



Sir John Cass Red Coat School Programme of Study – Key Stage 5  
Subject: RE

Year 12	Year 13
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**Topics Covered/ Areas of Focus:**

This specification covers a number of options. Students study the ethics option and one world religion option which is Islam. Students are encouraged to adopt an enquiring, critical and reflective approach to the study of religion and ethics.

At AS level in Ethics, students will study,

- Ethical theories including Christian, Kantian, Utilitarian
- Applied Ethics topics

At AS level in Islam, students will study,

- Background and origins of Islam
- Beliefs and practices

**Topics Covered/ Areas of Focus:**

This specification covers a number of options. Students study the ethics option and one world religion option which is Islam. Students are encouraged to adopt an enquiring, critical and reflective approach to the study of religion and ethics.

At A2 level in Ethics, students will study,

- Meta Ethics
- Free will and determinism including Christian ideas of Predestination
- Conscience including Christian and secular theories
- Virtue Ethics
- Topics such as environment, business and sexual ethics applied to Christian and secular ethical perspectives

At A2 level in Islam, students will study,

- Articles of belief
- Muslim life and Shariah
- Developments in Islam

**Skills Development & Expected Progress:**

- Ensure pupils learn about and from religion and develop knowledge that religion and faith have the capacity to change lives.
- Develop pupils’ understanding of scripture and the skills to interpret texts and their meanings through critical engagement.
- Be inclusive so that pupils learn about Christianity, Islam and other faiths, non-religious views and celebrate diversity.
- Think theologically exploring questions of life and death, meaning and purpose.
- Reflect critically on the truth claims of Christian belief. They should explore how Christianity is relevant today and face the challenge of Jesus’ teaching in a pluralist and post-modern society. A similar approach should be taken to explore other major faiths such as Islam.
- Develop a sense of themselves as significant, unique and precious. It should encourage pupils to explore their own beliefs (whether they are religious or non-religious), in light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to

express their responses. This also builds resilience to anti-democratic and extremist narratives.

- Experience the breadth and variety of the Christian community.
- Engage in thoughtful dialogue with other faiths and traditions. To teach pupils to develop respect for others, including people with different faiths and beliefs, and help to challenge prejudice. Develop this through experiential learning opportunities
- Become active citizens, serving their neighbour in a diverse community.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions then examine these questions, fostering personal reflection and spiritual development.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- Develop a sense of awe and wonder and mystery.

#### **Assessment:**

Assessment should be carried out regularly in line with the school's assessment policy and is monitored by the Head of RE and SLT line manager.

100% written exam broken down into four papers:

AS 50% Islam and 50% Ethics

A2 50% Islam and 50% Ethics

#### **Literacy:**

Through the development of literacy skills, with a particular focus on oracy and extended writing, pupils are prepared for the academic rigour of the university and the workplace.

#### **Numeracy:**

Analysing data

#### **ICT:**

Independent learning and research. Lessons are also booked in the VLE

<p><b><u>Life in Modern Britain:</u></b></p> <p>Comparing life in pre-Islamic Arabia to life in Great Britain today. Democracy/ individual liberty.</p> <p>The idea of theocracy compared to a democracy; possible differences and similarities, looking at individual liberties, mutual respect for others beliefs and practices.</p> <p>The right to use violence in self defence/ concept of ‘just war’ compared to holy war. Right for Britain to fight against oppression and extremism.</p> <p>Drawing a cartoon of Muhammed. Though completely forbidden in Islam, should be allowed in democracy like Britain-point of discussion in class.</p> <p>Understanding that in Britain people have a variety of beliefs and opinions about the existence of God. There must be mutual respect for others beliefs and opinions.</p> <p>Understand that in Britain, people have different views about whether the Quran is infallible or not. Respect the fact that we all have different beliefs and opinions and should be able to express them.</p> <p>How Britain is so tolerant to all faiths. Muslims can happily practice the Five Pillars in this Democratic and Free nation.</p>	<p><b><u>Life in Modern Britain:</u></b></p> <p>Understanding how a Muslim can live in Britain and still fully observe all these articles.</p> <p>Equality of men and women in Britain/ equal rights.</p> <p>Compare this with the teachings of women.</p> <p>A good understanding of the British legal system and how this compares to Shari’ah law. Individual liberty and the rights of men and women.</p> <p>Understanding how extremists/ terrorist misuse this term of jihad in that it goes against all British values of individual liberty and democracy.</p> <p>Individual liberty, mutual respect and tolerance of other people’s beliefs and faiths.</p>
<p><b><u>SMSC:</u></b></p> <p>Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-base curriculum is essential to promote the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.</p> <p>Social – Emphasis on literacy and oracy development, group work and role play  Moral – Addresses issues of idol worship, female infanticide, alcohol, warfare  Spiritual – Develop sense of wonder at the nature of Allah, his transcendence and Immanence. The wonder of revelations, the power and effect of the Word of Allah  Cultural – Exploration of the lifestyles of different groups of people. Understanding beliefs and lifestyle of different religious groups.</p>	<p><b><u>SMSC:</u></b></p> <p>Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-base curriculum is essential to promote the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.</p> <p>Social – Emphasis on literacy and oracy development, group work and role play  Moral – Addresses issues of role of men and women; Shariah law compared to British legal system.  Spiritual – Develop sense of wonder at the nature of Allah, his transcendence and immanence. Religious experience - Sufism  Cultural – Exploration of the lifestyles of different groups of people. Understanding beliefs and lifestyles of different religious groups.</p>

<b><u>Meeting the needs of individual students &amp; Additional Support:</u></b>	
SEN Support G&T students are monitored	
<b><u>Extra-Curricular Activities &amp; Club:</u></b>	
Christian and Muslim unions	
<b><u>Independent Study/ Homework:</u></b>	
Set weekly	
<b><u>Resources for Learning Support and VLE:</u></b>	
Independent learning in the VLE	