**Religious Education Department**

Statement of Aims

**Preface:**

The Religious Education Department aims to be central to the spiritual expression of

as a Catholic school. At St Joseph’s College we are concerned about the growth of the whole person and as such the Religious Education Department plays a fundamental role in the spiritual and moral development of pupils.

**The curriculum**

Religious Education is taught throughout the school and is based on the Curriculum Directory for Religious Education. This scheme of work is designed to provide an engaging, meaningful and effective way to draw young people into an encounter with Catholic belief and faith. The process is designed to draw young people into a personal exploration of their own beliefs and values but in such a way that draws upon the living tradition of the Catholic Church in order to help develop, challenge and support the Christian human development of the individual.

No assumptions are made about the faith commitment of pupils; instead they are given an opportunity question and reflect upon ultimate and other significant questions of our time. The process begins with an open consideration of the Question, students considering their own initial responses are then brought into a dialogue or encounter with the Christian response to these questions. The scheme aims to provide a young person with a genuine encounter with Christian belief which impacts upon their world view and is not just learning about‘ religion.

In years 10 students study Beliefs and Teachings and Practices in Catholic Christianity and Judaism (AQA) and 11 all pupils study Philosophical, moral and religious issues at GCSE level (Edexcel).

The Religious Education Department also offers Religious Studies A‘ Level (Ethics & Philosophy of Religion and NEW Testament in Year 12 and Ethics & Philosophy of Religion) and the 6th form general RE programme.

**Key stage 3 COURSE DETAILS**

**Subject:** Religious Education

In 2012, the Bishops‘ Conference of England and Wales published a revised document entitled The Curriculum Directory for Catholic Schools‘. In it they provided an overview for what should be taught from Reception to Post-16 in Religious Education for the Catholic schools in the country.

**In the Curriculum Directory the aims are** :

1. Knowledge and Understanding of the Catholic faith and life.

2. Knowledge and Understanding of the response of faith Ultimate questions.

3. The skills demanded to reflect on religious belief and practice.

We have responded to this by developing resources and a programme of RE to ensure that the subject is academically rigorous, meaningful and engaging for all our pupils. Apart from developing academic standards in RE the philosophy behind the programme is about enabling pupils to explore the key questions of life; it is about empowering pupils to search for the ..meaning and purpose of life..‘. At St Joseph’s College we do this in the context

of our Catholic faith but recognise the fact that our pupils live in a post-modern age and come from a multitude of religious and non-religious backgrounds. RE at St Joseph’s College is therefore designed to be relevant for every student we teach.

For example, at the beginning of year 7 pupils explore the ultimate question ‗What is the meaning of life?‘ a question relevant to all pupils. They begin by reflecting on their own and other concepts of meaning and purpose and then continue to consider these questions in the light of the Catholic faith. By the end of the unit pupils will have thought deeply about the meaning and purpose of life as well as coming to a better understanding of Catholic belief and practice.

**How can I help my child with their RE work?**

In terms of helping your child to progress in their work, the library has access to the internet as well as books, students are encouraged to use the facilities on offer.

The Virtual Learning Environment (VLE) has extensive resources and links on the RE department pages.

We are also more than willing for students to stay after school, in order for them to complete homework or if they require any assistance with a particular piece of work.

The Internet is also an excellent resource to research information, for example www.bbc.co.uk/religion

If I need more information

If you do require any more information regarding your child‘s course, content or any aspect of the Religious Education programme, then please contact your child‘s RE teacher.

**What do students study at ks3?**

**The table below displays the units of work pupils will study during key stage 3**

|  |  |  |
| --- | --- | --- |
|  | **Year 7** | **Year 8 Year 9** |
| Autumn (1)  | Community | How do I find happiness and fulfilment?- Vocation | Does God exist?  |
| Autumn (2)  | What is the meaning of life?  | The work of the Church | Why does the universe exist?  |
| Spring  | Prayer and Pilgrimage  | Judaism | What happens when you die? |
|  |  |  |  |
| Summer  | Sex and Relationship EducationLove needs Family | Sex and Relationships EducationLove Needs expression | Sex and Relationships EducationLove Overcomes Loss |

**Key stage 4 COURSE DETAILS**

**Subject:** Religious Education

**Introduction**

**In Year 10 students will study the New GCSE. This will include Beliefs and Teachings and Practices in Catholic Christianity and Judaism which is a GCSE course provided by AQA.**

The specification offers a range of faith-specific options and a variety of relevant and contemporary themes, ensuring the students have a diverse choice of intriguing subjects to explore and discuss.

Students will learn how religion, philosophy and ethics form the basis of our culture, and develop valuable skills that will help prepare them for further study

**In Year 11 students study unit 3 and unit 8 GCSE course provided by Edexcel.**

Unit 3 - Religion and Life Based on a Study of Roman Catholic Christianity

Unit 8 – Religion and Society Based on a Study of Roman Christianity and one other Religion

These papers were written not only to give pupils a broad knowledge and understanding of Catholic Christianity, but they are also designed to be relevant to issues that are of vital importance to the students in their own lives. Students explore key questions about religion, the purpose of life and the search for meaning. All pupils should be challenged to think deeply and develop their own beliefs and values. They will also have the opportunity to study another world religion.

**THE EXAMINATION**

The GCSE is a linear course and pupils will complete two GCSE exam papers at the end of Year 11. One for unit 3 and one for unit 8

**Assessment overview**

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and students will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty. Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Marks are awarded for the quality of Spelling, Punctuation and Grammar.

**The course**

An outline and summary of the course

**Unit 3 consists of the following …..**

 **Believing in God**

 **Matters of Life and Death**

 **Marriage and Family Life**

 **Community Cohesion**

**Unit 8 consists of the following…..**

 **Rights and Responsibilities**

 **Religion and The Environment**

 **Peace and Conflict**

 **Crime and Punishment**

There is no coursework.

**KEY STAGE 5 DETAILS**

**Year 12**

**In Year 12 students will study the New A Level from September 2016. This will include Philosophy, Ethics and New Testament Studies which is provided by Edexcel.**

Students will engage with arguments and debates on religious and non-religious views of life, which focus on some key areas of controversy that shape modern views of the world.

**The Examination**

The A Level is a linear course and students will complete three 2 hour exam papers at the end of Year 13. One for Philosophy, one for Ethics and one for New Testament Studies. For all three exam papers, the assessment consists of two sections - students must answer **all** questions in Section A and in Section B. The paper includes short-open and extended writing questions which include an extract from an unseen source and an essay.

**The Course**

|  |  |  |
| --- | --- | --- |
| **Philosophy** | **Ethics** | **New Testament Studies** |
|  |  |  |
| * Philosophical issues and questions
* The nature and influence of religious experience
* Problems of evil and suffering Philosophical language
* Works of scholars
* Influences of developments in religious belief
 | * Significant concepts in issues or debates in religion and ethics
* A study of three ethical theories Application of ethical theories to issues of importance
* Ethical language
* Deontology, Virtue Ethics and the works of scholars
* Medical ethics: beginning and end of life issues
 | * Social, historical and religious context of the New Testament Texts and interpretation of the Person of Jesus
* Interpreting the text and issues of relationship, purpose and authorship
* Ways of interpreting the scripture
* Texts and interpretation: the Kingdom of God, conflict, the death and resurrection of Jesus
* Scientific and historical-critical challenges, ethical living and the works of scholars
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**Year 13**

**In Year 13 students will study the current A Level from September 2008. This will include Philosophy and Ethics which is provided by Edexcel.**

In the first unit (Developments), the Philosophy of Religion comprises further study of philosophical arguments about the existence of God and selected problems in the philosophy of religion. Ethics comprises further study of ethical concepts and problems. In the second unit (Implications), students will consider, examine or discuss: the consequences of holding certain opinions, views or beliefs, including their own; how a particular belief or value could affect other people, either for good or ill and how other people’s lives might be affected if a certain belief were widely held or a certain value widely applied.

**The Examination**

Students will complete two exam papers at the end of Year 13, one for Philosophy and one for Ethics. In paper 1 (developments), students must answer three questions (2 philosophy and 1 ethics) in 1 hour 45 minutes. All the questions set for this unit require extended writing. In paper 2 (Implications), students must answer one question (philosophy anthology) in 1 hour 15 minutes. This will be an extended essay question.

**The Course**

|  |  |
| --- | --- |
| **DEVELOPMENTS** | **IMPLICATIONS** |
| **Philosophy** | **Ethics** |  |
|  |  |  |
| * A study of philosophical arguments about the existence of God: Religious experience and the Ontological Argument
* A study of selected problems in the philosophy of religion: A study of religious language: analogy; language games; myth and symbol; verification and falsification debates
 | * A study of ethical concepts: Critiques of the relationship between religion and morality; Deontology, natural moral law, virtue ethics
* A study of selected problems in ethics: Justice, law and punishment.
 | * Philosophy of Religion: Religious language; Religious experience and the Emergence of modern philosophy of religion
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