



# A Level Religious Studies U6

## Curriculum Intent

We encourage students to reflect upon and consider their own beliefs and practices, at the same time as giving them the skills required to justify their viewpoints through reasoned argument. We have developed a knowledge-rich, spiral curriculum that we believe allows our students to develop their knowledge of the concrete features of Christianity as the principal religion of the UK, as well as other major world religions and Humanism, before applying this to a range of ultimate questions and ethical issues. The study of world faiths allows students to move beyond the boundaries of their communities - and our curriculum is designed to support the mission and primary aims of the school, in allowing students to recognise their common humanity through respect and intercultural understanding and that other people, with their differences, can also be right.

*“Who questions much, shall learn much, and retain much” Francis Bacon*

### Students will learn:-

- Religious belief as a product of the human mind: Sigmund Freud, Carl Jung, Atheism
- Religious experience: The influence of religious experience on religious practice and faith, A comparative study of David Hume and Richard Swinburne
- Religious language: Inherent problems of religious language, Religious language as cognitive (traditional religious view), but meaningless (Logical Positivists' view)
- Religious language as non-cognitive and analogical, Religious language as non-cognitive and symbolic, Religious language as non-cognitive and mythical, Religious language as a language game
- Religious figures and sacred texts:, Nature and significance of the Upanishads, A comparison of the contributions made to Hinduism by Gandhi and Shri Paramahansa Ramakrishna, Shri Paramahansa Ramakrishna, Religious practices that shape religious identity.
- Meta-ethical approaches and Deontological ethics
- Significant social and historical developments in religious thought

### What does excellence look like?

Knowledge and application of specialist language/key terms – e.g. neurosis, New Atheism, mysticism.

Ability to analyse and evaluate the evidence for/against belief in God.

Ability to analyse and evaluate the importance and relevance of religious figures, sacred texts and religious practices.

Ability to analyse and evaluate meta-ethical theories.

Ability to analyse and evaluate the issues related to Hindu identity in modern Britain.

Wider reading/independent study in evidence in students' work and extra notes in their folders.

### Knowledge, understanding & Skills

The WJEC Eduqas A level in Religious Studies encourages learners to:

- develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop knowledge and understanding appropriate to a specialist study of religion
- develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- adopt an enquiring, critical and reflective approach to the study of religion
- reflect on and develop their own values, opinions and attitudes in the light of their study.

### How can you enhance your learning at home?

In addition to the homework tasks set via SMHW, and the textbooks provided by the school, the following wider resources might be useful for the students (and their parents) at home:

- My Revision Notes: WJEC and Eduqas A level Religious Studies Philosophy of Religion (ISBN: 978-1510450547)
- My Revision Notes: WJEC and Eduqas A level Religious Studies Religion and Ethics (ISBN: 978-1510450516)
- The Puzzle of God, Peter Vardy (ISBN: 978-0006281436)
- Hinduism: A Very Short Introduction, Kim Knott (ISBN: 978-0198745549)
- Indian Philosophy: A Very Short Introduction, Sue Hamilton (978-0192853745)



## How will we assess impact?

There will be an exam-style (a) and (b) question completed at least once per theme. This will usually be a take-home essay but may, on occasion, be completed instead as a timed essay in class.



## International Opportunities

### Visits Programmes

Visits to relevant places of worship.

### Within the curriculum

As part of the study of Hinduism as a *world* faith, students in year 2 of the A Level course study the impact of migration on Hindu identity and the challenges of being a religious and ethnic minority in Britain. This includes learning about the difficulties of practising Hinduism in a non-Hindu society. Students then analyse and evaluate the possibility of assimilation into a secular society for Hindus in Britain, and the extent to which there is a Hindu identity in Britain.

### Wider Reading

- My Revision Notes: WJEC and Eduqas A level Religious Studies Philosophy of Religion (ISBN: 978-1510450547)
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### Extra Challenge:

<https://thecrashcourse.com/courses/philosophy>

<https://www.youtube.com/playlist?list=PL30C13C91CFFE>  
[FEA6](#)



“Any fool can know; the point is to understand”

Albert Einstein