



Curriculum Plan Religious Studies



Year 13	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts) Students will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas.				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	Religious pluralism and theology	Assessment during last week of unit, varies due to shared class. One 40 mark essay question.	<ul style="list-style-type: none"> The teaching of contemporary Christian theology of religion on: <ul style="list-style-type: none"> o exclusivism o inclusivism o pluralism 	A significant development in Christian thought studied is that of pluralism, a vital concept in this age of migration and multi-cultural societies. The two topics which explore this concept enable the consideration of the ways that Christian traditions view other religious and non-religious worldviews. This raises issues of the nature of salvation, religious tolerance, respect and recognition of opposing views	Diversity within the faith and understanding of range of language used.	Exclusivism Inclusivism Anonymous Christian Anonymous Christianity Theological pluralism Extra ecclesiam nulla salus	Year 8 – Community
	Religious pluralism and society	Assessment during last week of unit, varies due to shared class. One 40 mark essay question.	<ul style="list-style-type: none"> the development of contemporary multi-faith societies Christian responses to, including: <ul style="list-style-type: none"> o responses of Christian communities to inter-faith dialogue o the scriptural reasoning movement 	A significant development in Christian thought studied is that of pluralism, a vital concept in this age of migration and multi-cultural societies. The two topics which explore this concept enable the consideration of the ways that Christian traditions view other religious and non-religious worldviews. This raises issues of the nature of salvation, religious tolerance, respect and recognition of opposing views	Diversity within the faith and understanding of range of language used.	Evangelism Inter-faith dialogue Social cohesion	Year 13 – Religious pluralism and theology
	Meta-ethics	Assessment during last week of unit, varies due to shared class. One 40 mark essay question.	<ul style="list-style-type: none"> naturalism intuitionism emotivism 	Learners will explore how ethical language has changed over time and been interpreted by different individuals.	Contrasting and comparing the different normative ethical approaches.	Cognitive Non-cognitive Naturalism Naturalistic fallacy Intuitionism Emotivism	Year 12 – Situation Ethics Year 12 – Utilitarianism Year 12 – Natural Moral Law Year 12 – Kantian Ethics



Curriculum Plan Religious Studies



Term 2	Nature of God	Assessment during last week of unit, varies due to shared class. One 40 mark essay question.	<ul style="list-style-type: none"> developments in the understanding of: <ul style="list-style-type: none"> o omnipotence o omniscience o (omni)benevolence o eternity o free will 	Through studying the nature of God, learners will explore how ideas within philosophy of religion have developed over time, and make comparisons between the ideas presented in works of key scholars.	Distinction between key thinkers and ideas and understanding of evaluative arguments.	Simple necessity Conditional necessity Providence Four-dimensionalism Following necessity Preceding necessity Everlasting Theism Self-limitation	Year 12 – Problem of Evil
	Gender and Society	Assessment during last week of unit, varies due to shared class. One 40 mark essay question.	<ul style="list-style-type: none"> The effects of changing views of gender and gender roles on Christian thought and practice, including: <ul style="list-style-type: none"> o Christian teaching on the roles of men and women in the family and society o Christian responses to contemporary secular views about the roles of men and women in the family and society 	The changing roles of men and women, and feminist approaches to theology, form the basis of the two further topics. These topics encourage learners to reflect on issues of gender identity, equality and discrimination and the social influence of religious institutions, and provide the opportunity to compare the works of two key scholars.	Diversity within the faith and understanding of range of language used.	Instrument for oppression Patriarchy Binary	Year 11 – Relationships and families
	Gender and theology	Assessment during last week of unit, varies due to shared class. One 40 mark essay question.	<ul style="list-style-type: none"> The reinterpretation of God by feminist theologians, including: <ul style="list-style-type: none"> o the teaching of Rosemary Radford Ruether and Mary Daly on gender and its implications for the Christian idea of God 	The changing roles of men and women, and feminist approaches to theology, form the basis of the two further topics. These topics encourage learners to reflect on issues of gender identity, equality and discrimination and the social influence of religious institutions, and provide the opportunity to compare the works of two key scholars.	Diversity within the faith and understanding of range of language used.	Liberation theology Praxis Transvaluation	Year 13 – Gender and society
Term 3	Sexual Ethics	Assessment during last week of unit, varies due to shared class. One 40 mark essay question.	<ul style="list-style-type: none"> consideration of the following areas of sexual ethics: <ul style="list-style-type: none"> o premarital and extramarital sex o homosexuality the influence of developments in religious beliefs and practices on debates about the morality, legality and tolerability of these areas of sexual ethics 	Learners will explore how attitudes to pre and extra marital sex and homosexuality have influenced and been influenced by developments in religious beliefs, and also how the four normative theories they previously studied can be applied to these areas.	Contrasting and comparing the different normative ethical approaches.	Premarital sex Extramarital sex Contractarian	Year 12 – Situation Ethics Year 12 – Utilitarianism Year 12 – Natural Moral Law Year 12 – Kantian Ethics



Curriculum Plan Religious Studies



Term 4			<ul style="list-style-type: none"> • application of the following theories to these areas of sexual ethics: <ul style="list-style-type: none"> o natural law o situation ethics o Kantian ethics o utilitarianism 				
	Religious Language: negative, analogical or symbolic	Assessment during last week of unit, varies due to shared class. One 40 mark essay question.	<ul style="list-style-type: none"> • the apophatic way – the via negativa • cataphatic way – the via positiva • symbo 	Religious language give learners the opportunity to examine issues such as whether religious teachings should be understood symbolically or analogically.	Distinction between key thinkers and ideas and understanding of evaluative arguments.	Anthropomorphism Apophatic Cataphatic Univocal Equivocal	N/A
	Religious language: 20th century perspectives	Assessment during last week of unit, varies due to shared class. One 40 mark essay question.	<ul style="list-style-type: none"> • logical positivism • Wittgenstein's views on language games and forms of life • discussion about the factual quality of religious language in the falsification symposium 	Religious language give learners the opportunity to examine issues such as whether religious teachings should be understood cognitively or non-cognitively.	Distinction between key thinkers and ideas and understanding of evaluative arguments.	Tautology Language game Non-cognitive Form of life Cognitive Falsification Blik	Year 13 Religious Language 1
	Secularism	Assessment during last week of unit, varies due to shared class. One 40 mark essay question.	<ul style="list-style-type: none"> • The rise of secularism and secularisation, and the views that: <ul style="list-style-type: none"> o God is an illusion and the result of wish fulfilment o Christianity should play no part in public life 	The changing roles of men and women, and feminist approaches to theology, form the basis of the two further topics. These topics encourage learners to reflect on issues of gender identity, equality and discrimination and the social influence of religious institutions, and provide the opportunity to compare the works of two key scholars.	Diversity within the faith and understanding of range of language used.	Secularism Secularisation Secular Psychoanalysis Neurosis Infantile Spirituality	Year 13 – Religious pluralism and society Year 13 – Gender and society



Curriculum Plan Religious Studies



	Liberation Theology	Assessment during last week of unit, varies due to shared class. One 40 mark essay question.	<ul style="list-style-type: none"> • The relationship of liberation theology and Marx, including: <ul style="list-style-type: none"> o Marx's teaching on alienation and exploitation o liberation theology's use of Marx to analyse social sin o liberation theology's teaching on the 'preferential option for the poor' 	The changing roles of men and women, and feminist approaches to theology, form the basis of the two further topics. These topics encourage learners to reflect on issues of gender identity, equality and discrimination and the social influence of religious institutions, and provide the opportunity to compare the works of two key scholars.	Diversity within the faith and understanding of range of language used.	Alienation Dehumanised Exploitation Capitalism Communism Solidarity Preferential option for the poor Orthopraxis Orthodoxy	Year 13 – Secularism
	Conscience	Assessment during last week of unit, varies due to shared class. One 40 mark essay question.	<ul style="list-style-type: none"> • Aquinas' theological approach • Freud's psychological approach 	To develop learners' awareness of the importance of significant concepts within the study of ethics, they will be required to examine the significant ethical concept of conscience, through a comparison of the works of two key thinkers; Aquinas and Freud.	Contrasting and comparing the different normative ethical approaches.	Synderesis Conscientia Ego Id Superego	Year 12 – Natural Moral Law
Term 5	Retrieval	Mock assessments through out the term. 1 x Philosophy 1 x Ethics 1x DCT	As all above	As all above	As all above	As all above	All previous topics in Year 12 and 13