**Curriculum Intent**

Religious Studies aims to broaden a student’s knowledge and understanding of social, moral and religious beliefs and values through the study of the major world religions and the philosophy of religion. Students will learn about the distinct features and traditions of different faith groups, as well as the corollary nature of both the dharmic and Abrahamic religions.

RS provokes challenging questions and students are encouraged to think critically about the ultimate meaning and purpose of life, beliefs about God, and issues of right and wrong. Students develop a religious literacy which equips them with the skills they need to have meaningful discussion about the issues which impact our society today – considering both religious and secular views.

Through effective assessment and feedback students are empowered to improve their learning and thereby gain a greater understanding of beliefs, values and traditions which not only influence and shape their own identities, but the influence this has on the wider world.

**Curriculum Implementation**

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|  | | | **Autumn** | | **Spring** | | **Summer** | |
| **HT1 – How do the ancient Greek philosophers understand the nature of reality? /Augustine on Human Nature** | **HT2 – Are the mind, body and soul connected? /Death and the afterlife** | **HT3 – Does God exist? /knowledge of God’s existence** | **HT4 – Are religious experiences valid?**  **Is God good? /Jesus Christ** | **HT5 – Do normative ethical theories help us make moral decisions? /Christian moral principles** | **HT6 – Are normative ethical theories useful when applied to euthanasia and business ethics? / Christian moral action** |
| **Year 12** | **BROAD** | Core content, knowledge and skills | **Core Content and knowledge**   * Plato’s allegory of the cave, sun and divided line * Plato’s views about the world of forms * strengths and weaknesses of Plato’s argument * Aristotle’s four causes to explain the purpose of all things * The nature and role of the Prime Mover * strengths and weaknesses of Aristotle’s argument   **Developments in Christian thought**   * the human potential * Augustine on human nature * Interpreting Augustine today   **Skills Developed**   * Use of key words, philosophical terminology * Understand, interpret, and analyse written sources * Ability to write coherent, informed, and persuasive argument through extended writing * Critical analysis and evaluation of scholarly/philosophical arguments | **Core Content and knowledge**   * Plato’s dualism * Aristotle’s Monism * Descartes substance dualism * Strengths and weaknesses of each approach   **Developments in Christian thought**   * New Testament foundations * Parable of the sheep and goats * Eschatological teaching * Election   **Skills Developed**   * Use of key words, philosophical terminology * Understand, interpret, and analyse written sources * Ability to write coherent, informed, and persuasive argument through extended writing * Oracy skills and teamwork through debate task * Critical analysis and evaluation of scholarly/philosophical arguments | **Core Content and knowledge**   * Inductive arguments: Teleological and Cosmological * Deductive arguments: Ontological * Strengths and weaknesses of each type of argument   **Developments in Christian thought**   * Natural knowledge of God’s existence * Revealed knowledge of God’s existence * The natural-revealed debate   **Skills Developed**   * Use of key words, philosophical terminology * Understand, interpret, and analyse written sources * Ability to write coherent, informed, and persuasive argument through extended writing. * Critical analysis and evaluation of scholarly/philosophical arguments | **Core Content and knowledge**   * Types of religious experience * A comparison of William James and Rudolf Otto * Swinburne’s types of religious experiences * Challenges to religious experiences * Strengths and weaknesses of each approach * The evidential problem of evil * The logical problem of evil * Augustinian theodicies * Irenaean theodicies * Modern theodicies * Strengths and weaknesses of each approach   **Developments in Christian thought**   * Jesus’ authority * Jesus the teacher of wisdom * Jesus the liberator * Son of God * Uniqueness   **Skills Developed**   * Use of key words, philosophical terminology * Understand, interpret, and analyse written sources * Ability to write coherent, informed, and persuasive argument through extended writing. * Oracy skills and teamwork through debate task * Critical analysis and evaluation of scholarly/philosophical arguments | **Core Content and knowledge**   * Natural law * Situation ethics * Kantian ethics * Utilitarianism * Strengths and weaknesses of each approach   **Developments in Christian thought**   * Theonomous ethics and practices * Heteronomous ethics and practices * Autonomous ethics and practices   **Skills Developed**   * Use of key words, philosophical terminology * Understand, interpret, and analyse written sources * Ability to write coherent, informed, and persuasive argument through extended writing. * Critical analysis and evaluation of scholarly/philosophical arguments * Oracy skills through discussions | **Core Content and knowledge**   * Application of normative ethical theories to euthanasia * Application to business ethics * Moral, social and legal implications of euthanasia and business ethics   **Developments in Christian thought**   * Bonhoeffer’s life * Duty to God and state * Role of the Church as community * The cost of discipleship * Bonhoeffer’s relevance today   **Skills Developed**   * Use of key words, philosophical terminology * Understand, interpret, and analyse written sources * Ability to write coherent, informed, and persuasive argument through extended writing. * Critical analysis and evaluation of scholarly/philosophical arguments * Oracy skills through discussions * Reflection and empathy |
| Extra-curricular opportunities |  | | | | | |
| Ways the Y12 curriculum goes beyond the national curriculum |  | | | | | |
| **COHERENT** | Prior knowledge required to access this unit | * Knowledge of beliefs about God and the afterlife in Christianity is helpful | * Knowledge of beliefs about the soul and afterlife in Christianity is helpful | * Knowledge of the design argument and the first cause argument from GCSE RS is helpful | * Knowledge about special revelations from GCSE Christianity is helpful | * Knowledge of moral issues studied at GCSE such as war, abortion and euthanasia is helpful | * Knowledge of moral issues studied at GCSE such as euthanasia is helpful |
| Assessment | * Frequent plenary assessment checks in lessons * 40 mark essay question | * Frequent plenary assessment checks in lessons * 40 mark essay question | * Frequent plenary assessment checks in lessons * 40 mark essay question | * Frequent plenary assessment checks in lessons * 40 mark essay question | * Frequent plenary assessment checks in lessons * 40 mark essay question | * Frequent plenary assessment checks in lessons * 40 mark essay question |
| Points when this knowledge/these skills will be revisited |  | | | | | |
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| **EMPOWERING** | Key vocabulary | * Forms * Particulars * World of forms * World of appearances * Form of the good * Rationalism * Four Causes * Potentiality * Actuality * The Prime Mover * Empiricism * Esoteric * Manicheism * Platonism * The Fall * Cupiditas * Caritas * Akrasia * Continence * Concupiscence * Post-Lapsarian * Original sin * Ontology * Grace * Redemption * Post-enlightenment * Humanitarian principle * Libido | * Monism * Dualism * Consciousness * Substance dualism * Materialism * Soul * Psyche * Tripartite soul * Hylomorphic unity * Vegetative soul * Appetitive soul * Intellectual soul * Psycho-somatic unity * Eschatology * Pharisees * Parousia * Sheol * Sadducees * Maran atha * Millenarianism * Mortal sin * Beatific vision * Predestination * Apokatastasis | * Deductive reasoning * Inductive reasoning * A priori * A posteriori * Teleological * Anthropic principle * Cosmological * Ontological * Natural theology * Revealed theology * Sensus dvinitatis * Duplex cogito domini * Process theology * Si integer stetisset Adam * Regeneration * Reformed epistemology * Atheological objector * Fideism | * Religious experience * Ineffable * Transient * Noetic * Passive * Conversion * Personal * Corporate * Mysticism * Numinous * Moral evil * Natural evil * Inconsistent triad * Theodicy * Omnipotence * Omnibenevolent * Omniscient * Form of life * Metanoia * Zealot * Christology * Theotokos * Docetic * Exegesis * Christ-event | * Natural law * Reason * Primary precepts * Secondary precepts * Eudaimonia * Synderesis rule * Hypothetical imperative * Categorical imperative * Universalisation * Utilitarianism * Act utilitarianism * Rule utilitarianism * Agape * Conscience * Theonomous * Biblicism * Covenant * Heteronomous * Papal encyclical * Magisterium * Agape | * Euthanasia * Sanctity of life * Quality of life * Autonomy * Consciousness * Voluntary euthanasia * Non-voluntary euthanasia * Business ethics * Corporate social responsibility * Globalisation * Whistleblowing * Stakeholder * Shareholder * Profit * Utopia * Secular pacifism * Tyrannicide * Theology of crisis * Post-Christian society * Moral relativism |
| Opportunities to engage with different cultures/perspectives/voices |  | | | | | |
| Relevance to real world and careers |  | | | | | |
| **CHALLENGING** | Homework |  |  |  |  |  |  |
| Super curricular recommendations | * Suggested further reading in student textbook – Religious Studies Year 1 (Hodder Education) * **The Puzzle of…(Series of books)** by Peter Vardy/Charlotte Vardy * **The God Delusion** by Richard Dawkins * **Ethics** by J.L. Mackie * Wider reading from Get Revising/ Philosophy Dungeon/ PhilosophyALevel.Com/ Peped Philosophical Investigations * YouTube channels: Ben Wardle/ The Cogito/ Philosophy Vibe * Podcast: The Panpsycast * Radio 4 Big Ideas Animations | | | | | |

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|  | | | **Autumn** | | **Spring** | | **Summer** | |
| **HT1 – Nature or attributes of God /Pluralism and theology** | **HT2 – Religious language / Pluralism and society** | **HT3 – Religious language 20th Century perspectives /Gender issues in society and theology** | **HT4 – Ethical language: Meta-ethics/Conscience /Challenge of secularism** | **HT5 – Sexual ethics / Liberation theology and Marx** | **HT6 – Revision and public exams** |
| **Year 13** | **BROAD** | Core content, knowledge and skills | **Core Content and knowledge**   * Divine attributes: Omnipotence, omnibenevolence and omniscience * Divine eternity and free will   **Developments in Christian thought**   * Religious pluralism * Theological exclusivism * Theological inclusivism * theological pluralism   **Skills Developed**   * Use of key words, philosophical terminology * Understand, interpret, and analyse written sources * Ability to write coherent, informed, and persuasive argument through extended writing * Critical analysis and evaluation of scholarly/philosophical arguments | **Core Content and knowledge**   * Cognitive and non-cognitive religious language * Via negative (apophatic way) * Via positive (cataphatic way): Analogy & Symbol   **Developments in Christian thought**   * Development of contemporary multi-faith societies * Inter-faith dialogue * Scriptural reasoning movement   **Skills Developed**   * Use of key words, philosophical terminology * Understand, interpret, and analyse written sources * Ability to write coherent, informed, and persuasive argument through extended writing * Critical analysis and evaluation of scholarly/philosophical arguments | **Core Content and knowledge**   * Logical positivism and the verification principle * Wittgenstein’s language games theory * Falsification (Flew, Mitchell and Hare) * Eschatological verification   **Developments in Christian thought**   * Feminism and changing views on gender * Biblical teachings on the roles of men and women * Christian response to secular gender roles * God, Bible and feminism * Rosemary Radford Ruther * Mary Daley * A comparison of Ruther and Daly   **Skills Developed**   * Use of key words, philosophical terminology * Understand, interpret, and analyse written sources * Ability to write coherent, informed, and persuasive argument through extended writing * Critical analysis and evaluation of scholarly/philosophical arguments | **Core Content and knowledge**   * The Is/Ought problem * Ethical naturalism * Intuitionism * Emotivism * Aquinas on conscience * Feud on conscience * A comparison of Aquinas and Freud   **Developments in Christian thought**   * Secularism * God as illusion, wish fulfilment and source of harm * Christianity and public life   **Skills Developed**   * Use of key words, philosophical terminology * Understand, interpret, and analyse written sources * Ability to write coherent, informed, and persuasive argument through extended writing * Critical analysis and evaluation of scholarly/philosophical arguments | **Core Content and knowledge**   * Christian teaching on marriage, pre-marital sex, extra marital sex and homosexuality * Impact of secularism on sexuality * Application of normative ethical theories to sexual ethics   **Developments in Christian thought**   * Marx and liberation theology * Alienation and exploitation * Liberation theology’s use of Marx * Preferential option for the poor * Orthodoxy and orthopraxis   **Skills Developed**   * Use of key words, philosophical terminology * Understand, interpret, and analyse written sources * Ability to write coherent, informed, and persuasive argument through extended writing * Critical analysis and evaluation of scholarly/philosophical arguments |  |
| Extra-curricular opportunities | * The Candle Conference delivered by Peter Vardy * Exam tips sessions delivered by Libby Ahluwalia | | | | | |
| Ways the Y13 curriculum goes beyond the national curriculum |  | | | | | |
| **COHERENT** | Prior knowledge required to access this unit | * Knowledge about the nature of God from GCSE Christianity is helpful | * Knowledge of interpreting scripture from GCSE is helpful | * Knowledge of analytic and synthetic statements from year 12 * Problem of evil from year 12 * Knowledge about gender roles from GCSE Christianity is helpful | * Knowledge of arguments against the existence of God from year 12 * Natural law from year 12 * Knowledge of arguments against the existence of God from GCSE Theme C is useful | * Knowledge of normative ethical theories from year 12 * Knowledge of arguments against the existence of God from GCSE Theme A is useful |  |
| Assessment |  |  |  |  |  |  |
| Points when this knowledge/these skills will be revisited |  | | | | | |
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| **EMPOWERING** | Key vocabulary | * Omnipotence * Omniscience * Omnibenevolence * Free will * Predestination * Eternity * Atemporal * Sempiternal * Simple necessity * Conditioned necessity * Religious pluralism * Epistemology * Soteriology * Phenomenology * Middle knowledge * Universalism * Votum ecclesia * Myth | * Cognitive * Non-cognitive * Apophatic * Cataphatic * Anthropomorphise * Theosis * Analogy * Homoites * Equivocal * Univocal * Analogy of attribution * Analogy of proportion * Qualified model * Disclosure situation * Sign * Symbol * Post-enlightenment * Migration * Difference * Pastoral care * Collegiality * Radicalisation * Proselytising * Scriptural reasoning | * Logical positivism * Tautologies * Verification * Foundationalism * Language game * Expressivism * Theological non-realism * Fideism * Falsification * Hypothesis * Blik * Eschatological verification * Feminism * Patriarchal * False-consciousness * Glass ceiling * The eternal feminine * Household rules * The ‘right’ * Domestic haven * Eroticisation * Mulieris dignitatum * Theotokos * Annunciation * Intact family * Dystopia * Women-Church * The wisdom of Solomon * Transvaluation * Spinster | * Meta-ethics * Naturalism * Hedonism * Absolutism * Naturalistic fallacy * Open question argument * Intuitionism * Emotivism * Relativism * Principle of generic consistency * Ratio * Practica ratio * Conscience * Conscientia * Synderesis * Vincible ignorance * Invincible ignorance * Id * Ego * Super-ego * Psychosexual development * Oedipus complex * Post hoc, propter hoc fallacy * Sacrament * Monogamous * Fidelity * Annulment * Consummation of marriage * Unitive sex * Chastity * Secularism * Liberty * Permissiveness * Secularism * Endism * La laicite * Neuroses * Infantile * Wish fulfilment * Obsessional * Oceanic experience * Fon et origo * Theocracy | * Goods of marriage * Sacrament * Fidelity * Unitive sex * Chastity * Cohabitation * Permissiveness * Liberation theology * Contextual theology * Historical materialism * Alienation * Capitalism * Communism * Bourgeoisie * Proletariat * Praxis * Integral liberation * Structural sin * Hermeneutic suspicion * Preferential option for the poor * Orthodoxy * Orthopraxis * Pre-theological * Socio-analytical mediation * Hermeneutical mediation * Practical mediation |  |
| Opportunities to engage with different cultures/perspectives/voices |  | | | | | |
| Relevance to real world and careers |  | | | | | |
| **CHALLENGING** | Homework |  |  |  |  |  |  |
| Super curricular recommendations | * Suggested further reading in student textbook – Religious Studies Year 2 (Hodder Education) * **The Puzzle of…(Series of books)** by Peter Vardy/Charlotte Vardy * **The God Delusion** by Richard Dawkins * **Ethics** by J.L. Mackie * Wider reading from Get Revising/ Philosophy Dungeon/ PhilosophyALevel.Com/ Peped Philosophical Investigations * YouTube channels: Ben Wardle/ The Cogito/ Philosophy Vibe * Podcast: The Panpsycast * Radio 4 Big Ideas Animations | | | | | |