

Curriculum Intent for Religious Studies

The Ecclesbourne Religious Studies Department believe that RS helps our students understand the world we live in through past, present and future ethical topics, beliefs, teachings and practices. Our GCSE covers a range of two major world religions and four contemporary ethical themes, ensuring that our students have a diverse choice of intriguing subjects to explore. Students are challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Our students also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study. Students consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They become aware that the religious traditions of Great Britain which are, in the main, Christian, and that religious traditions in Great Britain are diverse. We include the study of Christianity and Islam as well as other religious and non-religious beliefs such as atheism and humanism. Their knowledge can then be applied throughout the assessment of the subject content.

Students study the beliefs, teachings and practices of Christianity and their basis in Christian sources of wisdom and authority. They are then able to refer to scripture and/or sacred texts where appropriate. Some texts are prescribed for study and our students will questions set on them. Students can refer to any relevant text in their answers though and we encourage this where appropriate. Our students study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity and Islam in the way beliefs and teachings are understood and expressed are included throughout the course. Our students can also refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant and a range of Islamic perspectives including Sunni and Shi'a.

Our students have the opportunity to study three ethical topics and beliefs and teachings of Christianity and Islam in Year 10 and then one ethical topic and practices associated with Christianity and Islam in Year 11.

This qualification is linear. Linear means that students will sit all their exams at the end of the course. The exam involves two religions' papers; Christianity and Islam which contains the beliefs, teachings and practices and one paper where they respond to questions on the four themes they have studied.

Our curriculum builds on the knowledge and understanding of Religious Studies from key stage 3 and in particular with the study of three world religions in Year 9 and also supports progression to a range of A Level subject choices, particularly Religious Studies. We aim to create students that are independent, reflective and creative- all assets that will fully prepare our students to excel in education and the working world. In key stage 4, we hope to provide a relevant, modern, curriculum to prepare students for life in the 21st Century, allowing them to use what they know to understand more about different faiths and cultures. The course we follow is appropriate to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. All our students should be able to develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism; develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying. They should be able to develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. This includes the opportunity for our GCSE

students to reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life and in the light of what they have learnt, be able to prepare for adult life in a pluralistic society and global community.

Curriculum Implementation:

Year	Term	Content
10	Autumn	<p>1</p> <p>Theme B: Religion and life</p> <p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Abortion. • Euthanasia. • Animal experimentation. <p>The origins and value of the universe • The origins of the universe, including:</p> <ul style="list-style-type: none"> • religious teachings about the origins of the universe, and different interpretations of these • the relationship between scientific views, such as the Big Bang theory, and religious views. • The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. • The use and abuse of the environment, including the use of natural resources, pollution., • The use and abuse of animals, including: • animal experimentation • the use of animals for food. <p>The origins and value of human life</p> <ul style="list-style-type: none"> • The origins of life, including: • religious teachings about the origins of human life, and different interpretations of these • the relationship between scientific views, such as evolution, and religious views. • The concepts of sanctity of life and the quality of life. • Abortion, including situations when the mother's life is at risk. • Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. <ul style="list-style-type: none"> • Euthanasia. • Beliefs about death and an afterlife, and their impact on beliefs about the value of human life. <p>Prior learning to reactivate: Religion and Science course which includes aspects of creation and the environment (Yr8) concept of birth rituals (Yr 8); the question of 'who am I?' (Yr 7 and Yr 8) and ethical topics in Christianity (Yr 9)</p>

			<p>Concepts to revisit: Establishing of knowledge and understanding of implicit and explicit RS topics as well as focusing on evaluative comments and analytical judgements.</p>
	Autumn	2	<p>Theme E: Religion, crime and punishment</p> <p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Corporal punishment. • Death penalty. • Forgiveness. <p>Religion, crime and the causes of crime</p> <ul style="list-style-type: none"> • Good and evil intentions and actions, including whether it can ever be good to cause suffering. • Reasons for crime, including: <ul style="list-style-type: none"> • poverty and upbringing • mental illness and addiction • greed and hate • opposition to an unjust law. • Views about people who break the law for these reasons. <p>Views about different types of crime, including hate crimes, theft and murder. Religion and punishment</p> <ul style="list-style-type: none"> • The aims of punishment, including: <ul style="list-style-type: none"> • retribution • deterrence • reformation • The treatment of criminals, including: <ul style="list-style-type: none"> • prison • corporal punishment • community service. • Forgiveness. • The death penalty. • Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life. <p>Prior learning to reactivate: Issues to do with Christian ethics, concepts of forgiveness (Yr 7 exemplars of faiths; Yr 9 Thompson and Venables trial in an adult court and the issue of moral evil Yr 9)</p> <p>Concepts to revisit:</p>

			Establishing of knowledge and understanding of implicit and explicit RS topics as well as focusing on evaluative comments and analytical judgements.
	Spring	3	<p><u>Christian beliefs and teachings</u></p> <ul style="list-style-type: none"> • Key beliefs • The nature of God: • God as omnipotent, loving and just, and the problem of evil and suffering • the oneness of God and the Trinity: Father, Son and Holy Spirit. • Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). <p>Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. Jesus Christ and salvation</p> <ul style="list-style-type: none"> • Beliefs and teachings about: • the incarnation and Jesus as the Son of God • the crucifixion, resurrection and ascension • sin, including original sin • the means of salvation, including law, grace and Spirit • the role of Christ in salvation including the idea of atonement. <p><u>Islamic beliefs and teachings</u></p> <ul style="list-style-type: none"> • Key Beliefs • The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. • Tawhid (the Oneness of God), Qur'an Surah 112. • The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence. • Angels, their nature and role, including Jibril and Mika'il. • Predestination and human freedom and its relationship to the Day of Judgement. • Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. Authority • Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. • The holy books: • Qur'an: revelation and authority • the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. • The imamate in Shi'a Islam: its role and significance. <p>Prior learning to reactivate: Religious founders (Yr 7); Places of worship (Yr 7); Arguments for and against the existence of God (Yr8); issues to do with creation (Yr 8); Life after death and related issues (Rites of passage course in Yr 8); Study of Christianity as a world faith key beliefs, teachings and</p>

			<p>practices (Yr 9); general key beliefs of other world faiths such as Judaism and Hinduism (Yr 9)</p> <p>Concepts to revisit:</p> <p>Establishing of knowledge and understanding of implicit and explicit RS topics as well as focusing on evaluative comments and analytical judgements.</p>
	Spring	4	<p>Theme D: Religion, peace and conflict</p> <p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Violence. • Weapons of mass destruction. • Pacifism. Religion, violence, terrorism and war • The meaning and significance of: <ul style="list-style-type: none"> • peace • justice • forgiveness • reconciliation. • Violence, including violent protest. • Terrorism. • Reasons for war, including greed, self-defence and retaliation. • The just war theory, including the criteria for a just war. • Holy war. • Pacifism. Religion and belief in 21st century conflict • Religion and belief as a cause of war and violence in the contemporary world. • Nuclear weapons, including nuclear deterrence. • The use of weapons of mass destruction. • Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. • Religious responses to the victims of war including the work of one present day religious organisation. <p>Prior learning to reactivate:</p> <p>Christian ethics (use of drones in Yr 9) non – violent protest such as that of MLK (Yr 7); Attitudes to the Indian varna system and satyagraha (Yr 7 / Yr 9)</p> <p>Concepts to revisit:</p> <p>Establishing of knowledge and understanding of implicit and explicit RS topics as well as focusing on evaluative comments and analytical judgements.</p>
	Summer	5	3.2.1.4 Theme D: Religion, peace and conflict.

		<p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Violence. • Weapons of mass destruction. • Pacifism. <p>Religion, violence, terrorism and war</p> <ul style="list-style-type: none"> • The meaning and significance of: • peace • justice • forgiveness • reconciliation. • Violence, including violent protest. • Terrorism. • Reasons for war, including greed, self-defence and retaliation. • The just war theory, including the criteria for a just war. • Holy war. • Pacifism. <p>Prior learning to reactivate: Issues arising from the study of the Holocaust (Yr 9); visit to Beth Shalom (Yr 9) concept of justice through the Lincoln visit and the Magna Carta (Yr 7)</p> <p>Concepts to revisit: Establishing of knowledge and understanding of implicit and explicit RS topics as well as focusing on evaluative comments and analytical judgements.</p>
	Summer	<p>6</p> <p>Theme D: Religion, peace and conflict Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <p>Religion and belief in 21st century conflict</p> <ul style="list-style-type: none"> • Religion and belief as a cause of war and violence in the contemporary world. • Nuclear weapons, including nuclear deterrence. • The use of weapons of mass destruction. • Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. • Religious responses to the victims of war including the work of one present day religious organisation. <p>Prior learning to reactivate: Exemplars of faith (Yr 7 and Yr 9); Christian ethics topics (Yr 9) Indian and Pakistani border violence (Yr 9)</p> <p>Concepts to revisit:</p>

			Establishing of knowledge and understanding of implicit and explicit RS topics as well as focusing on evaluative comments and analytical judgements.
11	Autumn	1	<p>Theme A: Relationships and families</p> <p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Contraception. • Sexual relationships before marriage. • Homosexual relationships. <p>Sex, marriage and divorce</p> <ul style="list-style-type: none"> • Human sexuality including: heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarrying. • Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. <p>Prior learning to reactivate: Concept of marriage in all its guises (Yr 8) Arranged marriage in Hinduism (Yr 9) visiting Christian speaker (Yr 9) Concepts to revisit: Establishing of knowledge and understanding of implicit and explicit RS topics as well as focusing on evaluative comments and analytical judgements.</p>
	Autumn	2	<p>Families and gender equality</p> <ul style="list-style-type: none"> • The nature of families, including: <ul style="list-style-type: none"> ○ the role of parents and children ○ extended families and the nuclear family. • The purpose of families, including: <ul style="list-style-type: none"> ○ procreation ○ stability and the protection of children ○ educating children in a faith. • Contemporary family issues including: <ul style="list-style-type: none"> ○ same-sex parents

			<ul style="list-style-type: none"> ○ polygamy. • The roles of men and women. • Gender equality. • Gender prejudice and discrimination, including examples. <p>• Prior learning to reactivate: Concept of marriage in all its guises (Yr 8) Arranged marriage in Hinduism (Yr 9) visiting Christian speaker (Yr 9).</p> <p>Concepts to revisit: Establishing of knowledge and understanding of implicit and explicit RS topics as well as focusing on evaluative comments and analytical judgements.</p>
	Spring	3	<p>Christian practices, worship and festivals</p> <ul style="list-style-type: none"> • Different forms of worship and their significance: <ul style="list-style-type: none"> ○ liturgical, non-liturgical and informal, including the use of the Bible ○ private worship. • Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. • The role and meaning of the sacraments: <ul style="list-style-type: none"> ○ the meaning of sacrament ○ the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism ○ the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning. • The role and importance of pilgrimage and celebrations including: <ul style="list-style-type: none"> ○ two contrasting examples of Christian pilgrimage: Lourdes and Iona ○ the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today. <p>The role of the church in the local and worldwide community</p> <ul style="list-style-type: none"> • The role of the Church in the local community, including food banks and street pastors. • The place of mission, evangelism and Church growth. • The importance of the worldwide Church including: <ul style="list-style-type: none"> ○ working for reconciliation ○ how Christian churches respond to persecution ○ the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund. ○ <p>Prior learning to reactivate:</p>

			<p>Visit to St. Alkmunds Church (Yr 7); issues connected with reconciliation / exemplars of faiths (Yr 7); Christmas and Easter as festivals (Yr 7) Rites of passage (Yr 8)</p> <p>Concepts to revisit: Establishing of knowledge and understanding of implicit and explicit RS topics as well as focusing on evaluative comments and analytical judgements.</p>
	Spring	4	<p>Islamic practices and worship</p> <ul style="list-style-type: none"> • Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam). • Shahadah: declaration of faith and its place in Muslim practice. • Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer. <p>Duties and festivals</p> <ul style="list-style-type: none"> • Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5. • Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam. • Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance. • Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad. • Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura. <p>Prior learning to reactivate: Aspects of symbols in Islam (Yr 7) The life of Muhammad (Yr 7); Islamic festivals (Yr 7); issues connected with reconciliation / exemplars of faiths (Yr 7); Rites of passage (Yr 8).</p> <p>Concepts to revisit: Establishing of knowledge and understanding of implicit and explicit RS topics as well as focusing on evaluative comment and analytical judgements.</p>

	Summer	5	Revision Programme
	Summer	6	Study Leave

How you are assessed

Component 1: The study of religions: beliefs, teachings and practices

Beliefs, teachings and practices of **two** from:

- Buddhism
- **Christianity**
- Catholic Christianity
- Hinduism
- **Islam**
- Judaism
- Sikhism.

NB – The two religions we study are highlighted.

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE

Questions

Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.

Each religion is marked out of 48.

Component 2: Thematic studies

Four religious, philosophical and ethical studies themes.

Religious, philosophical and ethical studies themes:

- **Theme A: Relationships and families.**
- **Theme B: Religion and life.**
- Theme C: The existence of God and revelation.
- **Theme D: Religion, peace and conflict.**
- **Theme E: Religion, crime and punishment.**
- Theme F: Religion, human rights and social justice.

NB – The four themes we study are highlighted.

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE

Questions

Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.

Each theme is marked out of 24.

Assessment Objectives:

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Religious Studies A specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of religion and beliefs including:
 - beliefs, practices and sources of authority
 - influence on individuals, communities and societies
 - similarities and differences within and/or between religions and beliefs.
- AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

Structure of Assessment

Assessment objective weightings for GCSE Religious Studies A

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Paper 1	Paper 2	
AO1	25	25	50
AO2	25	25	50
Overall weighting of components	50	50	100

Paper 1

In the non-Textual studies route, students must answer questions on two specified religions in Component 1A (Christianity and Catholic Christianity are prohibited combinations) and four from six religious, philosophical and ethical studies themes in Component 2A.

Component 1: Study of religions

For each exam, the following will apply.

- Students must answer questions on two specified religions (Christianity and Catholic Christianity are prohibited combinations).
- Two compulsory five-part questions will be set on each religion.
- Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.
- The structure of the five-part questions will be identical across all religions; marks will be allocated as follows: 1, 2, 4, 5 and 12.
- In each five-part question, AO1 is tested in the first four questions; AO2 is assessed through the 12-mark question.

Up to three marks are awarded in respect of spelling, punctuation and grammar (SPaG) based on performance in the 12 mark extended writing questions.

Marks will be awarded on the basis of a student's performance on these questions in the Beliefs section.

Component 2: Thematic studies

Updated

Three marks available for spelling, punctuation and grammar (SPaG) in the 12 mark extended writing questions

For each exam, the following will apply.

- Students must answer questions on four themes from religious, philosophical and ethical themes.
- Students may answer questions on four religious, philosophical and ethical themes.
- One compulsory five-part question will be set per theme.
- Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.

- The structure of the five-part questions will be identical: marks will be allocated as follows; 1, 2, 4, 5 and 12.
- In each five-part question, AO1 is tested in the first four questions; AO2 is assessed through the 12-mark question.

Up to three marks are awarded in respect of spelling, punctuation and grammar (SPaG) based on performance in the 12 mark extended writing questions.

Marks will be awarded on the basis of a student's performance in these questions.

Impact

What skills will the study of religion teach you?

You are a citizen in this world, and you need to know about the various consequences of the decisions taken by the people of the past, to provide you with a broad cultural awareness. The Religious Studies curriculum will teach you to:

- Analyse issues and events
- Express your ideas both orally and in written form
- Put forward ideas and arguments in a concise manner
- Gather, investigate and assess materials
- Base conclusions on research and generate further ideas
- Organise material in a logical and coherent way
- Be independent
- Pose questions and seek answers – a love of enquiry

What will you know and understand from your study of religion?

Religious Studies is a rigorous and demanding academic discipline in its own right. It engenders critical thinking and rigour in the search for truths in uncertain fields. It encourages philosophical thought, decision making skills, collaboration and independent working skills and the search for compromise and conflict resolutions that work. It creates opportunities for young people to develop their skills of dialogue, interpretation and analysis in a coherent context. All these are vital skills in a modern workforce where communication, collaboration and cooperation are core skills.

Religious Studies has a multidisciplinary nature, involving textual study, philosophical thinking, ethics, social understanding and the skills of analysis and reasoning developing core skills of literacy. Religious Studies also makes a key and unique contribution to understanding British heritage, plurality, values and futures. It provides an excellent opportunity for young people to engage with contemporary contentious issues, developing social, cultural, political, philosophical and historical awareness. In Religious Studies students learn to respect themselves and understand their own identity, to respect others, and to understand their own and others' rights and responsibilities. At a time when communities are becoming more diverse there is an even greater need for a more religiously literate and tolerant society. Religious Studies plays a key role in creating social cohesion and generating genuine understanding between communities reducing friction, intolerance and social unrest. GCSE and A level growth in the last 10 years, fuelled by student interest, makes Religious Studies comparable with the most popular Humanities subjects. It is a core subject on the curriculum and one of the most popular choices at 16+ too.

Where next – how can Religious Studies support your future?

We hope that learning GCSE Religious Studies will support your progression to A Level RS, but learners' experiences compliment a range of A-level subjects. Learning about people and societies, philosophy and ethics provide valuable insight into a range of different areas of the A Level curriculum. Religious Studies is valued by prestigious universities and is offered at most prestigious universities.

Learning Religious Studies will also make you more employable. Employers value the discipline and candidates who can work independently, analyse and evaluate, recall information and question, all traits that are on show in the RS classroom! Being able to structure and communicate your knowledge and understanding alongside what we believe to be our most valuable skill, evaluation will stand you in good stead, regardless of your chosen vocation.

While learning Religious Studies gives you skills valuable in a whole range of jobs Knowledge of other cultures and world religious beliefs can be useful in many jobs where you are working with the public or communities. These include counselling and social services, marketing, sales and advertising, catering and hospitality, leisure, sport and tourism, retail sales and customer services, education and training, medicine and nursing, and service sector roles.

Applied and job-related learning

There is a range of vocational qualifications (such as BTECs, NVQ/SVQs and diplomas) linked to religious studies, including:

- travel and tourism
- health and social care
- childcare
- uniformed public services
- legal studies

Apprenticeships

There are some apprenticeships associated with religious studies such as:

- arts, media and publishing, e.g. exhibition guide, visitor services support
- leisure, travel and tourism, e.g. tourist guide, travel, adviser
- health, public services and care, e.g. community support worker
- education and training, e.g. learning support assistant

Academic subjects – such as A levels

- **You can study** religious studies.
- **Related subjects** include health and social care, geography, law, history, classical civilisation, sociology, philosophy, psychology, government and politics, communication and culture.