Religious Studies, Philosophy and Ethics
Religious Studies, Philosophy and Ethics

Mr G Pearcy
Who made these statements regarding Religious Education/Studies?

1) “The only one I failed was Religious Education, which is probably the one thing I’ve used most since leaving school... Essentially, it’s all about being a better person and showing respect.”

2) “Religious education makes a significant contribution to pupils’ academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are important in our diverse society.”

3) ‘Religious Studies provides suitable preparation for University generally’
Surprised?

1. Freddie Flintoff
2. Ofsted
3. Russell Group
What is Religious Studies, Philosophy and Ethics?

- **Religious Studies** – The study of one of the major world religions.
  - What can we learn about the religion and how does it’s teachings apply to ethical and philosophical dilemmas?

- **Philosophy** – the study of the fundamental nature of knowledge, reality, and existence, especially when considered as an academic discipline. The study of philosophers, their philosophy, and their philosophical reasoning for our existence and purpose.
  - Who or what is God and is our existence dependent on such a being?

- **Ethics** - moral principles that govern a person's behaviour or the conducting of an activity.
  - What determines whether an action is right or wrong?
Religious Studies, Ethics and Philosophy is...

• The study of religious, ethical and philosophical beliefs, teachings and practices.

• A highly academic subject.

• Piecing together a range of information to gain a greater understanding.

• An opportunity to share your views.

• A commentary on the beliefs and traditions of our culture and society.

• Fascinating and worthwhile!
Religious Studies, Philosophy and Ethics is not...

- Always an easy subject!
- All about personal opinion
- Only about debating
- Intended to ‘convert’ people.
Students studying Religion, Ethics and Philosophy are not...

- Always religious.
- Of any particular faith.
- Only interested in developing their own faith.
Students studying Religion, Ethics and Philosophy...

- Are inquisitive about the world around them.
- Are keen to develop critical awareness.
- Are interested to learn how religion has shaped the society we live in and how it continues to do so.
- Question the religious beliefs and practices to determine the spiritual and social benefits of religious and ethical action.
- Are determined and independent learners.
Religious Studies and Philosophy at Rickmansworth School

Skills developed through the subject

• **Independent Learning**: Presentations, wider reading and challenging alternative approaches and views.

• **Knowledge**: Broad overview of the effects religious, ethic and philosophical theories have on society.

• **Critical thinking**: Evaluating religious beliefs, teachings, practices and philosophical and ethical theories; highlighting their strengths and limitations.

• **Reflective learners**: Think about how theories can apply to own lives and explain the ethical, religious or philosophical issues they see through the media.

• **Beliefs and Values**: Confirming/developing beliefs and values through personal critical reflection.

• **Communication skills**: Debates, discussion and written eloquence through academic standard essays.
Careers –
“So you want to become a vicar?”

Religious Studies, Philosophy and Ethics can compliment specific careers:

- Teaching (of all levels)
- Law
- Medicine
- Police Force
- Youth Work
- Journalism
- Psychology
- Government and Policy Making

But...

Religious Studies is also a useful qualification to have if you are thinking of any career that involves dealing with people (almost everything!).

Regardless of the career path you may be choosing, Religious Studies, Ethics and Philosophy develops critical analytical skills which are vital skills necessary to succeed in most undergraduate assessments.
### SUMMARY OF ASSESSMENT

#### ROUTE A

| Component 1: Religious, Philosophical and Ethical Studies in the Modern World |
| Written examination: 2 hours |
| 50% of qualification |

Candidates will study the following four themes. All questions are compulsory.

- Theme 1: Issues of Relationships
- Theme 2: Issues of Life and Death
- Theme 3: Issues of Good and Evil
- Theme 4: Issues of Human Rights

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

| Component 2: Study of Christianity |
| Written examination: 1 hour |
| 25% of qualification |

Candidates will study the beliefs, teachings and practices of Christianity.

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.

| Component 3: Study of a World Faith |
| Written examination: 1 hour |
| 25% of qualification |

Candidates will study the beliefs, teachings and practices of one world faith from the following list:

- Option 1: Buddhism
- Option 2: Hinduism
- Option 3: Islam
- Option 4: Judaism
- Option 5: Sikhism

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.

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Pupils will sit three papers at the end of Year 11.

**Philosophy and Ethics**
(Component 1) – 2 Hours

**Christian Beliefs, Teachings and Practices**
(Component 2) – 1 Hour

**Hindu Beliefs, Teachings and Practices**
(Component 3) – 1 Hour
This GCSE is Linear

**Philosophy and Ethics – From a Hindu, Christian and Humanist Approach**

<table>
<thead>
<tr>
<th>Issues of Relationships</th>
<th>Issues of Life and Death</th>
<th>Issues of Good and Evil</th>
<th>Issues of Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>adultery</td>
<td>afterlife</td>
<td>good/evil</td>
<td>censorship</td>
</tr>
<tr>
<td>divorce</td>
<td>environmental sustainability</td>
<td>forgiveness</td>
<td>discrimination</td>
</tr>
<tr>
<td>cohabitation</td>
<td>euthanasia</td>
<td>free will</td>
<td>extremism</td>
</tr>
<tr>
<td>commitment</td>
<td>evolution</td>
<td>justice</td>
<td>human rights</td>
</tr>
<tr>
<td>contraception</td>
<td>abortion</td>
<td>morality</td>
<td>personal conviction</td>
</tr>
<tr>
<td>gender equality</td>
<td>quality of life</td>
<td>punishment</td>
<td>prejudice</td>
</tr>
<tr>
<td>responsibilities</td>
<td>sanctity of life</td>
<td>sin</td>
<td>relative and absolute poverty</td>
</tr>
<tr>
<td>Roles</td>
<td>soul</td>
<td>Suffering</td>
<td>social justice</td>
</tr>
</tbody>
</table>

Year one will be internally assessed with an examination on each unit that will have equal weighting on the above topics covered.
Year Eleven

Christian and Hindu Religious Beliefs, Teachings and Practices

<table>
<thead>
<tr>
<th>Christian Beliefs and Teachings</th>
<th>Christian Practices</th>
<th>Hindu Beliefs and Teachings</th>
<th>Hindu Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omnipotent</td>
<td>Worship</td>
<td>Ahimsa</td>
<td>Puja</td>
</tr>
<tr>
<td>Omni-benevolent</td>
<td>Sacraments</td>
<td>Brahman</td>
<td>Diwali</td>
</tr>
<tr>
<td>Sin</td>
<td>Baptism</td>
<td>Dharma</td>
<td>Murti</td>
</tr>
<tr>
<td>Trinity</td>
<td>Eucharist</td>
<td>Moksha</td>
<td>Meditation</td>
</tr>
<tr>
<td>Incarnation</td>
<td>Pilgrimage</td>
<td>Trimurti</td>
<td>The Mandir</td>
</tr>
<tr>
<td>Atonement</td>
<td>Festivals</td>
<td>Atman</td>
<td>Pilgrimage</td>
</tr>
<tr>
<td>Resurrection</td>
<td>Evangelism</td>
<td>Karma</td>
<td>Holi</td>
</tr>
<tr>
<td>Judgement</td>
<td>The Role of The Church</td>
<td>Purpose of Life</td>
<td>The Work of ISKCON</td>
</tr>
</tbody>
</table>

Year two will be externally assessed with an examination on each component as mentioned previously.
Candidates are tested on:

Their knowledge and understanding (AO1)

Their analysis and evaluation (AO2)

Pupils answer all questions presented to them by the exam question booklet.

Pupils are regularly assessed on both AO1 and AO2 through formative and summative means in order to develop the necessary skills to succeed.
You might be wondering...

• **How many lessons will I have each week?**
  
  • We run a 2 week timetable and you have 5 lessons (5 hours) per fortnight

• **How many other students will be in my class?**
  
  • 15-28 students

• **How many students take RSP?**
  
  • We have 1 Year Ten class and 1 Year Eleven class.
You might be wondering what it is like as a student of RS...

- Why did I decide to study Religious Studies, Ethics and Philosophy?
- What do I enjoy most about the subject?
- What do I think of the quality of feedback given to support progress?
- What do I plan to do next and how does this course support my goals?
# GCSE Numbers & Results

<table>
<thead>
<tr>
<th>A Level</th>
<th>Numbers</th>
<th>Pass Rate (A*-G)</th>
<th>Grades A*-C</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>30</td>
<td>100%</td>
<td>86.7%</td>
</tr>
<tr>
<td>2017</td>
<td>45</td>
<td>100%</td>
<td>84.4%</td>
</tr>
</tbody>
</table>

Above the national average.