



Curriculum Plan Religious Studies



Year 12	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts) Students will develop a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion.				Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	Ancient Philosophical Influences	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	<ul style="list-style-type: none"> the philosophical views of Plato, in relation to: <ul style="list-style-type: none"> understanding of reality the Forms the analogy of the cave the philosophical views of Aristotle, in relation to: <ul style="list-style-type: none"> understanding of reality the four causes the Prime Mover 	Ancient philosophical influences provides important foundational knowledge for the study of philosophy of religion.	Distinction between key thinkers and ideas and understanding of evaluative arguments.	Rationalism Particulars Immutable Form Anamnesis Empiricism Motus Telos Epistemology	Year 10 – Ancient Greek Philosophy
	Utilitarianism	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	<ul style="list-style-type: none"> Utilitarianism, including: <ul style="list-style-type: none"> utility the hedonic calculus act utilitarianism rule utilitarianism 	Learners will study four normative ethical theories, providing a range of approaches: deontological and teleological, religious and non-religious.	Contrasting and comparing the different normative ethical approaches.	Relativism Teleological Hedonistic Utility principle Act utilitarianism Rule utilitarianism	Year 10 – Morality Year 11 – Human Rights
	Kantian Ethics	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	<ul style="list-style-type: none"> Kantian ethics, including: <ul style="list-style-type: none"> duty the hypothetical imperative the categorical imperative and its three formulations the three postulates 	Learners will study four normative ethical theories, providing a range of approaches: deontological and teleological, religious and non-religious.	Contrasting and comparing the different normative ethical approaches.	Duty Maxim Hypothetical Imperative Categorical Imperative	Year 10 – Morality Year 11 – Human Rights Year 12 – Utilitarianism
Term 2	Religious Experience	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	<ul style="list-style-type: none"> the nature and influence of religious experience, including: <ul style="list-style-type: none"> mystical experience conversion experience 	Learners will be introduced to different types of religious experience, and will be encouraged to discuss and debate the significance and meaning of such experiences, as well as how they can shape religious belief	Distinction between key thinkers and ideas and understanding of evaluative arguments.	Mystical Conversion Pragmatism Empiricism Pluralism Mass Hysteria Corporate	Year 10 – Truth Again



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			<ul style="list-style-type: none"> different ways in which individual religious experiences can be understood 			Principle of testimony Principle of credulity	
	St Augustine	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	<ul style="list-style-type: none"> Human relationships pre- and post-Fall Original Sin and its effects on the will and human societies God's grace 	Explore human nature in the context of the purpose of life, the self and immortality. Learners will explore Augustine's ideas regarding the human condition.	Diversity within the faith and understanding of range of language used.	Human Nature Stewardship Human will Original sin Concupiscence Predestination Grace Summum bonum	Year 11 – Religion and Life
	Death and the Afterlife	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	Christian teaching on: <ul style="list-style-type: none"> o heaven o hell o purgatory o election 	Explore human nature in the context of the purpose of life, the self and immortality. Learners will explore different Christian interpretations of the promise and nature of the afterlife.	Diversity within the faith and understanding of range of language used.	Final judgement Particular judgement Beatific vision Redemption Universalism Election Limited election Double predestination Single predestination Unlimited election	Year 12 – Augustine



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Term 3	Situation Ethics	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	<ul style="list-style-type: none"> Fletcher's situation ethics, including: <ul style="list-style-type: none"> o agape o the six propositions o the four working principles o conscience 	Learners will study four normative ethical theories, providing a range of approaches: deontological and teleological, religious and non-religious.	Contrasting and comparing the different normative ethical approaches.	Legalism Antinomianism Agape Subjective	Year 12 – Utilitarianism Year 12 – Kantian Ethics
	Soul, Mind and Body	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	<ul style="list-style-type: none"> the philosophical language of soul, mind and body in the thinking of Plato and Aristotle metaphysics of consciousness, including: <ul style="list-style-type: none"> o substance dualism o materialism 	Soul, mind and body enable the exploration of philosophical language and thought through significant concepts and the works of key thinkers.	Distinction between key thinkers and ideas and understanding of evaluative arguments.	Personhood Substance Dualism Category error Metaphor Materialism Rational	Year 10 – Ancient Greek Philosophy Year 12 – Ancient Philosophical Influences
	Problem of Evil	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	<ul style="list-style-type: none"> the problem of evil and suffering: <ul style="list-style-type: none"> o different presentations o theodicies that propose some justification or reason for divine action or inaction in the face of evil 	The problem of evil and suffering will also be explored. Debated for millennia, this issue is still relevant and problematic for many today.	Distinction between key thinkers and ideas and understanding of evaluative arguments.	Theodicy Privation Universal salvation Epistemic distance Soul-making	Year 12 – St Augustine
Term 4	Arguments based on observation	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	<ul style="list-style-type: none"> the teleological argument the cosmological argument challenges to arguments from observation 	Learners will critically analyse three contrasting arguments regarding the existence of God. Such arguments are a fundamental element of philosophy of religion, as well as being central to the personal beliefs of many individuals.	Distinction between key thinkers and ideas and understanding of evaluative arguments.	Logical fallacy Theism A posteriori Fallacy of composition Epicurean hypothesis Infinite regress Contingent Necessary being Deism Inductive	Year 9 – Religion VS Science
	Arguments based on reason	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	<ul style="list-style-type: none"> the ontological argument 	As above.	Distinction between key thinkers and ideas and understanding of evaluative arguments.	A priori Necessary being Analytic Synthetic Predicate	Year 12 – Arguments based on reason



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Term 5	Natural Moral Law	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	<ul style="list-style-type: none"> • Aquinas' natural law, including: <ul style="list-style-type: none"> o telos o the four tiers of law o the precepts 	Learners will study four normative ethical theories, providing a range of approaches: deontological and teleological, religious and non-religious.	Contrasting and comparing the different normative ethical approaches.	Telos Synderesis Phronesis Naturalistic fallacy Existentialism Double effect Apparent good Real good	Year 12 – Utilitarianism Year 12 – Kantian Ethics Year 12 – Situation Ethics
	Jesus Christ	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	<ul style="list-style-type: none"> • Jesus Christ's authority as: <ul style="list-style-type: none"> o the Son of God o a teacher of wisdom o a liberator 	Learners will also explore historical and theological understandings of the person of Jesus Christ. They will consider Jesus as the Son of God, teacher of wisdom and a liberator, which will give them an insight into both traditional and contemporary Christian theology.	Diversity within the faith and understanding of range of language used.	Liberator Outcast	Year 10 – Christian Beliefs and Teachings
	Business Ethics	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	<ul style="list-style-type: none"> • Key ideas, including: <ul style="list-style-type: none"> o corporate social responsibility o whistle-blowing o good ethics is good business o globalisation 	Learners to explore contemporary issues and deepen their understanding of the ethical theories.	Contrasting and comparing the different normative ethical approaches.	Corporate social responsibility Globalisation Capitalism Consumerism	Year 11 – Business ethics Year 12 – Utilitarianism Year 12 – Kantian Ethics
	Knowledge of God's Existence	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	<p>Natural knowledge of God's existence:</p> <ul style="list-style-type: none"> o as an innate human sense of the divine o as seen in the order of creation <ul style="list-style-type: none"> • Revealed knowledge of God's existence: <ul style="list-style-type: none"> o through faith and God's grace 	Both natural and revealed theology will be studied, including the relationship between faith and reason. This will enable discussion of how Christians may understand their relationship with God.	Diversity within the faith and understanding of range of language used.	Natural theology Innate Conscience Revealed theology Revelation	Year 12 – Jesus Christ



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			o revealed knowledge of God in Jesus Christ				
Term 6	Christian Moral Principles	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	<ul style="list-style-type: none"> The diversity of Christian moral reasoning and practices and sources of ethics, including: <ul style="list-style-type: none"> o the Bible as the only authority for Christian ethical practices o Bible, Church and reason as the sources of Christian ethical practices o love (agape) as the only Christian ethical principle which governs Christian practices 	In the topic Christian Moral Principles, learners will consider the Bible, Church and reason as sources of wisdom and authority. Through considering the use of these in shaping Christian moral values and practice, this topic will allow learners to investigate the principles that shape and express religious identity, and the diversity of practice within Christianity	Diversity within the faith and understanding of range of language used.	Agape Magisterium Propositional revelation Non-propositional revelation	Year 12 – all previous DCT units
	Christian Moral Action	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	<ul style="list-style-type: none"> The teaching and example of Dietrich Bonhoeffer on: <ul style="list-style-type: none"> o duty to God and duty to the State o Church as community and source of spiritual discipline o the cost of discipleship 	In Christian Moral Action, learners will undertake a detailed study of the ideas and impact of Dietrich Bonhoeffer. This study of Christian moral principles in action will place moral principles in a real-world context, making the study of Christianity more tangible for learners	Diversity within the faith and understanding of range of language used.	Ecumenical Seminary Civil disobedience Religionless Christianity Cheap grace Costly grace	Year 12 – all previous DCT units
	Euthanasia	Assessment during last week of unit, varies due to shared class. One 30 mark essay question.	<ul style="list-style-type: none"> Key ideas, including: <ul style="list-style-type: none"> o sanctity of life o quality of life o voluntary euthanasia o non-voluntary euthanasia 	Learners to explore contemporary issues and deepen their understanding of the ethical theories.	Contrasting and comparing the different normative ethical approaches.	Euthanasia Voluntary Non-voluntary Sanctity of life Quality of life Autonomy Active Passive	Year 11 – Medical Ethics Year 12 – Situation Ethics Year 12 – Natural Moral Law