



**YORK HIGH
SCHOOL**

“My religion is very simple. My religion is kindness.”

Dalai Lama

RELIGIOUS STUDIES

KS3 SUBJECTS ON A PAGE

OUR AIMS AND INTENTIONS

Our vision is to inspire our students to reflect on a range of religious values, and their impact on people’s lives through the study of the six major world religions of Christianity, Islam, Sikhism, Judaism, Hinduism and Buddhism.

CURRICULUM KNOWLEDGE:

- Explore the beliefs, faiths and opinions of people from a variety of religious backgrounds and worldviews.
- Ensure that pupils have the knowledge in preparation for living in a multi-faith society.
- To explore issues such as Islamophobia, Anti-Semitism, Human Rights and equality, raising awareness of the challenges that face different religious believers throughout history and in the 21st century.
- Develop pupils holistically, as responsible and respectful individuals within society.
- Allow pupils to explore deeper questions about their own faith and beliefs.
- Explore the beliefs and opinions of others regarding pertinent contemporary moral issues such as abortion, euthanasia and capital punishment.

SUBJECT SPECIFIC SKILLS:

- Explaining the behaviours of faith adherents.
- Comparing and contrasting personal beliefs and the beliefs of others.
- Evaluating issues in light of various opinions and evidence.
- Making judgements and justifying them.
- Making meaning from and using religious texts.
- Debating morals and Ethics.

IMPLEMENTATION:

- We follow the recommended programme of study provided by City of York Council in the Locally Agreed Syllabus, which is reviewed regularly.
- Lesson by lesson resources are Quality Assured and shared on the O drive.
- Re-call of knowledge is supported via the interleaving of topics through starter tasks and end of unit assessments.
- Formal feedback is given at least once per half term in Years 7 & 8, and once per term in Year 9, and identifies WWW and EBI, which is then used to extend learning during ‘Chimp’ time.
- Key Stage 3 ensures that pupils are gradually prepared with the skills required

IMPLEMENTATION OF THE WHOLE SCHOOL CURRICULUM

RESILIENCE	ASPIRATION	SUCCESS
<ul style="list-style-type: none"> ■ Considering ways that religious figures have demonstrated resilience. ■ Considering ways that people of faith show resilience (e.g. Muslims during Ramadan). ■ Considering ways that individuals show resilience when faced with making difficult ethical decisions (SMSC) 	<ul style="list-style-type: none"> ■ Exploring ways that people of faith can aspire to become closer to God. ■ Exploring ways that people of faith aspire to become better people by living good and moral lives. ■ Questioning the ways in which we can aspire to become better people (SMSC) 	<ul style="list-style-type: none"> ■ Appreciation of people from other cultures and ways of life. ■ Exploring ways in which people from other backgrounds and cultures have contributed to British society. ■ Exploring similarities and common ground between pupils and people of faith (SMSC)
<ul style="list-style-type: none"> ■ Promoting British values of respect and tolerance (SMSC) 		

for further study. Such preparation includes the teaching and use of religious scripture within learning and practice of assessment style questions.

INTENDED IMPACT:

- Pupils have a breadth of knowledge that will prepare them for the diverse range of cultures and individuals that they may encounter throughout their lives.
- Pupils will become sensitive beings with misconceptions and stereotypes about different faiths eradicated

(e.g. through the exploration of Islamophobia and Anti-Semitism).

- Pupils will also be aware that there are different opinions on various ethical issues but will nonetheless be able to articulate their own justified opinions – with confidence.
- Responses to formal feedback via ‘Chimp’ activities will help pupils to progress with their skills in articulating their beliefs and those of others along with developing skills in explaining, evaluating and using religious texts within their written answers.