

Welcome to Religious Education

- *'An education in the fullness of humanity should be the defining feature of Catholic schools.'* [Pope Francis]
- *In November 2015, section 48 inspectors agreed that 'the school's judgement of provision for RE and outcomes for the students is rightly judged to be outstanding in Years 7 to 11.'*

Vision

Religious Education is at the heart of the curriculum at Stuart Bathurst. This is because, as a Catholic school, we believe that one of the most important areas of life is to reflect and think about the profound life questions, exploring the meaning and purpose of our God given lives.

RE is a core GCSE subject at Stuart Bathurst. It develops an awareness of different views, cultures and beliefs, and shows skills such as literacy, reasoning, and considering and evaluating different points of view. This makes it a strong indicator to employers and further education institutions of the academic ability and openness to learning of the person who has a good grade in subject.

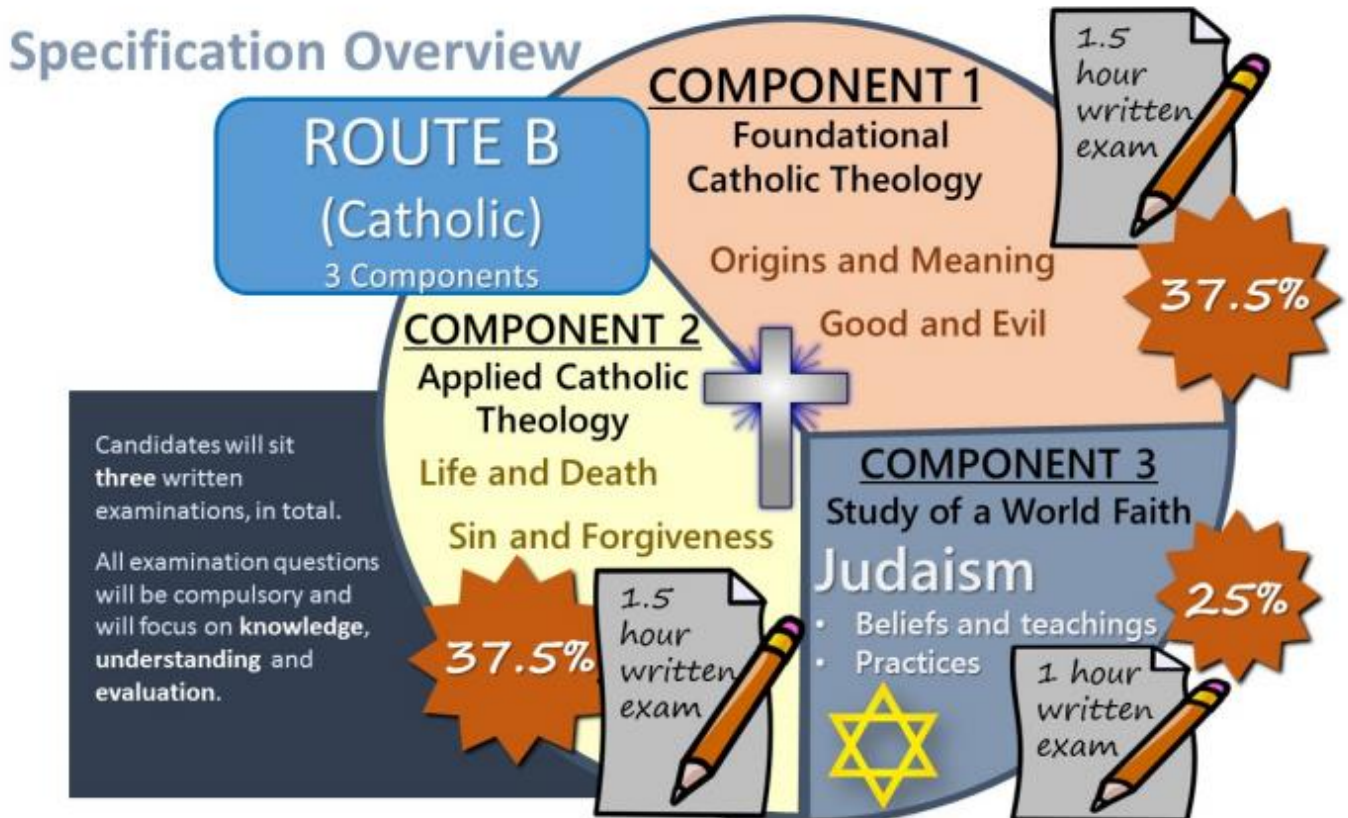
Religious Education encourages students to use their unique gifts and talents to enquire, critically examine and reflect on various different approaches to the study of religion which will enhance their personal, social and cultural development. Students grow to understand and respect the many different cultures of our world, social community cohesion and their own values opinions and attitudes.

RE also provides a helpful background for a wide range of courses and employment. These include administrative roles, other office work, teaching and education, advice and counselling, retail, journalism, police officer, caring professions, youth work, legal services ... and many more!

KS3 Summary/Topics

KS4 Summary/Topics/Exam information

All students undertake Route B Eduqas for Religious Education. The specification offers students opportunities to explore profound theological beliefs and thus, the course enables all learners to ascertain the knowledge and cultural capital they need to succeed in life. Learners are able to critically explore ethical issues such as, abortion and capital punishment; they are also able to evaluate the benefits and challenges of inter-faith dialogue.



1.1 Origins and Meaning:

This theme requires learners to consider religious and non-religious beliefs about the origins and value of the universe and human life. Learners are expected to make relevant references to scripture, other sources of authority and contrasting scientific and/or nonreligious world-views such as those held by Atheists and Humanists.

1.2 Good and Evil

This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil and different religious answers to the problem of evil and suffering. Learners are expected to make relevant references to scripture and other sources of authority. This theme must also be studied, where appropriate, from the perspective of the Jewish religious tradition.

2.1 Life and Death

This theme requires learners to consider religious beliefs about the nature of life and death. Learners are expected to make relevant references to scripture and other sources of authority.

2.2 Sin and Forgiveness

This theme requires learners to consider philosophical questions concerning the nature of criminality and the rationale for punishment. Through a study of teachings and beliefs, questions relating to the justifiability of capital punishment will be explored. Learners are expected to make relevant references to scripture and other sources of authority.

3.0 Judaism

This component offers students the opportunity to explore religious beliefs and practices associated to Judaism. In doing so, they are able to ascertain a clear understanding of key religious beliefs and consider how such beliefs have an impact of Jewish practices.

KS5 Summary/Topics/Exam information

Examination Board: OCR

Year 1 Assessment: Internal Examinations (1hr 15mins; 3 papers; 60 marks each)

Year 2 Assessment (2 hours each; 3 written papers; 120 marks each)

▪ Course Outline:

In ***Philosophy of Religion*** you will study philosophical issues and questions raised by religion and belief. These include arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering. You will also explore philosophical language and thought, through significant concepts and the works of key thinkers, illustrated in issues or debates in the Philosophy of Religion.

Philosophy of Religion you will study:

- ancient philosophical influences
- the nature of the soul, mind and body
- arguments about the existence or non-existence of God
- the nature and impact of religious experience
- the challenge for religious belief of the problem of evil
- ideas about the nature of God
- issues in religious language.

Religion and Ethics is characterised by the study of ethical language and thought, with exploration of key concepts and the works of influential thinkers. Ethical theory will also be applied to issues of importance; namely euthanasia, business ethics, and sexual ethics.

Religion and Ethics you will study:

- normative ethical theories
- the application of ethical theory to two contemporary issues of importance
- ethical language and thought
- debates surrounding the significant idea of conscience
- sexual ethics and the influence on ethical thought of developments in religious beliefs.

Developments in Religious Thought provides an opportunity for the systematic study of one religious tradition. This will include the exploration of religious beliefs, values, teachings and practices that shape religious identity, as well as sources of wisdom and authority. Also central are the ways in which religious traditions have developed over time, and religious responses to challenges and significant contemporary social issues.

Developments in Religious Thought you will study:

- religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- sources of religious wisdom and authority
- practices which shape and express religious identity, and how these vary within a tradition
- significant social and historical developments in theology and religious thought
- key themes related to the relationship between religion and society

Extra-curricular opportunities

- Trips abroad: Rome (February 2019); Poland (October 2019)
- Year 11 intervention sessions
- Chaplaincy Team
- Charity Day

Useful websites

- GCSE Eduqas Specification:
<https://www.eduqas.co.uk/qualifications/religious-studies/gcse/eduqas-gcse-RS-spec-full-from-2016.pdf>
- GCSE Eduqas – Glossary of Key Concepts:
http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_58/GLOSSARY%20OF%20KEY%20CONCEPTS%20-%20BOTH%20ROUTES%2C%20SC%20and%20FC.pdf
- GCSE Eduqas – Sources of Wisdom and Authority – Text References
<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=730>
- BBC Bitesize Revision (Eduqas Route B)
<https://www.bbc.com/bitesize/examspecs/z68sjhv>