

## BARTON COURT GRAMMAR SCHOOL

### Religion, Philosophy and Ethics

The Department of Religion, Philosophy and Ethics has three dedicated classrooms with other rooms available for teaching. All classrooms have a Smartboard. The department has a comprehensive range of resources to support innovative and interactive lesson planning. Lessons are created and developed using 'Thinking Schools' initiatives. Course textbooks, DVDs, software, games, and lesson materials are available to ensure that students have access to accurate and stimulating sources of information. The teaching team in the department are keen to share skills and ideas to develop excellent teaching and learning, with centrally stored resources available for all topics. There are bookable computer rooms available to support and extend student learning.

RPE lessons are created to support students' knowledge, understanding and evaluative skills in relation to beliefs, morality, and personal well-being issues. Planning across the key stages supports aspects of PSHEE, Citizenship and SMSC.

**Through RPE, students must be encouraged to strive for excellence by:**

- learning, articulating and appreciating reasons for different points of view including developing their own
- developing the written skills to explain key religious beliefs and teaching, their ideas, and use arguments supported by relevant evidence (from a range of different sources)
- working independently as well as participating effectively in group and class activities
- being prepared for the challenges, roles and responsibilities of adult life

**Assessments:** All students will need to be assessed at regular intervals in line with Barton Court's Assessment Policy and examinations criteria at KS4 & 5. All assessments are recorded electronically. Classwork, homework, unit tests and the end of year examinations are designed to support this process.

**All Year 7 and 8 have RPE lessons across a two -week timetable. (1x 60 minute lessons a week)**

**Aims:**

- The KS3 RPE Curriculum will allow to reflect on their own beliefs (religious or otherwise)
- Students will understand a range of different perspectives on life
- Students will demonstrate a knowledge of and respect for different people's faith, feelings and values.
- Students will have an appreciation for their own cultural development
- Students will have an ability to recognize and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Students will understand how religion, culture and sacred texts can help shape identity and understanding of the world
- Students will understand how beliefs in action can be used to manifest change or operate as social protest.

**Content Learnt Year 7:**

**Term 1:** Ways of seeing the world– A multi faith/secular perspective.

**Term 2:** The power of the hero's journey – Religion as a Window to the World and a Mechanism for Change

**Term3/4:** Buddhism- The road to enlightenment

**Term 5:** Judaism as a way of life

**Term 6:** Exploring Christianity

**Content Learnt Year 8:**

**Term 1/2:** Islam as a window to the world

**Term 2/3:** Raising awareness – Being global citizens

**Term 4/5:** Exploring Environmental issues

**Term 6:** Philosophical responses to the afterlife

**All students will complete a core RE course and Year 9 will have an option GCSE class preparing for AQA Religious studies A.**

- Year 9 core RE have 1 x 60-minute lessons a week
- GCSE Year 9 will have 4 x 60-minute lessons a fortnight  
non-examined Core RE
  - Philosophical responses to existence of God – building on year 7 ultimate questions and belief in the Abrahamic faiths
  - Sociological views on the role and purpose of religion in society – building on inclusivity from key stage 3
  - History of belief and belonging with a focus on UK – building on inclusivity unit and how belief/religion has changed over time
  - Religious and Non-religious responses to moral issues – Focusing on Atheism, humanism, situation ethics

**GCSE Option RE - AQA Religious Studies A: Christianity and Buddhism** 4 x 60 minute lessons a fortnight.

**Aims**

- The KS4 RPE Curriculum will allow to reflect on their own beliefs (religious or otherwise)
- Students will have an appreciation for their own cultural development
- Students will have an ability to recognise and value, the things we share in common across Cultural, religious, ethnic and socio-economic communities.
- Students will understand how religion, culture and sacred texts can help shape identity and understanding of the world to actively reflect, investigate and make meaning of relationships, the world and God.

**Content Learnt Year 9:**

**Term 1/2** Social justice, human rights and equality.

**Term 3:** The Holocaust

**Term 4:** Evil and suffering a philosophical response

**Term 5:** Buddhist beliefs – Key beliefs and the life of the Buddha

**Term 6:** Exploring human relationships

**Content Learnt Year 10:**

**Term 1:** Religion, crime and punishment.

**Term 2:** Christian Beliefs

**Term 3:** Religion and life

**Term 4:** Living the Christian life

**Term 5/6:** Review and development of learning

**Content Learnt Year 11:**

**Term 1:** Religion, Peace and conflict  
**Term 2:** Living the Buddhist life  
**Term 3:** Marriage and the family

**Term 4:** Review of learning and preparing for examination

## Key Stage 5

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- **Year 12/13 – Religious studies A-Level (AQA)** – over the two years, students will be studying Component 1: Philosophy of religion and ethics
- Component 2: Study of religion and dialogues – Christianity

**Year 12/13 – Sociology A level (AQA)** over two years student will be studying Families and households, Education, Beliefs and crime for their examination at the end of Year 13.

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