



GCSE Religious Studies A

Course code: AQA 8062

Aims:

- To demonstrate knowledge and understanding of religion including beliefs, practices and sources of authority
- To demonstrate knowledge and understanding of the influence of religion on individuals, communities and societies as well as similarities and differences within and/or between religions and beliefs.
- To analyse and evaluate aspects of religion and belief, including their significance and influence.

Content:

- Component 1: The study of religions: beliefs, teachings and practices
- Component 2: Thematic studies

Curriculum Map

Year	Curriculum Overview	Assessment
10	<p>Component 1: The study of religions: beliefs, teachings and practices</p> <p>Christianity Students will study the beliefs, teachings and practices of Christianity and their basis in Christian sources of wisdom and authority. Students will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed will also be studied.</p> <p>Islam Students will study the beliefs, teachings and practices of Islam specified and their basis in Islamic sources of wisdom and authority. They will be able to refer to scripture and other writings where appropriate. Students will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Islam in the way beliefs and teachings are understood and expressed should be included throughout.</p> <p>Component 2: Thematic Studies</p> <p>Relationships and families Students will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They will be aware of contrasting perspectives in contemporary British society on all of these issues. Student will be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: contraception, sexual relationships before marriage and homosexual relationships.</p>	<p>Practice essay questions</p> <p>Knowledge tests</p> <p>Mock exam</p>
11	<p>Religion, crime and punishment Students will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They will be aware of contrasting perspectives in contemporary British society on all of these issues. They will be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: corporal punishment, death penalty and forgiveness.</p>	<p>Practice essay questions</p>

	<p>Religion, human rights and social justice. Students will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They will be aware of contrasting perspectives in contemporary British society on all of these issues. They will be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: human rights, discrimination, and poverty.</p> <p>Religion and life Students will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. Student will be aware of contrasting perspectives in contemporary British society on all of these issues. Students will explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: abortion, euthanasia and animal experimentation.</p>	<p>Knowledge tests</p> <p>Mock exam</p>
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Assessment:

- Component 1: Written exam: 1 hour 45 minutes, 50% of GCSE
- Component 2: Written exam: 1 hour 45 minutes, 50% of GCSE

Extended Learning:

Students will extend their learning through a combination of practice exam questions, research projects, challenge reading and revision.

Connection to the JTFS Approach

Whole School Theme	How does Religious Studies support this?
STRIPE	Students will improve their participator skills by engaging debates over a range of philosophical topics. They will be encouraged to be active listeners to build on and challenge the viewpoints of others.
STEAM	Students will examine the relationship between religion and science as well as topics such as abortion, animal experimentation and weapons of mass destruction.
Literacy	Extended writing will be practised extensively with a focus on the correct application of specialised terminology. Oracy and the ability to articulate arguments will also be a focus.
Numeracy	Students will practice interpreting statistics and forming judgements around this.
SMSC, British Values and Citizenship	Students will examine the role of free speech, crime and punishment and the legal system in the United Kingdom. Students will also examine the links between religion, relationships in the family, sexual relationships, contraception and homosexuality. Students will also examine peace, conflict and how it links to religion.

Religious Education (RE)/Worldviews Withdrawal Guidance

“All pupils are entitled to receive Religious Education (RE) as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development.”

Religious Education in English Schools: Non-statutory Guidance (2011)

The law also gives parents the right to withdraw their child(ren) from collective acts of worship and/or Religious Education lessons in accordance with the Education Reform Act (1988).

At **John Taylor Free School**, we respect this right.

In the UK, the law does not prescribe how Religious Education should be taught or organised in schools. Schools are required to ensure that:

- RE is taught in line with the ethos and values of the school
- Students make good progress by learning about, and from, the world around them
- Teaching Standards are adhered to at all times
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At **John Taylor Free School**, we believe that our Religious Education curriculum fulfils these requirements.

Parental Right to Withdraw Children from Religious Education

Parents have the legal right to choose whether to withdraw their child from Religious Education without influence from the school. John Taylor Free School ensures that parents and carers are informed of this right and are made aware of the educational aims and content of the RE curriculum.

If a student is withdrawn from Religious Education:

- The school has a duty to supervise the student
- The school is not required to provide alternative teaching or additional work
- Any suitable work relating to religious education must be provided by the parent
- A student may not be withdrawn from RE in order to complete work in another subject

Students will normally remain on the school premises unless they are lawfully receiving religious education elsewhere.

Parents may choose to withdraw their child from:

- All Religious Education lessons (total withdrawal), or
- A specific part of the RE curriculum (partial withdrawal)

Parents are not required to provide a reason for withdrawal. However, parents should be aware that withdrawal from Religious Education during a GCSE RE course will have a significant impact on a student's progress and examination outcomes.

If a parent wishes their child to receive alternative Religious Education provision, this must be arranged and funded by the parent.

Withdrawal Procedure

If a parent chooses to withdraw their child from Religious Education and/or religious assemblies at John Taylor Free School, they must:

- Inform the school in writing of their request, clearly stating whether the withdrawal is total or partial
- Address the written request to the Headteacher of John Taylor Free School
- Note that verbal communication (for example, by telephone, via the student, or through notes in exercise books) is not an acceptable method of request

Upon receipt of a written request:

- Parents will be invited to meet with the Curriculum Leader of Humanities and the student's Progress Leader
- Where appropriate, a member of the Senior Leadership Team may also attend
- This meeting will provide an opportunity to discuss any concerns about Religious Education and to clarify the practical arrangements and implications of withdrawal