



Haydock High School Religious Education Department – Learning Overview

*“It is the mark of an educated mind to be able to entertain a thought without accepting it” –
Aristotle, Greek Philosopher*

Aims of the Department

Good Religious Education allows students to enter into the wider world as a more-well rounded, understanding and respectful individual. It became a compulsory subject after the Second World War and was put in place as a preventative measure to combat the prejudice, stereotyping and discrimination that Jewish people and other minorities faced under Nazi occupation.

Both specialist RE teachers came to this subject because they believe that it is the fundamental right of all people to be allowed to practise whatever religion they choose or even to practice no religion at all. At the heart of Religious Education at Haydock High School, we aim to empower students, to instil a passion within each young person to defend and protect Human Rights for all regardless of race, ability, nationality or religion. Our students leave Haydock High School with a respect for people of faith, a tolerance of those who are different to them, a strong sense of social justice and the ability to articulate their own personal views.

Through learning about others, we learn about ourselves. RE leads us to many questions and provides a space for young people to think freely about who they are and what they choose to be.

Curriculum Ethos

In years 7 and 8 the Religious Studies Curriculum has been designed in line with the locally-agreed syllabus for Religious Education provided by St. Helen’s’ SACRE. This follows an enquiry-based approach to learning which focuses on improving standards of religious literacy and academic rigour; it is designed to be the ideal platform for further study of the subject at examination level.

Our key stage three curriculum allows for the study of the main six world religions: Christianity, Judaism, Islam, Buddhism, Hinduism and Sikhism. Every student will be challenged to reflect upon different concepts of God, the key practices of each faith, their Holy texts, festivals and traditional dress. Through the study of these world religions students will also learn about cultures and societies from around the world, including how religion has helped to shape them. Through the curriculum, students get to explore the diversity of different world views and see what similarities we hold as members of a global community.

Currently, our students in key stage four follow one of two pathways. They are either studying for a Religious Studies GCSE (AQA) or are engaging with a Core RE programme as part of their ‘Wellbeing’ lessons.

Those students studying GCSE will do the AQA GCSE Religious Studies Specification A with a focus on Christianity and Islam as the principle study of religion, philosophy and practices. We also investigate four ethical themes; Religion and Life, Relationships and Families, Crime and Punishment and Human Rights and Social Justice. The course is an amalgamation of religious ideas and ethical practices, allowing students to delve into controversial topics whilst giving a consideration of their own values, expanding their own world view and providing a deeper understanding of the world beyond our shores. Students have 3 hours a fortnight within Years 9 and 10 which will reduce to two hours a fortnight in Year 11.

Educational Visits

The department runs a trip to Krakow in Poland where students learn and reflect upon the events of the Holocaust.

Year 7 trips to the local church to take part in workshops.

Extra - Curricular

Period 6 and lunchtime revision sessions for Year 11 GCSE students.

ExploRE - A new Key Stage Three group run by the local youth pastor.

Homework

Homework is set in accordance with the school homework policy: