

# Religious Studies Policy



## **Our Mission Statement – the reason our College exists**

### **“Learning & Growing in the Light of the Gospel”**

*With Christ at the centre of our learning, we:*

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

## **Our Vision Statement – the long-term change resulting from our work**

### ***‘Begin Here, Go Anywhere’***

*Ratcliffe’s unique educational offering based on our College motto, “Legis Plenitudo Charitas”, Love is the fulfilment of the Law, provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The College’s inclusive Catholic ethos is complemented by the outstanding quality of our College community through which our Mission, “Learning and Growing in the Light of the Gospel”, serves to nurture resilience and develop maturity. Young people leave Ratcliffe with a strong sense of who they are and their purpose in the world, equipped socially, emotionally, morally and spiritually to go forth and make a difference to the communities in which they live and work.*

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## **Religious Studies Department Aims**

### **‘Learning and Growing in the Light of the Gospel’**

**But grow in the grace and knowledge of our Lord and Saviour Jesus Christ.  
(2 Peter 3:18)**

*The outcome of excellent Religious Education is religiously literate and consciously engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who recognise of the demands of religious commitment in everyday life.  
(Religious Education Curriculum Directory 2022, P.6)*

#### **Religious Studies is an Academic Discipline**

We aim to be a valid and effective academic department, establishing the study of religion as equivalent to all other academic disciplines in terms of status and importance (General Directory of Catechesis 73)

#### **Religious and Spiritual Growth**

We aim to grow to full religious and spiritual maturity, by offering pupils the chance to question and debate matters of faith, presenting them with a framework from which they can make informed spiritual, moral, ethical and faith choices.

#### **Working alongside Chaplaincy**

We aim to work alongside the chaplaincy team in providing opportunities for worship, prayer and sacramental life within the school community, and by doing so, helping to create a community which recognises each individual as a unique part of God’s creation.

#### **Aims of Religious Studies:**

- **Develop knowledge and understanding** of the teachings of Jesus, the Church and other faiths as well as non-religious ideas.
- **Reflect** on these teachings and ideas and apply these to wider issues: Think about how these teachings might be applied and how we act as a result, e.g. Catholic Social Teachings.
- **Discuss** religious teachings and other ideas critically; to be able to construct reasoned arguments, with reference to different teachings and views.

#### **Teaching and Learning styles:**

Teachers will adopt a variety of different teaching styles and activities to help the students learn and achieve to the best of their ability. These include recall of knowledge,

different types of questioning including cold calling, reading as a class, quizzes and class discussions.

**Assessment:**

Students will be assessed throughout lessons and through prep (homework tasks) as well as at the end of each unit.

**Key Stage 3:**

Students will follow the RED schemes of work in years 7 & 8, using the 'Source and Summit' textbooks.

**Key Stage 4 (GCSE):**

At the beginning of **Year 9**, students will study a unit of work on Relationships and Sexuality.

As part of the unit, teaching and learning will focus on:

- Christian teachings on love
- Catholic and other Christian attitudes towards Marriage and Divorce
- Different Christian teachings on sexual relationships
- Different Christian teachings on Contraception
- Different Christian teachings about homosexuality
- Christian teachings on pornography

Students will have the opportunity to reflect on and discuss different views relating to these important and sensitive issues.

Students will begin their study of the Eduqas B GCSE course. Students will study the Judaism component of the course.

**In Years 10 and 11**, all students will continue to follow the GCSE course. The main themes of the Catholic components of the course are:

- Origins and Meaning
- Good and Evil
- Life and Death
- Sin and Forgiveness

2 years overseas students and LCFC scholars will study the course over two years.

**A Level:**

Students opting for A Level Religious Studies (Religion, Philosophy and Ethics) will follow the OCR course. This entails a study of three areas:

1. Development in Religious (Christian) Thought
2. Religious Ethics
3. Philosophy of Religion

Students will sit three examinations at the end of Year 13.

All topic areas are covered to follow the Exam board specification and to equip students with the skills necessary to perform to the best of their ability. However, Schemes of

Work and Classroom teaching are geared towards ensuring that students continue to grow in their knowledge and understanding Catholic teachings.

**Sixth Form Religious Studies / Core RS:**

All students in the Sixth Form have one lesson of Religious Studies per fortnight. The rationale behind Sixth Form RS is the same as the rationale at KS3 and KS4. Primarily, this involves catechesis and evangelisation in the Catholic faith and exploring religious beliefs. Students should be engaged in discussions about morality and ultimate questions. It is also important that RE contains a practical element. It is a life subject.

Students continue to explore the teachings of the Catholic Church as well as other Christian teachings and beliefs of other faiths.

Students also play an active role in helping to prepare and deliver Assemblies, organising charity events, assisting with spiritual events involving other Year groups and preparing the Sixth Form leavers Mass.

## KEY STAGE 3 OVERVIEW

In **Years 7-8**, students follow RE Directory (2022).

The RE Directory follows four strands: Hear; Believe; Celebrate; Live

The students will answer three main types of question: Understand; Discern; Respond

	<b>Year 7</b>	<b>Year 8</b>
<b>Autumn Term</b>	<b>1. Creation and Covenant</b> <ul style="list-style-type: none"> <li>- How do we know about God?</li> <li>- Genesis 1-2: Creation stories</li> <li>- Catholic teachings on scientific views</li> <li>- Our responsibility to the world and others</li> </ul> <b>2. Prophecy and Promise</b> <ul style="list-style-type: none"> <li>- The Bible: The library / Finding references / Scripture as inspired / The Bible in the Mass</li> <li>- The Bible and Advent</li> <li>- The Bible and Christmas</li> <li>- The Bible and Epiphany</li> </ul>	<b>1. Creation and Covenant</b> <ul style="list-style-type: none"> <li>- Recap (Genesis)</li> <li>- The Fall</li> <li>- Ten Commandments</li> <li>- Baptism</li> <li>- Love of Neighbour</li> </ul> <b>2. Prophecy and Promise</b> <ul style="list-style-type: none"> <li>- What is a prophet?</li> <li>- Jeremiah</li> <li>- Repentance</li> <li>- John the Baptist</li> </ul>
<b>Spring Term</b>	<b>3. From Galilee to Jerusalem</b> <ul style="list-style-type: none"> <li>- The Bible and Christmas</li> <li>- The Bible and Epiphany</li> <li>- Jesus: The Incarnation</li> <li>- Son of God / Son of Man / Christ Son of David</li> <li>- The Trinity</li> </ul> <b>4. From the Desert to the Garden</b> <ul style="list-style-type: none"> <li>- The Paschal Mystery</li> <li>- The Sacraments</li> <li>- The Eucharist: Last Supper / Parts of the Mass / Importance of the Eucharist</li> </ul>	<b>3. From Galilee to Jerusalem</b> <ul style="list-style-type: none"> <li>- Kingdom of God</li> <li>- Jesus' Ministry</li> <li>- Parable</li> <li>- Miracles</li> <li>- Anointing of the Sick</li> <li>- Leaving Out Jesus' teachings</li> </ul> <b>4. From the Desert to the Garden</b> <ul style="list-style-type: none"> <li>- Suffering / Jesus' suffering</li> <li>- Lent</li> <li>- Easter Triduum</li> <li>- Crucifixion and Art</li> </ul>
<b>Summer Term</b>	<b>5. To the ends of the Earth</b> <ul style="list-style-type: none"> <li>- The Sacraments</li> <li>- Luke's Gospel</li> <li>- The role of the Holy Spirit / Pentecost</li> <li>- Confirmation</li> </ul> <b>6. Dialogue and Encounter</b> <ul style="list-style-type: none"> <li>- Early Church Councils</li> <li>- Christian Denomination</li> <li>- Ecumenism</li> </ul>	<b>5. To the ends of the Earth</b> <ul style="list-style-type: none"> <li>- Resurrection</li> <li>- Why is Baptism necessary?</li> <li>- Funeral Rites</li> </ul> <b>6. Dialogue and Encounter</b> <ul style="list-style-type: none"> <li>- Second Vatican Council</li> <li>- Ecclesiam Suam</li> </ul>

## GCSE Religious Studies

### Course Content and Overview (Eduqas B)

<b>Component 1</b>  <b>Foundational Catholic Theology</b>  <b>Year 10</b>	<b>Component 2</b>  <b>Applied Catholic Theology</b>  <b>Year 10 /11</b>	<b>Component 3</b>  <b>Judaism</b>  <b>Year 9</b>
<p><b>Origins and Meaning</b></p> <p>Catholic Teachings and other Christian teachings on the origins of the universe</p> <p>Scientific and Humanist views</p> <p>Image of God: Sanctity of life and abortion Stewardship &amp; the environment</p> <p>Revelation and inspiration / Art (Michelangelo)</p> <p>Charity (CAFOD)</p> <p><b>Good and Evil</b></p> <p>Origins of evil</p> <p>St Augustine</p> <p>The meaning of suffering</p> <p>The Trinity</p> <p>The incarnation</p> <p>Jesus and moral authority</p> <p>Sculpture</p> <p>Pilgrimage</p> <p>The Rosary</p>	<p><b>Life and Death</b></p> <p>Catholic Teaching on Death</p> <p>Sanctity of human life and euthanasia</p> <p>Body and soul</p> <p>Judgement</p> <p>The Resurrection</p> <p>Funerals</p> <p><b>Sin and Forgiveness</b></p> <p>Crime &amp; sin</p> <p>Aims of punishment</p> <p>Christian teaching on forgiveness</p> <p>Capital Punishment</p> <p>Salvation / Hell</p> <p>The seven sacraments</p> <p>Mission and evangelism</p>	<p><b>Beliefs &amp; Teachings</b></p> <p><b>God:</b> One, Creator (The Shema); Lawgiver &amp; Judge; Nature and significance of Shekinah (Divine Presence); The Messiah</p> <p>Covenants with Abraham &amp; Moses (Ten Commandments)</p> <p>Pikuach Nefesh (Sanctity of life)</p> <p>Free will and the Mitzvot</p> <p>Life after death</p> <p><b>Practices</b></p> <p>Orthodox and Reform Synagogue services; Shabbat service; Amidah;</p> <p>Worship in the home; Items worn in worship (Tefillin, Tallit, Kippah);</p> <p>Features of the synagogue (Bimah, Haron Hakodesh, Torah scrolls);</p> <p>Brit Milah; Bar Mitzvah; Marriage; Mourning;</p> <p>Use of the Talmud and Tenakh;</p> <p>Dietary laws;</p> <p>Festivals (Yom Kippur, Pesach, Sukkot)</p>

# A Level Religious Studies (OCR)

## Course Content and Overview

### General Outline

Religion (Christianity)	Philosophy	Ethics
<b>Insight</b> Augustine on Human Nature Death & the afterlife  <b>Foundations</b> Knowledge of God: Natural Theology & Revelation The Person of Jesus  <b>Living</b> Christian moral reasoning & source of ethics – Different approaches Christian Moral Action: Bonhoeffer  <b>Developments in Christian Thought</b> Pluralism & Theology / Pluralism & Society  <b>Society</b> Gender & Society / Gender & Theology  <b>Challenges</b> Secularism Liberation Theology	<b>Philosophical Influences</b> Plato, Aristotle Soul, Mind & Body  <b>Existence of God</b> Teleological / Cosmological Arguments & Criticisms / Ontological  <b>God and the World</b> Religious Experience: Mystical, conversion, corporate Problem of Evil: Irenaeus, Augustine, Hick  <b>Theological &amp; Philosophical Developments</b> Nature of God 4 Attributes (inc. eternity) and Free Will  <b>Religious Language</b> Via Negativa, Analogy, Symbol, 20th Cent  <b>Religious Language: 20th Century</b> Logical Positivism, Wittgenstein, Meaning	<b>Normative ethical theories: Religious</b> Natural Law, Situation Ethics  <b>Normative ethical theories: Deontological &amp; Teleological</b> Kant, Utilitarianism  <b>Applied Ethics</b> Euthanasia, Business Ethics  <b>Language:</b> Meta-Ethics (naturalism, Intuitionism, Emotivism)  <b>Significant Ideas - Conscience:</b> Aquinas & Freud  <b>Developments in Ethical Thought:</b> Sexual Ethics & Application

## Sixth Form Core RS

Year 12	Year 13
<p><b>Lesson 1: ACN to come in and speak with the Year group. (Teresa Kehoe ACN has confirmed she can do this.)</b></p> <p><b>Lesson 2: Friday 20th September - Briars Team to talk to Year 12</b></p> <p>When we have the whole Year Group together:</p> <ol style="list-style-type: none"> <li>1. Lourdes (FD)</li> <li>2. After the Dark (ACO)</li> <li>3. Buddhism (TA)</li> <li>4. Rwanda (NW)</li> <li>5. Challenges to faith (THJ)</li> <li>6. Faith in history (BG)</li> </ol>	<p><b>Gospel Values:</b></p> <ol style="list-style-type: none"> <li>1. Dignity</li> <li>2. Stewardship</li> <li>3. Solidarity</li> <li>4. Peace</li> <li>5. Charity</li> <li>6. Common Good</li> </ol> <p><b>Lesson 1</b> - Introduction to Gospel Value  <b>Lesson 2</b> - Speaker in  <b>Lesson 3</b> - Reflection / faith in action  <b>Lesson 4</b> - Practical</p> <p><b>Speakers</b></p> <ol style="list-style-type: none"> <li>1. Carpenters arms - 16th September</li> <li>2. Briars - 18th November</li> <li>3. Another faith (Islam)</li> <li>4. CAFOD - Fr JC Diversity in the Church</li> </ol>
<p><b>ACN</b> - when we have our own lesson. <i>Roughly 2 lessons per country. 3rd lesson, students prepare a presentation on what they've learned</i></p> <p><b>Lesson 1 &amp; 2</b> - prepare an introduction lesson on Gospel Values / Persecution</p> <p><b>Lessons 3 &amp; 4</b> - Nigeria</p> <p><b>Lesson 5</b> - Presentation</p> <p><b>Lessons 6 &amp; 7</b> - China</p> <p><b>Lessons 8</b> - Presentation</p> <p><b>Lessons 9 &amp; 10</b> - Egypt</p> <p><b>Lesson 11</b> - Presentation</p> <p><b>Lessons 12 &amp; 13</b> - Pakistan</p> <p><b>Lesson 14</b> - Presentation</p>	<ol style="list-style-type: none"> <li>1. Anti-Racism (ACO)</li> <li>2. CoW / Put Yourself on the Line (FD)</li> <li>3. Oscar Romero</li> <li>4. Relationships (NW)</li> <li>5. Speculative Faith (THJ)</li> </ol>