

Religious Studies

HMM Faculty

Vision

To explore what people believe and what difference this makes to how they live, so that students can gain the knowledge, understanding and skills needed to handle questions raised by religion and beliefs, reflecting on their own ideas and ways of living. We aim to develop students' wider understanding of the world beyond the limited context of the surrounding area. We aim to develop their cultural understanding, cultural experience and tolerance of others, enabling them to be ready to face the multi-cultural world that awaits them.

Context

Students living in Market Drayton and the surrounding areas have low exposure to a range of cultural diversity compared to students living in either inner city or urban areas. The aim of Grove School is to give students the exposure to other cultures and diversity to help prepare them to engage fully within modern Britain and the wider world when they leave us.

Grove School: Curriculum

Disciplinary Knowledge

The subject coverage for Religious Studies has been linked to the Local Agreed Syllabus for Shropshire. In the first term students are taught an introduction to the main religions. This is as a basic starting point that students can use as reference points throughout Key Stage 3. As students come from various backgrounds at the start of Year 7, this introduction is an opportunity to bring everyone together and appreciate this diversity.

From this point, we focus on key aspects of all six of the main religions, either through classwork or homework. The homework is built around retrieval practice extending knowledge gained either from the previous academic year or from Key Stage 2. Through completing this, students have both an overview of all the main religions but also an opportunity to investigate key aspects of the religion in more depth. We therefore ensure there is both depth and breadth within the curriculum at Grove School..

At Key Stage 3, key themes are developed in line with core questions from the Agreed Syllabus. Please follow the link for more information on this. <https://www.shropshirelg.net/curriculum-subjects/re/introduction-to-the-local-agreed-syllabus/>

At Key Stage 4 we follow the AQA Religious Studies Short Course specification. We start with Christianity (Beliefs) in Year 10 and complete Theme A. In Year 11, we move on to Islam (Beliefs) and Theme B. The Key Stage 4 course develops areas initially looked at during Key Stage 3 learning and applies religious thought to moral issues. At Key Stage 4 we observe the Agreed Syllabus and follow AQA due to the content and structure of the exam. Please find the links to the Agreed Syllabus and exam specification below: <https://www.shropshirelg.net/curriculum-subjects/re/introduction-to-the-local-agreed-syllabus/>
<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-short-course-8061>

Supra Curriculum

Students have access to a range of independent activities on Microsoft Teams for them to delve into which link to the topics covered in lessons. These will develop their enquiring minds. Activities will be in three forms: academic reading, media clips with activities and TED Talks.



Key Stage 3

Religious Studies

Year 7

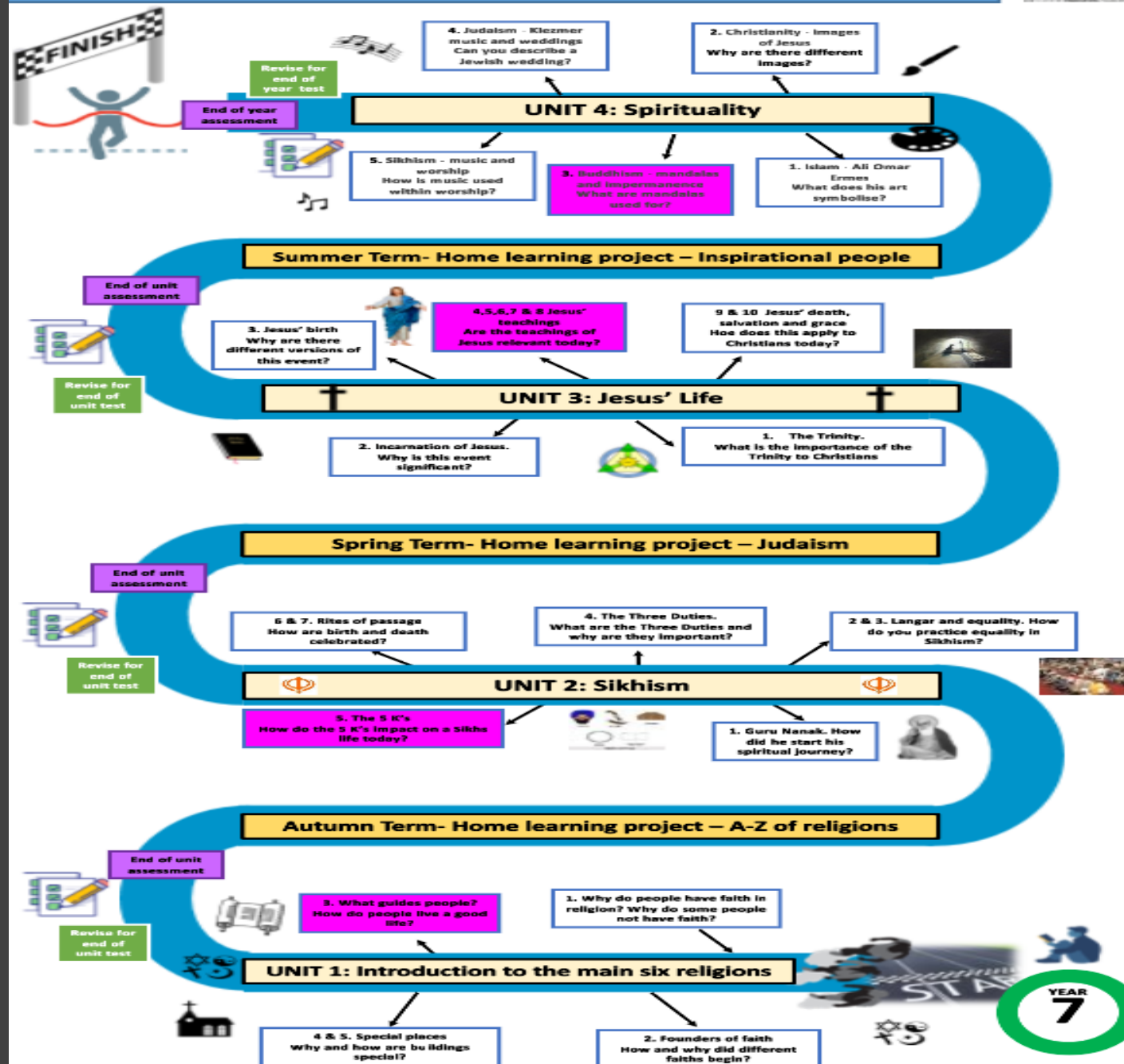
We start our journey of curiosity together focusing on gaining a foundation of knowledge on the six main religions which give us the building blocks to stem our curiosity in future units. We first develop our knowledge and understanding of Sikhism and consider how Sikh teachings on equality and service are put into practice and why the core beliefs are practiced today. Our second unit sees us exploring and questioning the life of Jesus and how the teachings of Jesus guide people in their decision-making today. Finally, we look at how religious belief and spirituality are expressed through the arts. The classroom curriculum will be further extended through autonomous learning opportunities linked to the topic areas of: 'The A-Z of Religion', 'Judaism' and 'Inspirational People'.

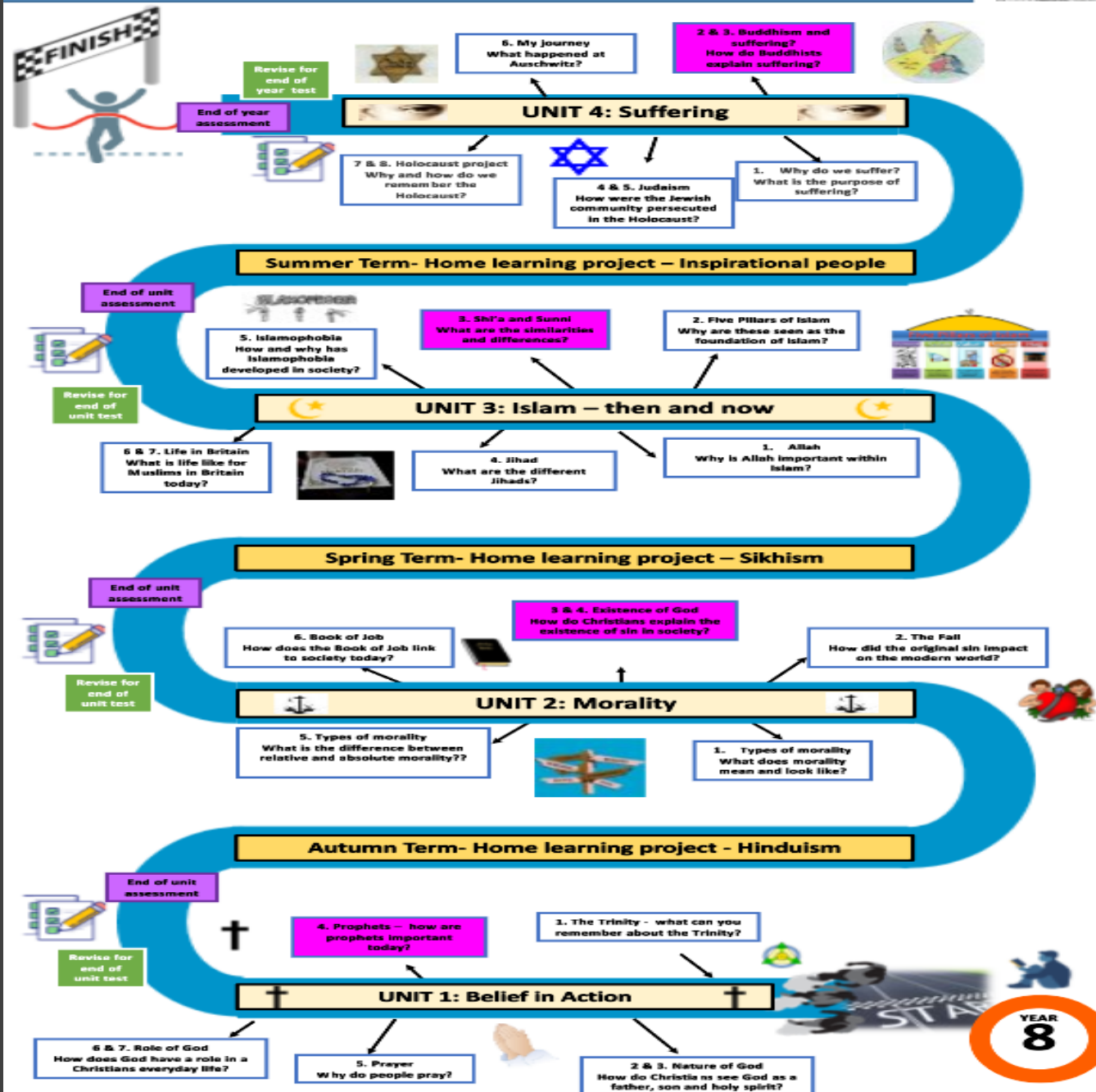
Year 8

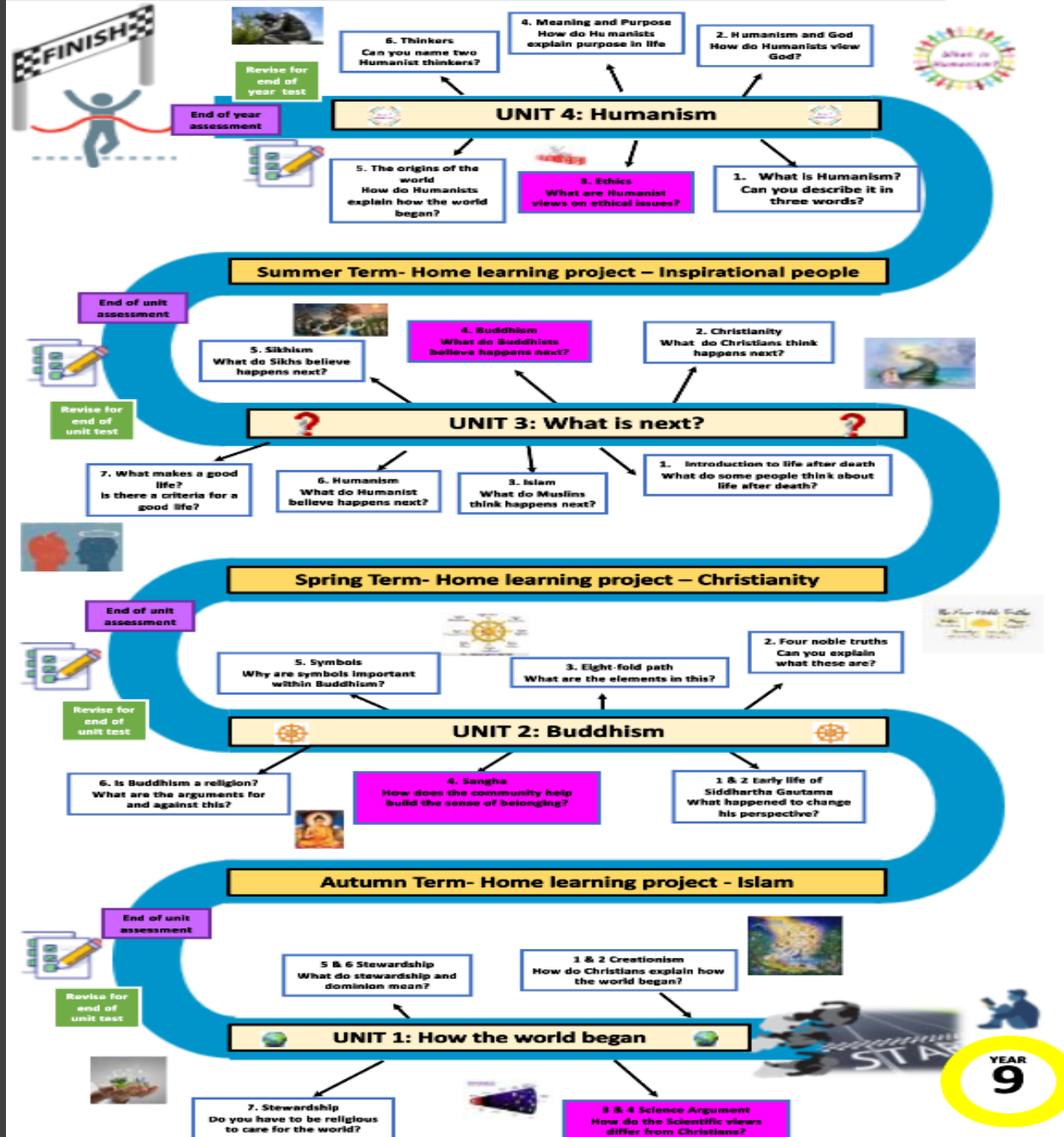
As we start this year, we examine how Christians put their faith into action and are challenged by the questions raised by reading religious texts. The second unit draws on how religious beliefs and practices can help form reasons for wider issues on morality. This part of our curiosity journey draws on previous units when looking at core and central beliefs. Our third unit examines the foundations of Islam and how Muslims put beliefs into action and the challenges that Muslims face. Our final unit draws on the big question of why people suffer. In this unit we examine types of suffering and look specifically at the Holocaust. The classroom curriculum will be further extended through autonomous learning opportunities linked to the topic areas of: 'Hinduism', 'Sikhism', and 'Inspirational People'.

Year 9

The third year of our curiosity journey begins by examining how the world began and humans' impact on the environment. This allows for students to question and evaluate a range of theories and beliefs. We then lead into the topic of Buddhism where we draw on previous units such as belief in action, how the world began and suffering. In the Buddhism unit, students delve deeper into the religious views and practices, challenging themselves on different viewpoints. The third unit of our journey has the big question of life after death as the focus. In this unit students question religious and non-religious views on the afterlife and draw on the unit on morality when considering what makes a good life. Finally, we look at Humanism and consider non-religious approaches to the 'big questions' and the religiosity of the world today. The classroom curriculum will be further extended through autonomous learning opportunities linked to the topic areas of: 'Islam', 'Christianity' and 'Inspirational People'.







Key Stage 4

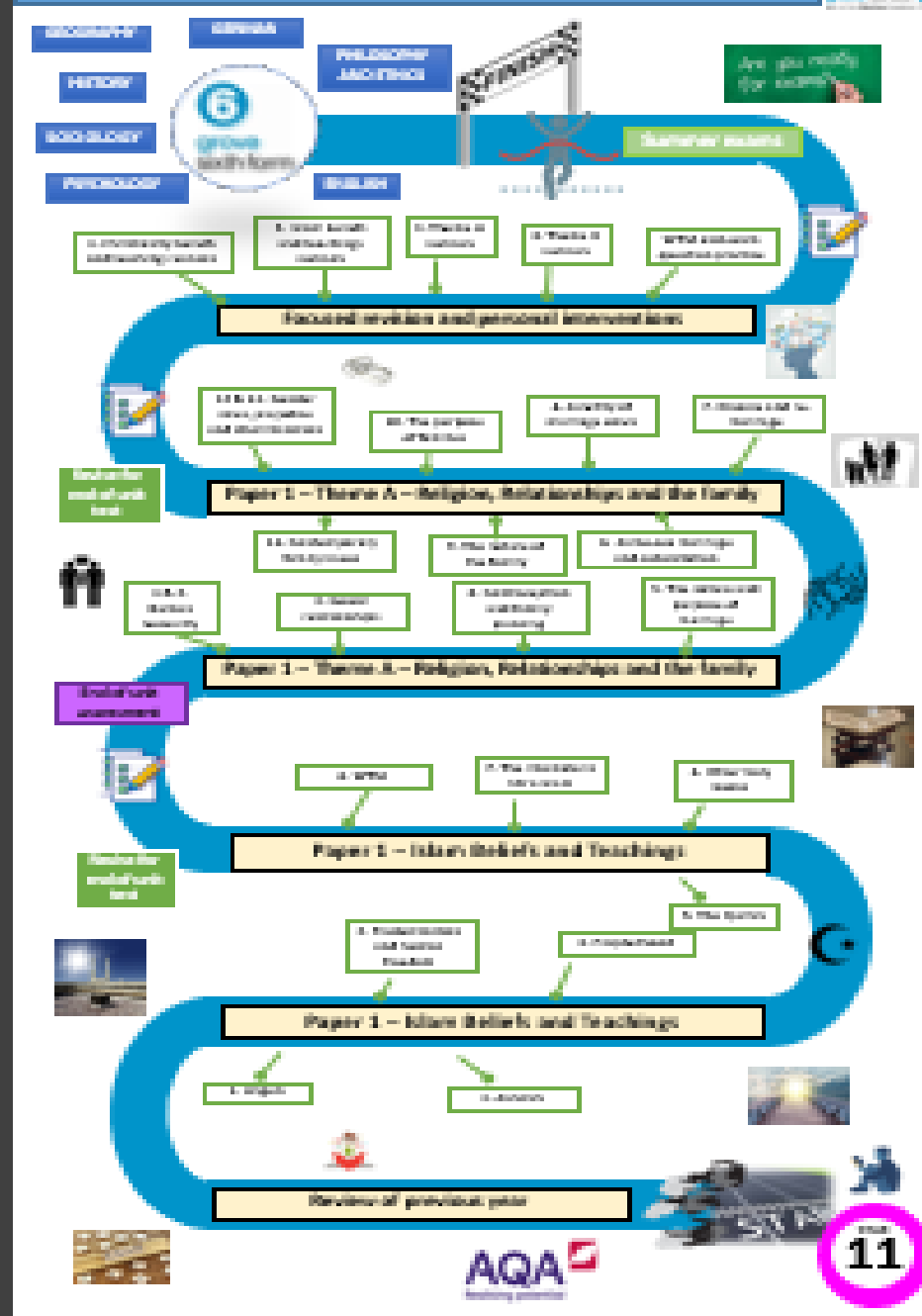
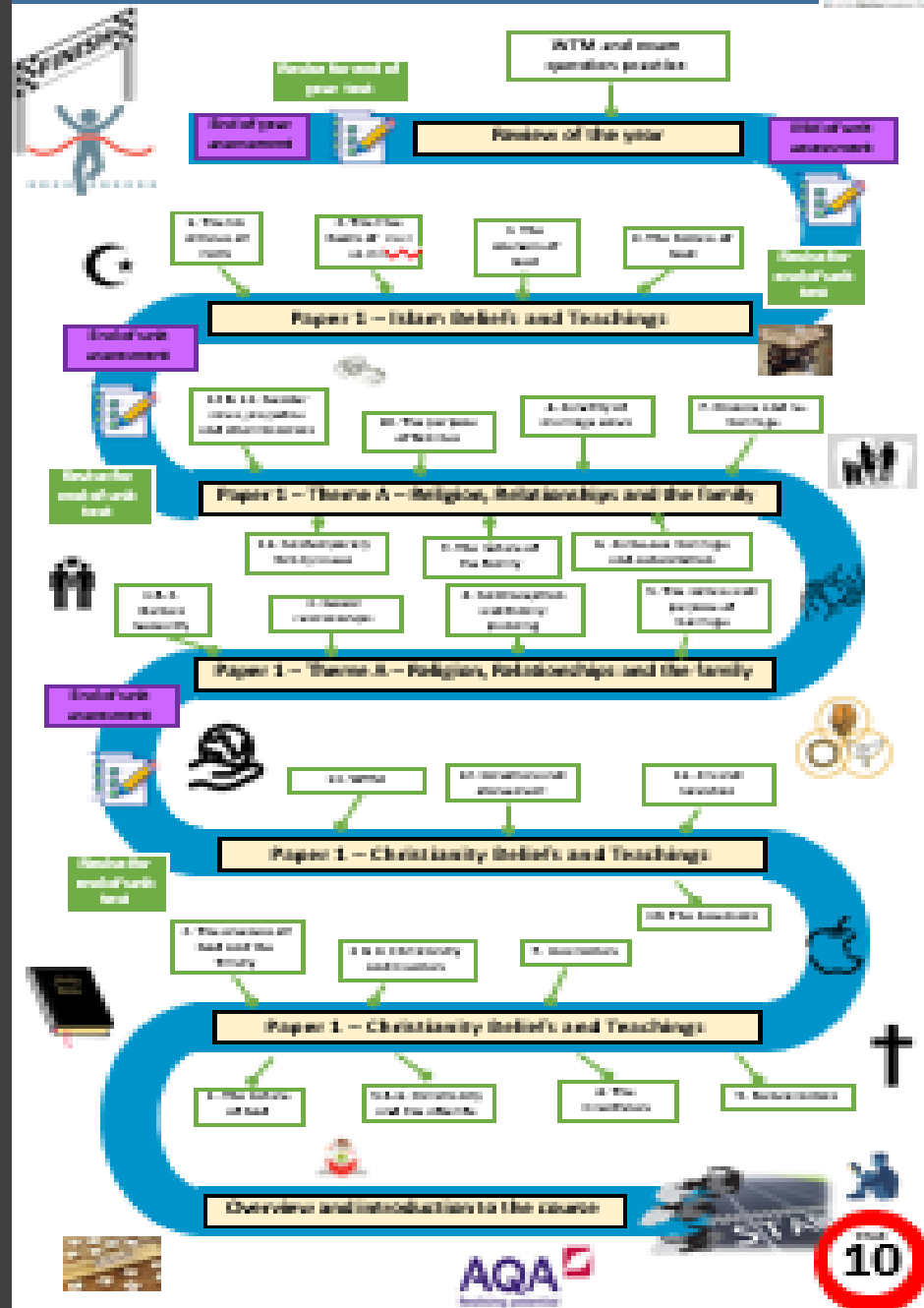
Religious Studies

Year 10

In Year 10 we begin our GCSE Short Course journey. We explore the complexity of Christian beliefs and teachings; we draw on our previous learning at Key Stage 3 and develop our analytical skills. As we progress through the year, we apply our knowledge of religious and non-religious beliefs to the theme of relationships and the family. This theme also considers some of the wider issues within society and notes how society has developed and changed. Finally, we begin to look at the core beliefs of Islam. We draw on the learning from Key Stage 3 and develop a greater understanding of the impact of Islamic beliefs. Comparisons between religious and non-religious views are developed and evaluated throughout the year.

Year 11

As we move to the second year of our GCSE Short Course, we recap on last year's learning and continue with our investigation into the core beliefs of Islam. The next stage of our journey is looking at the theme of peace and conflict. In this unit we examine the causes and impact of war and the role of religion both within peace and conflict. We draw on learning from Key Stage 3 by considering how beliefs can influence our decisions in how we act in different situations. We question motives and incentives and compare religious to non-religious views throughout the year.



Key Stage 5

Religious Studies

Year 12 and Year 13

In Year 12 we focus on moral and ethical issues. We apply learning from both Key Stage 3 and Key Stage 4 to current events and synthesise our own views and others' ideas and arguments. We argue and justify personal positions on world views and compare them to religious and non-religious views. We enquire into and develop insightful evaluations of ultimate questions.

In the Grove School Sixth Form, we draw on personal experiences and current world issues to ensure debates are relevant. We develop cultural awareness, tolerance of others and the acceptance of others. Through Discovery Days we develop a wider understanding of the world around us, enabling students to be prepared for the world of work or further education.