



# Willingdon

COMMUNITY SCHOOL

CURRICULUM BOOKLET

# Ethics and Religion

Sept 2023

# Our School Curriculum Vision

The curriculum at Willingdon Community School offers a broad, balanced, personalised and challenging educational experience, which builds on students' experiences in the primary phase of their education.

It aims to provide all students with the knowledge, understanding, skills and attitudes which are necessary if they are to become successful learners who enjoy learning, make progress and achieve the best they are capable of.

## Subject Vision

Students live in an evolving society, both locally and globally, Ethics and Religion aims to support the development of open minded and respectful young people. Opportunities to explore views that are different from their own, examine ethical issues, develop knowledge of principal religions and promote equality are central to our vision.

Preparing students for real life situations is essential – they are tasked with caring for a planet that needs our help, being part of a multicultural society that has many different points of view and living in a global environment that experiences various ethical dilemmas. Ethics and Religion provides students with a space to consider and respond to a range of questions related to their own spiritual, moral, social and cultural development. This equips them to be active global citizens, whilst upholding fundamental British Values.

Ethics and Religion acknowledges that beliefs underpin the actions of people. This subject intends to make sense of a range of secular and religious belief systems in to support our young people growing up in the 21<sup>st</sup> century. It gives young people the chance to explore alternative perspectives, learning to express and justify points of view that enhance their own understanding and their capacity to succeed in an ever-shifting world.

# Key Concepts in Ethics and Religion

Ethics and Religion supports the development of critical thinking; it requires students to 'think outside the box'. There are a range of learning objectives, increasing in complexity, that support the cognitive development of students which further supports students in every subject across the school. Literacy skills are crucial to accessing the subject.

There are a range of key skills that students are encouraged to develop:

- Evidential and Reasoning – What evidence do we have to form opinions?
- Interpretative – Why do alternative points of view exist?
- Compare and Contrast – How are beliefs similar or different?
- Evaluation and Analysis – How are people influenced by their beliefs?

The Key Stage 3 curriculum supports the rigour of the new GCSE specification, as well as offering students the chance to explore additional themes, ensuring they are prepared for the intensity of the new GCSE but also the ever-changing nature of society.

Over the five-year course students will focus on:

- i. Philosophical enquiry
- ii. Study of principal religions
- iii. Religion and life
- iv. Inspirational people
- v. Environmental issues
- vi. Peace and conflict
- vii. Diversity
- viii. Relationships
- ix. Crime and punishment
- x. Evil and suffering

Ethics and Religion is a fully inclusive subject and all students are nurtured to enable them to flourish – providing a learning environment that supports engagement and interest.



# Programme of Study

## Key Stage 4

The Religious Studies GCSE (AQA Religious Studies A/ 8062) course comprises two components: The Study of Religion and Thematic Studies.

The course terminates in two final examinations:

### Paper 1: The Study of Religions

<b>What is assessed?</b>	Beliefs, teachings and practices from Christianity and Buddhism.
<b>How is it assessed?</b>	Written exam: 1 hour 45 minutes 96 marks (plus 6 marks for Spelling, Punctuation and Grammar) 50% of GCSE
<b>What type of question?</b>	Each religion has a common structure of two five-part questions of 1, 2, 4, 5, 12 marks. Each religion is marked out of 48.

### Paper 2: Thematic Studies

<b>What is assessed?</b>	Four religious, philosophical and ethical studies: <ul style="list-style-type: none"><li>• Theme A – Relationships and families</li><li>• Theme B – Religion and life</li><li>• Theme D – Religion, peace and conflict</li><li>• Theme E – Religion, crime and punishment.</li></ul>
<b>How is it assessed?</b>	Written exam: 1 hour 45 minutes 96 marks (plus 3 for Spelling, Punctuation and Grammar) 50% of GCSE
<b>What type of question?</b>	Each theme has a common structure of <b>one five-part question</b> of 1, 2, 4, 5, 12 marks. Each theme is marked out of 24.

The exams assess a student's application of;

**AO1:** Knowledge and understanding of religion and beliefs.

**AO2:** Analyse and evaluate aspects of religion and belief, including their significance and influence.

# Options Booklet Entry

The GCSE specification has undergone recent changes making it relevant, exciting and thorough. Religious Studies makes key contributions to understanding British heritage, plurality, values and futures – Students develop value for themselves and their own identity, whilst respecting other's rights and identities. Religion is a major source of inspiration, meaning and controversy – students enjoy debating the influence of beliefs and developing their own passion for human culture. Investigating the ultimate questions encourages students to think deeply, listen to the views of others and goes some way to explain the diversity of life. Students who opt to study Religious Studies GCSE learn to participate meaningfully in a global economy and is a course that is valued by a number of career pathways such as public services, medical, political and management.

## Paper 1: The Study of Religion

### **Beliefs and Teachings: Christianity**

*The nature of God, the Trinity, Creation, Incarnation of Jesus, The Crucifixion and Resurrection, after life, sin and salvation.*

### **Practices: Christianity**

*Worship, Baptism, Holy Communion, pilgrimage, festivals, the role of the church in the local community, mission and evangelism, Christian persecution and world poverty.*

### **Beliefs and Teachings: Buddhism**

*The birth of Buddha, Four Sights, asceticism, enlightenment, Dhamma, dependent arising, the Three Marks of Existence, Four Noble Truths, Theravada, Pure Land and Mahayana Buddhism*

### **Practices: Buddhism**

*Worship, meditation, visualisations, death and mourning, Wesak and Parinirvana, Karma, Kauria, Metta, Five Moral Precepts and the Six Perfections.*

## Paper 2: Thematic Studies

### **Religion, Relationships and Families**

*Human sexuality, marriage, divorce, family planning and contraception, the nature and purpose of families and gender equality.*

### **Religion and Life**

*Origins of the universe and life, environmental ethics, animal ethics, abortion, euthanasia and afterlife.*

### **Religion, Peace and Conflict**

*Violent protest and terrorism, reasons for war, WOMDs, Just War and Holy War, pacifism and victims of war.*

### **Religion, Crime and Punishment**

*Reasons for crime, attitudes to lawbreakers, aims of punishment, suffering, forgiveness, corporal punishment and capital punishment.*



# Assessment Plan for Key Stage 4

The course is organised into units, which follow the AQA exam board scheme of work.

Each unit includes formative assessments, as students develop their exam skills. Students are provided with exam command words, glossaries and effective strategies for revision – each unit culminates in a formative assessment which is used as a trajectory for future attainment.

All unit tests are graded in line with the exam board's grade boundaries, following the course specification and exam marking expectations. Detailed feedback is given to students to support their progress and exemplar answers are regularly shared.

In Year 10 students develop their fundamental understanding of religious beliefs, teachings and practices. They will complete unit tests on:

- Beliefs and Teachings: Christianity
- Practices: Christianity
- Beliefs and Teachings: Buddhism
- Practices: Buddhism

At the tail end of Year 10 there are mock examinations. During this practice experience, students are expected to complete Paper 1 in its entirety. This provides students with an authentic experience of sitting a full paper.

In Year 11 students explore Thematic Studies with maturity and curiosity, they scrutinise controversial topics and develop awareness of topical events. Unit tests are:

- Religion and Life
- Relationships and Families
- Peace and Conflict
- Crime and Punishment

Further mock examinations take place at the end of Term 2 and revision sessions are run throughout the year. Content is taught by February half term, giving ample time to revisit topics from Year 10.



# Programme of Study

## Key Stage 3

### Year 7:

- ✓ **Term 1: Introduction to Philosophy**  
*Students explore ultimate questions and get to know what each other think – a great way for students to make new friends! They will look at the belief in God and celebrate some of the wonders of the world.*
- ✓ **Term 2: Christianity**  
*The life of Jesus often surprises students, in this unit they discover Jesus' Jewish roots and His fundamental teachings. We look into His parables and how Christians worship Him.*
- ✓ **Term 3: Inspirational People**  
*There are many people in the world who have had a helping hand in making the world a better place – we look at segregation, apartheid, gender equality, discrimination and socioeconomic conflict.*
- ✓ **Term 4: Judaism**  
*This unit involves understanding the main sacraments, festivals and underpinning principles of the Jewish religion linking this understanding with the relevance of ancient religions in the world today.*
- ✓ **Term 5: Origins**  
*A unit of study that gets students to think of reasons for the origin of the universe and human life. We explore; The Big Bang, Evolution and Creation, comparing and contrasting these concepts.*
- ✓ **Term 6: Spirited Arts competition**  
*Spirited Arts is a national annual competition It is all about spiritual ideas and learners' skills and is a real highlight! The 2022 theme: 'We have more in common than what divides us.'*

### Year 8:

- ✓ **Term 1: Stewardship**  
*Students are encouraged to recognise and celebrate the contribution that faith (of all kinds) has in inspiring great acts of kindness and protection. This unit explores our responsibilities to each other and the environment.*
- ✓ **Term 2: Sikhism**  
*This unit involves understanding the main sacraments, festivals and underpinning principles of the Sikh religion linking this understanding with newer religions in the world today.*
- ✓ **Term 3: Forgiveness**  
*Students will dive into the realms of sociology and start to investigate the notions of justice and reconciliation and how faith and belief can influence a person's capacity to forgive injustice.*

### ✓ **Term 4: Islam**

*An exploration into one of the world's largest religions – students are left with a clearer understanding of this compassionate and loving religion.*

### ✓ **Term 5: Peace and Conflict**

*The focus of the topic is resolution and some of the causes and impacts of major conflicts including genocides such as the Holocaust as well as more recent war events.*

### ✓ **Term 6: Creative Project - Society**

*Students will undertake an independent project to consolidate some of their understanding around belief systems and the influence of moral codes on the organisation of societies.*

### Year 9:

### ✓ **Term 1: Animal Ethics**

*Students will consider the rights of animals through a range of contexts and religions, law, agricultural practices and lifestyle choices.*

### ✓ **Term 2: Buddhism**

*An exploration into one of the world's major religions and a foundation unit for students wishing to consider GCSE Religious Studies*

### ✓ **Term 3: Human Rights**

*This unit aims to link the concepts 'Right' with the institution of law and considers the protections that people in some countries enjoy and also the alternative that people in different places do not have equal access to the law or Human Rights.*

### ✓ **Term 4: Hinduism**

*This unit involves understanding the main sacraments, festivals and underpinning principles of the Hindu religion linking this understanding with the relevance of ancient religions in the world today.*

### ✓ **Term 5: Major Life Events**

*All of us share some common ground and this unit enables students to contemplate some of the major events that will take place for us including, births, marriages, families and deaths.*

### ✓ **Term 6: Research projects**

*Students will choose from four topics linked to their KS3 study and have the opportunity to develop research, survey and presentation techniques.*

# Assessment Plan for Key Stage 3

All students, irrelevant of ability, are able to access the content available in Ethics and Religion. The curriculum is designed to be challenging, dynamic and engaging. Students are assessed on their extended writing, but to keep the course fresh and innovative, assessments are conducted in a range of ways. The Key Stage 3 units of study are designed to develop skills needed to be successful at GCSE, both in the subject and across the curriculum.

## **Assessment takes three forms at KS3.**

**Assessment for learning:** Students will be asked a range of questions during class time to ensure that their understanding is sufficient that they can progress through their learning journey. This frequent and low stakes style of testing ensures that all students are able to respond and receive feedback frequently to be able to assess themselves on their understanding and to know how well they are progressing.

**Assessment of learning:** At the end of each unit of work, students will undertake a short assessment test which will check two key aspects of study. Firstly, their retrieval capability which is linked to revision skills. A main component of academic study is the ability to recall facts, key terms and main concepts. Students can be tested on this through retrieval starter quizzes in lessons and also through low tariff, short answer or multiple-choice questions in assessments. Secondly, students need to be assessed on their understanding and application of knowledge. In Ethics and Religion, this takes the form of essay style questions, varying in length depending on the command word being practiced.

**Assessment as learning:** Students need to be able to organise their academic writing well, providing a mixture of justifications of own opinions and of the viewpoint of others. At GCSE, this skill is explicitly practiced in order to be able to produce 12-mark essays on a range of topics. Students at KS3 will practice the skill through modelled use of a writing structure called PEEL which will help them to learn how to structure multiple paragraphs correctly.

# Literacy in Ethics and Religion

Literacy is embedded in Ethics and Religion; it is how we share our views and experiences. Students must be highly literate to attain well in this academic subject. Students are given regular opportunities to consolidate their literacy skills, using them purposefully in order to learn. Tiers of vocabulary are taught systematically and consistently, meaning students are familiar with subject terms. It is expected that students write using PEEL paragraphs, enabling the reader to see clear points (P), that are well evidenced (E) and explained (E), clearly linking (L) to the questions posed.

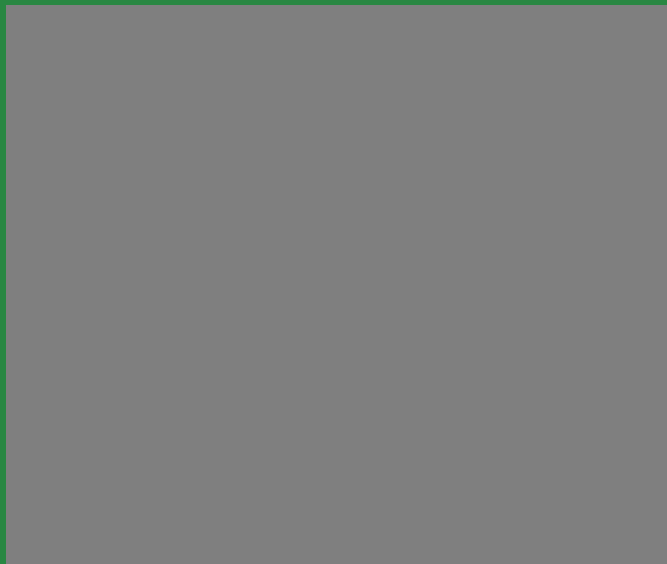
## Numeracy in Ethics and Religion

Students engage in a range of numeracy skills in Ethics and Religion. Timeline and dates are used when exploring the history of religion, as well as comparing the ages of religions. Data and analysis are used during class surveys, investigating percentages and charts. Probability is utilised throughout the course, for example, in determining the chances of ideas and happenings; does God exist? Which theory is more persuasive - Evolution or the Big Bang Theory? And other religious concepts. National statistics are referred to and used to form evidence of the changing nature of society.

## Broadening horizons in Ethics and Religion

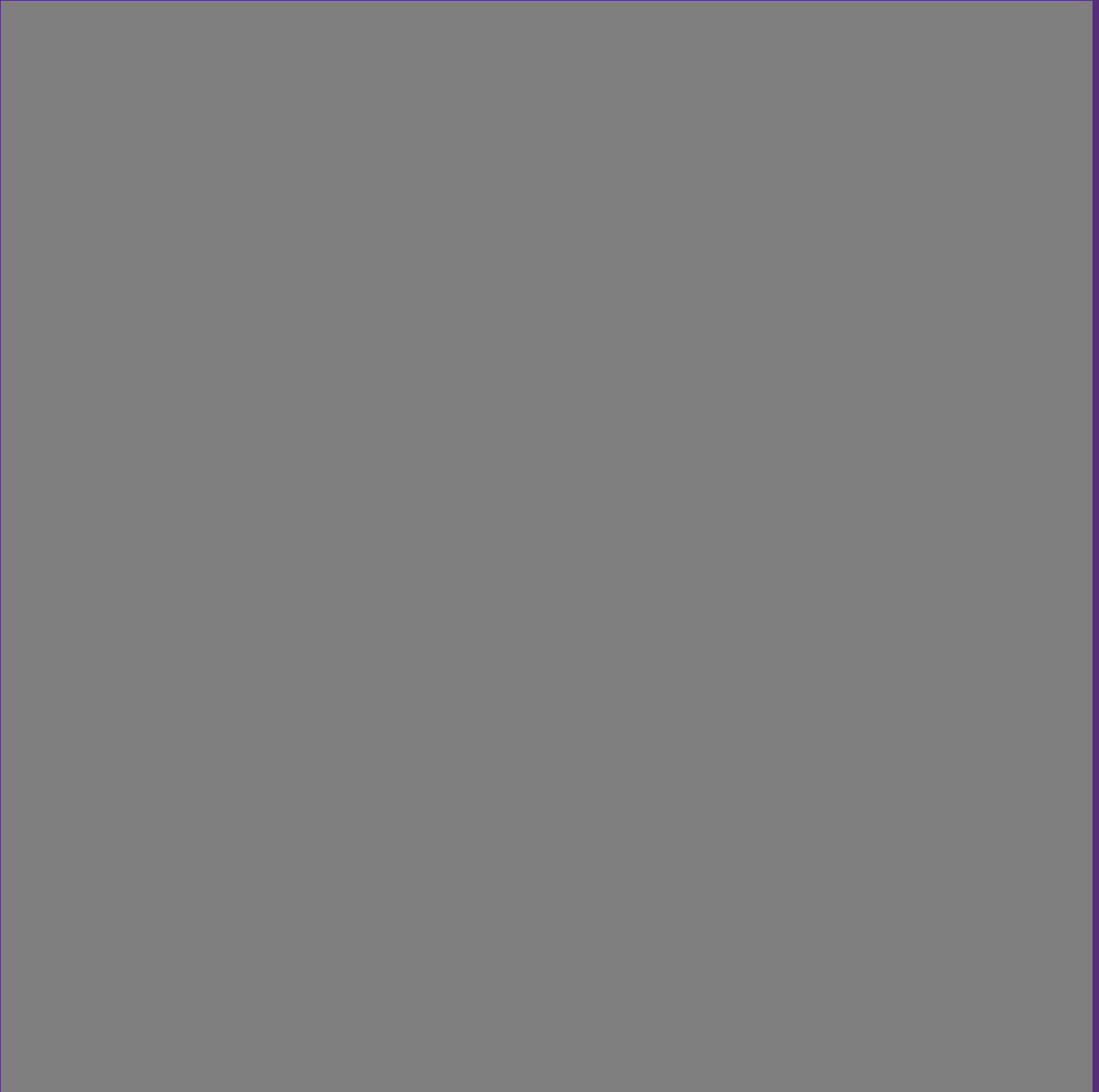
The Ethics and Religion department understands the importance of developing cultural capital, improving knowledge and skills for what comes next. We have established a number of trips to engage students with their community, such as; St Wilfrid's Church Sacred Space, The Bodhisattva Meditation Centre, as well as supporting other humanities subjects on additional trips.

We are developing trips to further engage students in the development of their religious and emotional literacy. Student voice has indicated that they would like us to consider Neasden Hindu Temple and The Imperial War Museum for potential field visits.



## Raising aspirations in Ethics and Religion

Religious Studies is a relevant and academic subject. It is well respected by many Russell Group universities and prestigious institutions. Students who are successful in this subject have gone on to some of the top universities in the country and this is something that we regularly link to in lessons. It is important for students to see how their learning links to their aspirations and as a department we pride ourselves on offering opportunities for students to explore alternative routes into the global economy. The subject is intellectually challenging and personally enriching. Students are given the opportunity to explore our diverse society through reasoned argument and civilised debate.



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