

# Religious Education

*The Religious Education department of St. Thomas More Catholic School aims to develop an understanding of the role of faith in life, especially the Roman Catholic faith. We aim for all students to acquire knowledge, understanding and appreciation of the beliefs and practices of the Roman Catholic Church, and of the Abrahamic faiths. We intend for them to be able to communicate their ideas and opinions through a range of skills, appreciating a wide range of sources of wisdom and authority and their relevance to the world around them. We wish to foster a sense of personal vocation in our pupils, and to promote an evaluation of the faith of our pupils in the light of the Gospel, developing respect and tolerance for all people, awakening a recognition of the relevance of Christian values and ethics in contemporary society, and the importance of interfaith dialogue.*

## Key Stage 3: Years 7-9

The Religious Education Department curriculum at Years 7 to 9 follows the **Religious Education Directory (RED) 2023**. It is built around five key concepts. These are:

Hear	Believe	Celebrate	Live	Dialogue and Encounter
This key concept discusses the human capacity for God, Divine Revelation, and its transmission, Sacred Scripture and the human response to God's invitation.	This key concept deals with the contents of the Creed, focusing on the Church's own profession of faith: what it believes, professes, defines and teaches.	This key concept deals with the liturgy in which the Church celebrates the Paschal mystery of Christ which accomplished the work of salvation, and a study of Christian prayer because in the liturgy all Christian prayer finds its source and goal.	This key concept focuses on the impact of faith on how Christians live.	This key concept of dialogue focuses on the importance of dialogue as the only authentic way of living faithfully in a pluralistic world.  This key concept of encounter links to the Church's commitment to dialogue, love of neighbour, and ways of living peaceably with difference.

The overall aim is to engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life; to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively; to present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society; to give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own; to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture; to stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith; and to enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.

The table below shows you the key topics pupils will study during KS3 these are referred to as branches in the RED, and are complemented by a sixth branch looking at 'dialogue and encounter' in more detail:

	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth
<b>Year 7</b> <b>Year 8</b> <b>Year 9</b>	Focusing on the mystery of God and how human beings come to know God: revelation. Knowing God in the light of human reasoning.	Focusing on the mystery of God and how human beings come to know God: revelation. Knowing God through the nature and role of sacred scripture.	Focusing on the Church's profession that Jesus is the full and final revelation of God. Knowing that all scripture points to Jesus and is to be read in the light of his resurrection.	Focusing on Jesus and the incarnation. Understanding the sacraments as an extension of the incarnation through time.	Focusing on the completion of God's revelation through the giving of the Holy Spirit. Knowing the role the Holy Spirit plays in the life of the Church and in the lives of individuals.

## Key Stage 4: Years 10 & 11

Having developed their knowledge of the key concepts throughout Key Stage 3, the aim of Key Stage 4 is to ensure that students are able to apply their understanding of these concepts to allow them to analyse and evaluate a range of issues.

The WJEC Eduqas GCSE in Religious Studies:

- Develops learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- develops learners' knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- Develops learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- Challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.

Following this specification will enable learners to:

- deepen their understanding of the relationship between people
- become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed
- demonstrate knowledge and understanding of the fact that religious traditions of Great Britain are, in the main, Christian
- understand that religious traditions in Great Britain are diverse and include the following religions: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as non-religious beliefs, such as atheism and humanism.

WJEC Eduqas GCSE Religious Studies takes a distinctive issues based approach to the study of religious, philosophical and ethical studies in the modern world. The course will also enable learners to gain knowledge and understanding of two religions. WJEC Eduqas GCSE Religious Studies provides opportunities for learners to understand more about the world, the religious challenges it faces and their place within it. Following this GCSE course will deepen understanding of religions and their effect on society. It will develop learners' competence in a wide range of skills and approaches and enable young people to become religiously informed and thoughtful, engaged citizens. This specification provides a solid basis for further study in this and related subject areas. In addition, it provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study.

The table below shows you the topics pupils will study throughout **Key Stage 4**:

	Module 1	Module 2	Module 3
Year 10	Paper: 3 Judaism	Paper: 1.1 Origins and Meaning	Paper: 1.2 Good and Evil
Year 11	Paper: 2.1 Life and Death	Paper: 2.2 Sin and Forgiveness	Review of all content & Revision

## Key Stage 5

### A-level Religious Studies: Philosophy, Ethics and Theology (Study of Christianity)

Students will develop their interest in a rigorous study of Philosophy, Ethics and Christianity relating their studies to the wider world; developing an understanding and appreciation of religious thought and its contribution to individuals, communities and societies; adopting an enquiring, critical and reflective approach to the study of religion; and reflecting on and developing their own values, opinions and attitudes in light of their studies. Success at this Key Stage is led by a critical understanding of the key concepts below:

Philosophical Approach	Ethical Approach	Theological Approach
Pupils undertake an in depth and broad study of fundamental philosophical themes ranging from arguments about the existence or non-existence of God to the use of religious language.	Pupils undertake an in depth and broad study of fundamental ethical themes ranging from questions surrounding the basis of our morality to the concepts of free will and determinism.	Pupils undertake an in depth and broad study of Christian beliefs, values and teachings - in their interconnections and as they vary historically and in the contemporary world with themes ranging from meaning and purpose in life to the challenges of secularisation and the changing roles of men and women, looking at feminist and liberationist approaches.

The table below shows you the topics pupils will study throughout Key Stage 5 - these are taught in the following departmentally agreed order.

	Theme 1	Theme 2	Theme 3	Theme 4
<b>Year 12 Philosophy of Religion</b>	EDUQAS Theme 1: Arguments for the Existence of God	EDUQAS Theme 2: Challenges to Religious Belief	EDUQAS Theme 3: Religious Experience	EDUQAS Theme 4: Religious Language
<b>Year 12 Religion and Ethics</b>	EDUQAS Theme 1: Ethical Thought	EDUQAS Theme 2: Deontological Ethics	EDUQAS Theme 3: Teleological Ethics	EDUQAS Theme 4: Determinism and Freewill
<b>Year 13 Theology: A Study of Christianity</b>	EDUQAS Theme 1: Religious Figures and Sacred Texts  EDUQAS Theme 2: Religious Concepts and Religious Life	EDUQAS Theme 3: Significant Social and Historical Developments in Religious Thought  EDUQAS Theme 4: Religious Practices that Shape Religious Identity	Revision of Philosophy of Religion and Religion and Ethics	Revision of Theology

## Key Stage 5

### CORE RE element of the Horizons Programme in the Sixth Form

The aims of CORE RE are: to develop the knowledge, understanding and skills to think spiritually, ethically and theologically; be aware of the demands of religious commitment in everyday life; reflect critically on the ultimate questions of life; explore and reflect on different faith traditions within contemporary society; articulate their own faith position; appreciate the relationship between religious belief, personal faith and lived experience; and develop the skills and attitudes to respond to the opportunities, responsibilities and experiences of life.

The table below sets out the three key concepts studied during CORE.

Moral Philosophy	Suffering and Society	Justice
To study the branch of Philosophy concerned with Ethics: making ethical decisions.	To study the impact of suffering and the responsibility that living in society brings.	To look at issues relating to the law, to fairness and equality and how we should act to be just