



Religious Studies

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Exam Board: AQA Route A

Religious Studies is about enabling one to think for oneself, not about making a person 'religious'. Rather, it is about encouraging pupils to think independently and critically about real-world issues. We make no assumptions or stipulations about a pupil's personal beliefs, except that he be willing to consider them carefully and, indeed, critically.

Pupils value this subject for its rigour and its relevance: we expect them to engage with the course, and to support their own views soundly. In return, they leave with well-developed reasoning skills and an appreciation that not everyone thinks in the same way!

Component 1: Religion, Beliefs and Teachings

We study two religions from Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism. We cover the major beliefs and teachings of both faiths, and pupils will gain a breadth of knowledge of these religions and their sources of authority, giving them a solid grounding both for Component 2, and in the multi-faith communities that are LGS and the wider world.

Component 2: Thematic Studies

Here we cover theological, ethical, and philosophical issues and their impact on the modern world. In consultation with our pupils, we have chosen to study:

1. Religion and Life
2. The Existence of God and Revelation
3. Religion, Crime, and Punishment
4. Religion, Human Rights, and Social Justice

We discuss a range of weighty ethical and philosophical questions, including, but not limited to:

- Is it ever acceptable to kill?
- What does it mean to be human?
- Does God exist?
- Should everyone be equal, and if so, why aren't they?

Assessment

Pupils sit 2 exams of 1hr 45 each.

Each is weighted at 50% of the GCSE.

Each paper is assessed through 1-, 2-, 4-, 5- and 12-mark questions.

How does RS benefit our pupils?

Universities welcome the evidence that an applicant approaches difficult issues in a clear and open-minded manner; analyses conflicting arguments, understands deeply held moral and religious convictions and expresses their own personal conclusions in a thoughtful and lucid manner. Prospective employers appreciate the emphasis on critical thinking, especially in careers which require an understanding of others, and the ability to relate to people of different backgrounds.

At LGS in recent years, the subject has been enjoyed by pupils with ambitions as diverse as Medicine; because of the emphasis on ethics, the armed forces, the Law; because of the need to think critically, journalism, teaching, and the natural sciences. Several go on to university to read subjects directly related to it in the form of Philosophy, Theology, Religious Studies, Politics and Economics.

