

## What is the purpose of IBEC/Religious Studies?

The aim of **IBEC (Religious Education)** at the **Arthur Terry School** is to *challenge* perspectives/preconceptions and *develop personal knowledge* for all students, especially those who are disadvantaged, vulnerable and those with special educational needs, through...

- the study and exploration of a variety of religious perspectives and worldviews,
- the development of knowledge both **substantive** and **disciplinary** (philosophy, social science, history and theology),
- the development of a **spiral** curriculum which engages with **6 Big Ideas** of study key to religion and worldviews (see images below),
- the inclusion of **multisensory** techniques to engage the imagination and encourage student understanding,
- the use of **cognitive science** to underpin the development of schema and memory.



Beliefs



Diversity



Context



Ethics



Ultimate Questions



Spirituality

## Department information

Core Leader: Victoria Cooper  
Subject Leader: Laura Babb

Exam board: AQA for GCSE and OCR for A level

In KS3 students have 3 lessons a fortnight.

In KS4 they have 2 lessons a fortnight.

In KS5 they have 10 lessons a fortnight

## How do we develop Arthur Terry Learners?

The Arthur Terry learning habits are referenced on PowerPoint materials in all lessons and students are given opportunities to develop them, as appropriate in lesson activities, group tasks, discussions, homework and assessed work. Year 7 students start the year with a specific activity on the how they can be a good IBEC student which is linked closely to the development of the learning habits.

	Topics/Units	Summary of key content
7	1) Introduction to IBEC 2. The Island 3. What is religion? 4. Who am I? 5. What is God?	1) Big ideas, worldviews and Big 6 2. Experiential introduction to the origins and meaning of religion and worldviews 3. Early religion, myth, tribal religion, dharmic and Abrahamic religion, paganism, religion in the UK and minority religions 4. Self identity, beliefs, spirituality, being human, community and social cohesion 5. Belief, faith and proof, Christian, Hindu and Islamic views on God, arguments for and against God's existence
8	1) The Purge: An introduction to ethics 2. Who wants to live forever? 3. What is religion? 4. Islam in Britain	1)Thought experiments, virtue ethics, consequentialist ethics, rules, religious ethics 2. Religious and non-religious views on death and life after death, karma, reincarnation, resurrection, immortality of the soul, funerals etc. 3. Early religion, myth, tribal religion, dharmic and Abrahamic religion, paganism, religion in the UK and minority religions 4. Islamophobia, Golden Age of Islam, beliefs, zakat, role of women, food laws, jihad, extremism
9	1) Religion, crime and punishment 2. Buddhist beliefs and practices 3. Relationships and families	<a href="https://www.aqa.org.uk/qualifications/religious-studies/specification-for-first-teaching-in-2016">Specification for first teaching in 2016: Specification (aqa.org.uk)</a> 1. In this module we will investigate the origins of crime, the types and purposes of punishment and the Christian response to these. 2. In this module we will look at the main Buddhist beliefs about life, death and the key values and rules that are central to Buddhism 3. This module will study the different types of families, the roles family play, marriage, divorce, contraception.
10	1) Relationships and families (2022 only) 2. Buddhist practices	<a href="https://www.aqa.org.uk/qualifications/religious-studies/specification-for-first-teaching-in-2016">Specification for first teaching in 2016: Specification (aqa.org.uk)</a> 1. This module will study the different types of families, the roles family play, marriage, divorce, contraception.

	<ol style="list-style-type: none"> <li>3. Religion, crime and punishment (2022 only)</li> <li>4. Christian beliefs and practices.</li> </ol>	<ol style="list-style-type: none"> <li>2. In this module we will look at the main Buddhist beliefs about life, death and the key values and rules that are central to Buddhism</li> <li>3. In this module we will investigate the origins of crime, the types and purposes of punishment and the Christian response to these.</li> <li>4. In this module we will look at the main Christian beliefs about life, death and the key values and rules that are central to Christianity</li> </ol>
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12	<p>PHILOSOPHY:</p> <ol style="list-style-type: none"> <li>1. Ancient Philosophical influences</li> <li>2. Soul, Mind and Body</li> <li>3. Arguments Based on Observation</li> <li>4. Arguments Based on Reason</li> <li>5. Religious Experience</li> <li>6. The Problem of Evil</li> </ol> <p>ETHICS:</p> <ol style="list-style-type: none"> <li>1. Natural Law</li> <li>2. Situation Ethics</li> <li>3. Kantian Ethics</li> <li>4. Utilitarianism</li> </ol>	<p><a href="#"><u>OCR A Level Religious Studies H573 Specification</u></a></p> <p>Philosophy</p> <ol style="list-style-type: none"> <li>1. Looking back at the roots of philosophy and the ideas of Plato and Aristotle</li> <li>2. Investigating different philosophical ideas of what the soul, mind and body are, whether they are distinct entities, whether the soul exists, whether there is immortality of the soul.</li> <li>3. Looking at the cosmological and teleological arguments for the existence of God</li> <li>4. Looking at the ontological argument for God's existence</li> <li>5. Investigating different types of religious experience, miracles, visions, conversion.</li> <li>6. If God is all loving, all powerful and all knowing, how can evil exist?</li> </ol> <p>Ethics</p> <ol style="list-style-type: none"> <li>1. Are there rules/ moral codes that we (should) follow naturally as humans?</li> <li>2. Looking at Fletcher and his theory - should we always take into account the situation before deciding what action to take?</li> <li>3. Studying Kant and his theory - should there be rules that are always adhered to by everyone, no exceptions?</li> <li>4. Investigating Bentham and Mill - should every decision be made with 'the greatest good for the greatest number' in mind?</li> <li>5. Delving into the ethics of Euthanasia - applying ethical theories that have been learnt this year</li> </ol>

	<ul style="list-style-type: none"> <li>5. Euthanasia</li> <li>6. Business Ethics</li> </ul> <p>DEVELOPMENTS IN CHRISTIAN THOUGHT:</p> <ul style="list-style-type: none"> <li>1. Augustine's Teaching on Human Nature</li> <li>2. Death and the Afterlife</li> <li>3. Knowledge of God's existence</li> <li>4. The Person of Jesus Christ</li> <li>5. Christian Moral Principles</li> <li>6. Christian Moral Action</li> </ul>	<ul style="list-style-type: none"> <li>6. Delving into Business ethics - applying ethical theories that have been learnt this year</li> </ul> <p>DCT</p> <ul style="list-style-type: none"> <li>1. Studying what St. Augustine argued about what it means to be human and the human condition</li> <li>2. Looking at a Christian perspective on death and the afterlife, heaven, hell, purgatory, the soul, resurrection</li> <li>3. How do Christians know God exists? Looking at revelation, human reason and observation of the world</li> <li>4. Who was Jesus? The Son of God? A political leader? A revolutionary? A teacher?</li> <li>5. How do Christians know how to act? Where do they get their moral code from? The Bible, church and reason</li> <li>6. A Look at Dietrich Bonhoeffer and whether his actions were moral or not.</li> </ul>
13	<p>PHILOSOPHY:</p> <ul style="list-style-type: none"> <li>1. The Nature or Attributes of God</li> <li>2. Religious Language; Negative, Analogical or Symbolic</li> <li>3. Religious Language: Twentieth-Century Perspectives and</li> </ul>	<p><a href="#">OCR A Level Religious Studies H573 Specification</a></p> <p>Philosophy</p> <ul style="list-style-type: none"> <li>1. What is God and what are God's characteristics? An analytical study</li> </ul> <p>2/3) How do we talk about God, can we use the same words to talk about God as we use to talk about people? Do the words we use to talk about God lessen who or what God is?</p> <p>Ethics</p> <ul style="list-style-type: none"> <li>1. How do we know what 'good' actually means? How important is the language and words we are using in determining our actions? What types of ethics are there - reference to normative, summative and meta ethics</li> </ul>

<p>Philosophical Comparisons</p> <p>ETHICS:</p> <ol style="list-style-type: none"> <li>1. Meta-ethical theories</li> <li>2. Conscience</li> <li>3. Sexual ethics</li> </ol> <p>DEVELOPMENTS IN CHRISTIAN THOUGHT:</p> <ol style="list-style-type: none"> <li>1. Religious Pluralism and Theology</li> <li>2. Religious Pluralism and Society</li> <li>3. Gender and Society</li> <li>4. Gender and Theology</li> <li>5. The Challenge of Secularism</li> <li>6. Liberation Theology and Marx</li> </ol>	<ol style="list-style-type: none"> <li>2. Do we have a conscience and if so, how reliable is it as a moral guide?</li> <li>3. Applying ethical theory to sexual ethics - premarital, extramarital and homosexuality.</li> </ol> <p>DCT</p> <p>1/2) Looking at how Christianity interacts with other religions in society and how Christianity views other religions more generally. Is Christianity the only true religion, or is there more than one path to God?</p> <p>3/4) A look at the roles of gender and the inequalities therein.</p> <ol style="list-style-type: none"> <li>5. Now that society is more secular/ less religious, is there place for Christianity? How much should religion be involved in the government etc.</li> <li>6. Delving into what liberation theology and Marxism is and the impact that these ideologies have on Christianity.</li> </ol>
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