. The curriculum enables students to make comparisons between different religious viewpoints and reflect on their own views.

YEAR 7 | Students begin their RE study through exploring creation stories from different religious and non-religious perspectives from around the world. Students then study the Abrahamic Faiths, in particular, the key beliefs and practices in Christianity, Judaism and Islam such as beliefs about God, important figures and religious duties. Finally, students investigate beliefs about life after death from different religious and non-religious perspectives. The Year 7 scheme of work enables students to develop their knowledge of key religious beliefs from primary school by starting with religions most prominent in our community. By the end of Year 7, students should be able to explain key beliefs and practices within the Western Faiths and non-religious world-views and they should be able to compare similarities and differences between beliefs whilst starting to reflect on their own views.

YEAR 8 | Students continue to study key beliefs and practices of the main world religions through the study of the Eastern Faiths of Sikhism and Hinduism. This provides students with the opportunity to learn about faiths that are generally less familiar to them and compare these to the Western Faiths that they study in Year 7. Students will be taught techniques to retain information in their long-term memory in order to make such comparisons. Whilst the Year 7 scheme of work focuses on the skills of explanation and comparison, the Year 8 scheme of work seek to teach students to evaluate different viewpoints and compare them, in order to prepare them for KS4 study. Students will also study a topic on moral decision making and ethics by exploring different religious and non-religious ethical viewpoints such as utilitarianism and situation ethics, which will enable them to evaluate different ideas further.

KEY STAGE 4 OVERVIEW | Students who select GCSE Religious Education will study Edexcel Religious Studies specification B. The options selected are Buddhism: Religion and Ethics and Christianity: Peace and Conflict. The course enables students to develop their understanding of Christian beliefs and practices from KS3 and apply these to ethical issues in the topics of crime and punishment and peace and conflict. Students study one topic from the Buddhism examination paper followed by one topic from the Christianity paper and so on to encourage students to make comparisons between the two faiths and to assist with their retention of information in their long-term memory. Through the study of RE GCSE, students develop their knowledge and understanding of two religious and non-religious beliefs, particularly through a focus on their reading of key religious texts and scriptures. They develop their ability to construct well-argued, well-

informed, balanced and structured written arguments, which builds on their focus on evaluation skills in Year 8. KS4 RE lessons will centre around dialogue and discussion, which will equip students to critically engage with the views of others and to articulate their viewpoints effectively.

The topics:

Buddhism: Religion and Ethics

- Buddhist Beliefs
- Marriage and the Family
- Living the Religious Life
- Matters of life and Death

Christianity: Religion, Peace and Conflict

- Christian Beliefs
- Crime and Punishment
- Living the Religious Life
- Peace and Conflict

Students will sit two 1 hour and 45 minute examination papers each worth 102 marks.

KEY STAGE 5 OVERVIEW | At Holland Park School we offer an A Level in Religious Studies following the Edexcel specification. Students study three papers at A level RE: Philosophy of Religion; Ethics and Buddhism.

In the philosophy unit, students explore a range of philosophical arguments such as arguments for God's existence, the afterlife and religious language. Paper 2 is a study of ethics and students explore a range of different ethical systems including Situation Ethics, Utilitarianism, Kantian Ethics and Virtue Ethics alongside applied topics such as war and peace, sexual ethics, medical ethics, and environmental ethics. The final paper is a study of religion and Holland Park School chooses to specialise in Buddhism. This enables students to develop their knowledge of key Buddhist beliefs from KS4 and explore different Buddhist schools such as Triratna Buddhism, issues in contemporary society and Buddhist responses to these issues such as interfaith dialogue and the compatibility of Buddhism and science.

The study of RE is a rigorous and demanding discipline which necessitates the cultivation of critical thinking and rigour in the search for truth in uncertain fields. It encourages philosophical thought, decision-making skills, collaboration and independent working skills and the search for compromise and conflict resolution. It creates opportunities for students to develop their skills in dialogue, interpretation and analysis. Religious Studies has a multidisciplinary nature, involving textual study, philosophical thinking, ethics, social understanding and the skills of analysis, reasoning and literacy.

Students will sit three 2 hour examination papers including extended written responses, an analysis of an excerpt and a synoptic essay question.

Paper 1: Philosophy of Religion
Paper 2: Religion and Ethics
Paper 4a: Study of Religion: Buddhism
