

Religious Studies @ Caedmon

The agreed syllabus for Religious Education:

Aims and Purpose:

The aims of the syllabus are for students:

- to develop religious literacy
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures
- to develop attitudes of respect towards other people who hold views and beliefs different from their own
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom. Religions deal with some of the most profound and difficult questions in human life, questions such as:
 - what is the purpose of life?
 - how should people treat each other?
- how do we explain and cope with death and suffering? Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Religious Education must take account of this depth and complexity, helping students to an understanding appropriate to their age and aptitude. To do this RE needs:
 - to develop students' skills
 - to enable them to ask questions
 - to discover information, to approach new material with empathy
 - to reflect on their learning. Students should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position. Throughout the RE curriculum students should be encouraged to explore religions, engage with their knowledge, and reflect on their learning and their lives.

Aims of our Caedmon curriculum for Religious Studies

The study of Religion, Philosophy and Ethics (RPE) at Caedmon College Whitby provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops students' knowledge and understanding of Christianity, other principal religions, other religious traditions, and other world views that offer answers to these challenging questions. It offers opportunities for personal reflection and spiritual development. It enhances students' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

RPE promotes and encourages students to develop their sense of identity and belonging and to flourish individually within their communities and as citizens in a diverse society and global community. We enable students to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Year 7 Religious Studies @ Caedmon

In Year 7 the principal aim is to engage students in systematic enquiry into the significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. They will do this initially through an exploration of themselves, their own views, and their ideas and beliefs. They will then explore other world views on a variety of issues and compare these with their own.

	Topics, themes and skills covered	Assessment
Autumn 1	Introduction to Religion, Philosophy and Ethics (RPE) (Christianity, Islam, Sikhism, Buddhism, Humanism, Atheism)	Baseline assessment test Personal project: Identity
Autumn 2	God (Christianity, Islam, Buddhism, Humanism)	Personal project: The God of my understanding
Spring 1	Sacred wonders (Christianity, Islam, Sikhism, Buddhism, Hinduism)	Exam style assessment questions at end of unit
Spring 2	Christianity (Christianity)	Exam style questions at end of unit
Summer 1	Global citizenship and the environment (Christianity, Islam, Sikhism, Humanism)	Extended writing task: The environment and religion Personal project: religious buildings
Summer 2	Judaism (Judaism)	Exam style assessment questions at end of unit

Year 8 Religious Studies @ Caedmon

In Year 8 our aim is to develop a greater knowledge and understanding of world views, both religious and non-religious, and the influence they have had on society and responses to world issues. Students are encouraged to explore these in a variety of ways, including through experiential RE, the use of artefacts and the use of information technology.

	Topics, themes and skills covered	Assessment
Autumn 1	Buddhism Buddhism	Personal project: The Buddha Extended writing: Rules to live by
Autumn 2	Relaxation and reflection (Mental Health focus) Buddhism, Hinduism, Christianity, Humanism	Extended writing: The importance of relaxation and reflection Candle assessment
Spring 1	Islam Islam	Personal project: The Hajj Exam style assessment questions at end of unit
Spring 2	Sacred writings Christianity, Islam, Sikhism	Case study: My inspiration Exam style assessment questions at end of unit
Summer 1	Spirited arts Christianity, Islam, Buddhism, Atheism	Art work: Spirited Arts entry
Summer 2	Sikhism Sikhism	Exam style assessment questions at end of unit

Year 9 Religious Studies @ Caedmon

In Year 9 our aim is to develop a greater knowledge and understanding of ethical and philosophical issues that affect our world and to explore various responses, both religious and non-religious to them. Students are encouraged to explore these in a variety of ways, including through experiential RE, debate, the use of artefacts and the use of information technology.

	Topics, themes and skills covered	Assessment
Autumn 1	The Sanctity of Life Christianity, Islam, Sikhism, Buddhism, Humanism	Personal project: Reflections on death Exam style assessment questions at end of unit
Autumn 2	The Sanctity of Life II: Ethics Christianity, Islam, Sikhism, Buddhism, Humanism	Personal project: Using animals Exam style assessment questions at end of unit
Spring 1	Prejudice and discrimination Christianity, Islam, non-religious world views	Exam style assessment questions at end of unit
Spring 2	The Holocaust Judaism, Christianity, non-religious world views	Personal project: Concentration camps Extended writing: Personal response to the Holocaust
Summer 1	Suffering Christianity, Buddhism, non-religious world views	Personal project: Suffering Exam style assessment questions at end of unit
Summer 2	Philosophy Christianity, Buddhism, non-religious world views	Exam style assessment questions at end of unit

Year 10 Religious Studies @ Caedmon

In Year 10 our aim is to introduce students to both sides of the GCSE Religious Studies course. They will develop an in-depth understanding of both Christianity and Islam, the beliefs of each religion and some of the key practices. They will then be introduced to a variety of ethical situations and asked to consider responses based on faith, non-religious views and their own.

	Topics, themes and skills covered	Assessment
Autumn 1	Introduction to GCSE: Beliefs into action Matters of life and death	Mid and end of unit assessment
Autumn 2	Matters of life and death	Mid and end of unit assessment
Spring 1	Christian beliefs	Mid and end of unit assessment
Spring 2	Marriage and the family	Mid and end of unit assessment
Summer 1	Muslim beliefs	Mid and end of unit assessment
Summer 2	Crime and Punishment	Mid and end of unit assessment

Year 11 Religious Studies @ Caedmon

In Year 11 our intent is to complete the remaining units for the course on both Christianity and Islam and equip students with the skills they will need to reach their full potential in the Summer examinations.

	Topics, themes and skills covered	Assessment
Autumn 1	Living the Christian life	Mid and end of unit assessment
Autumn 2	Living the Muslim life	Mid and end of unit assessment
Spring 1	Peace and Conflict	Mid and end of unit assessment
Spring 2	Revision	Mid and end of unit assessment
Summer 1	Revision	Examination Period
Summer 2		Examination period