

KS4 Non-Examined Course for Religious Education

Rationale

What is the purpose of education? For an overview statement, we might say that the purpose of education is that students should flourish. Religious Education is important in helping students to think logically and critically, communicate effectively and understand something about how the world works. Our students should have the necessary skills to function well in society and develop further in their adult life. It is their entitlement to have an "academically rigorous and rich study of religious and non-religious worldviews" (CORE report 2018)

To enable people to flourish means more than learning basic facts, and Religious Education is the ideal place to engage with thinking at a higher level, engaging in debate, considering the views of people both religious and not, to understand reasoning and the influence of faith in making ethical decisions. Our students can be encouraged to debate effectively without oversimplifying or causing offence, taking account of different views and, vitally, to practise and develop their own ability to think, consider and reason.

Community cohesion, the well-being and progress of all in the societies in which we live is more important than ever today and good quality RE contributes to positive and informed debate. "In an increasingly diverse society, understanding religious and non-religious worldviews has never been more essential than it is now" (CORE report 2018). Religious Education considers matters relevant to the individual, their spiritual and moral understanding, the local community and helping students to ascertain their responsibilities in it. It also broadens knowledge and understanding of global issues, the big questions about life, God, and the practices of religious people. "There needs to be a greater understanding, at a conceptual level, of how worldviews operate, the accounts they provide of the nature of reality, and how they influence behaviour, institutions and forms of expression. It is this powerful, conceptual knowledge that all pupils need to have." (CORE report 2018)

The Core RE programme at Whickham School is completed by all students who have not opted for full course GCSE RE. It has been framed as 4 distinct modules that are designed to cover the core concepts to enable students to progress to A-level RE should they wish, and to allow them to think logically and critically, communicate effectively and understand something about how the world works.

Teaching KS4 Core RS Guidance

- Each class has one lesson per fortnight
- Each student should have a thin yellow exercise book
- 1 assessment per term, which must be marked according the school marking policy including a PLT
- When inputting module data grades should not be entered for attainment, only behaviours for learning should be graded.
- Class teacher is responsible for writing annual report
- Homework is not set

Core RE	Topic/ enquiry question	Religion/ discipline	Possible Key Content	Assessment	Literature/Cultural capital	Timing
Year 10 Term 1	An Introduction to Ethics	Social Sciences	What do we mean by morality? <ul style="list-style-type: none"> Absolute and Relative Morality. Kant's categorical imperative. 		How does it help people make moral decisions?	1 hr
			Utilitarianism. <ul style="list-style-type: none"> Act UT - look at Bentham 		How is Act UT relevant in the world today?	1 hr
			Conscience <ul style="list-style-type: none"> How do people choose to make moral decisions? 			1 hr
			Ethical Egoism <ul style="list-style-type: none"> is there any such thing as an unselfish act? A comparison with Psychological Egoism 	A comparison of ethical Egoism to Utilitarianism		1 hr
			Virtue Ethics <ul style="list-style-type: none"> Do we have to act in a way which makes us better? 			1 hr
			An evaluation of sources of morality <ul style="list-style-type: none"> Comparing different methods of making moral decisions. 			1hr
Year 10 Term2	How do Christians know God? - Through Theology and Psychology	Christianity	Perspectives on studying God <ul style="list-style-type: none"> What lenses do we see the idea of God through? 			1 hr
		Islam	Using Theology to look at the God of love			1 hr

			<ul style="list-style-type: none"> • Think like a theologian - skills based • An Islamic perspective 			
		Christianity and Islam	What can we learn about God through sacred texts? <ul style="list-style-type: none"> • Textual Criticism to understand religious ideas about God • Comparing 2 Abrahamic faiths 		Main tradition of GB - understanding of sacred texts. Extended reading	1 hr
		Christianity	How do Christians know God through Jesus? <ul style="list-style-type: none"> • A comparison of ancient and modern ideas about Jesus 	Evaluate one of the texts - how far is it significant for people beyond the Christian tradition?	Extended reading	1 hr
		Christianity Social Science	How do people think about God? <ul style="list-style-type: none"> • Psychology of religion • TheOS scale 			1 hr
		Christianity Social Science	Can you predict behaviour from a belief in God? <ul style="list-style-type: none"> • Predictions about ideas • Using statistics to pull out correlations 			1 hr
Year 10 Term 3	An Introduction to Philosophy	Philosophy	Facts vs Opinions - KMI <ul style="list-style-type: none"> • Distinguish between facts and opinions • To evaluate the views of the logical positivists 			1hr
			Myths- KMI <ul style="list-style-type: none"> • Greek myths and legends • Comparison with myths of the modern era 		A look at contemporary myths. Compare to current events	1 hr
			Brain and Soul - EAR <ul style="list-style-type: none"> • Does life on earth have a purpose? • Where does this come from? - Naturalism 		Compare to roles they play in their lives.	1 hr

			Teleology - EAR <ul style="list-style-type: none"> What is the final cause? How does that make people happy? 	Explain why the teleological argument is proof for the existence of God.		1 hr
			Plato's Cave - LPE <ul style="list-style-type: none"> understand the analogy Explain the analogy 		Does Plato's cave tell us anything about our own lives?	1 hr
Year 11 Term 1	Religion and Science, part 1	Philosophy	Religion vs Science - LPE <ul style="list-style-type: none"> Worldviews overview - how do we look at the world through the lenses of science and religion? 			1 hr
		Christianity	Galileo and the Church <ul style="list-style-type: none"> Who was Galileo? Was it right to treat him as a heretic? 			1 hr
		Christianity	The Bible Creation Story <ul style="list-style-type: none"> Examining the Christian creation story. 		Main religious tradition of Britain.	1hr
		Social Sciences	Lemaitre and the Big Bang <ul style="list-style-type: none"> What is the Big bang? can this be reconciled with a belief in religion? 	Religion and Science are 2 incompatible beliefs	Are there any other modern scientific developments that religion treated in the same way? Look at current events, eg space travel	1 hr
		Social Sciences / Christianity	Evolution vs Creationism <ul style="list-style-type: none"> An overview of the debate 			1 hr
		Philosophy	A scale of beliefs <ul style="list-style-type: none"> what are the different worldviews about the world we live in? Brian Cox 			1 hr

Year 11 Term 2	Religion and Science Part 2		Religious Scientists <ul style="list-style-type: none"> • Asher 		Links with science lessons	1 hr
			Quantum Physics: What's real? <ul style="list-style-type: none"> • How does Quantum Physics fit in with a deterministic universe? 			1 hr
			Psychology and Religion <ul style="list-style-type: none"> • Freud and Jung • The Challenge of psychoanalysis • Is religion all in the mind? 	Religion is simply a product of the human mind		1 hr
		Social Science Christianity	Science, Religion and Nature <ul style="list-style-type: none"> • Animal Rights • Stewardship vs Dominion 		Environmental issues.	1 hr
		Social Science Judaism	Atheist Scientists vs Religion <ul style="list-style-type: none"> • Rabbi Sachs interviewing atheist scientists about their view of the world 			2 hrs