

The aim of Religious Studies at RPHS is to introduce students to the foundational beliefs of the main religions they are likely to encounter in the world today. The subject lends itself to discussion and debate around ideas and attitudes, and allows students to develop a deeper understanding of the wider context of society. The course aims to build students' knowledge and understanding of religious beliefs and to develop their knowledge and understanding of religious teachings and practices. This should enable them to reflect on and develop their own values, beliefs and attitudes in order to contribute to their preparation for life in a diverse, multi-faith society and global community.

Key Stage 3 Curriculum

- Students in Year 7 will study an introduction to religious ideas, beliefs and practices of Christianity and beliefs and practices of Judaism
- Students in Year 8 will study beliefs and practices of Hinduism, beliefs and practices of Buddhism and beliefs and practices of Sikhism.
- Students in Year 9 will study an introduction to philosophy and ethics, beliefs and practices of Islam and how people apply their faith in the modern world.

As per the National Curriculum, this will furnish students with a better understanding of the cultural context of their local area and encourage acceptance of diverse ways of thinking.

Key Stage 4 Curriculum

The students will complete the AQA Specification A 1-9 Religious Studies qualification, which is broken down into two assessments of 1 hour 45 minutes long. Component 1 is focused on the religious practices and beliefs of both Christianity and Islam (50% of total marks). Component 2 is broken down into four ethical themes (50% of total marks). The six units, in order of study, are as follows:

- Christianity: Beliefs and Practices
- Islam: Beliefs and Practices
- Christian and Islamic perspectives on:
 - Theme D: Peace and Conflict
 - Theme E: Crime and Punishment
 - Theme A: Relationships and Families
 - Theme B: Religion and Life

A significant focus is the teaching of the skills needed to satisfy the demands of the two Assessment Objectives which are as follows:

- AO1: demonstrate knowledge and understanding of religion and beliefs including:
 - Beliefs, practices and sources of authority
 - Influence on individuals, communities and societies
 - Similarities and differences within and/or between religions and beliefs.
- AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence

Extended Learning

What we offer to extend the learning of our students

GCSE RS students are involved in promoting key religious dates across the school through assemblies, festivals and other initiatives. Ethical themes are closely linked to our extra-curricular offerings of an LGBTQIA+ club with support available should any KS3 or KS4 students wish for other social action groups to be set up. There are also many school activities in line with the theme of community which comes through in the topic, for example our whole school food

donation drive, charities attached to each House and other fundraising activities. We may also have opportunities to visit places of worship and to invite faith leaders in for talks and discussions.

What can parents do to support extended learning in this subject?

To support the subject a parent could check their child's spelling of new religious terms as students will achieve extra marks in their exam for correct SPAG. It would also be useful to discuss religious and ethical questions e.g. meaning of atheism and agnosticism, whether religion causes peace or conflict, misconceptions around religion and radicalisation. Parents could encourage students to follow BBC News, news websites and watch documentaries related to religious and ethical themes e.g. Louis Theroux on Scientology. It would be particularly supportive if children could be taken to visit religious places of worship – temples, mosques, churches, or visit the religion section of the V&A Museum.