

# St Martin-in-the-Fields High School for Girls

A CHURCH OF ENGLAND ACADEMY  
Service Compassion Justice Perseverance



## **RELIGIOUS EDUCATION POLICY**

APPROVED: November 2017  
DATE TO BE REVIEWED: November 2019

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### **The school vision, values and distinct Christian ethos**

Christ is at the centre of our Church of England school community where we live, love and learn together within an inclusive and equalities framework, and where students of all faiths and none are welcomed into our Anglican Christian community. In all that we do, we seek to show God's care for our students. We value, respect and celebrate all faiths and cultures because we are inspired by a welcoming, inclusive and loving God, seen in Jesus Christ and lived out through the Holy Spirit alive in every person.

Our vision is to create a safe, caring, happy and inclusive community underpinned by our Christian values of service, compassion, justice and perseverance and our motto CARITATE ET DISCIPLINA - WITH LOVE AND LEARNING which come from the story of St Martin of Tours. Central to this is our school Bible verse from St Paul's first letter to the Corinthians.

*Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails.*  
1 Corinthians 13:4-8

We communicate our values on a day to day basis at all levels and ensure that every member of our school community has a voice. We aim to create a community, which does not judge or offer judgement but rather promotes values, acceptance and understanding.

St Martin's is committed to academic excellence and personal well-being. The school's vision is to create a safe, caring, happy and inclusive community underpinned by our Christian values and the teachings of Christ Jesus as found in the gospels.

Our aim is for St Martin's girls to shine and grow together in faith and knowledge, developing their unique gifts and talents both in the classroom and in the wider life of the school and beyond. Our commitment to learning ensures that our dedicated and caring school community is reflective and listens to the voice of our students.

By developing student voice, we aim to assist our students to have the skills and confidence in a supported environment to share any concerns they have. All adults working with our students uphold our Christian values and demonstrate these in their conduct and approach with our students. Students understand the importance of love, respect and trust by all parties.

### **Background to Religious Education at St Martin's school**

Religious Education (RE) is not a National Curriculum subject, but must be taught to all students as part of the Basic Curriculum. As a Church of England Voluntary Aided School, the teaching of Religious Education is governed by the Trust Deed drawn up when the school was founded. This is currently interpreted in a way that gives status to Christianity but also promotes respect and understanding of other principal religions.

As a Church School, we have a duty and responsibility to educate children in the understanding of the Christian faith and its values. Part of our Christian commitment is that we also promote a respect for, and an understanding of, the major religions represented in the school. This is developed through our daily acts of worship and teaching in the classroom and permeates throughout the day to day life of the school. We enjoy regular contacts with the Christian community, its clergy and churches, and have links with other places of worship.

Families who send their children to St Martin's are in the main 'nominally' Christian. There are a proportion of students from practising Christian families; in addition there are children who are from religions other than Christianity and some from non-religious backgrounds. RE is concerned with "learning about religion" and "learning from religion" and respecting one another's faiths and beliefs.

### **Withdrawal from RE**

Parents have a right to withdraw their children from religious education (RE). If a parent asks for their child to be wholly or partly excused from attending any RE the school must comply unless the request is withdrawn. Any parent who wishes to do this may consult the head teacher.

### **Values and Aims**

At St Martin's RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum. Specifically, RE at our school aims to enable students, of whatever ability and level of development to:

1. Acquire and develop knowledge and understanding of principal world faiths practised in Great Britain. These include, Christianity, Hinduism, Islam, Judaism, Buddhism and Sikhism, each of which is represented in Lambeth;
2. Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community;
3. Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions;
4. Enhance their own spiritual, moral, social and cultural development by:
  - a. developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;
  - b. responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices;
  - c. reflecting on their own beliefs, values and experiences in the light of their study;
  - d. expressing their own personal viewpoints in a thoughtful, reasoned and considerate way;
5. Recognise the right of people to hold different beliefs within an ethnically and socially diverse society.

## Objectives

### Learning

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges students to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

### AIMS AND LEARNING OUTCOMES

To enable students to understand the nature of Christian beliefs and practices, the beliefs and practices of other world faiths, and non- religious beliefs, such as atheism.

- To develop student's knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying,
- To teach tolerance, respect and challenge prejudice towards people of different faiths through providing opportunities to develop an understanding of living in a multicultural, multi-faith and multi-lingual society; community cohesion will also be built and maintained in RS lessons.
- To contribute to students' preparation for adult life in a pluralistic society and global community.
- To help students reflect upon their own needs, experiences and questions and to confront what are sometimes referred to as 'ultimate questions.'
- To encourage students to develop **open minds** to new and different concepts and to form their own opinions based on evidence and argument.
- To maintain close links with local churches and other religious communities.
- To learn from Religion and beliefs in addition to gaining knowledge and understanding about Religion and beliefs.
- To be "**informed**" and "**reflective**", "**enquiring**" and "**expressive**":
  - Enquiry – identifying questions or concepts for investigation
  - Informed – selecting knowledge and understanding for active learning
  - Expressing – planning for active involvement and response
  - Reflective – providing opportunities for evaluating and responding.
- To develop students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- To promote British Values. In Britain this is with a particular focus on **Christianity** but it also looks towards interfaith dialogue and a willingness to understand difference that it may be celebrated and overcome (not done away with)

## GUIDELINES AND TEACHING AT KEY STAGES 3, 4 AND 5

Governors share responsibility with the Diocese and the Headteacher for ensuring that the requirements for religious education are met in their school.

### Key stage 3

Our Key stage 3 curriculum is based on the Lambeth Agreed Syllabus for the teaching of Religious Education but we supplement this with material from the Diocese and elsewhere. See an example in appendix A (for detailed schemes of learning, see separate electronic folder)

### Key stage 4

At Key stage 4 (from year 9 onwards) students follow the AQA Religious studies course. GCSE specifications require students to demonstrate understanding of **two** religions.

The course has two components: Component 1 is the study of religions: beliefs, teachings and practices and Component 2 is a thematic study. Our students study Christianity and Islam. The overview of this new specification can be found in this policy as appendix B.

### Key stage 5

We offer AQA A-Level Religious Studies. Students study **Philosophy of Religion** (Religious language; Experience and religion; Nature of God; Life and death; Miracle), **Religious Ethics** (Meta-ethics; Free will and determinism; Conscience; Virtue ethics; Applied ethics topics), and the study of **Christianity**. (Sources of wisdom and authority; God; self-death and afterlife; expressions of religious identity). See example timetable in appendix C.

Teaching the programmes of study contributes to students' knowledge and understanding and provides opportunities for reflection including:

- **Beliefs and teachings** - e.g. stories, religious leaders, books, God/God's, self-sacrifice, truth, life after death;
- **Religious practices and lifestyles** - e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, actions, effects on individuals;
- **Ways of expressing meaning** - e.g. sacred texts, art, music, literature, symbolism, poetry, dance, drama, prayer, forms of religious and spiritual expression, silence/stillness;
- **Human identity**, personality and experience - e.g. belonging, preferences, relationships within family and community, influences on own lives, inspirational people;
- **Questions of meaning and purpose** - e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and life's journey, making sense, ultimate questions of life raised by life experiences;
- **Values and commitments** - e.g. values, ethics, principles, rules, morality.

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches.

### RE teaching draws on the following:

- visits and visitors; enabling students to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith
- role play; encouraging students to learn through familiar or unfamiliar settings and ask questions from their own encounters

- artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect and questioning whilst deepening knowledge
- the expertise of the school chaplain and the chapel is used as a learning resource

The teaching of RE involves some whole class teaching as well as group, paired and individual activities. A range of teaching styles are used including enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors; students are actively engaged in learning. The school regularly visits Holy Trinity Church and receives visits from local clergy and other organisations.

### **Assessment, Recording and Reporting (see school Assessment policy for more detail)**

Learning objectives are an integral part of each unit of work in both key stages. These are shared with students and form an essential part of the learning that takes place in each lesson.

Diagnostic marking of selected pieces of work is a key feature of assessment for learning. Feedback to students requires green pen responses from them in order to re-draft, improve or correct work. The school marking policy is used across the department: WWW (what went well), HTI (how to improve).

Each half term every student will have one formal assessment. These assessments might be in the form of tests, essays or short questions. In both year 10 and 11 students take a formal PPE.

Homework tasks are set weekly for years 7-11 and in the Sixth Form which either consolidate learning or prepares them for new learning.

The RE department has undertaken moderation exercises to ensure that teachers are familiar with the assessment criteria and what they mean in the context of a students' work.

### **Time Allocation**

St Martin's RE provision is above the requirements of the Lambeth Agreed Syllabus of Religious Education which is based on the expectation that 5% of curriculum time should be devoted to Religious Education. It is also in line with the National Society Statement of Entitlement for Religious Education which states that the proportion of curriculum time dedicated to meeting religious education objectives should be between 5-10%.

At St Martin's at both Key Stages 3 and 4, students have two 50 minute RS lessons (7% of their curriculum time).

At Post 16 we have introduced a Core RE provision which will provide an entitlement of at least 15 hours per year for all sixth form students (see appendix D)

A-Level Religious Studies is offered as an examination option to our students at KS5 (six 50 minute lessons per week, 20% of curriculum time, 10 hours per fortnight).

### **Cross Curricular Issues**

RE teaching and learning is a gateway to many wider cross-curricular themes and dimensions.

It offers special opportunities to explore multicultural and equal opportunities issues and to consider the environment. Moral questions are raised and students develop a sense of citizenship through many aspects of the explicit RE curriculum. Links are made with people and communities within the

locality. Students' skills in oracy and literacy are enhanced. Problem-solving, decision-making and interpersonal skills are developed.

### **Leadership and Management**

The Head of the RE department leads and manages this area of the curriculum and is line managed by the Head of Humanities who in turn is line managed by the Deputy Headteacher.

Other associated policies:

- Collective worship policy
- Assessment Policy
- Teaching and Learning Policy
- Behaviour Policy
- Curriculum Policy

## APPENDIX A

### KEY STAGE 3 CURRICULUM OVERVIEW

<b>KS3 Curriculum Overview</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 7</b>	-Baseline Assessment -Welcome to RS -Festivals -Signs and Symbols	-Worship -Creation	-The existence of God -Pilgrimage
<b>Year 8</b>	-Founders of religion -Religion in the media	-Jesus of Nazareth -Wealth and poverty	-Life after death -The ethics of crime and punishment



## **APPENDIX B**

### **KEY STAGE 4 CURRICULUM OVERVIEW**

#### **GCSE SPECIFICATION**

##### **3.1.2 Christianity**

Students study the beliefs, teachings and practices of Christianity specified below and their basis in Christian sources of wisdom and authority. They are able to refer to scripture and/or sacred texts where appropriate. Students also study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed are included throughout. Students refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant. They study the specific differences identified below.

##### **Key beliefs**

###### **The nature of God:**

- God as omnipotent, loving and just, and the problem of evil and suffering
- the oneness of God and the Trinity: Father, Son and Holy Spirit.
  
- Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).
  
- Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.

###### **Jesus Christ and salvation**

Beliefs and teachings about:

- the incarnation and Jesus as the Son of God
- the crucifixion, resurrection and ascension
- sin, including original sin
- the means of salvation, including law, grace and Spirit
- the role of Christ in salvation including the idea of atonement.

##### **3.1.2.2 Practices**

###### **Worship and festivals**

Different forms of worship and their significance:

- liturgical, non-liturgical and informal, including the use of the Bible
- private worship.
- Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.

The role and meaning of the sacraments:

- the meaning of sacrament
- the sacrament of baptism and its significance for Christians; infant and believers baptism; different beliefs about infant baptism
- the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.

The role and importance of pilgrimage and celebrations including:

- two contrasting examples of Christian pilgrimage: Lourdes and Iona
- the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.

The role of the church in the local and worldwide community.

The role of the Church in the local community, including food banks and street pastors.

The place of mission, evangelism and Church growth.

The importance of the worldwide Church including:

- working for reconciliation
- how Christian churches respond to persecution
- the work of **one** of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.

### **Beliefs and Teachings**

- One God as a Trinity of persons: Father, Son and Holy Spirit, as expressed in the Nicene Creed; the scriptural origins of this belief and its development in the Council of Nicaea.
- Creation: Biblical accounts of creation (Genesis 1 and 2) and their significance for an understanding of the nature of God, the dignity of human beings and of humanity's relationship with creation. Different Christian beliefs about creation.
- Incarnation: the belief in Jesus as incarnate Son, divine Word, both fully God and fully human and the scriptural origins of this belief.
- Redemption: the significance of the life, death, resurrection and ascension of Jesus for Catholic beliefs about salvation and grace.
- Beliefs about life after death: resurrection, judgement, heaven, hell and purgatory.

### **The seven sacraments**

- The meaning and significance of 'sacrament' and the importance of the sacramental nature of reality.
- The names, meanings and effects of the seven sacraments:
  - baptism
  - confirmation
  - reconciliation
  - anointing of the sick
  - matrimony
  - holy orders
  - the eucharist: its status as 'the source and summit of Christian life'; different Christian views about its meaning and importance.

## **Worship**

Prayer:

- prayer as 'the raising of the mind and heart to God'
- formal prayers and informal prayer, including different views about their relative importance
- the meaning and importance of the Lord's Prayer.

The role and importance of forms of popular piety including the Rosary and the Stations of the Cross.

The role and importance of pilgrimage, including a study of one place of Roman Catholic pilgrimage, and different Christian views about the importance of pilgrimage.

The funeral rite and its significance.

### **3.1.5 Islam**

Students study the beliefs, teachings and practices of Islam specified below and their basis in Islamic sources of wisdom and authority. They are able to refer to scripture and other writings where appropriate.

Students study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

Common and divergent views within Islam in the way beliefs and teachings are understood and expressed are included throughout. Students refer to a range of different Muslim perspectives in their answers, including those from Sunni and Shi'a Islam. They study the specific differences identified below.

#### **3.1.5.1 Beliefs and teachings**

- **Key Beliefs**
- The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.
- Tawhid (the Oneness of God), Qur'an Surah 112.
- The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence.
- Angels, their nature and role, including Jibril and Mika'il.
- Predestination and human freedom and its relationship to the Day of Judgement.
- Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.

#### **Authority**

- Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.
- The holy books:
- Qur'an: revelation and authority
- the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.
- The imamate in Shi'a Islam: its role and significance.

### 3.1.5.2 Practices

#### Worship

- Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam).
- Shahadah: declaration of faith and its place in Muslim practice.
- Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer.

#### Duties and festivals

- Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5.
- Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam.
- Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance.
- Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad.
- Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.

In component 2 students study four religious, philosophical and ethical studies themes Relationships and Families, Religion and Life, Peace and Conflict, Human rights and Social justice.

## Theme A: Relationships and families

Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They are aware of contrasting perspectives in contemporary British society on all of these issues.

They are able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- Contraception.
- Sexual relationships before marriage.
- Homosexual relationships.

#### Sex, marriage and divorce

- Human sexuality including: heterosexual and homosexual relationships.

- Sexual relationships before and outside of marriage.
- Contraception and family planning.
- The nature and purpose of marriage.
- Same-sex marriage and cohabitation.
- Divorce, including reasons for divorce, and remarrying.
- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.

### **Families and gender equality**

The nature of families, including:

- the role of parents and children
- extended families and the nuclear family.

The purpose of families, including:

- procreation
- stability and the protection of children
- educating children in a faith.

Contemporary family issues including:

- same-sex parents
- polygamy.

The roles of men and women.

- Gender equality.
- Gender prejudice and discrimination, including examples.

### **3.2.1.2 Theme B: Religion and life**

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- Abortion.
- Euthanasia.
- Animal experimentation.

### **The origins and value of the universe**

The origins of the universe, including:

- religious teachings about the origins of the universe, and different interpretations of these
- the relationship between scientific views, such as the Big Bang theory, and religious views.
- The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.
- The use and abuse of the environment, including the use of natural resources, pollution.
- The use and abuse of animals, including:
  - animal experimentation
  - the use of animals for food

## **The origins and value of human life**

The origins of life, including:

- religious teachings about the origins of human life, and different interpretations of these
- the relationship between scientific views, such as evolution, and religious views.
- The concepts of sanctity of life and the quality of life.
- Abortion, including situations when the mother's life is at risk.
- Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.
- Euthanasia.
- Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.

## **Theme D: Religion, peace and conflict**

Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They are aware of contrasting perspectives in contemporary British society on all of these issues.

They are able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- Violence.
- Weapons of mass destruction.
- Pacifism.

### **Religion, violence, terrorism and war**

The meaning and significance of:

- peace
- justice
- forgiveness
- reconciliation.

Violence, including violent protest.

- Terrorism.
- Reasons for war, including greed, self-defence and retaliation.
- The just war theory, including the criteria for a just war.
- Holy war.
- Pacifism.

### **Religion and belief in 21st century conflict**

- Religion and belief as a cause of war and violence in the contemporary world.
- Nuclear weapons, including nuclear deterrence.
- The use of weapons of mass destruction.
- Religion and peacemaking in the contemporary world including the work of individuals influenced by religious teaching.
- Religious responses to the victims of war including the work of one present day religious organisation.

## **3.2.1.6 Theme F: Religion, human rights and social justice**

Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They are aware of contrasting perspectives in contemporary British society on all of these issues.

They are able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- Status of women in religion.
- The uses of wealth.
- Freedom of religious expression.

### **Human rights**

- Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.
- Issues of equality, freedom of religion and belief including freedom of religious expression.
- Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.
- Social justice.
- Racial prejudice and discrimination.
- Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.

### **Wealth and poverty**

Wealth, including:

- the right attitude to wealth
- the uses of wealth.

The responsibilities of wealth, including the duty to tackle poverty and its causes.

Exploitation of the poor including issues relating to:

- fair pay
- excessive interest on loans
- people-trafficking.

The responsibilities of those living in poverty to help themselves overcome the difficulties they face.

Charity, including issues related to giving money to the poor.

**APPENDIX C**  
**KEY STAGE 5 A LEVEL CURRICULUM OVERVIEW**

<b>Exam Board: AQA</b>
<b>Entry Requirements</b>
5 A* - C grades at GCSE, level 5 or above in English
<b>What is A Level Religious Studies?</b>
<p>Religious Studies gives you the opportunity to study some of the fundamental questions which people have always asked about life: why are we here, how should we behave and what happens to us when we die?</p> <p>For the new specification, the students are required to focus particularly on the skills of evaluation and critical analysis.</p>
<b>What will I study?</b>
<p>This course involves you learning about the Philosophy of Religion, Religious Ethics and the study of one faith (Christianity).</p> <p>To get a certificate at the end of the first year (Advanced Subsidiary), you will be assessed on your performance in the three AS components. To gain a certificate for Advanced GCE, you will need to have studied for and been assessed on your performance in the three AS components AND the three A2 components. This is an examination based course; there is no coursework.</p> <p>For the AS examination, you will study the following units:</p> <p><b>AS Philosophy of Religion</b></p> <p>Ancient Greek influences on philosophy of religion; Judaeo-Christian influences on philosophy of religion; Traditional arguments for the existence of God; Challenges to religious belief.</p> <p><b>AS Religious Ethics</b></p> <p>Ethical Theories; Applied ethics topics</p> <p><b>Christianity:</b> Sources of wisdom and authority; God; self-death and afterlife; expressions of religious identity.</p> <p>For the A2 examination, you will study the following units:</p> <p><b>A2 Philosophy of Religion</b></p> <p>Religious language; Experience and religion; Nature of God; Life and death; Miracle.</p> <p><b>A2 Religious Ethics</b></p> <p>Meta-ethics; Free will and determinism; Conscience; Virtue ethics; Applied ethics topics.</p> <p><b>Christianity:</b></p>



Gender and sexuality; Christianity and science; Christianity and the challenge of secularisation; Christianity, migration and pluralism.

A detailed content of the syllabus will be displayed in the appropriate room.

**How will I be assessed?**

Each component is assessed by examination. Each examination is 2 hours. Paper 1(Philosophy and Ethics) has four questions and you will be expected to answer them all. Paper 2 (Christianity) has 6 questions and you will be expected to answer 4.

All GCE units are awarded A-E. The Advanced Subsidiary GCE is awarded A-E. The Advanced GCE is awarded on the scale A-E with access to A\*. In order to be awarded an A\*, candidates will need to achieve a grade A on their full A level qualification and an A\* on the aggregate of their A2 units.

**APPENDIX D**  
**KEY STAGE 5 CORE CURRICULUM**

St Martin’s aims to adhere to the statement below by having a core curriculum offer for all Post 16 students.

*‘Schools have a responsibility to provide sufficient time for students to follow a core course in religious education (focusing on religion, ethics and morality). Students should have the opportunity to study Christianity plus aspects of other religions and secular philosophies as appropriate’.*

**Programme of Religious Education Teaching**

<b>Date</b>	<b>Theme</b>	<b>Lead</b>
Friday 24 November 2017	<b>Values and commitment:</b> <b>‘Gratitude’</b> which links to the St Martin’s in the Fields theme.  Promotion of ‘The Gratitude Journal’.	External Guest Speaker
Friday 5 January 2018	<b>Values of commitment:</b> How to contribute to wider to school life and ethos.	School Chaplain
Friday 9 February 2018	<b>Human Identity:</b> Focusing on Human rights and equality.	Amnesty International
Friday 9 March 2018	<b>Beliefs and teachings:</b>	
Friday 11 <sup>th</sup> May 2018	<b>Religious practices and lifestyles:</b> Ramadan and Eid-UI-Fitr.	External Guest Speaker
Friday 8 June 2018	<b>Ways of expressing meaning:</b> Prayer and other forms of religious and spiritual expression.	School Chaplain
Friday 6 July 2018	<b>Questions on meaning and purpose:</b> Religion v Science	

<b>Extra-curricular activities</b>	<ul style="list-style-type: none"> <li>- Sixth form students are running RE intervention sessions for GCSE students every Tuesday lunchtime to offer them support and guidance on the course.</li> <li>- Christian Union- every Monday lunchtime for KS3 and KS4 run by the School Chaplain.</li> <li>- Debate club- discussions based around moral and ethical choices.</li> <li>- KS3 – Bible studies at lunchtime.</li> </ul>
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