

Sandbach Religious Studies & Worldviews

Intent

A Level Intent: To build upon Philosophy in ks3 and 4 to an in-depth level looking at classic Philosophical Ethical and Theological issues and debate. The content has been designed to provide a coherent and thought provoking programme of study for both teachers and learners, whilst also acting as a rigorous course of study which prepares learners for progression to Higher Education. This qualification is designed to develop a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. Learners will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical

GCSE Intent:

and ethical ideas

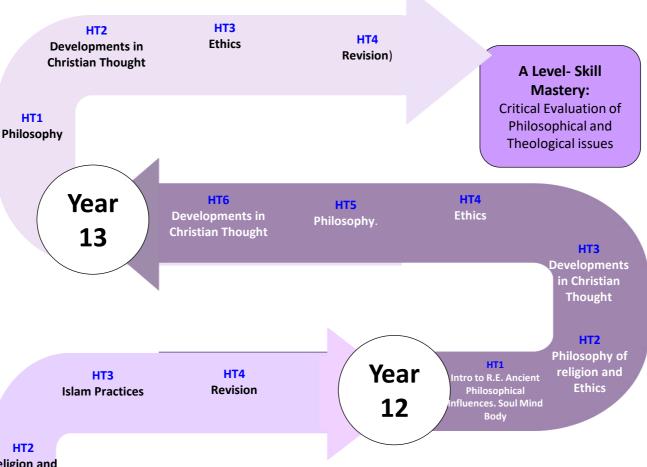
To be able to draw on the knowledge gained in ks3 to build an in depth knowledge of Christianity and Islam and the ability to apply this knowledge to the themes studied. Knowledge of topical debates that will be ongoing enabling them to form informed and well reasoned opinions. The religions we have chosen are due to ensuring students have a good understanding of the main religions in the U.K and to counter some of the misconceptions and pre judiced views towards Islam that occur in areas that lack diversity. The themes are chosen based on leading coherently up to A level and ones that we have decided are most engaging.

Key Stage 3

Intent: R.S sets out to raise an awareness of Religious studies as a multi disciplinary and acad emic subject. Knowledge of their own worldviews and how they have been shape d with a recognition that worldviews are often subjective and their view isn't 'right' nor others 'wrong'. Students will leave each lesson with a better grasp of how others view the world. Knowledge of Religions, the key principles and the narratives behind them and how they have impacted society. With full understanding of the important role that religious and nonreligious worldviews play in all human life. The curriculum is broad and balanced and booklets are used to ensure that non specialists are able to deliver

content effectively.

<u>Implementation</u>



Achieve high grades by writing critical and evaluative essays which they then apply their knowledge of key philosophical and Theological concepts and themes. students will develop important skills that they need for progression to higher education. They'll learn to be clear and precise in their thinking and writing. They will engage with complex texts, analysing and evaluating the arguments of others and constructing and defending their own arguments. All their writing will be grounded in a solid understanding the underpinning theory.

Impact

By the end of A Level,

students will know how

GCSE students must demonstrate the ability to:

To demonstrate through evaluative writing a detailed knowledge of Islam & Christianity and an ability to apply that knowledge to various 'themes' To be able to critique effectively different perspectives on contemporary issues such as punishments, abortion and euthanasia. War and Philosophy. To be able to write effective arguments! Achieve good grades at GCSE

Religion and life Year HT1 Revision **Christian beliefs &** Philosophy. **Practices** 11 Islam beliefs pt2 GCSE Skills: Developing knowledge and **Beginning of GCSE Course** understanding with the ability to evaluate and Christian think critically about contemporary issues. **Practices HT6** Year **Crime and Punishment:** Islam Beliefs PT 1

Rotation 2 The Soul and Medical **Ethics**

10

I

4

ш

P

I

Looking at the Dharmic faiths their concept of the self and how this then guides decision making within medical ethical issues..

Y9 Breadth Curriculum: Students will continue with their understanding of different worldviews. They will engage meaningfully with topics around justice and medical ethics through the lens of religious perspectives

Peace and Conflict

Y9 Depth Curriculum: Students will delve into census data of the nones and what it means to be non religious. They will look at the diversity that exists within faiths and how it happened. They will apply their knowledge of Religion gained since year 7 to now to issues of Sexuality, Human Rights and Social Justice.

By the end of Y9, students will know how to:

- Demonstrate through explanation an in depth knowledge of the religions studied and how they link..
- To be able to explain and consider the way in which worldviews are formed and have a meaningful conversation about how lens's are formed
- To be able to recognise and explain that 'nobody stands nowhere'
- To have be able to use Philosophical reasoning and logic to consider 'big questions' To know and be able
- to explain key Philosophical and Ethical approaches. To be able to consider
- and evaluate different points of view before coming to justified conclusions.

Year **Comparative Key** concepts

HT5

Christian Beliefs

The nature of God, beliefs

about Creation, the afterlife

and Jesus

Rotation – Second HT

Human Rights and Social

Justice:

Students will consider the UN

human rights list and how these

can conflict with religious beliefs

before looking at social Justice

and how Religions work towads

Rotation - First HT

Non Religious world views &

religious Attitudes towards sex.

whether not belonging to a religion

system at all. They will then look at

different religious attitudes around

Students will look at census data

around 'The Nones' & discuss

means you don't have a belief

sex/sexuality & gender.

HT6

Ethics - How do we

live a good life?

Looking at What a just

society should be like and how the legal Justice system works. Discussing what factors should be considered when punishing and working on our Oracy skills

Rotation 1

Justice Forgiveness and

Retribution

HT5 HT3 HT4 What does it mean to be What does it mean The Value of Human a Sikh to be Muslim Life HT2 Philosophy -Thoughts that have changed the world **HT6** HT5 HT1 Year What does it Philosophy of What does it mean to be Religion - Can we mean to be 8 **Buddhist** prove God exists HT4 **Christian?** What does it mean to be Jewish? **Transition and**

Induction Phase HT3

HT2

Origins and Messages

Introduction to **Religion** and worldviews The

three strands of R.S

7

Year