

Subject: Religious Studies

Teachers: Mrs Barker

Exam Board: AQA

NEWPORT GIRLS' HIGH SCHOOL

KS5 CURRICULUM OVERVIEW

Curriculum Intent & Organisation

The AQA Religious Studies course explores a range of challenging and thought provoking questions about religion, existence, morality and contemporary issues. Students will become familiar with the responses philosophers and religions have made to ultimate questions and are encouraged to form their own response to philosophical and moral questions. During the course students will develop independent, critical and evaluative thinking skills and their ability to construct well-reasoned and structured written arguments. The course is taught by Mrs Barker who is a subject specialist.

Examination Information

Option subject examined end of Year 13 by two 3 hour examination papers with no coursework

Facilitating Subject?

No

Impact of Prior Learning from KS4

The GCSE religious studies course introduces students to some issues and ideas which are explored more fully at A level. Students will also have begun to develop many of the independent and critical thinking and writing skills which help them to tackle new and more challenging content. Prior to the course, students will complete a summer assignment; this is an opportunity for them to read more challenging and academic texts, introducing them to the demands of A level study. The assignment introduces students to the ideas of rationalism, empiricism and some other key terms and ideas that are relevant to a number of topics.

Equipment Required for this course

- Standard classroom stationery
- Mathematical calculator
- Own lined paper.
- Lever arch file.

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Curriculum Implementation – Areas of Focus Year 12		
Autumn Term	Spring Term	Summer Term
<p><u>Philosophy of religion:</u></p> <ul style="list-style-type: none"> • Arguments for the existence of God: The Design Argument • Arguments for the existence of God: The Ontological Argument • Arguments for the existence of God: The Cosmological Argument • Evil and Suffering • Religious Experience 	<p><u>Ethics and Religion:</u></p> <ul style="list-style-type: none"> • An introduction to teleological and deontological approaches to moral decision making. • Natural moral law. • Situation ethics. • Aristotle’s virtue ethics. • Application of ethical approaches to a range of contemporary issues: Theft; Lying; Embryo research -cloning and ‘designer’ babies; Abortion; Voluntary Euthanasia and assisted suicide; Capital punishment; The use of animals as food - intensive farming; The use of animals in scientific procedures – cloning and xenotransplantation; Blood sports 	<p><u>Christianity:</u></p> <ul style="list-style-type: none"> • Sources of wisdom and authority • God • Self. Death and afterlife • Good conduct and key moral principles • Expressions of religious identity.

Curriculum Implementation – Areas of Focus Year 13		
Autumn Term	Spring Term	Summer Term
<p><u>Ethics and religion</u></p> <ul style="list-style-type: none"> • An introduction to meta-ethics: the meaning of right and wrong. • Free will and moral responsibility. • Conscience. • The approaches of Bentham (Utilitarianism) and Kant (The Categorical Imperative) to moral decision making. 	<p><u>Philosophy of religion:</u></p> <ul style="list-style-type: none"> • Religious language • Miracles • Self, death and afterlife. <p><u>Dialogues:</u></p> <ul style="list-style-type: none"> • The dialogue between Christianity and philosophy. • The dialogue between Christianity and ethics. 	<p>Preparation for the examination - Examination question practise.</p>

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Impact / Outcomes

Learning will be assessed throughout the course by:

- Regular completion of examination style questions.
- Written responses to consolidation questions.
- Verbal responses during classroom discussion activities.
- Course file checks.

Homework / Self Study

Students will be set a variety of tasks for home learning, including:

- Completion of examination style questions.
- Research tasks in preparation for classwork.
- Consolidation questions to review and apply learning.
- Revision for upcoming assessments.
- Preparation reading and notes ahead of a new topic.
- Wider reading.

Ways to support learning

Resources/activities to support independent learning:

- Wider reading: for most of the topics studied, students will be given wider reading materials from a range of journals and academic books.
- The “Crash Course Philosophy” series on YouTube covers some of the topics studied.
- www.philosophynow.org has a number of podcasts which are relevant to some of the ideas and issues explored throughout the course.
- The BBC Radio 4 programme “In Our Time” has a number of episodes which are relevant to the course:
<https://www.bbc.co.uk/programmes/b006qykl/episodes/guide>
- The YouTube channel “Bioethics on demand” has a number of videos on ethical issues:
<https://www.youtube.com/@bioethicsondemand6258>
- Other useful websites:
<https://philosophyalevel.com/>
<https://1000wordphilosophy.com/>

Next Steps

During the course students will develop many transferable skills that will prepare them well for further study, be it in Philosophy, Theology, Comparative Religion or any academic discipline that requires independent, critical and evaluative thinking. Such skills are also highly sought in law, education, social work, politics, medicine, administration and the media.

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Inclusion	Inclusion within key stage 5 religious studies
<ul style="list-style-type: none">• Teachers follow student passports to ensure that the needs of all students with SEND are met.• Work is enlarged to the necessary size for visually impaired students.• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.• Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration.• Students are seated according to their needs, students work with the SENDCo to decide upon this.	<ul style="list-style-type: none">• Pupils explore different worldviews and perspectives. They consider how these influence actions and beliefs and develop an understanding of how people might experience, understand and interpret the world around them differently to themselves.• Different methods for recording/presenting detail are used; for example – key word summaries, diagrams/mind maps.• Students receive copies of all PowerPoints to assist note-taking during lessons and to allow students to read ahead.• Students are given guidance on how to read academic articles and are introduced to techniques to support independent learning, For example:<ul style="list-style-type: none">○ Cornell note taking.○ Sketch notes and the benefits of visual learning.○ Active reading strategies.

For more information, contact Mrs Barker.