



# Claverham Community College



# Worldview Studies Handbook

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# Part One

## Introduction

This handbook serves as an overview of the content and importance of Worldview Studies at Claverham Community College. It takes into account the many recent changes in Education, in addition to the vast changes to the subject in recent years. It builds on the 2017 East Sussex Agreed Syllabus for Religious Education, aiming to develop rigorous academic and personal skills in our pupils.

This handbook also explains the importance of the subject in supporting the whole school curriculum, building on the College's dedication to create a community of pupils who consider others, make positive contributions to society and become responsible citizens who will shape the future.

In light of current global events, we feel more than ever it is our duty to educate students in diversity, empathy and the ability to develop their own personal, informed opinions.

Our study plans are reviewed annually in response to current religious and ethical developments in the world.

*'It is vital in modern society that young people understand the worldwide range of beliefs, faith and religions. Our world is increasingly diverse and we must have both knowledge and understanding to make sense of what is happening and also to appreciate how the past has shaped the present and helps us learn lessons for the future.'*

- Roy Galley, Chairman, SACRE, East Sussex RE Agreed Syllabus  
June 2017

## **Section 1** The aims and importance of Worldview Studies

The pedagogy of the department is based on a mixture of academic and human development rationales.

The National Curriculum Framework for Religious Education offers a clear statement of aims for RE:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

### **To explore concepts as successful learners**

- Develop a deep knowledge, understanding and respect of/for key religious concepts, the beliefs of others and diversity in the world.
- Ask ultimate questions such as; Where do we come from? Why are we here? Where are we going? What does it mean to be 'good'? How can I achieve happiness?

### **To explore opportunities for personal and spiritual development**

- Expand personal development through openness, exploring beliefs, questions and meanings.
- Consider their own experiences, ethics and opinions.
- Develop a sense of identity and belonging.
- Develop self-knowledge, self-esteem and self-confidence.
- Accept responsibility for their behaviour and attitudes.
- Understand how they can contribute positively to those in the College community, local, national and global communities.

## **To explore communal responses to issues**

- Become responsible citizens who promote fundamental British and human values.
- Explore their role as part of both local and global communities.
- Think beyond themselves and consider community issues.
- Distinguish right from wrong and respect the civil and criminal law of England.
- Acquire a broad general knowledge of and respect for public institutions and services in England.
- Appreciate their own and other cultures.
- Encourage respect for democracy.
- Enjoy opportunities for creative expression.
- Develop spiritual, moral, social, cultural and ethical awareness.
- Understand the importance of identifying and combating discrimination.

## **Key Aims for pupils of Claverham Community College**

- Philosophy and Ethics; explore challenging questions about what it means to be human, the ultimate meaning and purpose of life, issues of right and wrong, the nature of reality, beliefs about God and secular worldviews.
- Religion; embed a knowledge and understanding of religious beliefs, concepts, teachings, practices, expression and the influence of religion on individuals, families, societies and cultures.
- Academic skills; targeted development of reflection, analysis, interpretation and evaluation.
- Human Development; develop the ability for personal reflection and spiritual development and a sense of identity and belonging, which enables them to flourish individually within their communities and as global citizens. Prepare for the challenges and responsibilities of adult life, employment and life-long learning.
- Empathy; develop respect and sensitivity to others, combat prejudice, racism and discrimination.

## **Section 2** Supporting the whole school curriculum

### **Aim 1: Providing opportunities for all pupils to learn and achieve.**

The first aim of the department is to develop the pupils' knowledge, understanding, skills, values and attitudes that will enable them to participate in a multi-ethnic, multi-faith society and prepare for life as 'global citizens.'

Worldviews Studies develops independent and interdependent learning and makes an important contribution to pupils' skills in literacy and information and communication technology. It promotes an enquiring approach and enables pupils to evaluate thoughtfully on their own and others' views, in a reasoned and informed manner.

### **Aim 2: Promoting pupils' spiritual, moral, social, cultural development and understanding of British Values.**

Worldviews Studies plays a significant role in the promotion of spiritual, moral, social, cultural development and an understanding of British (human) values. It enables pupils to appreciate their own views, beliefs, ethics and cultures and how these impact on other individuals, communities, societies and cultures.

Worldview Studies actively promotes and supports school values such as;

**truth, trust, commitment, patience, forgiveness, courage,  
responsibility, reconciliation, tolerance, hope, justice, equality,  
freedom and respect for all.**

## **Section 3** Key skills and attitudes

### **Key Central Skills**

- Reflection
- Communication/Expression
- Enquiry/Investigation
- Empathy
- Interpretation
- Reasoning
- Application
- Analysis
- Synthesis
- Evaluation

### **Key Functional Skills**

- Improving own learning and performance
- Working with others
- Personal learning and thinking skills
- Problem-solving
- Application of number
- Financial capability
- Creativity and culture
- Effective contributions to scientific, medical and health issues
- Links to employment, vocational and work-related learning
- Education for sustainable development
- ICT

### **Key Attitudes**

- Self-esteem
- Respect and sensitivity for all
- Open-mindedness
- Appreciation, awe and wonder

## Part Two

### Section 4 Programme of study for Key Stage 3

#### Year 7 (3 lessons per fortnight)

Term	Unit	Topics	Skills Focus
Term 1	Introduction to Religion and Belief in God	Identity, belief, arguments for and against belief in God, the problem of evil and suffering and religious responses.	Explanation, Reflection
Term 2	Abrahamic Religions and Pilgrimage	Origins and links between Judaism, Christianity and Islam, preparation and delivery of class debate on the story of Abraham.	Communication (Debate)
Term 3	Pilgrimage and Other Worldviews	Jerusalem, Lourdes, Hajj, Varanasi, Lumbini, Bodh Gaya, Amritsar.	Enquiry, empathy
Term 4	Sources of Authority	The Bible, conscience, Church, Torah, Qur'an, Hadith, Shari'ah Law.	Interpretation, evaluation
Term 5	Signs and Symbols	Code-breaking, stories, religious art, Christian, Buddhist and Hindu symbols.	Interpretation, reflection
Term 6	Places of Worship	Synagogue, Church, Mosque, Vihara, Mandir, Gurdwara.	Understanding, explanation

## Year 8 (3 lessons per fortnight)

Term	Unit	Topics	Skills Focus
Term 1	Introduction to Philosophy and Ethics	Concepts, questions, beliefs, design argument, Humanism, ethics, moral dilemmas.	Reflection, enquiry, empathy
Term 2	Asian Philosophy	Origins, gods and goddesses, afterlife, maya, puja, the Buddha, the Four Noble Truths.	Interpretation, reasoning
Term 3	Religious Leaders	Qualities of a Leader, Jesus, parables, Prophet Muhammad, Qur'an, Five Pillars.	Synthesis
Term 4	Human Rights	Human Rights overview, Malala, Martin Luther King, Malcolm X, Nelson Mandela.	Application, empathy
Term 5	Animal Rights	Uses of animals, animal testing, military animals, vegetarianism and veganism, religious views.	Reflection, communication
Term 6	Festivals	Divali, Holi, Wesak, Rosh Hashanah, Yom Kippur, Ramadan, Id-ul-fitr, Advent, Christmas, Lent and Holy Week.	Enquiry, synthesis

## Year 9 (3 lessons per fortnight)

Term	Unit	Topics	Skills Focus
Term 1	Religion in the Media and Current Events	Islamophobia, terrorism, prejudice, discrimination.	<p>Understanding, explanation, enquiry, reflection, empathy, communication, reasoning, analysis, synthesis, evaluation.</p> <p>These skills will be developed through the introduction of lessons in a debate format, in the style of Parliamentary debate.</p>
Term 2	Crime and Punishment	Crime, theories of punishment, torture, capital punishment.	
Term 3	Life After Death	Belief vs. non-belief, abortion, euthanasia.	
Term 4	Relationships and Families	Types of family, parenting, gender roles, feminism.	
Term 5	Peace and Conflict	Aims of peace, UN, just war theory, utilitarianism.	
Term 6	Global Issues	Wealth and poverty, the environment.	

**Section 5** Programme of study for Key Stage 4

**Year 10 (1 lesson per fortnight) 2019/20 only- TBC**

Term	Unit	Topics	Skills Focus
Term 1	Medical ethics	Infertility treatments, genetic engineering, cloning, transplants, animal testing, situation ethics	<p>Understanding, explanation, enquiry, reflection, empathy, communication, reasoning, analysis, synthesis, evaluation.</p> <p>These skills will be developed through the introduction of lessons in a debate format, in the style of Parliamentary debate.</p>
Term 2	Religion and Science	Miracles, mystical experiences, NDE, teleological arguments, scientific explanations.	
Term 3	Religion and Ethics in Film	My Sister's Keeper, Selma.	
Term 4	Religion and Ethics in Film	Million Dollar Baby.	
Term 5	The Law and Social Justice	Democratic and electoral processes, moral duties.	
Term 6	The Law and Social Justice	Situation ethics, utilitarianism.	

## Section 6 Programme of study for GCSE EDEXCEL RS

### Assessment Objectives

**AO1** Demonstrate knowledge and understanding of religion and belief, including:

- Beliefs, practices and sources of authority
- Influence on individuals, communities and societies
- Similarities and differences within and/or between religions and beliefs

**AO2** Analyse and evaluate aspects of religion and belief, including their significance and influence.

Key skills; Understanding, Explanation, Analysis, Synthesis, Evaluation.

### GCSE Year 10 (5 lessons per fortnight)

Term	Unit	Topics
Term 1	Christian Beliefs	The Trinity, creation, Incarnation, last days of Jesus' life, salvation, eschatology the problem of evil and solutions.
Term 2	Marriage and the Family	Marriage, sexual relationships, families, support for the family, contraception, divorce, equality of men and women in the family, gender prejudice and discrimination.
Term 3	Living the Christian Life	Christian worship, sacraments, prayer, pilgrimage, celebrations, future of the Church, local and worldwide Church.
Term 4	Life and Death	Origins and value of the universe, sanctity of life, origins and value of human life, abortion, life after death, non-religious attitudes to life after death, euthanasia, issues in the natural world.

Term 5	Muslim Beliefs	The six beliefs, the five roots, the nature of Allah, prophets, holy books, angels, predestination, life after death.
Term 6	Crime and Punishment	Justice, crime, good, evil and suffering, punishment, aims of punishment, forgiveness, treatment of criminals, the death penalty.

### **GCSE Year 11 (5 lessons per fortnight)**

Term 1	Living the Muslim Life	Ten obligatory acts, declaration of faith, prayer, fasting, charity, pilgrimage, jihad, celebrations and commemorations.
Term 2	Peace and Conflict	Peace, peacemaking, conflict, pacifism, just war theory, holy war, weapons of mass destruction, terrorism.
Term 3	Revision	Christian beliefs, marriage and the family, living the Christian life, life after death.
Term 4	Revision	Muslim beliefs, crime and punishment, living the Muslim life, peace and conflict.

# Part Three

## Section 7 Assessment

### Aims of Assessment

- To provide pupils with information about how well they are doing and how they can improve.
- To help teachers monitor, moderate and evaluate pupil progress.
- To provide teachers with information to help them plan appropriate learning activities.
- To inform teachers of the effectiveness of their planning and teaching.
- To inform parents and guardians about a pupil's attainment and progress.

### Forms of Assessment

The Worldviews Studies department uses a range of diagnostic, formative and summative assessment to monitor and enhance pupil progress. These assessments are based on a mixture of knowledge content and academic skills.

Each summative assessment will be marked by the class teacher, with SIR feedback, which students will respond to in a subsequent lesson. Feedback on classwork will be given through light marking, peer-assessment, verbal feedback and use of the department marking code.

## **Section 8** Planning and delivery

The subject can be delivered using a number of different pedagogies. It is the recommendation of the Locally Agreed Syllabus that a variety of approaches are used. Some of those adopted by the department include the whole person rationale, human development rationale, phenomenological and critical realist approach.

### **Strategies for Key Stage 3**

- Encountering religions authentically through meeting people from different religious groups.
- Encountering religion through visits.
- Discussing, questioning and evaluating important issues, including ultimate questions and ethical issues.
- Reflecting on and evaluating their own beliefs and values.
- Using a range of forms of expression.
- Exploring connections across subject areas.

### **Strategies for Key Stage 4**

- Working with ambiguous evidence and examples to analyse ultimate questions and religious and moral responses to them.
- Using tools of literary criticism to analyse accounts.
- Using a range of discussion skills to clarify, deepend and explore varied perspectives.
- Using creative skills to express responses to the issues covered.
- Make detailed comparisons.

## **Section 9** The contribution to other curriculum subjects

The subject is by nature cross-curricular. For full details of the cross-curricular links with English, Maths, Science, ICT, Art and Design, Citizenship, Design and Technology, Drama, Geography, History, Modern Languages, Music, PE and Dance, please see the East Sussex RE Agreed Syllabus June 2017.

### **Contributions to pupils' use of language**

Pupils:

- Acquire and develop a specialist vocabulary.
- Use language precisely and cogently.
- Communicate their ideas with depth and precision.
- Listen to the views and ideas of others.
- Are enthusiastic about the power and beauty of language.
- Develop their speaking and listening skills.
- Learn strategies to help them read with understanding.
- Read and interpret sacred texts at an appropriate level.
- Write in different types such as poetry, diaries, stories, extended writing.
- Evaluate clearly and rationally, using a range of reasoned, balanced arguments.

### **English**

Of all the subjects in the curriculum, English is in many ways the one with which Worldviews has the strongest connections.

In terms of speaking and listening, learning in Worldviews can help pupils to;

- listen well to the viewpoints of others;
- use specialist vocabulary with increasing accuracy and fluency;
- structure ideas and viewpoints clearly;
- make relevant comments on their learning;
- articulate their own views and ideas using reasoned arguments;

- develop a sensitivity and tolerance towards the views and values of others through role play and improvisation;
- appreciate that performance can evoke a rich variety of emotions including catharsis in tragedy.

In terms of reading, Worldviews can help pupils to:

- explore a range of key stories, teachings and sayings from different religions;
- distinguish between facts, opinions and beliefs;
- make connections between different parts of a text;
- reflect on how the contemporary media conveys the place of religion in the world e.g. newspapers, magazines, articles, leaflets, advertisements; consider how and why texts have been influential and significant;
- compare texts, looking at style, theme and language, identifying connections;
- understand the different ways in which humans have given expression to their hopes and fears through myth, legend, parable, biography, poetry, song and hymn; reflect on how ideas, values and emotions are explored, can change over time and are portrayed in language and literature.

In terms of writing, Worldviews can help pupils to:

- use a range of techniques and different ways of structuring material to convey ideas, themes and beliefs;
- present material clearly, using appropriate layout, illustrations and organisation; develop logical arguments and cite evidence;
- allow pupils to tell their own stories and those of others in the written word; analyse critically their own and others' writing;
- use specialist vocabulary accurately and consistently;
- use a variety of writing styles e.g. diaries, poetry and structured essays to convey their learning.

## **Overview**

Worldviews Studies provides a unique forum for students to personally develop within an academic discipline, which gives them real tools for living once they have left the school environment.

*It '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.'*

- *Qualifications and Curriculum Authority, 2004.*

## **Right to Withdraw**

Legislation allows parents a right of withdrawal from all or part of the subject. The parent/carer should write to the headteacher regarding this matter. Parents should be aware that they are legally required to provide work of a religious/faith/belief-based nature as a substitute. If religion is taught within another discipline e.g. during a History unit, the parents cannot legally ask for withdrawal.