

# HOLLAND PARK SCHOOL 2022 to 2023

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## SUBJECT CURRICULUM | RELIGIOUS EDUCATION

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### SUBJECT LEADER

MS VICTORIA WEBB ([victoria.webb@hollandparkschool.co.uk](mailto: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 through the lens of theology and aims to explore similarities and differences between beliefs. 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 worldviews 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. Along with the theology aspect of the RE curriculum, students will grapple with ultimate questions within philosophy and ethics throughout KS3 and they will develop their ability to critically engage with the views of others and develop their confidence to justify and articulate their own viewpoints effectively. The KS4 and KS5 curriculum continues to develop students' religious literacy with a focus on the religions of Christianity and Buddhism and there is a continued emphasis on the study of philosophy of religion and ethics at KS4 and KS5.

### KS3 CURRICULUM OVERVIEW

#### **Year 7 Key Aim:**

By the end of Year 7, students should be able to explain key beliefs about creation religious and non-religious viewpoints from around the world and begin to grapple with ultimate philosophical questions of 'how did the world begin' and 'why are creation stories important'. Students should also be able to understand key beliefs within the Abrahamic Faiths and compare the similarities and differences between these belief systems. They should compare the Abrahamic Faiths of Christianity, Islam and Judaism in relation to origins, important figures, beliefs about God and rules and duties.

#### **Year 8 Key Aim:**

By the end of Year 8, students should be able to explain key beliefs and truth claims about both Sikhism and Hinduism as Eastern Faiths. They should be able to understand how Sikhism and Hinduism have many similarities and to compare these Eastern Faiths to the Abrahamic Faiths that they studied in Year 7. They will explore philosophical questions within their study, such as, what is the purpose of life within the Sikh community and what does it mean to follow Sanatana Dharma. Students will begin to develop their skills of analysis and evaluation throughout Year 8 and build on the key skills of explanation from Year 7. They will explore religious and non-religious ethical views in the topic of moral decision making. They will think critically and apply ethical views to issues such as animal rights and the death penalty.

## Year 9 Key Aim:

By the end of Year 9, students should be able to explain a variety of religious and non-religious viewpoints on the topic of life after death. This will build on their learning about Abrahamic and Eastern Faiths in Year 7 and Year 8. They will be able to compare philosophical concepts of monism and dualism and evaluate the effectiveness of these concepts. Students will continue their study of ultimate questions through an introduction to arguments for the existence of God such as the Design argument, the cosmological argument and the argument from religious experiences. This will enable them to develop their skills of evaluating different viewpoints. Finally students will build on their understanding of religious and non-religious approaches to ethics through deepening and broadening their knowledge of ethical approaches studied previously such as utilitarianism and situation ethics and they will begin to explore Kantian deontology. Students will apply ethical theories to topics of euthanasia and abortion in particular.

## KS4 CURRICULUM OVERVIEW

Students at KS4 study Buddhism: Religion and Ethics and Christianity: Peace and Conflict (Edexcel B). 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 discussions which will equip students to critically engage with the views of others and to articulate their viewpoints effectively.

### Buddhism: Religion and Ethics

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

### Christianity: Religion, Peace and Conflict

- 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.

## KS5 CURRICULUM OVERVIEW

Students study three papers at A level RE: Philosophy of Religion; Ethics and Buddhism (Edexcel). 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, students study 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 Theravada Buddhism and 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 engenders 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 resolutions that work. It creates opportunities for students to develop their skills in dialogue, interpretation and analysis in a coherent context. Religious Studies has a multidisciplinary nature, involving textual study, philosophical thinking, ethics, social understanding and the skills of analysis and reasoning developing core skills of 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 3: (New Testament Studies – not studied at Holland Park)

Paper 4a: Study of Religion: Buddhism