

A-Level Religious Studies

Curriculum Overview 2021-2022

Curriculum Intent RE

In preparing for adult life, students need to learn to respond well to a local, national and global landscape of religion and belief diversity. In the context of today's world, we are advocating that RE should help the personal development of young people to hold balanced and well-informed conversations about religion and belief, i.e. be religiously literate. At Brine Leas School students will access a high quality RE curriculum that engenders an interest in improving understanding of and showing respect for different faiths and cultural diversity. Students will access a broad and balanced curriculum which develops breadth and depth of religious knowledge and acceptance of worldviews. Students will be given challenging opportunities to develop the key skill to "disagree agreeably" becoming "skilled cultural navigators", able to handle the differences of faith and belief around them, as well as establish their own sense of identity and belonging. Students will also develop their ability to be "objective about the subjective" through a multi-disciplined approach shaped by theology, philosophy, history and the social sciences.

It is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and motivate pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. There is little ethnic or religious diversity within the local context of our school and so it is our aim to show students how Religious Education promotes discernment and enables them to combat prejudice, preparing them for adult life, employment and life-long learning. We aim to develop students' moral compass, recognising the difference between right and wrong and readily apply this. reflection upon their own beliefs and cultural practices; make informed personal choices; empathy with and an understanding of others.

Our Religious Education curriculum is enhanced with trips to places of worship in our local area. This includes visits to The City Centre Mosque in Stoke on Trent and St Mary's Church in Nantwich. This gives students the opportunity to encounter people of different beliefs and lifestyles, fostering respect and social cohesion.

We use the Locally Agreed Cheshire East Religious Education syllabus as the basis for our curriculum. We have a representative from the department who works closely with the Standing Advisory Council for RE in the local area to ensure our curriculum is fit for purpose.

The RE curriculum is a vehicle for delivering aspects of SMSC. Spiritual education in RE involves the experience and search for meaning, the purpose of life and the values by which we live. In learning about a range of different religious traditions and why people believe, students have the opportunity to learn from their experiences, to reflect on and interpret spirituality in their own lives and to reflect on ultimate questions. The curriculum enables the moral education of students by providing opportunities to explore and debate a range of perspectives on key moral and ethical issues such as euthanasia, animal testing, life after death, science vs religion and right/wrong. Social education in RE involves exploring the similarities and differences in religions and cultures through which students make links between faith and personal action in everyday life. This is reflected in their relations with others through activities such as discussion and debate, and in their ability to work cooperatively with others. Students become aware of the positive impact that religion has in society by exploring the way in which religion affects daily life, moral decisions and social responses from its believers. Cultural education in RE includes learning about a range of different religious traditions, giving students an opportunity to learn what it means to belong, to become confident in themselves and be able to respond positively to similarities and differences in our changing multi-ethnic and multi-faith society. Students are presented with opportunities to explore different artistic images and literature from religious and cultural perspectives.

Additionally, within the curriculum students consider the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. They are also taught that there can often be conflict between being a religious person and the law of the land.

Students will analyse a range of primary and secondary sources, recognising bias and stereotype. They will show understanding of symbolic language and use technical terminology effectively. They will develop resilience in interpreting meaning and significance, evaluate and reflect upon beliefs and ethics and how they impact upon the lives of others and themselves. Students will be given opportunities to think critically about the world and their place in it; consider moral principles, including the nature of good and evil. Students will learn independently to respectfully critique and value the wide range of beliefs and cultural influences that have shaped their own heritage and that of others, considering both differences and commonalities. Students will create a range of views, other than one's own, with accuracy.

Assessment

The course is formally assessed with 2 external exam papers. These will be taken at the end of Year 13.

EXAM DETAILS:

Paper 1: Philosophy of Religion & Ethics – 7062/1

3 Hours – 100 Marks

Paper 2: Study of Religion & Dialogues: Christianity – 7062/2B

3 Hours – 100 marks

In addition to this, students will also be assessed internally using knowledge quizzes and regular exam style essays.

For each taught topic, students will be set at least one AO1 and one AO2 exam style question to answer. These will either be done as homework or in the classroom under timed conditions. These will be formally marked and graded. Students will then be expected to re-draft these based on the targets they have been set.

Homework

Homework will primarily involve revision of content taught in preparation for knowledge quizzes.

In addition to this, students will be set AO1 and AO2 exam questions to complete as homework.

Clubs and/or intervention

Revision sessions will be run during lunchtimes, if required, in the lead up to external examinations.

Parental/Carer support

Access to the complete course overview will be provided electronically – this details content of the course, as well guidance on assessment and further reading. MyChildatSchool will display all current homework for students.

Helpful sources of information

AQA Course Website: <https://www.aqa.org.uk/subjects/religious-studies/as-and-a-level>

Year 12 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn 1	<p style="text-align: center;">UNIT 1: PHILOSOPHY OF RELIGION - BIG IDEAS:</p> <p style="text-align: center;">Arguments for the Existence of God: The Design Argument, The Cosmological Argument Rational: “Just as the watch has such complex means to an end, so does nature to a much greater extent...Thus we must conclude that nature has a maker too.” – William Paley</p> <p>Philosophical thought has formed the basis of human enquiry since the Ancient Greeks. It is vital that students have a foundational understanding of philosophical thought and how it differs in method and approach to other disciplines. The traditional arguments for the existence of God are renowned throughout history and are still investigated and debated to date. Both the Design Argument and Cosmological Argument are taught at this point as they both work as an elementary introduction to a posteriori reasoning.</p> <p style="text-align: center;">UNIT 2: RELIGION & ETHICS - BIG IDEAS:</p> <p style="text-align: center;">Meta Ethics: The Meaning of Right and Wrong Rational: “Nature has place mankind under the governance of two sovereign masters; pain and pleasure. It is for them alone to point out what we ought to do, as well as to determine what we shall do.” – Jeremy Bentham</p> <p>The study of Ethics is vital to the world today – every development and advancement the world goes through brings about new debate about whether or not it is ‘right’ or ‘wrong’. But what does ‘right’ mean? Meta Ethics explores this question and allows students to consider the range of views on what makes something morally right or wrong in order to develop their own understanding of the concept.</p>			

<p>Arguments for the Existence of God</p> <p>The Design Argument:</p> <ul style="list-style-type: none"> ➤ The basis of Paley’s Analogical Argument in observation and thought. ➤ Paley’s Analogical Design Argument. ➤ Criticisms of Design Arguments from David Hume. ➤ The strengths and weaknesses of Paley’s argument. 	<ul style="list-style-type: none"> ➤ AO1: Examine Payley’s Design Argument. [10 marks] ➤ AO2: “The design argument proves the existence of God.” Evaluate this claim. [15 marks] ➤ Key Word Knowledge Quiz. 	<p>Past Learning</p> <ul style="list-style-type: none"> ➤ KS3 – Year 7 <ul style="list-style-type: none"> • The Nature of God: Christianity • The Nature of God: Hinduism & Sikhism • The Nature of God: Humanism & Atheism • Evil & Suffering ➤ KS3 – Year 8 <ul style="list-style-type: none"> • The Nature of God: Islam ➤ KS3 – Year 9 <ul style="list-style-type: none"> • Home Learning Project ➤ KS4 – GCSE 	<p>Future Learning ➤</p> <p>KS5 – Year 12:</p> <ul style="list-style-type: none"> • The Ontological Argument • Evil & Suffering • Religious Language • Miracles <p>➤ KS5 – Year 13:</p> <ul style="list-style-type: none"> • God • Christianity & Science • The Dialogue Between Christianity and Philosophy <p>Further Education:</p> <ul style="list-style-type: none"> ☐ Theology
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	<ul style="list-style-type: none"> ➤ The status of Paley's argument as a 'proof'. ➤ The relationship between reason and faith. ➤ The value of Paley's argument for religious faith. 		<ul style="list-style-type: none"> • Theme B – Religion & Life: The Origins & Value of the Universe • Theme B – Religion & Life: The Origins & Value of Human Life • Christianity Beliefs: God, Creation & the Hereafter. <p>➤ KS5 – Year 12 Pre-learning activities</p> <p>Connections to Curriculum</p> <p>➤ SMSC:</p> <ul style="list-style-type: none"> • 1a, b, c • 3b • 4a, d <p>➤ FBV:</p> <ul style="list-style-type: none"> • e 	<ul style="list-style-type: none"> • Law • Physics • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Physicist • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment
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<p>The Cosmological Argument:</p> <ul style="list-style-type: none"> ➤ The basis of Aquinas' argument in observation. ➤ Aquinas' Way 3: The argument from contingency and necessity. ➤ Criticisms from Hume and Russell. ➤ The strengths and weaknesses of Aquinas' argument. 	<ul style="list-style-type: none"> ➤ AO1: Examine Aquinas' Way 3 Argument. [10 marks] ➤ AO2: "The Cosmological argument shows that God must have necessary existence." Evaluate this claim. [15 marks] ➤ Knowledge Quiz. 	<p>Past Learning ➤</p> <p>KS3 – Year 7:</p> <ul style="list-style-type: none"> • The Nature of God: Christianity • The Nature of God: Hinduism & Sikhism • The Nature of God: Humanism & Atheism • Evil & Suffering <p>➤ KS3 – Year 8:</p> <ul style="list-style-type: none"> • The Nature of God: Islam <p>➤ KS3 – Year 9:</p> <ul style="list-style-type: none"> • Home Learning Project 	<p>Future Learning ➤</p> <p>KS5 – Year 12:</p> <ul style="list-style-type: none"> • The Ontological Argument • Evil & Suffering • Religious Language • Miracles <p>➤ KS5 – Year 13: □</p> <ul style="list-style-type: none"> □ Christianity & Science
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	<ul style="list-style-type: none"> ➤ The status of Aquinas' argument as a 'proof'. ➤ The value of Aquinas' argument for religious faith. 		<ul style="list-style-type: none"> ➤ KS4 – GCSE: <ul style="list-style-type: none"> • Theme B – Religion & Life: The Origins & Value of the Universe • Theme B – Religion & Life: The Origins & Value of Human Life • Christianity Beliefs: God, Creation & the Hereafter. ➤ KS5 – Year 12: <ul style="list-style-type: none"> • The Design Argument <p>Connections to Curriculum</p> <ul style="list-style-type: none"> ➤ SMSC: <ul style="list-style-type: none"> • 1a, b, c • 3b • 4a, d ➤ FBV: <ul style="list-style-type: none"> • e 	<ul style="list-style-type: none"> • The Dialogue Between Christianity and Philosophy <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy • Religious Studies • PPE <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Physicist • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment
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<p>Meta-Ethics: The meaning of right and wrong</p> <ul style="list-style-type: none"> ➤ Divine Command Theory – right is what God commands, wrong is what God forbids. ➤ Naturalism: Utilitarianism – right is what causes pleasure, 	<ul style="list-style-type: none"> ➤ AO1: Examine the meaning of right and wrong in Divine Command Theory and Intuitionism. [10 marks] ➤ “Meta ethics shows that moral values are facts.” Evaluate this claim. [15 marks] 	<p>Past Learning ➤</p> <p>KS3 – Year 8:</p> <ul style="list-style-type: none"> □ Sources of Wisdom & Authority <p>➤ KS3 – Year 9:</p> <ul style="list-style-type: none"> • Introduction to Ethical Theories • Home Learning Projects <p>➤ KS4 – Year 10 Core:</p> <ul style="list-style-type: none"> • Religion & Human Rights • Religion, Prejudice & Discrimination 	<p>Future Learning ➤</p> <p>KS5 – Year 12:</p> <ul style="list-style-type: none"> • Normative Ethical Theories • Application of Natural Moral Law, Situation Ethics & Virtue Ethics. • Free Will & Moral Responsibility • Religious Language
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	<p>wrong is what causes pain.</p> <ul style="list-style-type: none"> ➤ Non-naturalism: Intuitionism – moral values are self-evident. ➤ The strengths and weaknesses of these ideas 	<ul style="list-style-type: none"> ➤ Knowledge Quiz 	<ul style="list-style-type: none"> • Religion & Wealth • Religion & Poverty • Religion & Sexual Ethics • Religion & Liberation Groups <ul style="list-style-type: none"> ➤ KS5 – Year 12: <ul style="list-style-type: none"> • Year 12 Pre-learning <p>Connections to Curriculum</p> <ul style="list-style-type: none"> ➤ SMSC: <ul style="list-style-type: none"> • 1a, b, c • 3b • 2a, b, c • 4a ➤ FBV: <ul style="list-style-type: none"> • e 	<ul style="list-style-type: none"> ☐ Conscience <ul style="list-style-type: none"> ➤ KS5 – Year 13: <ul style="list-style-type: none"> • Good Conduct & Key Moral Principles • The Dialogue Between Christianity & Ethics <p>Further Education:</p> <ul style="list-style-type: none"> • Philosophy • PPE • Law • Religious Studies • Ethical Studies • English Language • Medicine <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Law • Medicine • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment
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Autumn
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UNIT 1: PHILOSOPHY OF RELIGION - BIG IDEAS:

Arguments for the Existence of God: The Ontological Argument

Rational: “Truly there is a God, although the fool hath said in his heart, there is no God.” – Anselm

The Ontological Argument follows coherently from the study of the Design Argument and The Cosmological Arguments as a contrasting A Priori approach. At this stage it is vital for students to gain an understanding of the nature of God, to not only aid in arguments for God’s existence, but to help them understand how belief in God can be relevant within the modern world.

UNIT 1: PHILOSOPHY OF RELIGION - BIG IDEAS:

Evil & Suffering

Rational: “Is God willing to prevent evil, but not able? Then he is not omnipotent. Is he able, but not willing? Then he is malevolent. Is he both able and willing? Then whence cometh evil? Is he neither able nor willing? Then why call him God?” – Epicurus

The study of Evil and Suffering gives students to opportunity to question the existence of God in light of the negative aspects of life today. Students will gain an insight to how different people around the world live within a variety of conditions, and how different global groups respond to both moral and natural evil. Studying the responses to the spectrum of suffering that exists in the world will help equip students to respond to any struggles they may face now or in the future.

UNIT 2: RELIGION & ETHICS - BIG IDEAS:

Normative Ethical Theories

Rational: “For the things we have to learn before we can do them, we learn by doing them.” – Aristotle

Normative ethical theories have been developed by hugely influential philosophers and theologians for millennia. Each of the theories explored approach moral dilemmas differently based on their definition of what a moral outcome is. Studying the different ethical theories allows for a deeper appreciation of human actions and an insight into the motivating factors behind these actions when following a set moral code.

	<p>The Ontological argument:</p> <ul style="list-style-type: none"> ➤ The basis of Anselm's argument in thought. ➤ Anselm's a priori Ontological Argument. ➤ Criticisms from Gaunilo and Kant. ➤ The strengths and weaknesses of Anselm's argument. 	<ul style="list-style-type: none"> ➤ AO1: Examine Anselm's Ontological Argument. [10 marks] ➤ AO2: "Gaunilo and Kant prove the Ontological Argument fails." Evaluate this claim. [15 marks] 	<p>Past Learning ➤</p> <p>KS3 – Year 7:</p> <ul style="list-style-type: none"> • The Nature of God: Christianity • The Nature of God: Hinduism & Sikhism • The Nature of God: Humanism & Atheism • Evil & Suffering <p>➤ KS3 – Year 8:</p>	<p>Future Learning ➤</p> <p>KS5 – Year 12:</p> <ul style="list-style-type: none"> • Evil & Suffering • Religious Experiences • Miracles • Religious Language <p>➤ KS5 – Year 13: □ God</p>
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	<ul style="list-style-type: none"> ➤ The status of Anselm’s argument as a ‘proof’. ➤ The value of Anselm’s argument for religious faith <p>Evil and suffering:</p> <ul style="list-style-type: none"> ➤ The concepts of natural and moral evil ➤ The logical and evidential problem of evil ➤ The Free Will Defence ➤ Hick’s soul-making theodicy ➤ Process Theodicy as presented by Griffin ➤ The strengths and weaknesses of each response 	<ul style="list-style-type: none"> ➤ Knowledge Quiz. ➤ AO1: Examine Griffin’s Process Theodicy. [10 marks] ➤ AO2: “The Free Will Defence solves the problem of evil.” Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<p>□ The Nature of God: Islam</p> <ul style="list-style-type: none"> ➤ KS3 – Year 9: Home Learning Projects ➤ KS4 – Year 10 Core: <ul style="list-style-type: none"> • Religion & Human Rights • Religion & Poverty ➤ KS4 – GCSE: <ul style="list-style-type: none"> • Theme B – Religion & Life: The Origins & Value of the Universe • Theme B – Religion & Life: The Origins & Value of Human Life • Christianity Beliefs: God, Creation & the Hereafter. ➤ KS5 – Year 12: <ul style="list-style-type: none"> • The Design Argument • The Cosmological Argument <p>Connections to Curriculum</p> <ul style="list-style-type: none"> ➤ SMSC: <ul style="list-style-type: none"> • 1a, b, c • 3b, c • 4a, d ➤ FBV: <ul style="list-style-type: none"> • e 	<ul style="list-style-type: none"> • Self, Death & Afterlife • God • Religion & Science • The Dialogue Between Christianity & Philosophy <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Physicist • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment
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	<p>Normative Ethical Theories:</p> <ul style="list-style-type: none"> ➤ Deontological: natural moral law and the principle of double effect with reference to Aquinas; proportionalism. ➤ Teleological: situation ethics with reference to Fletcher. ➤ Character based: virtue ethics with reference to Aristotle. ➤ The differing approaches taken to moral decision making by these ethical theories. ➤ Their application to the issues of theft and lying. ➤ The strengths and weaknesses of these ways of making moral decisions. 	<ul style="list-style-type: none"> ➤ AO1: Examine the approach to moral decision making taken by situation ethics. Your answer must be illustrated with reference to theft. [10 marks] ➤ AO2: "Virtue Ethics provides no clear guidance for moral decision making." Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<p>Past Learning ➤</p> <p>KS3 – Year 7:</p> <ul style="list-style-type: none"> • Evil & Suffering • Jesus Christ & Salvation <p>➤ KS3 – Year 8:</p> <ul style="list-style-type: none"> • Sources of Wisdom & Authority <p>➤ KS3 – Year 9:</p> <ul style="list-style-type: none"> • Introduction to Ethical Theories • Home Learning Projects • Medical Ethics: Abortion & Euthanasia • Medical Ethics: Transplant Surgery & Animal Testing <p>➤ KS4 – Year 10 Core:</p> <ul style="list-style-type: none"> • Religion & Human Rights • Religion, Prejudice & Discrimination • Religion & Wealth • Religion & Poverty • Religion & Sexual Ethics • Religion & Liberation Groups <p>➤ KS4 – GCSE:</p> <ul style="list-style-type: none"> • Theme E – Crime & Punishment: Religion, Crime & the Causes of Crime <p>➤ KS5 – Year 12: □ Meta-Ethics</p> <ul style="list-style-type: none"> • Evil & Suffering <p>Connections to Curriculum</p> <p>➤ SMSC:</p> <ul style="list-style-type: none"> • 1a, b, c, d 	<p>Future Learning ➤</p> <p>KS5 – Year 12:</p> <ul style="list-style-type: none"> • Application of Natural Moral Law, Situation Ethics & Virtue Ethics • Bentham & Kant • Free Will & Moral Responsibility <p>➤ KS5 – Year 13:</p> <ul style="list-style-type: none"> • Good Conduct & Key Moral Principles • Religion & Science • The Dialogue Between Christianity & Ethics <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology History • Medicine <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Physicist • Teaching • Local Government
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<p>Spring 1</p>	<p style="text-align: center;">UNIT 1: PHILOSOPHY OF RELIGION - BIG IDEAS:</p> <p style="text-align: center;">Religious Experience Rational: “There are two lives, the natural and the spiritual, and we must lose one before we can appreciate the other.”</p> <p style="text-align: center;">– William James</p> <p>The study of religious experiences gives students an insight into how a single event can be interpreted in different ways by different groups in society. Should all events be examined from purely a scientific perspective – or is there more to the world than just cold empirical facts? Students will develop an ability to scrutinise some foundational religious experiences and evaluate them using modern techniques. This is important as it will allow students to understand that if a view differs from their own, it does not mean it is wrong.</p> <p style="text-align: center;">UNIT 2: RELIGION & ETHICS - BIG IDEAS:</p> <p style="text-align: center;">The Application of Natural Moral Law, Situation Ethics and Virtue Ethics</p> <p>Rational: “Good is to be done, and evil avoided.” – Aquinas</p> <p>In an ever changing world new moral dilemmas arise due to advancements in almost every walk of life. Here we apply the normative ethical theories of our philosophers to moral issues of human and non-human life, aiming to answer new questions with old theories to assess whether they are still relevant in the modern world.</p>			

	<p>Religious Experience:</p> <ul style="list-style-type: none"> ➤ Visions: corporeal, imaginative and intellectual. ➤ Numinous experiences: Otto; an apprehension of the wholly other. ➤ Mystical experiences: William James; non- 	<ul style="list-style-type: none"> ➤ AO1: Examine numinous experiences with reference to Otto. [10 marks] ➤ AO2: “Religious Experiences have no value for the religious believer.” Evaluate this claim. [15 marks] 	<p>Past Learning ➤</p> <p>KS3 – Year 7:</p> <ul style="list-style-type: none"> • The Nature of God: Christianity • Jesus Christ & Salvation • Evil & Suffering • The Nature of God: Atheism & Humanism <p>➤ KS5 – Year 12:</p> <ul style="list-style-type: none"> • Arguments for the Existence of God • Evil & Suffering 	<p>Future Learning ➤</p> <p>KS5 – Year 12:</p> <ul style="list-style-type: none"> • Verifying Religious Experiences • Self, Death & Afterlife <p>➤ KS5 – Year 13:</p> <ul style="list-style-type: none"> • Self, Death & Afterlife • Religion & Science
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	<p>sensuous and non-intellectual union with the divine as presented by Walter Stace.</p>	<p>➤ Knowledge Quiz</p>	<p>Connections to Curriculum</p> <p>➤ SMSC:</p> <ul style="list-style-type: none"> • 1a, b, c, d • 3b, c • 4a, d <p>➤ FBV:</p> <ul style="list-style-type: none"> • e 	<ul style="list-style-type: none"> • Christianity & the Challenge of Secularisation • The Dialogue between Christianity & Philosophy <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Physicist • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment
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	<p>The Application of Natural Moral Law, situation ethics and virtue ethics:</p> <p>The three normative ethical theories will be applied to the following ethical issues:</p> <ul style="list-style-type: none"> ➤ Theft ➤ Lying ➤ Embryo research ➤ Cloning ➤ Designer babies ➤ Abortion ➤ Voluntary euthanasia and assisted suicide ➤ Capital punishment ➤ Use of animals as food; intensive farming ➤ Use of animals in scientific procedures; cloning ➤ Blood sports ➤ Animals as a source of organs for transplants 	<ul style="list-style-type: none"> ➤ AO1: Examine how Virtue Ethics may be applied to the issue of the use of animals in scientific procedures. [10 marks] ➤ AO2: “From the perspective of Natural Moral Law, abortion is always wrong.” Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<p>Past learning ➤</p> <p>KS3 – Year 7:</p> <ul style="list-style-type: none"> □ Evil & Suffering <p>➤ KS3 – Year 8:</p> <ul style="list-style-type: none"> • Sources of Wisdom & Authority <p>➤ KS3 – Year 9:</p> <ul style="list-style-type: none"> • Introduction to Ethical Theories • Home Learning Projects • Medical Ethics: Abortion & Euthanasia • Medical Ethics: Transplant Surgery & Animal Testing <p>➤ KS4 – Year 10 Core:</p> <ul style="list-style-type: none"> • Religion & Human Rights • Religion, Prejudice & Discrimination • Religion & Wealth • Religion & Poverty • Religion & Sexual Ethics • Religion & Liberation Groups <p>➤ KS4 – GCSE:</p> <ul style="list-style-type: none"> • Theme A – Religion & Life: Sex, Marriage & Divorce • Theme E – Crime & Punishment: Religion, Crime & the Causes of Crime • Theme E – Crime & Punishment: Religion & Punishment • Theme B – Religion & Life: The Origins & Value of the Universe • Theme B – Religion & Life: The Origins & Value of Human Life 	<p>Future learning ➤</p> <p>KS5 – Year 12:</p> <ul style="list-style-type: none"> • Free Will & Moral Responsibility • Bentham & Kant • Conscience <p>➤ KS5 – Year 13:</p> <ul style="list-style-type: none"> • Good Conduct & Key Moral Principles • Christianity, Gender & Sexuality • The Dialogue Between Christianity & Ethics <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy • Religious Studies • PPE • Ethics • Social Anthropology • Classics • Ancient Civilisations • Psychology • Sociology • History • Medicine <p>Careers:</p> <ul style="list-style-type: none"> • Politics
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			<ul style="list-style-type: none"> ➤ KS5 – Year 12: <ul style="list-style-type: none"> • Normative Ethical Theories • Evil & Suffering <p>Connections to Curriculum</p> <ul style="list-style-type: none"> ➤ SMSC: <ul style="list-style-type: none"> • 1a, b, c, d • 2a, b, c • 3b, c • 4a, d ➤ FBV: <ul style="list-style-type: none"> • a, b, e, f ➤ RSE: <ul style="list-style-type: none"> • 1a, b • 2c • 5c, f, g, h 	<ul style="list-style-type: none"> • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment • Resource Management □ Farming • Charity Worker
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Spring 2

**UNIT 1: PHILOSOPHY OF RELIGION - BIG IDEAS:
Verifying Religious Experiences**

Rational: “Religion is the process of unconscious wish fulfilment, where, for certain people, if the process did not take place it would put them in self-danger of coming to mental harm, being unable to cope with the idea of a godless, purposeless life.” – Sigmund Freud

Students will follow their study of religious experiences with the application of modern theories of science and psychology to determine the value of such experiences today. In an ever more advancing world – is their still room for pure religious faith? Students at some point will face a dilemma or challenge of faith – they may be presented with evidence that is contrary to their own beliefs – it is vital that students have the skills to deal with such an existential crisis.

**UNIT 2: RELIGION & ETHICS - BIG IDEAS:
Bentham and Kant**

Rational: “Act only according to that maxim whereby you can at the same time will that it should become a universal law.” – Immanuel Kant

Two of the most influential ethicists had contrasting views on how to act morally. Here we study whether morality is flexible or rigid based on the situation. Are there certain things that are always wrong or does it depend on the circumstance? In a world where success is often based on the outcome, it is necessary for students to understand that there are other scales by which to judge good or bad and right or wrong.

	<p>Verifying religious experiences:</p> <ul style="list-style-type: none"> ➤ The challenges of verifying religious experiences. ➤ The challenges to religious experience from science. ➤ Religious responses to those challenges. ➤ Richard Swinburne's principles of credulity and testimony 	<ul style="list-style-type: none"> ➤ AO1: Examine Swinburne's principles of credulity and testimony.[10 marks] ➤ AO2: "Science has shown religious experiences to be false." Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<p>Past learning ➤</p> <p>KS3 – Year 7:</p> <ul style="list-style-type: none"> • The Nature of God: Christianity • Jesus Christ & Salvation • Evil & Suffering • The Nature of God: Atheism & Humanism <p>➤ KS5 – Year 12:</p> <ul style="list-style-type: none"> • Arguments for the Existence of God • Religious Experience <p>Connections to Curriculum</p> <p>➤ SMSC:</p> <ul style="list-style-type: none"> • 1a, b, c • 3b, c • 4a, d <p>➤ FBV:</p> <ul style="list-style-type: none"> • e 	<p>Future learning ➤</p> <p>KS5 – Year 12:</p> <ul style="list-style-type: none"> • Religious Language • Miracles <p>➤ KS5 – Year 13:</p> <ul style="list-style-type: none"> • Christianity & Science • Christianity & the Challenge of Secularisation • The Dialogue Between Christianity & Philosophy <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History • Medicine
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				<p>Careers:</p> <ul style="list-style-type: none">• Politics• Physicist• Teaching• Local Government• Health Service• Civil Service• Marketing• Journalism• Recruitment• Charity Work
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	<p>Bentham and Kant:</p> <ul style="list-style-type: none"> ➤ Comparison of the key ideas of Bentham and Kant about moral decision-making. ➤ How far these two ethical theories are consistent with religious moral decision-making. 	<ul style="list-style-type: none"> ➤ AO1: Examine why Bentham and Kant might reach different decisions on moral issues. [10 marks] ➤ AO2: “Kantian ethics is completely incompatible with a religious approach to moral decision making.” Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<p>Past learning ➤</p> <p>KS3 – Year 8:</p> <ul style="list-style-type: none"> ☐ Sources of Wisdom & Authority <p>➤ KS3 – Year 9:</p> <ul style="list-style-type: none"> • Introduction to Ethical Theories • Home Learning Projects • Medical Ethics: Abortion & Euthanasia • Medical Ethics: Transplant Surgery & Animal Testing <p>➤ KS4 – Year 10 Core:</p> <ul style="list-style-type: none"> • Religion & Human Rights • Religion, Prejudice & Discrimination • Religion & Wealth • Religion & Poverty • Religion & Sexual Ethics • Religion & Liberation Groups <p>➤ KS5 – Year 12:</p> <ul style="list-style-type: none"> • Normative Ethical Theories • Evil & Suffering 	<p>Future learning ➤</p> <p>KS5 – Year 12: ☐</p> <p>Conscience</p> <ul style="list-style-type: none"> ☐ Free Will & Moral Responsibility <p>➤ KS5 – Year 13:</p> <ul style="list-style-type: none"> • Good Conduct & Key Moral Principles • The Dialogue Between Christianity & Ethics <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology
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			<p>□ The Application of Natural Moral Law, Situation Ethics & Virtue Ethics</p> <p>Connections to Curriculum</p> <ul style="list-style-type: none"> ➤ SMSC: <ul style="list-style-type: none"> • 1a, b, c, d • 2a, b, c • 3b, c • 4a, d ➤ FBV: <ul style="list-style-type: none"> • b, e 	<ul style="list-style-type: none"> • History • Medicine <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment • Charity Work
<p>Summer 1</p>	<p style="text-align: center;">UNIT 1: PHILOSOPHY OF RELIGION - BIG IDEAS: Religious Language Rational: “The limits of my language means the limits of my world.” – Ludwig Wittgenstein</p> <p>Language is all around us and we often take the words we use for granted. This topic allows students to put to use the philosophical skills they have acquired so far and apply them to the most basic form of human communication – language. How do the words we use derive meaning? What impact do the words we use have on others? Students will examine a variety of linguistic theories; both modern and traditional, to determine the value and meaningfulness of religious language in the modern world.</p> <p style="text-align: center;">UNIT 2: RELIGION & ETHICS - BIG IDEAS: Free Will and Moral Responsibility</p> <p>Rational: “In the mind there is no absolute or free will.” – Baruch Spinoza</p> <p>Are we free to make our own decisions or are they an illusion we comfort ourselves with? It’s been hundreds of years but an ongoing debate around determined actions still rages on amongst philosophers. This then leads us to consider our responsibility for our actions. If we are caused into our actions to what extent do we still have moral responsibility for said actions? The belief that we are free and responsible for our actions is foundational to all people – yet if this is an illusion, then our whole understanding of our lives will change – it is important for students to have awareness of how their actions can lead to a variety of consequences and that they extent of these can be vast.</p>			

	Religious language:	➤ AO1: Examine the verification and	Past learning ➤ KS3 – Year 7: ☐ The Nature of God: Christianity	Future learning ➤ KS5 – Year 12: ☐ Miracles
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	<ul style="list-style-type: none"> ➤ The issue of whether religious language should be viewed cognitively or noncognitively. ➤ The challenges of the verification and falsification principles to the meaningfulness of religious language. ➤ Eschatological verification with reference to Hick ➤ Language as an expression of a blik with reference to Hare ➤ Religious language as a language game with reference to Wittgenstein. ➤ Religious language as symbolic with reference to Tillich ➤ Religious language as analogical with reference to Aquinas ➤ The Via Negativa ➤ The strengths and weaknesses of the differing understandings of religious language. 	<p>falsification principles.[10 marks]</p> <ul style="list-style-type: none"> ➤ AO2: “Religious language is meaningless.” Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<p>☐ Jesus Christ and Salvation</p> <ul style="list-style-type: none"> ➤ KS3 – Year 8: <ul style="list-style-type: none"> • The Afterlife: Religious & Secular Views • Sources of Wisdom & Authority ➤ KS4 – GCSE: <ul style="list-style-type: none"> • Christianity Beliefs: God, Creation & the Hereafter. ➤ KS5 – Year 12: <ul style="list-style-type: none"> • Arguments for the Existence of God. • Meta-Ethics <p>Connections to Curriculum ➤</p> <p>SMSC:</p> <ul style="list-style-type: none"> • 1a, b, c, d • 3c <p>➤ FBV:</p> <ul style="list-style-type: none"> • e 	<ul style="list-style-type: none"> ➤ KS5 – Year 13: <ul style="list-style-type: none"> • Self, Death & Afterlife • God • Christianity, Gender & Sexuality <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History • Medicine • English Language • English Literature <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism Recruitment • Charity Work
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	<p>Free will and morale responsibility:</p> <ul style="list-style-type: none"> ➤ The conditions of moral responsibility: <ul style="list-style-type: none"> • Free will • Understanding the difference between right and wrong ➤ The extent of moral responsibility: <ul style="list-style-type: none"> • Libertarianism • Hard determinism, • Compatibilism • The relevance of moral responsibility to reward and punishment. 	<ul style="list-style-type: none"> ➤ AO1: Examine the role of moral responsibility within Libertarianism. [10 marks] ➤ AO2: "Humanity has no moral responsibility for its actions." Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<p>Past Learning ➤</p> <p>KS3 – Year 7:</p> <ul style="list-style-type: none"> • Jesus Christ and Salvation • Evil & Suffering <p>➤ KS3 – Year 8:</p> <ul style="list-style-type: none"> • The Nature of God: Islam <p>➤ KS3 – Year 9:</p> <ul style="list-style-type: none"> • Introduction to Ethical Theories <p>➤ KS4 – GCSE:</p> <ul style="list-style-type: none"> • Islam Beliefs: Key Division and Fundamental Beliefs <p>➤ KS5 – Year 12:</p> <ul style="list-style-type: none"> • Meta-Ethics • Normative Ethical Theories • Bentham & Kant • Evil & Suffering <p>Connections to Curriculum</p> <p>➤ SMSC:</p> <ul style="list-style-type: none"> • 1a, b, c, d • 2a, b, c • 3b,c • 4a, b <p>➤ FBV:</p> <ul style="list-style-type: none"> • b 	<p>Future Learning ➤</p> <p>KS5 – Year 12:</p> <ul style="list-style-type: none"> □ Conscience <p>➤ KS5 – Year 13:</p> <ul style="list-style-type: none"> • Good Conduct & Key Moral Principles • Sources of Wisdom & Authority • The Dialogue Between Christianity & Ethics <p>➤ Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History • Medicine <p>➤ Careers:</p> <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Marketing
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				<ul style="list-style-type: none"> • Recruitment • Charity Work
<p>Summer 2</p>	<p style="text-align: center;">UNIT 1: PHILOSOPHY OF RELIGION - BIG IDEAS: Miracles Rational: “No testimony is sufficient to establish a miracle unless it is of such a kind that its falsehood would be more miraculous than the fact that it tries to establish.” – David Hume</p> <p>In a world that holds highly, and is reliant on, scientific explanations, is there room for the unexplained? All too often we take for granted the universal laws of nature, so how should we respond when it seems that these laws have been violated? Students will have their minds opened to the possibility of the limits of scientific explanation and human understanding and be shown the possibility that our structured and regular world may not be the way it seems.</p> <p style="text-align: center;">UNIT 2: RELIGION & ETHICS - BIG IDEAS: Conscience Rational: “He who acts against his conscience always sins.” – Thomas Aquinas</p> <p>What is that voice in the back of our minds and where does it come from? This topic explores the theories behind the source of our inner moral compass, in turn helping students recalibrate their own.</p>			

	<p>Miracles:</p> <ul style="list-style-type: none"> ➤ Differing understandings of miracle. ➤ realist and antirealist views ➤ Violation of natural law or natural event ➤ Comparison of the key ideas of David Hume and Maurice Wiles on miracles 	<ul style="list-style-type: none"> ➤ AO1: Examine the key ideas of David Hume and Maurice Wiles on miracles. [10 marks] ➤ AO2: “Miracles do not really happen.” Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<p>Past Learning ➤</p> <p>KS3 – Year 7:</p> <ul style="list-style-type: none"> • Jesus Christ & Salvation • The Nature of God: Christianity <p>➤ KS3 – Year 8:</p> <ul style="list-style-type: none"> □ Sources of Wisdom & Authority <p>➤ KS5 – Year 12:</p> <ul style="list-style-type: none"> • Arguments for the Existence of God. • Religious Experiences • Verifying Religious Experiences 	<p>Future Learning ➤</p> <p>KS5 – Year 13:</p> <ul style="list-style-type: none"> • Self, Death & Afterlife • The Dialogue Between Christianity & Philosophy • Sources of Wisdom & Authority <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics
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	<p>➤ The significance of these views for religion</p>		<p>Connections to Curriculum ➤</p> <p>SMSC:</p> <ul style="list-style-type: none"> • 1a, b, c, d • 3b • 4a <p>➤ FBV:</p> <ul style="list-style-type: none"> □ e 	<ul style="list-style-type: none"> • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History • Medicine • Natural Sciences <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Teaching • -Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment • Charity Work
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	<p>Conscience:</p> <ul style="list-style-type: none"> ➤ Differing ideas, religious and nonreligious, about the nature of the conscience. ➤ The role of conscience in making moral decisions with reference to: telling lies, breaking promises and adultery. 	<ul style="list-style-type: none"> ➤ AO1: Examine differing ideas about the nature of the conscience. [10 marks] ➤ AO2: "The conscience has no value as a moral guide." Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<p>Past Learning</p> <ul style="list-style-type: none"> ➤ KS4 – GCSE: <ul style="list-style-type: none"> □ Theme A – Relationships: Sex, Marriage & Divorce ➤ KS5 – Year 12: <ul style="list-style-type: none"> • Meta-Ethics • Normative Ethical Theories • Application of Natural Moral Law, Situation Ethics & Virtue Ethics <p>Connections to Curriculum</p>	<p>Future Learning</p> <ul style="list-style-type: none"> ➤ KS5 – Year 13: <ul style="list-style-type: none"> • Good Conduct & Key Moral Principles • The Dialogue Between Christianity & Ethics <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy
	<ul style="list-style-type: none"> ➤ The value of conscience as a moral guide. 		<ul style="list-style-type: none"> ➤ SMSC: <ul style="list-style-type: none"> • 1a, b, c, d • 3b • 4a ➤ FBV: <ul style="list-style-type: none"> • e 	<ul style="list-style-type: none"> • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History • Medicine <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment • Charity Work

Year 13 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn 1	<p style="text-align: center;">UNIT 1: PHILOSOPHY OF RELIGION - BIG IDEAS: Self, Death and the Afterlife</p> <p>Rational: “Cogito Ego Sum – I think therefore I am.” – Rene Descartes</p> <p>In February 2019 Pope Francis hosted a conference at the Vatican on the ethics of robotics and artificial intelligence. It is clear that with the speed at which technology is advancing, and our understanding of the human mind changing, it is vital to discuss the ethics and possibilities of what human consciousness is. Students will investigate what the human mind is from both a philosophical and religious understanding and aim to come to conclusions about the implications – including life after death and artificial intelligence - a field which is ever advancing in the world today.</p> <p style="text-align: center;">UNIT 3: CHRISTIANITY - BIG IDEAS: Sources of Wisdom and Authority</p>			
	<p>Rational: ‘And Jesus came up and spoke to them, saying, “All authority has been given to me in Heaven and on Earth.”’ – Matthew 28:18</p> <p>All world religions are built upon historical events – which are recorded in sources of wisdom and authority. This makes them foundational to the structure of religion and are used by believers on a daily basis. It is important that students understand the historical context of these sources and how they can be applied to modern issues within the world. Religious believers put their faith in something beyond comprehension but what leads them to act upon that faith? This topic ensures students have a clear understanding of what motivates people of faith, allowing them to empathise with them and gain an appreciation of the diversity within and between belief-systems.</p>			

<p>Self, Death & Afterlife:</p> <ul style="list-style-type: none"> ➤ The nature and existence of the soul. ➤ Descartes' argument for the existence of the soul. ➤ The body/soul relationship. ➤ The possibility of continuing personal existence after death. 	<ul style="list-style-type: none"> ➤ AO1: Examine the relationship between the body and the soul.[10 marks] ➤ AO2: "There can be no life after death." Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<p>Past Learning</p> <ul style="list-style-type: none"> ➤ KS3 – Year 7: <ul style="list-style-type: none"> □ The Afterlife: Religious and Secular Views ➤ KS3 – Year 9: <ul style="list-style-type: none"> □ Home Learning Projects ➤ KS4 – GCSE: <ul style="list-style-type: none"> □ Christianity Beliefs: God, Creation & the Hereafter. ➤ KS5 – Year 12: <ul style="list-style-type: none"> • Religious Language • Free Will & Moral Responsibility <p>Connections to Curriculum ➤</p> <p>SMSC:</p> <ul style="list-style-type: none"> • 1a, b, c, d • 3b • 4a <p>➤ FBV:</p> <ul style="list-style-type: none"> □ e <p>➤ HEALTH ED:</p> <ul style="list-style-type: none"> □ 1a, d, 	<p>Future Learning</p> <ul style="list-style-type: none"> ➤ KS5 – Year 13: <ul style="list-style-type: none"> • Self, Death & Afterlife • The Dialogue Between Christianity & Philosophy <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History • Medicine • ICT • Artificial Intelligence • Cyber Security <p>Careers:</p>
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			□ 2a	<ul style="list-style-type: none">• Politics• Teaching• Local Government• Health Service• Civil Service• Marketing• Journalism• Recruitment• Charity Work• ICT• Artificial Intelligence
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<p>Sources of Wisdom and Authority:</p> <ul style="list-style-type: none"> ➤ The Bible: different Christian beliefs about the nature and authority of the Bible and their impact on its use as a source of beliefs and teachings, including the Bible as inspired by God but written by humans beings. ➤ The Church: the different perspectives of the Protestant and Catholic traditions on the relative authority of the Bible and the Church. ➤ The authority of Jesus: different Christian understandings of Jesus' authority, including Jesus' 	<ul style="list-style-type: none"> ➤ AO1: Examine why there are different beliefs about the authority of the Bible and why the differences between them are significant. [10 marks] ➤ AO2: "Jesus has great importance as a role model for Christians today." Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<p>Past Learning ➤</p> <p>KS3 – Year 7:</p> <ul style="list-style-type: none"> □ Jesus Christ and Salvation <p>➤ KS3 – Year 8:</p> <ul style="list-style-type: none"> • Sources of Wisdom & Authority • Visits to Places of Worship <p>➤ KS4 – Year 10 Core:</p> <ul style="list-style-type: none"> • Religion & Human Rights • Religion, Prejudice & Discrimination • Religion & Wealth • Religion & Poverty • Religion & Sexual Ethics • Religion & Liberation Groups <p>➤ KS4 – GCSE:</p> <ul style="list-style-type: none"> • Christianity Beliefs: Christian Beliefs in God, Creation & The Hereafter • Christianity Beliefs: Jesus Christ & Salvation <p>➤ KS5 – Year 12:</p> <ul style="list-style-type: none"> • Religious Experiences 	<p>Future Learning ➤</p> <p>KS5 – Year 13:</p> <ul style="list-style-type: none"> • Expressions of Religious Identity • God • Christianity & Science • Christianity, Gender & Sexuality • The Dialogue Between Christianity & Philosophy • The Dialogue Between Christianity & Ethics <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology
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	<p>authority as God's authority and Jesus' authority as only human; implications of these beliefs for Christian responses to Jesus' teaching and his value as a role model with reference to his teaching on retaliation and love for enemies in the Sermon on the Mount: Matthew 5:38–48.</p>		<ul style="list-style-type: none"> • Religious Language • Miracles • Normative Ethical Theories <p>Connections to Curriculum ➤</p> <p>SMSC:</p> <ul style="list-style-type: none"> • 1a, b, c, • 2a, b, c • 4a, b, e <p>➤ FBV:</p> <ul style="list-style-type: none"> • d, e <p>➤ RSE:</p> <ul style="list-style-type: none"> • 2a 	<ul style="list-style-type: none"> • Sociology • History • Medicine • English Language • English Literature <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment • Charity Work
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UNIT 3: CHRISTIANITY - BIG IDEAS:

Self, Death and Afterlife

Rational: “Many of those who sleep in the dust of the earth shall awake, some to everlasting life, and some to shame and everlasting contempt.” – Daniel 12:2

With death a very real inevitability for all of us, is a religious concept of the afterlife still relevant today? With space exploration and modern physics, is a belief in a heavenly realm relevant or even rational? Students will investigate how people hold such traditional religious views in the modern world, and how modern theories can support religious beliefs in the afterlife. This in turn will give students an appreciation of the unknown and allow them to understand the implications of their own and others mortality.

UNIT 3: CHRISTIANITY - BIG IDEAS:

Good Conduct and Key Moral Principles

Rational: “Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth.” – Genesis 1:26

Based on their religious beliefs how should Christians act? And what are the motivating factors behind those actions? Here students will learn about the theology behind how Christians use and share the world we live in to gain a greater understanding about the most followed religion in the UK. Students will also gain additional methods for making moral decisions.

Autumn 2

	<p>Self, Death & Afterlife:</p> <p>The meaning and purpose of life: the following purposes and their relative importance:</p> <ul style="list-style-type: none"> ➤ to glorify God and have a personal relationship with him ➤ to prepare for judgement ➤ to bring about God's kingdom on earth. <p>Resurrection:</p> <ul style="list-style-type: none"> ➤ the concept of soul; resurrection of the flesh as expressed in the writings of Augustine ➤ spiritual resurrection ➤ the significance of 1 Corinthians 15:42–44 and 50–54. <p>Different interpretations of the following as physical, spiritual or psychological realities:</p> <ul style="list-style-type: none"> ➤ judgement ➤ heaven ➤ hell ➤ purgatory ➤ objective immortality in process thought. 	<ul style="list-style-type: none"> ➤ AO1: Examine Christian beliefs about resurrection. [10 marks] ➤ AO2: "There is little agreement in Christianity about the nature of life after death." Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<p>Past Learning ➤</p> <p>KS3 – Year 7:</p> <ul style="list-style-type: none"> • The Afterlife: Religious & Secular Views. • Evil & Suffering <p>➤ KS3 – Year 8:</p> <ul style="list-style-type: none"> □ Sources of Wisdom & Authority <p>➤ KS4 – GCSE:</p> <ul style="list-style-type: none"> □ Christianity Beliefs: Christian Beliefs in God, Creation & The Hereafter <p>➤ KS5 – Year 12:</p> <ul style="list-style-type: none"> • Evil & Suffering • Religious Language <p>➤ KS5 – Year 13:</p> <ul style="list-style-type: none"> • Self, Death & Afterlife <p>Connections to Curriculum ➤</p> <p>SMSC:</p> <ul style="list-style-type: none"> • 1a, b, c, d • 2b, c • 3c • 4a, e <p>➤ FBV:</p> <ul style="list-style-type: none"> □ e 	<p>Future Learning ➤</p> <p>KS5 – Year 13: □</p> <p>God</p> <ul style="list-style-type: none"> • Expressions of Religious Identity • The Dialogue Between Christianity & Philosophy <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History • Medicine <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment • Charity Work
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	<p>Good conduct and Key Moral Principles:</p> <ul style="list-style-type: none"> ➤ Good conduct: the importance of good moral conduct in the Christian way of life, including reference to teaching about justification by works, justification by faith and predestination. ➤ Sanctity of life: the concept of sanctity of life; different views about its application to issues concerning -the embryo and the unborn child -the just war theory and its application to the use of weapons of mass destruction. ➤ Dominion and stewardship: the belief that Christians have dominion over animals; beliefs about the role of Christians as stewards of animals and the natural environment and how changing understandings of the effects of human activities on the 	<ul style="list-style-type: none"> ➤ AO1: Examine why good conduct is important in Christianity. [10 marks] ➤ AO2: “The use of embryos is immoral within Christianity.” Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<p>Past Learning ➤</p> <p>KS3 – Year 8:</p> <ul style="list-style-type: none"> • Sources of Wisdom & Authority • Faith in Action: The Work of the Church in the World Today <p>➤ KS3 – Year 9:</p> <ul style="list-style-type: none"> • Introduction to Ethical Theories • Home Learning Projects • Medical Ethics: Abortion & Euthanasia • Medical Ethics: Transplant Surgery & Animal Testing <p>➤ KS4 – Year 10 Core:</p> <ul style="list-style-type: none"> • Religion & Human Rights • Religion, Prejudice & Discrimination • Religion & Wealth • Religion & Poverty • Religion & Sexual Ethics • Religion & Liberation Groups <p>➤ KS4 – GCSE:</p> <ul style="list-style-type: none"> • Theme A – Relationships: Sex, Marriage & Divorce • Theme A – Relationships: Families & Gender Equality • Theme B – Religion & Life: The Origins & Value of the Universe • Theme B – Religion & Life: The Origins & Value of Human Life • Theme D – Peace & Conflict: Religion, Violence, Terrorism & War • Theme D – Peace & Conflict: Religion & Belief in 21st Century Conflict 	<p>Future Learning</p> <p>➤ KS5 – Year 13:</p> <ul style="list-style-type: none"> -Christianity & Science -The Dialogue Between Christianity & Ethics <p>➤ Further Education:</p> <ul style="list-style-type: none"> -Theology -Law -Physics -Philosophy -Religious Studies -PPE -Classics -Ancient Civilisations -Psychology -Sociology -History -Medicine <p>➤ Careers:</p> <ul style="list-style-type: none"> -Politics -Teaching -Local Government -Health Service -Civil Service -Marketing -Journalism -Recruitment -Charity Work
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	environment have affected that role.		<ul style="list-style-type: none">□ Christianity Beliefs: Beliefs in God, Creation & the Hereafter➤ KS5 – Year 12:<ul style="list-style-type: none">• Normative Ethical Theories• Application of Natural Moral Law, Situation Ethics & Virtue Ethics➤ KS5 – Year 13:<ul style="list-style-type: none">• Sources of Wisdom & Authority <p>Connections to Curriculum ➤</p> <p>SMSC:</p> <ul style="list-style-type: none">• 1a, b, c, d• 2a, b, c• 3b, c• 4a, b, d <p>➤ FBV:</p> <ul style="list-style-type: none">□ e	
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UNIT 3: CHRISTIANITY - BIG IDEAS:

God

Rational: “The kingdom of the world has become the kingdom of our Lord and of his Christ, and he shall reign for ever and ever.” – Revelation 11:15

Who or what is God? This topic helps students gain an understanding of the differing views of God within Christianity as well as exploring the different ways Christians can maintain a relationship with Him/Her/It. This will help students formulate and develop their own understandings or beliefs in a greater power and understand why others do or do not share these beliefs.

Spring 1

UNIT 3: CHRISTIANITY - BIG IDEAS:

Expressions of Religious Identity

Rational: “Sacraments are perceptible signs accessible to our human nature. By the action of Christ and the power of the Holy Spirit they make present efficaciously the grace that they signify.” – Catechism of the Catholic Church, 1084

Religious expressions and practices had become commonplace within British society. Why was this the case and what do they mean? This topic adds further depth to understanding the different traditions within Christianity that we might have participated in ourselves without realising their significance. In multi-faith Britain, it is vital to recognise that the religious traditions of Great Britain are in the main Christian.

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	<p>God:</p> <ul style="list-style-type: none"> ➤ Christian Monotheism: one God, omnipotent creator and controller of all things; transcendent and unknowable; the doctrine of the Trinity and its importance; the meaning and significance of the belief that Jesus is the son of God; the significance of John 10:30; 1 Corinthians 8:6. ➤ God as Personal, God as Father and God as Love: the challenge of understanding anthropomorphic and gender specific language about God: God as Father and King, including Christian feminist perspectives. ➤ The concept of God in process theology: God as neither omnipotent nor creator 	<ul style="list-style-type: none"> ➤ AO1: Examine Christian beliefs about God as Personal. [10 marks] ➤ AO2: “From a Christian point of view, God cannot be clearly described.” Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<p>Past Learning ➤</p> <p>KS3 – Year 7:</p> <ul style="list-style-type: none"> • The Nature of God: Christianity • Jesus Christ & Salvation <p>➤ KS3 – Year 8:</p> <ul style="list-style-type: none"> □ Sources of Wisdom & Authority <p>➤ KS4 – GCSE:</p> <ul style="list-style-type: none"> • Christianity Beliefs: Beliefs in God, Creation & the Hereafter • Christianity Beliefs: Jesus Christ & Salvation <p>➤ KS5 – Year 12:</p> <ul style="list-style-type: none"> • Arguments for the Existence of God • Religious Language • Evil & Suffering <p>➤ KS5 – Year 13:</p> <ul style="list-style-type: none"> • Sources of Wisdom & Authority <p>Connections to curriculum ➤</p> <p>SMSC:</p> <ul style="list-style-type: none"> • 1a, b, c, d • 2b • 4a, e <p>➤ FBV:</p> <ul style="list-style-type: none"> □ e 	<p>Future Learning ➤</p> <p>KS5 – Year 13:</p> <ul style="list-style-type: none"> • Christianity & Science • The Dialogue Between Christianity & Philosophy • The Dialogue Between Christianity & Ethics <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History • Medicine • English Language • English Literature <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment
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	<p>Expressions of Religious Identity:</p> <ul style="list-style-type: none"> ➤ Baptism: the significance of infant baptism in Christianity with particular reference to the Catholic and Baptist traditions; arguments in favour of and against infant baptism. ➤ Holy Communion: differing practices associated with Holy Communion, and differing understandings of Holy Communion and its importance, in the Catholic and Baptist Churches; different Christian understandings of the significance of Jesus' actions at the last supper, Luke 22:17–20. ➤ The mission of the Church: developments in Christian ideas of 'mission' from the early 20th century to today. 	<ul style="list-style-type: none"> ➤ AO1: Examine developments in Christian ideas of 'mission'. [10 marks] ➤ AO2: "All Christians should be baptised as infants." Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<p>Past Learning ➤</p> <p>KS3 – Year 8:</p> <ul style="list-style-type: none"> • Places of Worship Code of Conduct and Visits • Faith in Action: The Work of the Church in the World Today <p>➤ KS4 – Year 10 Core: □</p> <ul style="list-style-type: none"> • Religion & Wealth • Religion & Poverty • Religion & Liberation Groups <p>➤ KS4 – GCSE:</p> <ul style="list-style-type: none"> • Christianity Practices: Worship & Festivals • Christianity Practices: The Role of the Church in the Local & Worldwide Community <p>➤ KS5 – Year 13:</p> <ul style="list-style-type: none"> • Sources of Wisdom & Authority • God • Self, Death & Afterlife <p>Connections to Curriculum ➤</p> <p>SMSC:</p> <ul style="list-style-type: none"> • 1a, b, c, d • 2b, c • 3c • 4a, b, e 	<p>Future Learning</p> <p>➤ KS5 – Year 13:</p> <ul style="list-style-type: none"> -Christianity, Gender & Sexuality -Christianity, Migration & Religious Pluralism -The Dialogue Between Christianity & Ethics <p>➤ Further Education:</p> <ul style="list-style-type: none"> -Theology -Law -Physics -Philosophy -Religious Studies -PPE -Classics -Ancient Civilisations -Psychology -Sociology -History -Medicine <p>➤ Careers:</p> <ul style="list-style-type: none"> -Politics -Teaching -Local Government -Health Service -Civil Service -Marketing -Journalism -Recruitment -Charity Work
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Spring 2	<p style="text-align: center;">UNIT 3: CHRISTIANITY - BIG IDEAS: Christianity & Science Rational: “It is the desire to understand the world that motivates all those who work in fundamental physics. A similar desire is part of the inspiration for the religious quest.” – John Polkinghorne</p> <p>Within their studies so far, students have had the opportunity to examine how science has begun to potentially undermine some religious concepts, such a miracles and the afterlife. It is in this unit of study that students can see how Christianity responds to these scientific claims and how various religious thinkers have shown that in fact religion and science can be harmonious as opposed to the common view that they are mutually exclusive. As Einstein said; “Science without religion is lame, religion without science is blind”.</p> <p style="text-align: center;">UNIT 3: CHRISTIANITY - BIG IDEAS: Christianity, Gender and Sexuality</p> <p>Rational: “I began to see that the very raison d’être of the Christian myth was to support men as superior over women, that it served to legitimise how men see themselves in the world.” – Daphne Hampson</p> <p>Gender and sexuality is a hot topic within society today. There are a plethora of examples in the media of gender and sexuality and navigating this ever changing landscape can be very overwhelming for young adults today. This unit gives students an insight into relevant and modern examples regarding the rights and roles of various groups in society, including gender roles, homosexuality and LGBTQ. To help understand the ethics involved students will examine how these deferent groups are treated within both society and religion and discuss the relevance of religious scripture in relation to these.</p>			

	<p>Christianity & Science:</p> <p>How and why science has influenced Christianity and how Christianity has responded, with particular reference to:</p>	<p>➤ AO1: Examine John Polkinghorne's arguments regarding science and religion. [10 marks]</p>	<p>Past Learning</p> <p>➤ KS3 – Year 7:</p> <ul style="list-style-type: none"> • Design Argument • Evil & Suffering • The Afterlife: Religious & Secular Views 	<p>Future Learning</p> <p>➤ KS5 – Year 13:</p> <ul style="list-style-type: none"> □ Christianity & The Challenge of Secularisation
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	<ul style="list-style-type: none"> ➤ emphasis on evidence and reason in science ➤ specific scientific discoveries ➤ science as a stimulus to Christian ethical thinking. <p>Developments in Christian thought:</p> <ul style="list-style-type: none"> ➤ How scientific explanation has challenged Christian belief with reference to the 'God of the gaps' ➤ 19th century Christian responses to Darwin's theory of evolution and contemporary responses to the Big Bang theory, including reference to creationist views. ➤ The belief that science is compatible with Christianity with reference to the views John Polkinghorne. ➤ Different Christian responses to issues raised by science: genetic engineering 	<ul style="list-style-type: none"> ➤ AO2: "Science is an enemy of the Christian faith." Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<ul style="list-style-type: none"> ➤ KS3 – Year 9: <ul style="list-style-type: none"> □ Home Learning Projects ➤ KS4 – Year 10 Core: <ul style="list-style-type: none"> • Religion & Human Rights • Religion & Sexual Ethics ➤ KS4 – GCSE: <ul style="list-style-type: none"> • Theme B – Religion & Life: The Origins & Value of the Universe • Theme B – Religion & Life: The Origins & Value of Human Life • Christian Beliefs: Beliefs in God, Creation & the Hereafter ➤ KS5 – Year 12: <ul style="list-style-type: none"> • Arguments for the Existence of God • Evil & Suffering • Miracles • Religious Experiences • Verifying Religious Experiences ➤ KS5 – Year 13: <ul style="list-style-type: none"> • Self, Death & Afterlife <p>Connections to Curriculum ➤</p> <p>SMSC:</p> <ul style="list-style-type: none"> • 1a, b, c, d • 3b, c • 4a, e <p>➤ FBV:</p> <ul style="list-style-type: none"> □ e 	<ul style="list-style-type: none"> • Christianity & The Challenge of Secularisation • The Dialogue Between Christianity & Philosophy <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Biology • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History • Medicine <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment • Charity Work • Scientific Research
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	<p>Christianity, Gender and Sexuality:</p> <p>Historical and social factors that have influenced developments in Christian thinking about these issues including:</p> <ul style="list-style-type: none"> ➤ the development of Biblical criticism, especially in the 19th century, and the resulting freedom to challenge traditional readings of passages such as 1 Tim 2:8–15 ➤ the changing roles of men and women in society outside of religion ➤ the rights given to women by secular governments. <p>Developments in Christian thought, including feminist approaches:</p> <ul style="list-style-type: none"> ➤ Debates about female ordination in the Church of England up to and after 1994, the continuing debate today. ➤ A comparison of the significant ideas of Daphne Hampson and 	<ul style="list-style-type: none"> ➤ AO1: Examine why there are different views about the place of women in Christianity. [10 marks] ➤ AO2: “Christianity has a negative attitude to homosexuals and transgender people.” Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<p>Past Learning ➤</p> <p>KS3 – Year 8:</p> <ul style="list-style-type: none"> • Sources of Wisdom & Authority • Visits to places of worship <p>➤ KS3 – Year 9:</p> <ul style="list-style-type: none"> • Community Cohesion: Prejudice & Discrimination • Home Learning Projects • Medical Ethics: Abortion <p>➤ KS4 – Year 10 Core:</p> <ul style="list-style-type: none"> • Religion & Human Rights • Religion, Prejudice & Discrimination • Religion & Sexual Ethics • Religion & Liberation Groups <p>➤ KS4 – GCSE:</p> <ul style="list-style-type: none"> • Theme A – Relationships: Sex, Marriage & Divorce • Theme A – Relationships: Families & Gender Equality <p>➤ KS5 – Year 13:</p> <ul style="list-style-type: none"> • Sources of Wisdom & Authority • Good Conduct & Key Moral Principles • Expressions of Religious Identity <p>Connections to Curriculum ➤</p> <p>SMSC:</p> <ul style="list-style-type: none"> • 1a, b, c, d • 2a, b, c, • 3a, b, e 	<p>Future Learning ➤</p> <p>KS5 – Year 13:</p> <ul style="list-style-type: none"> • Christianity & The Challenge of Secularisation • Christianity, Migration & Religious Pluralism • The Dialogue Between Christianity & Ethics <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History • Medicine <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment • Charity Work
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			➤ FBV:	• Social Work
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	<p>Rosemary Radford Ruether about the patriarchal nature of Christianity including Hampson's view that Christianity is irredeemably sexist and Ruether's ideas about the androgynous Christ and her view that the female nature is more Christ-like than the male.</p> <p>➤ Different Christian views about celibacy, marriage, homosexuality and transgender issues.</p>		<p>□ a, b, d, e, f</p> <p>➤ RSE:</p> <ul style="list-style-type: none"> • 1a, c, d, • 2c, d, h 	
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<p>Summer 1</p>	<p style="text-align: center;">UNIT 4: DIALOGUES - BIG IDEAS: The Dialogue between Christianity and Philosophy</p> <p>Rational: "I do not pretend to be able to prove that there is no God. I equally cannot prove that Satan is a fiction. The Christian god may exist; so may the gods of Olympus, or of ancient Egypt, or of Babylon. But no one of these hypotheses is more probable than any other: they lie outside the region of even probable knowledge, and therefor there is no reason to consider any of them," – Bertrand Russell</p> <p>This synoptic unit gives students the opportunity to draw together some of the topics from the Christianity unit of study with some corresponding topics from the Philosophy of Religion unit. Students will be able to develop the skill of choosing areas to discuss and justifying the relevance of these. This unit also encourages students to look in depth for overarching themes that span a range of philosophical areas, such as metaphysics and ontology. This will allow them to draw together a holistic perception of how religion can have an impact on, and shape, people and society.</p> <p style="text-align: center;">UNIT 4: DIALOGUES- BIG IDEAS: The Dialogue between Christianity and Ethics Rational: "Knowing what's moral is easy, acting on it is the difficult part." – Abhijit Naskar</p>			
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	<p>This synoptic unit gives students the opportunity to draw together some of the topics from the Christianity unit of study with some corresponding topics from the Ethics unit. Students will gain an insight into the methods humans use when making moral decisions</p>
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	<p>and the wider implications of these methods. Students will be able to take on board all the areas studied to help shape their own schema or framework for making their own ethical and moral choices in life.</p>
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	<p>The Dialogue between Christianity and Philosophy:</p> <p>Beliefs and teachings about:</p> <ul style="list-style-type: none"> ➤ God ➤ self, death and afterlife ➤ sources of wisdom and authority ➤ religious experience ➤ the relationship between scientific and religious discourses ➤ the truth claims of other religions ➤ miracles. <p>In the process of looking at these beliefs and teachings, we will consider:</p> <ul style="list-style-type: none"> ➤ how far the belief is reasonable – that is based on reason and/or is consistent with reason ➤ how meaningful the statements of faith are, and for whom ➤ how coherent the beliefs are, and how 	<ul style="list-style-type: none"> ➤ AO1 & AO2: “Science is an enemy of Christian faith.” Critically examine and evaluate this view with reference to the dialogue between Christianity and Philosophy. [25 marks] ➤ AO1 & AO2: “Christian statements about God are meaningless.” Critically examine and evaluate this view with reference to the dialogue between Christianity and Philosophy. [25 marks] ➤ AO1 & AO2: “Philosophical understandings of religious experience undermine Christian beliefs about the authority of the Bible.” Critically examine and evaluate this view with reference to the dialogue between Christianity and Philosophy. [25 marks] 	<p>Past Learning ➤</p> <p>KS3 – Year 7:</p> <ul style="list-style-type: none"> • The Nature of God: Christianity • Evil & Suffering • Design Argument • The Nature of God: Atheism and Humanism. • The Afterlife: Religious and Secular Views <p>➤ KS3 – Year 9:</p> <ul style="list-style-type: none"> • Community Cohesion – Living in a Multi-Faith Society □ Home Learning Projects <p>➤ KS4 – Year 10 Core:</p> <ul style="list-style-type: none"> • Religion & Sexual Ethics • Religion & Liberation Groups <p>➤ KS4 – GCSE:</p> <ul style="list-style-type: none"> • Theme B – Religion & Life: The Origins & Value of the Universe • Theme B – Religion & Life: The Origins & Value of Human Life • Christianity Beliefs: Beliefs in God, Creation & the Hereafter <p>➤ KS5 – Year 12:</p> <ul style="list-style-type: none"> • Arguments for the Existence of God • Evil & Suffering • Miracles • Religious Experiences 	<p>Future Learning</p> <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History • Medicine • English Language • English Literature <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment • Charity Work • Social Work
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	<p>consistent they are with other beliefs in the belief system</p> <p>➤ the relevance of philosophical enquiry for religious faith, with particular reference to the debate about the nature of faith as 'belief in' or 'belief that'.</p>	<p>➤ AO1 & AO2: "Miracles do not happen." Critically examine and evaluate this view with reference to the dialogue between Christianity and Philosophy. [25 marks]</p> <p>➤ AO1 & AO2: "The fact that the world exists makes it reasonable for Christians to believe in God." Critically examine and evaluate this view with reference to the dialogue between Christianity and Philosophy. [25 marks]</p> <p>➤ AO1 & AO2: "Christian statements about God are non-cognitive." Critically examine and evaluate this view with reference to the dialogue between Christianity and Philosophy. [25 marks]</p> <p>➤ Knowledge Quiz</p>	<ul style="list-style-type: none"> • Verifying Religious Experiences • Religious Language <p>➤ KS5 – Year 13:</p> <ul style="list-style-type: none"> • Self, Death & Afterlife • God • Christianity & Science • Christianity & the Challenge of Secularisation • Christianity, Migration & Religious Pluralism <p>Connections to Curriculum ➤</p> <p>SMSC:</p> <ul style="list-style-type: none"> • 1a, b, c, d, • 2a, b, c • 3b, c • 4a, e <p>➤ FBV:</p> <ul style="list-style-type: none"> □ e 	
	<p>The Dialogue Between Christianity and Ethics:</p>	<p>➤ AO1 & AO2: "Christian ethics is character based."</p>	<p>Past Learning ➤</p> <p>KS3 – Year 9:</p> <ul style="list-style-type: none"> □ Community Cohesion 	<p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law

	<p>Christian responses to the following approaches to moral decision-making in the light of key Christian moral principles:</p> <ul style="list-style-type: none"> ➤ deontological, with reference to Kant ➤ teleological and consequential, with reference to Bentham ➤ character-based, with reference to Virtue Ethics ➤ how far Christian ethics can be considered to be deontological, teleological, consequential, or character-based <p>Christian responses to:</p> <ul style="list-style-type: none"> ➤ the issues of human life and death ➤ the issues of animal life and death ➤ theft and lying ➤ marriage and divorce ➤ homosexuality and transgender issues ➤ genetic engineering ➤ Christian responses to issues surrounding wealth, tolerance and 	<p>Critically examine and evaluate this view with reference to the dialogue between Christianity and ethical studies. [25 marks]</p> <ul style="list-style-type: none"> ➤ AO1 & AO2: “For both Christianity and Virtue Ethics, genetic engineering is wrong.” Critically examine and evaluate this view with reference to the dialogue between Christianity and Virtue Ethics. [25 marks] ➤ AO1 & AO2: “Christian attitudes to animals are consistent with the views of natural moral law.” Critically examine and evaluate this view with reference to the dialogue between Christianity and natural moral law. [25 marks] ➤ AO1 & AO2: “There should be no limits on freedom of religious expression.” Critically examine and evaluate this 	<ul style="list-style-type: none"> • Introduction to Ethical Theories • Home Learning Projects • Medical Ethics: Abortion & Euthanasia • Medical Ethics: Transplant Surgery & Animal Testing <ul style="list-style-type: none"> ➤ KS4 – Year 10 Core: <ul style="list-style-type: none"> • Religion & Human Rights • Religion, Prejudice & Discrimination • Religion & Wealth • Religion & Poverty • Religion & Sexual Ethics • Religion & Liberation Groups ➤ KS4 – GCSE: <ul style="list-style-type: none"> • Theme A – Relationships: Sex, Marriage & Divorce • Theme A – Relationships: Families & Gender Equality • Theme E – Crime & Punishment: Religion, Crime & the Causes of Terrorism • Theme E – Crime & Punishment: Religion & Punishment • Christianity Practices: Worship & Festivals • Christianity Practices: The Role of the Church in the Local & Worldwide Community ➤ KS5 – Year 12: <ul style="list-style-type: none"> • Meta-Ethics • Normative Ethical Systems 	<ul style="list-style-type: none"> • Physics • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History • Medicine <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment • Charity Work • Social Work
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freedom of religious
expression

view with reference to the
dialogue between

• Application of Natural Moral Law,
Situation Ethics & Virtue Ethics

	<p>➤ Christian understandings of free will and moral responsibility, and the value of conscience in Christian moral decision-making.</p>	<p>Christianity and Bentham's approach to moral decision making. [25 marks]</p> <p>➤ AO1 & AO2: "Christian ethics is deontological." Critically examine and evaluate this view with reference to the dialogue between Christianity and ethical studies. [25 marks]</p> <p>➤ AO1 & AO2: "For both Christianity and Virtue Ethics, voluntary euthanasia is wrong." Critically examine and evaluate this view with reference to the dialogue between Christianity and ethical studies. [25 marks]</p>	<ul style="list-style-type: none"> • Bentham & Kant • Free Will & Moral Responsibility • -Conscience <p>➤ KS5 – Year 13:</p> <ul style="list-style-type: none"> • Good Conduct & Key Moral Principles • Christianity, Gender & Sexuality • Christianity & the Challenge of Secularisation • Christianity, Migration & Religious Pluralism <p>Connections to Curriculum ➤</p> <p>SMSC:</p> <ul style="list-style-type: none"> • 1a, b, c, d • 2a, b, c • 3b, c • 4a, e, <p>➤ FBV:</p> <ul style="list-style-type: none"> □ a, b, e, <p>➤ RSE:</p> <ul style="list-style-type: none"> • 1c, d, • 2c • 5c, f, g, h 	
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**9th Hour
Tasks**

The following units will be studied by students during their directed 9th hour:

**UNIT 3: CHRISTIANITY - BIG IDEAS:
Christianity & the Challenge of Secularisation**

Rational: “Do not indoctrinate your children. Teach them how to think for themselves, how to evaluate evidence, and how to disagree with you.” – Richard Dawkins

This unit is suitable to be studied by students as part of their 9th Hour tasks as there is a lot of scope for independent research. Students will examine the role of Christianity within the UK today and will analyse various facts and figures, such as census data, to gain a clear picture of the ever-changing religious and non-religious landscape of Great Britain.

**UNIT 3: CHRISTIANITY - BIG IDEAS:
Christianity, Migration and Religious Pluralism**

Rational: “There will never be genuine peace between the religions until each comes to recognise the equal validity of the others.” – John Hick

Students will, in their lifetimes, undoubtedly encounter people associated to a wide variety of belief systems and world views. This is in part due to the migration of people from one county to another – this migration brings in, to the UK for example, a plethora of cultural and religious traditions. This can be seen to have a positive impact and help shape and adapt the society we live in. Unfortunately, some of these traditions may not fit well into westernised society and conflicts can occur. This conflict can be further heightened with religion, which has been seen as a catalyst for conflict throughout history. Are all world-views as valid as each other? This unit give students to opportunity to investigate and map out the religious attitudes to migration and other religions and engage with the similarities between differing religious traditions.

	<p>Christianity and the challenge of Secularisation:</p> <ul style="list-style-type: none"> ➤ The challenge of secularisation: <ul style="list-style-type: none"> • the replacement of religion as the source of truth and moral values • relegation of religion to the personal sphere (individualisation) • the rise of militant atheism: the view that religion is irrational. ➤ Developments in Christian thought: 	<ul style="list-style-type: none"> ➤ AO1: Examine how secularisation has challenged Christianity. [10 marks] ➤ AO2: “Christianity has no successful defence against secularisation.” Evaluate this claim. [15 marks] ➤ Knowledge Quiz 	<p>Past Learning ➤</p> <p>KS3 – Year 7:</p> <ul style="list-style-type: none"> □ The Nature of God: Atheism & Humanism <ul style="list-style-type: none"> ➤ KS3 – Year 8: <ul style="list-style-type: none"> • Source of Wisdom & Authority • Visits to Places of Worship ➤ KS3 – Year 9: <ul style="list-style-type: none"> • Community Cohesion: Living in a Multi-Faith Society • Community Cohesion: Prejudice & Discrimination ➤ KS4 – Year 10 Core: <ul style="list-style-type: none"> • Religion & Human Rights • Religion, Prejudice & Discrimination 	<p>Future Learning Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History • Medicine • English Language • English Literature <p>Careers:</p>
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	<ul style="list-style-type: none"> • Responses to materialistic secular values: the value of wealth and possessions. • McGrath's defence of Christianity in The Dawkins Delusion. • Emergence of new forms of expression, such as Fresh Expressions and the House Church movement. • Emphasis on the social relevance of Christianity including liberationist approaches such as supporting the poor and defending the oppressed. 		<ul style="list-style-type: none"> • Religion & Wealth • Religion & Poverty • Religion & Liberation Groups <p>➤ KS4 – GCSE:</p> <ul style="list-style-type: none"> □ Christianity Practices: The Role of the Church in the Local & Worldwide Community <p>Connections to Curriculum</p> <p>➤ SMSC:</p> <ul style="list-style-type: none"> • 1a, b, c, d • 2a, b, c • 3b, c • 4a, b, c, e <p>➤ FBV:</p> <ul style="list-style-type: none"> □ a, b, d, e, f <p>➤ RSE:</p> <ul style="list-style-type: none"> • 2c, d, h • 4a 	<ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment • Charity Work • Social Work
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	<p>Christianity, Migration and Religious Pluralism:</p> <ul style="list-style-type: none"> ➤ How migration has created multicultural societies, which include Christianity, with particular reference to: <ul style="list-style-type: none"> □ the diversity of faiths in Britain today 	<ul style="list-style-type: none"> ➤ AO1: Examine why there are different Christian beliefs about the relationship between Christianity and other faiths. [10 marks] ➤ AO2: “Christianity’s attitude to other faiths is generally positive.” Evaluate this claim. [15 marks] 	<p>PAST LEARNING ➤</p> <p>KS3 – Year 7:</p> <ul style="list-style-type: none"> □ The Nature of God: Atheism & Humanism <p>➤ KS3 – Year 8:</p> <ul style="list-style-type: none"> • Source of Wisdom & Authority • Visits to Places of Worship <p>➤ KS3 – Year 9:</p> <ul style="list-style-type: none"> □ Community Cohesion: Living in a Multi-Faith Society 	<p>FUTURE LEARNING</p> <p>Further Education:</p> <ul style="list-style-type: none"> • Theology • Law • Physics • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology
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	<ul style="list-style-type: none"> • freedom of religion as a human right in European law • religious pluralism as a feature of modern secular states • the influence of this context on Christian thought. <p>➤ Developments in Christian thought:</p> <ul style="list-style-type: none"> • Exclusivism with reference to John 14:6 • Inclusivism with reference to the concept of ‘anonymous Christians’; how Christian denominations view each other • Pluralism with reference to John Hick; its implications for interfaith and interdenominational relations • Christian responses to issues of freedom of religious expression in society 	<p>➤ Knowledge Quiz</p>	<p>☐ Community Cohesion: Prejudice & Discrimination</p> <p>➤ KS4 – Year 10 Core:</p> <ul style="list-style-type: none"> • Religion & Human Rights • Religion, Prejudice & Discrimination • Religion & Wealth • Religion & Liberation Groups <p>➤ KS4 – GCSE:</p> <p>☐ Christianity Practices: The Role of the Church in the Local & Worldwide Community</p> <p>➤ KS5 – Year 13:</p> <ul style="list-style-type: none"> • Sources of Wisdom & Authority • Expressions of Religious Identity • Christianity, Migration & Religious Pluralism <p>➤ Connections to Curriculum</p> <ul style="list-style-type: none"> • 1a, b, c, d • 2a, b, c • 3b, c • 4a, b, c, e <p>➤ FBV:</p> <p>☐ a, b, d, e, f</p> <p>➤ RSE:</p> <ul style="list-style-type: none"> • 2c, d, h • 4a 	<ul style="list-style-type: none"> • Sociology • History • Medicine • English Language • English Literature <p>Careers:</p> <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Marketing • Journalism • Recruitment • Charity Work • Social Work
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