

Religion and worldviews: KS4 Core

In Year 10 all students study Religion and Worldviews. What a “worldview” exactly is can be difficult to define but a short definition is: *‘How we make sense of the world and the impact this has on daily life.’* In these lessons we want to open students up to a wide variety of worldviews and encourage them to reflect on their own worldview.

The aim of our core KS4 program is to enable students to understand key global ideas, why these ideas are important to the individual and how ideas beliefs affect the individual’s actions. Throughout, we will ask students to reflect on their own ideas, why these ideas are important to them and how these ideas affect their own actions.

Each lesson will have a key topic, students are taught one or two key religious/worldview ideas and how these ideas affect attitudes and action on the topic. Students would then use the religious/worldview idea to reflect on their own ideas and attitudes on the topic.

The shift to “worldviews” can be seen as a more honest representation of many views we cover under the title of “religion” such as Bahai, Buddhism and Hinduism. This also allows us to cover influential worldviews which are not religious such as Humanism, Daoism and Confucianism.

This focus in KS4 enables students to build on the content and skills they have learnt in KS3 to understand religion and worldviews in a systematic way and develop their own well reasoned opinions.

Year 11 Content

We study two Units in Year 11 with different focuses. The first unit is titled “Do I believe in God?”. In this unit students will learn different views on the existence of God, the afterlife and the nature of spiritual belief. Topics include the causation argument, evidence for the afterlife, the nature of the afterlife and the problem of evil. After studying different worldviews on this topic students will reflect on their own spiritual views on the afterlife and God.

Our second unit is titled “Relationships and Identity”. In this unit students will learn different views on topics such as love, marriage, feminism and the importance of family and community. They will be introduced to a variety of religious and non-religious views on these topics before reflecting on their own views and how these views may impact their beliefs and actions.

Finally students will complete an anonymous survey detailing their views on topics we have studied and then compare their views to what the rest of their year has said. This is to encourage them to think about how their views might be similar or different to that of their peers and why.