

Religious Education Curriculum Intent

The Religious Education curriculum at Trinity High School has been carefully designed so that students' **knowledge** – both substantive and disciplinary – becomes more broad and more sophisticated as they progress through the key stages. Students are also given the opportunity to develop personal knowledge, this is the attitudes, experiences and assumptions which shape the ways students experience the religious and non-religious. We have used the strong **subject expertise** within our department to ensure **inclusivity** - that all students are able to access and understand even the most complex of concepts.

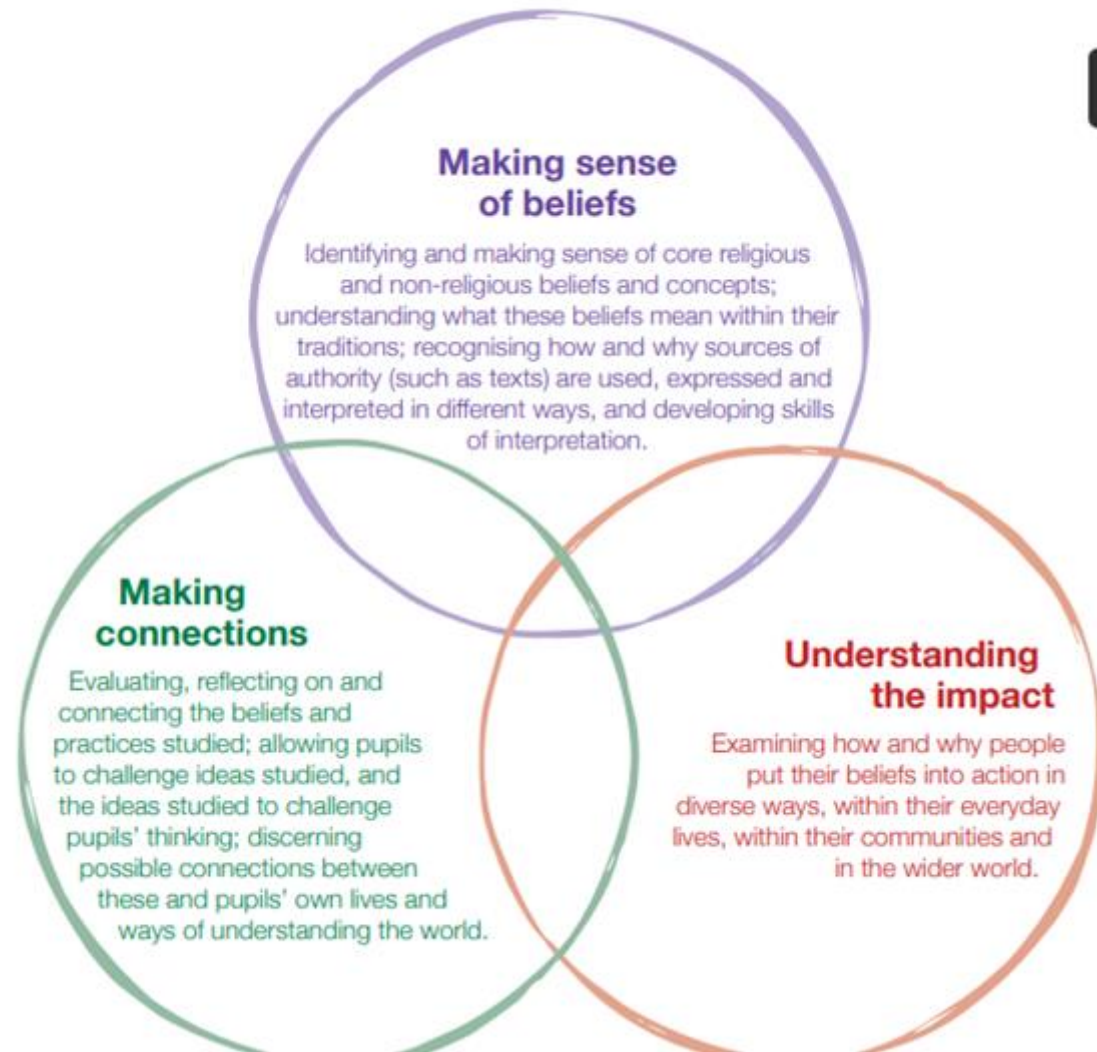
For example, in Year 9 we introduce them to a number of important first order concepts – such as belief in practice and how religion functions in contemporary society. This is essential for students progressing to study Ks4 RE, where a thematic approach is used to discuss ethical issues and evaluate how religious believers respond to these. Our curriculum also ensures that students' disciplinary knowledge develops in an equally advanced way. For example, students will see what kind of reasons are given to explain religious aspects of life, use reason, facts, opinions, examples, and experience to justify or question a view of a religious issue.

The development and exploration of personal knowledge is what makes RE unlike other subjects. This allows students to discuss their understanding of religion from their own world view and personal learned experience. This allows opportunity for us to consider misconception along with looking at RE through different lenses including both religious and secular.

We use the principles of **cognitive science** in the planning of our curriculum, to ensure that students develop bodies of knowledge through revisiting key concepts in different contexts. Each element of the curriculum has been **carefully sequenced** to aid the **acquisition and remembering** of this content and through this, students will be enabled in their learning - to think **metacognitively**.

Finally, although outcomes are very important, we know that teaching to the test is counterproductive in developing knowledge and understanding. Our curriculum is therefore enriched by a wealth of **cultural capital** – the glue which helps the core content to stick. For example, while students are studying the Just War Theory, we have considered examined conflicts such as the War in Ukraine. We also keep current examining news stories where religion and ethics play a role in determining outcomes.

The document below details the core substantive and disciplinary knowledge and how these built over time in our subject.



Three core element that are interwoven throughout the RE curriculum

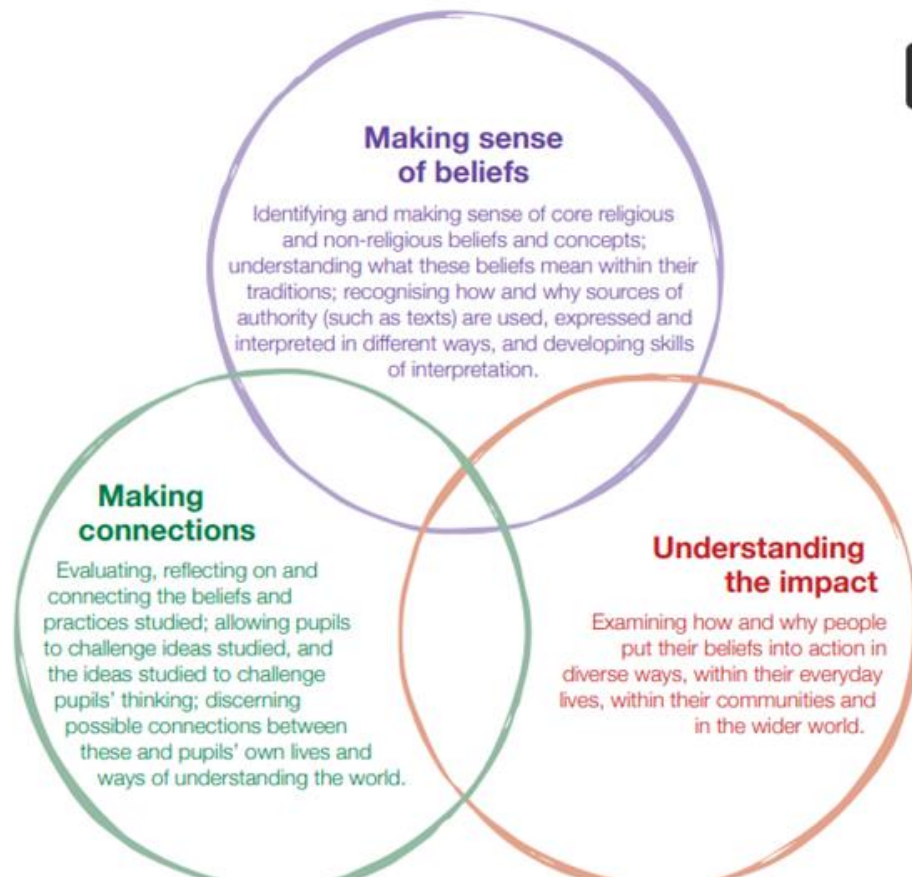
Term	'substantive' knowledge: knowledge about various religious and non-religious traditions	'ways of knowing': pupils learn 'how to know' about religion and non-religion	'personal knowledge': pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study
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<p>Autumn</p>	<p>Introduction to Ethics</p> <ul style="list-style-type: none"> • Fundamental Beliefs of Islam and Christianity • The meaning of the term ethics and morality • Different types of ethics, absolute and relative, deontological, and teleological • Application of ethics and religious beliefs to practical ethics – War and Prejudice and Discrimination <p>Introduction to Philosophy</p> <ul style="list-style-type: none"> • What is Philosophy? • Classical arguments for the existence of God • Challenges to the existence of God – the problem of evil • In support in a belief in God – miracles • The challenge between science and religion how did we get here? • Are we free? – Free Will and determinism, philosophy • Plato’s analogy of the cave <p>Developing from year 7&8</p> <ul style="list-style-type: none"> • How do Christian’s use Jesus’ teachings and actions to guide behaviour • Differences between absolute and relative morality • Sources of authority for non-religious people 	<p>A01- Comprehension, retrieval, recognise religious materials and take note of their details and style, see links and simple connections between aspects of religions, make increasingly subtle and complex links between religious materials and their own ideas, apply learning from one religious context to new contexts with growing awareness and clarity , synthesise their learning from different religious sources and their own ideas, be willing to look beyond the surface at underlying ideas and questions, discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living</p> <p>A02 – See what kind of reasons are given to explain religious aspects of life, use reason, facts, opinions, examples and experience to justify or question a view of a religious issue, analyse the religious views encountered with fairness, balance and empathy and critical rigour, weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience, weigh up with fairness and balance the value they see in a range of religious practices, evaluate skillfully some religious responses to moral issues, and their own responses.</p> <p>Developing from year 7&8</p> <ul style="list-style-type: none"> • Retrieval of core knowledge • Links between beliefs and action/behaviour • Analysis of sources of authority • Producing balanced arguments and reaching justified conclusions 	<p>Counter misconceptions by viewing an issue/debate through different lenses</p> <ul style="list-style-type: none"> • Christian • Secular • Personal <p>Also address viewing RE through a ‘worldview’</p> <p>Misconceptions to address in this unit</p> <ul style="list-style-type: none"> • Christianity and Islam are in opposition with each other • You can either be relative or absolute there is no middle way • All Christians are pacifists • Islam promotes violence • Religion supports gender equality • You either believe in God or you don’t • The devil causes evil • Religion and science are incompatible • Free will explains all bad behaviour
<p>Spring</p>	<p>Alternate religions</p> <ul style="list-style-type: none"> • What is a religion? • Scientology • Rastafarianism • Paganism • Bah-i • Humanism <p>Abrahamic Religions – Judaism religion and tradition</p> <ul style="list-style-type: none"> • The prophet Abraham • Judaism core beliefs and information • Kosher food • The story of Moses – key festivals in Judaism – Passover 	<p>A01- Comprehension, retrieval, recognise religious materials and take note of their details and style, see links and simple connections between aspects of religions, make increasingly subtle and complex links between religious materials and their own ideas, apply learning from one religious context to new contexts with growing awareness and clarity , synthesise their learning from different religious sources and their own ideas, be willing to look beyond the surface at underlying ideas and questions, discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living</p>	<p>Counter misconceptions by viewing an issue/debate through different lenses</p> <ul style="list-style-type: none"> • Christian • Secular • Personal <p>Also address viewing RE through a ‘worldview’</p> <p>Misconceptions to address in this unit</p> <ul style="list-style-type: none"> • That religion has to be centred around a text or religious building • Religions must include a God • Religions exist in isolation, when actually they have many links

	<p>Developing from year 7&8</p> <ul style="list-style-type: none"> • Does the world need prophets today? • Sources of authority 	<p>AO2 – See what kind of reasons are given to explain religious aspects of life, use reason, facts, opinions, examples and experience to justify or question a view of a religious issue, analyse the religious views encountered with fairness, balance and empathy and critical rigour, weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience, weigh up with fairness and balance the value they see in a range of religious practices, evaluate skillfully some religious responses to moral issues, and their own responses.</p> <p>Developing from year 7&8</p> <ul style="list-style-type: none"> • Retrieval of core knowledge • Links between beliefs and action/behaviour • Analysis of sources of authority • Producing balanced arguments and reaching justified conclusions 	<ul style="list-style-type: none"> • Judaism does not exist in the UK • Religious people do not actually do the things we learn about (e.g Kosher) • Moses is just a story
<p>Summer</p>	<p>The Golden Rule</p> <ul style="list-style-type: none"> • Christianity – Treat people the way you want to be treated • Story of the Good Samaritan/Sheep and the goats/ Sermon on the Mount • Sikhism – Sewa • Islam – Zakah • Poverty in the UK- role of Charities in the UK – belief in action <p>Religion, Crime and Punishment</p> <ul style="list-style-type: none"> • Causes of crime • Types of crime • Aims of punishment • Types of punishment • Capital and corporal punishment • Application of Christian and Islamic teaching to the above issues • Evaluate relevance of religious belief in light of contemporary issues 	<p>AO1- Comprehension, retrieval, recognise religious materials and take note of their details and style, see links and simple connections between aspects of religions, make increasingly subtle and complex links between religious materials and their own ideas, apply learning from one religious context to new contexts with growing awareness and clarity, synthesise their learning from different religious sources and their own ideas, be willing to look beyond the surface at underlying ideas and questions, discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living</p> <p>AO2 – See what kind of reasons are given to explain religious aspects of life, use reason, facts, opinions, examples and experience to justify or question a view of a religious issue, analyse the religious views encountered with fairness, balance and empathy and critical rigour, weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience, weigh up with fairness and balance the value they see in a range of religious practices, evaluate skillfully some religious responses to moral issues, and their own responses.</p> <p>Developing from year 7&8</p>	<p>Counter misconceptions by viewing an issue/debate through different lenses</p> <ul style="list-style-type: none"> • Christian • Secular • Personal <p>Also address viewing RE through a ‘worldview’</p> <p>Misconceptions to address in this unit</p> <ul style="list-style-type: none"> • Jesus told stories – Jesus told parables with the aim of people following the teachings • Religions have beliefs, but people do not actually do them • Poverty is something that only exists outside of the UK • Islam is focused on retribution • Christians have a soft approach to justice

	<p>Developing from year 7&8</p> <ul style="list-style-type: none"> • How far Christian's respond to the teaching of Jesus • Explain how Christian's use Jesus' teaching to guide their actions/behaviour • How and why Muslims put their beliefs into action in different ways • Differences between absolute and relative morality 	<ul style="list-style-type: none"> • Retrieval of core knowledge • Links between beliefs and action/behaviour • Analysis of sources of authority • Producing balanced arguments and reaching justified conclusions • Evaluation of religious approaches 	
Year 9 End Point	<p>By the end of y9, our aim is that students will have a coherent understanding of several religions as well as bringing together and comparing different religious beliefs and traditions (thematic study), All units of study enable pupils to 'make sense' of the religions and non-religious world views. Students will also be supported to 'understand the impact' of these beliefs in people's lives, and to 'make connections' in their own learning and with their wider experience of the world. The course content allows them to build on their knowledge from years 7 and 8 whilst further developing key skills such as analysis, reflection and empathy. The course content allows pupils to encounter diverse religious traditions alongside non-religious worldviews – which reflects the backgrounds of many pupils in our school.</p>		

Three core elements that are interwoven throughout the RE curriculum



This continues through to GCSE however, the study of world religions is reduced to the study of Christianity (as dictated by the exam board) and one other major world religion. We choose to study Islam as it is representative of our school community. This allows for a more in-depth understanding of the world faiths however, through thematic study students can discuss alternate world views.

We interleave the content from the religion paper with the content from the themes paper rather than teaching paper 1 and then paper 2 in their entirety. Students often find the themes more engaging, dealing as they do with current ethical and philosophical issues which lend themselves to discussion and debate. This also allows key beliefs such as the sanctity of life, the quality of life, stewardship etc to be taught and revisited several times over the course of the three years, leading to greater depth of understanding and a more synoptic view of the course.

Term	'substantive' knowledge: knowledge about various religious and non-religious traditions	'ways of knowing': pupils learn 'how to know' about religion and non-religion	'personal knowledge': pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study
Autumn	<p><u>Christian Beliefs</u></p> <ul style="list-style-type: none"> • Nature of God • God as omnipotent, loving and just • The oneness of God and the Trinity • Different Christian beliefs about creation • The incarnation and Jesus, the son of God • The crucifixion • The resurrection and ascension • Resurrection and life after death • The afterlife and judgement • Heaven and Hell • Sin and salvation • The role of Christ in salvation <p><u>Islamic Beliefs</u></p> <ul style="list-style-type: none"> • The Oneness of God and the supremacy of God's will • Key beliefs in Sunni and Shi's Islam • The nature of God • Angels • Predestination • Life after death • Prophethood and Adam • Ibrahim • Muhammad and the Imamate • The holy books in Islam 	<p><u>A01</u>- Comprehension, retrieval, recognise religious materials and take note of their details and style, see links and simple connections between aspects of religions, make increasingly subtle and complex links between religious materials and their own ideas, apply learning from one religious context to new contexts with growing awareness and clarity, synthesise their learning from different religious sources and their own ideas, be willing to look beyond the surface at underlying ideas and questions, discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living</p> <p><u>A02</u> - See what kind of reasons are given to explain religious aspects of life, use reason, facts, opinions, examples and experience to justify or question a view of a religious issue, analyse the religious views encountered with fairness, balance and empathy and critical rigour, weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience, weigh up with fairness and balance the value they see in a range of religious practices, evaluate skilfully some religious responses to moral issues, and their own responses. Form logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information</p> <p><u>Developing from Ks3</u></p> <ul style="list-style-type: none"> • Retrieval of core knowledge • Links between beliefs and action/behaviour • Analysis of sources of authority 	<p>World View – How do these beliefs/issues/ideas present to the individual student</p> <ul style="list-style-type: none"> • Are any of these beliefs held e.g heaven and hell • What role do we have as an individual when talking about judgement? • How do these beliefs impact our wider community? • If these beliefs are held to be true, what do they teach us about God? <p>Addressing misconceptions</p> <ul style="list-style-type: none"> • These beliefs are learned not lived • Catholics and Christians are totally different • Islam and Christianity are totally separate religions • These beliefs hold no relevance in secular society • These ideas are incompatible with science

		<ul style="list-style-type: none"> Producing balanced arguments and reaching justified conclusions 	
Spring	<p><u>Relationships and families</u></p> <ul style="list-style-type: none"> Religious views on Human Sexuality Sexual relationships before and outside of marriage Contraception and family planning Religious teachings about marriage Divorce and remarriage Religious teachings about the nature of families Religious teachings about the purpose of families Religious beliefs about gender equality <p><u>Religion and Life</u></p> <ul style="list-style-type: none"> The origins of the universe The value of the world The use and abuse of the environment Animals The origin of human life Abortion Euthanasia Death and afterlife 	<p><u>A01</u>- Comprehension, retrieval, recognise religious materials and take note of their details and style, see links and simple connections between aspects of religions, make increasingly subtle and complex links between religious materials and their own ideas, apply learning from one religious context to new contexts with growing awareness and clarity, synthesise their learning from different religious sources and their own ideas, be willing to look beyond the surface at underlying ideas and questions, discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living</p> <p><u>A02</u> – See what kind of reasons are given to explain religious aspects of life, use reason, facts, opinions, examples and experience to justify or question a view of a religious issue, analyse the religious views encountered with fairness, balance and empathy and critical rigour, weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience, weigh up with fairness and balance the value they see in a range of religious practices, evaluate skilfully some religious responses to moral issues, and their own responses. Form logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.</p> <p><u>Developing from Ks3</u></p> <ul style="list-style-type: none"> Retrieval of core knowledge Links between beliefs and action/behaviour Analysis of sources of authority <p>Producing balanced arguments and reaching justified conclusions</p>	<p>World View – How do these beliefs/issues/ideas present to the individual student</p> <ul style="list-style-type: none"> Sociological approach to RE looking at trends in society and changes in law How does religion impact law? Understanding of RSHE – links with PSHE curriculum Science and religion are incompatible Relevance of religion in contemporary society Belief influencing practice <p>Addressing misconceptions</p> <ul style="list-style-type: none"> Religion is homophobic Science has rendered creation stories irrelevant Women lack rights in religion Religion imposes gender roles upon people

<p>Summer</p>	<p><u>Mock exam Preparation</u></p> <ul style="list-style-type: none"> • Retrieval • Formative assessment • Modelling • Addressing misconceptions <p><u>Crime and punishment</u></p> <ul style="list-style-type: none"> • Reasons for crime • Christian attitudes to lawbreakers and different types of crime • Three aims of punishment • Religious attitudes to suffering and causing suffering to others • Religious attitudes to the treatment of criminals – prison, corporal punishment and community service • Religious attitudes to forgiveness • Religious attitudes to the death penalty 	<p><u>AO1</u>- Comprehension, retrieval, recognise religious materials and take note of their details and style, see links and simple connections between aspects of religions, make increasingly subtle and complex links between religious materials and their own ideas, apply learning from one religious context to new contexts with growing awareness and clarity, synthesise their learning from different religious sources and their own ideas, be willing to look beyond the surface at underlying ideas and questions, discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living</p> <p><u>AO2</u> – See what kind of reasons are given to explain religious aspects of life, use reason, facts, opinions, examples and experience to justify or question a view of a religious issue, analyse the religious views encountered with fairness, balance and empathy and critical rigour, weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience, weigh up with fairness and balance the value they see in a range of religious practices, evaluate skilfully some religious responses to moral issues, and their own responses. Form logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.</p> <p><u>Developing from Ks3</u></p> <ul style="list-style-type: none"> • Retrieval of core knowledge • Links between beliefs and action/behaviour • Analysis of sources of authority • Producing balanced arguments and reaching justified conclusions • Evaluation of religious approaches 	<p>World View – How do these beliefs/issues/ideas present to the individual student</p> <ul style="list-style-type: none"> • Sociological approach to RE looking at trends in society and changes in law • Relevance of religion in contemporary society • Belief influencing practice <p>Addressing misconceptions</p> <ul style="list-style-type: none"> • Shar'ia law – misconceptions • Christians judge criminals • Reasons for the abolition of the death penalty
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Year 10 End Point	Students will have a comprehensive understanding of core beliefs from Christianity and Islam. Students will be able to discuss how these beliefs influence contemporary society. Interwoven are the themes so students can discuss contemporary ethical and philosophical issues in relation to religious beliefs. Students are assessed throughout the year using a range of formative assessment and receiving timely feedback – mixture of personal and group. Frequent use of modelling and spaced retrieval to support all learners.
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Term	'substantive' knowledge: knowledge about various religious and non-religious traditions	'ways of knowing': pupils learn 'how to know' about religion and non-religion	'personal knowledge': pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study
Autumn	<p>Christian practices</p> <ul style="list-style-type: none"> • Worship • Prayer • Sacrament – Baptism • Sacrament – Holy Communion • Pilgrimage • Celebrating festivals • The role of the church in the local community: food banks • The role of the church in the local community: Street Pastors • The place of mission and evangelism • Church growth • The importance of the worldwide church • Christian persecution • Churches response to world poverty <p>Islamic practices</p> <ul style="list-style-type: none"> • The five pillars, the Ten obligatory Acts and the Shahadah • Salah: the daily prayers • Sawm: fasting during Ramadan • Zakah: almsgiving 	<p>AO1- Comprehension, retrieval, recognise religious materials and take note of their details and style, see links and simple connections between aspects of religions, make increasingly subtle and complex links between religious materials and their own ideas, apply learning from one religious context to new contexts with growing awareness and clarity, synthesise their learning from different religious sources and their own ideas, be willing to look beyond the surface at underlying ideas and questions, discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living</p> <p>AO2 – See what kind of reasons are given to explain religious aspects of life, use reason, facts, opinions, examples and experience to justify or question a view of a religious issue, analyse the religious views encountered with fairness, balance and empathy and critical rigour, weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience, weigh up with fairness and balance the value they see in a range of religious practices, evaluate skilfully some religious responses to moral issues, and their own responses. Form logical chains of reasoning leading to judgement(s) supported</p>	<p>World View – How do these beliefs/issues/ideas present to the individual student</p> <ul style="list-style-type: none"> • How do these beliefs translate in contemporary British society? • Do these beliefs influence our society/community • Do people genuinely believe these ideas? • Have they ever experienced/been part of these practices? • <p>Addressing misconceptions</p> <ul style="list-style-type: none"> • What a religious believer 'looks like' • The decline of religion in contemporary society • Belief having no value in contemporary society • Islam is an oppressive faith

	<ul style="list-style-type: none"> • Hajj: Pilgrimage • Jihad • The festivals of Id-Ul-Fitr and Id- Ul- Adha • Mock exam preparation 	<p>by knowledge and understanding of relevant evidence and information.</p> <p><u>Developing from Ks3</u></p> <ul style="list-style-type: none"> • Retrieval of core knowledge • Links between beliefs and action/behaviour • Analysis of sources of authority • Producing balanced arguments and reaching justified conclusions 	
Spring	<p><u>Religion, peace and conflict</u></p> <ul style="list-style-type: none"> • Introduction to religion, peace and conflict • Violent protest and terrorism • Reasons for war • Nuclear war and weapons of mass destruction • Just war • Holy war and religion as a cause of violence • Jihad • Pacifism and peace-making • Responses to victims of war • Mock exam practice 	<p><u>A01</u>- Comprehension, retrieval, recognise religious materials and take note of their details and style, see links and simple connections between aspects of religions, make increasingly subtle and complex links between religious materials and their own ideas, apply learning from one religious context to new contexts with growing awareness and clarity , synthesise their learning from different religious sources and their own ideas, be willing to look beyond the surface at underlying ideas and questions, discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living</p> <p><u>A02</u> – See what kind of reasons are given to explain religious aspects of life, use reason, facts, opinions, examples and experience to justify or question a view of a religious issue, analyse the religious views encountered with fairness, balance and empathy and critical rigour, weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience, weigh up with fairness and balance the value they see in a range of religious practices, evaluate skilfully some religious responses to moral issues, and their own responses. Form logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.</p> <p><u>Developing from Ks3</u></p>	<p>World View – How do these beliefs/issues/ideas present to the individual student</p> <p>Addressing misconceptions</p>

		<ul style="list-style-type: none"> • Retrieval of core knowledge • Links between beliefs and action/behaviour • Analysis of sources of authority • Producing balanced arguments and reaching justified conclusions 	
Summer	<ul style="list-style-type: none"> • Retrieval, modelling, exam practice • Summative GCSE assessment 	<p><u>AO1</u>- Comprehension, retrieval, recognise religious materials and take note of their details and style, see links and simple connections between aspects of religions, make increasingly subtle and complex links between religious materials and their own ideas, apply learning from one religious context to new contexts with growing awareness and clarity, synthesise their learning from different religious sources and their own ideas, be willing to look beyond the surface at underlying ideas and questions, discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living</p> <p><u>AO2</u> - See what kind of reasons are given to explain religious aspects of life, use reason, facts, opinions, examples and experience to justify or question a view of a religious issue, analyse the religious views encountered with fairness, balance and empathy and critical rigour, weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience, weigh up with fairness and balance the value they see in a range of religious practices, evaluate skillfully some religious responses to moral issues, and their own responses.</p> <p><u>Developing from year 7&8</u></p> <ul style="list-style-type: none"> • Retrieval of core knowledge • Links between beliefs and action/behaviour • Analysis of sources of authority • Producing balanced arguments and reaching justified conclusions • Evaluation of religious approaches 	<p>Addressing misconceptions</p> <ul style="list-style-type: none"> • Address any misconceptions in content • Subject specific vocabulary • Common errors

Year 11 End Point	Mock exams in Autumn 2 and Spring 2 based upon past AQA questions, assessment away from point of learning due to synoptic nature of content. Summative assessment from AQA in summer exam season
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Subject: Religious Education Curriculum Intent Ks5

A Level Religious Studies will build on the knowledge, understanding and skills established at GCSE however, students who have not studied GCSE RE can still study this subject. Learners will be introduced to a more advanced approach to Religious Studies, and will develop a deeper understanding of the beliefs, teachings and philosophy they study.

In Philosophy of religion learners will study philosophical issues and questions raised by religion and belief. These include arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering. They will also explore philosophical language and thought, through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion.

Religion and ethics is characterised by the study of ethical language and thought, with exploration of key concepts and the works of influential thinkers. Ethical theory will also be applied to issues of importance; namely euthanasia, business ethics, and sexual ethics.

Developments in religious thought provides an opportunity for the systematic study of Christianity. This will include the exploration of religious beliefs, values, teachings and practices that shape religious identity, as well as sources of wisdom and authority. Christianity was chosen as the religion to study as this is the religion most likely to have been studied by all students. As the main religious tradition of Britain, Christianity is explored throughout most locally agreed syllabuses. Therefore, even if students have not studied GCSE RE students will be able to build upon previous knowledge and develop schemas.

Term Year 12	'substantive' knowledge: knowledge about various religious and non-religious traditions	'ways of knowing': pupils learn 'how to know' about Religion, Philosophy and Ethics	'personal knowledge': pupils build an awareness of their own presuppositions and values about the content studied
Autumn	<p style="text-align: center;">Autumn 1</p> <p>Philosophy Ancient Philosophical Influences</p> <ul style="list-style-type: none"> the philosophical views of Plato, in relation to: understanding of reality the Forms the analogy of the cave the philosophical views of Aristotle, in relation to: understanding of reality the four causes the Prime Mover <p>Ethics</p> <ul style="list-style-type: none"> Introduction to ethics Types of ethics – deontological/teleological Absolute/relative morality Aquinas' natural law, including: Telos the four tiers of law the precepts <p>Developments in Christian Thought</p> <ul style="list-style-type: none"> Augustine's teaching on human nature Human relationships pre- and post-Fall Original Sin and its effects on the will and human God's grace 	<p>AO1- Comprehension, retrieval, see links and simple connections between aspects of Philosophy, Ethics and Religion, make increasingly subtle and complex links between materials and their own ideas, forge synoptic links between all areas of studies seeing how core ideas, thinkers and beliefs merge, refer appropriately to scholarly views, academic approaches and sources of wisdom and authority</p> <p>AO2- Demonstration of analysis and evaluation in response to issues raised. Clear and successful argument which uses a range of evidence to sustain an argument, comprehends the demands of the question, shows understanding and critical analysis of different viewpoints Well-constructed, organised communication.</p>	<p>World View – How do these beliefs/issues/ideas present to the individual student</p> <ul style="list-style-type: none"> Understanding of a divine being Understanding of unverifiable experiences such as life after death Use of evidence and arguments Perceptions of a Human Nature Relation to the Primary Precepts Discussion of the difference between higher and lower pleasures in Utilitarianism <p>Addressing misconceptions</p> <ul style="list-style-type: none"> There are no answers in Philosophy, there are many answers and many interpretations Ethics are as simple as absolute and relative Christianity always existed as it does now Situation is just doing the most loving thing

	<p style="text-align: center;">Autumn 2</p> <p>Philosophy</p> <ul style="list-style-type: none"> • Soul, mind, and body <p>the philosophical language of soul, mind and body in the thinking of Plato and Aristotle metaphysics of consciousness, including substance dualism materialism</p> <p>Ethics</p> <ul style="list-style-type: none"> • Situation Ethics <p>Fletcher's situation ethics, including: Agape the six propositions the four working principles conscience</p> <ul style="list-style-type: none"> • Utilitarianism <p>Utilitarianism, including: Utility the hedonic calculus act utilitarianism rule utilitarianism</p> <p>Developments in Christian Thought</p> <ul style="list-style-type: none"> • Death and the afterlife <p>Christian teaching on: Heaven Hell Purgatory election</p>		<ul style="list-style-type: none"> • Utilitarianism is just 'The greatest good for the greatest number'
Spring	<p style="text-align: center;">Spring 1</p> <p>Philosophy</p> <ul style="list-style-type: none"> • Arguments from observation <p>the teleological argument the cosmological argument challenges to arguments from observation</p>	<p>A01- Comprehension, retrieval, see links and simple connections between aspects of Philosophy, Ethics and Religion, make increasingly subtle and complex links between materials and their own ideas, forge synoptic links between all areas of studies seeing how core ideas, thinkers and beliefs merge, refer</p>	<p>World View – How do these beliefs/issues/ideas present to the individual student</p> <ul style="list-style-type: none"> • The individual and personal understanding of God

Ethics

- Kantian ethics

duty

the hypothetical imperative

the categorical imperative and its three formulations

the three postulates

Developments in Christian Thought

- Knowledge of God's existence

Natural knowledge of God's existence:

as an innate human sense of the divine

as seen in the order of creation

Revealed knowledge of God's existence:

through faith and God's grace

revealed knowledge of God in Jesus Christ

Spring 2

Philosophy

- Arguments based on reason

The ontological argument

Ethics

- Euthanasia

sanctity of life

quality of life

voluntary euthanasia

non-voluntary euthanasia

appropriately to scholarly views, academic approaches and sources of wisdom and authority

Ao2- Demonstration of analysis and evaluation in response to issues raised. Clear and successful argument which uses a range of evidence to sustain an argument, comprehends the demands of the question, shows understanding and critical analysis of different viewpoints

Well-constructed, organised communication.

- Acceptance or refute of the evidence used to prove the existence of God
- Understanding of the issue of euthanasia and how it is discussed in UK law. Opinion relating to the issue

Addressing misconceptions

- There cannot be evidence to prove the existence of God
- Kant would allow unjust behaviour in pursuit of universalisation
- Jesus can only be understood in a faith capacity

	<p>DCT</p> <ul style="list-style-type: none"> The person of Jesus Christ <p>Jesus Christ's authority as:</p> <p>the Son of God</p> <p>a teacher of wisdom</p> <p>a liberator</p>		
<p>Summer</p>	<p style="text-align: center;">Summer 1</p> <p>Preparation for internal mock exams – Retrieval and rehearsal</p> <p>Philosophy</p> <ul style="list-style-type: none"> The challenge for religious belief from the Problem of Evil <p>The problem of evil and suffering:</p> <ul style="list-style-type: none"> different presentations theodicies that propose some justification or reason for divine action or inaction in the face of evil <p>Ethics</p> <ul style="list-style-type: none"> Business ethics <p>Key ideas, including:</p> <ul style="list-style-type: none"> corporate social responsibility whistle-blowing good ethics is good business globalisation <p>Developments in Christian Thought</p> <ul style="list-style-type: none"> Christian Moral Principles The diversity of Christian moral reasoning and practices and sources of ethics, including: <ul style="list-style-type: none"> the Bible as the only authority for Christian ethical practices Bible, Church and reason as the sources of Christian ethical practices love (agape) as the only Christian ethical principle which governs Christian practices 	<p><u>AO1</u>- Comprehension, retrieval, see links and simple connections between aspects of Philosophy, Ethics and Religion, make increasingly subtle and complex links between materials and their own ideas, forge synoptic links between all areas of studies seeing how core ideas, thinkers and beliefs merge, refer appropriately to scholarly views, academic approaches and sources of wisdom and authority</p> <p><u>AO2</u>- Demonstration of analysis and evaluation in response to issues raised. Clear and successful argument which uses a range of evidence to sustain an argument, comprehends the demands of the question, shows understanding and critical analysis of different viewpoints</p> <p>Well-constructed, organised communication.</p>	<p>World View – How do these beliefs/issues/ideas present to the individual student</p> <ul style="list-style-type: none"> Personal view of the term evil and how it presents in society Understanding of how a business must operate and their responsibilities to all stake holders Participation in Christian morals as part of British society Understanding of religious experiences What it means to hold beliefs and values and put these beliefs into practice <p>Addressing misconceptions</p> <ul style="list-style-type: none"> Evil is the result of the devil Evil is the result of free will Christian morals come purely from God Religious experiences only exist in the form of miracles Businesses can only exist to make money

	<p style="text-align: center;">Summer 2</p> <p>Philosophy</p> <ul style="list-style-type: none"> • The nature and impact of religious experience <p>The nature and influence of religious experience, including:</p> <ul style="list-style-type: none"> o mystical experience o conversion experience <p>Different ways in which individual religious experiences can be understood</p> <p>Ethics</p> <ul style="list-style-type: none"> • Business Ethics <p>Key ideas, including:</p> <ul style="list-style-type: none"> o corporate social responsibility o whistle-blowing o good ethics is good business o globalisation <p>Development in Christian Thought</p> <p>The teaching and example of Dietrich Bonhoeffer on:</p> <ul style="list-style-type: none"> o duty to God and duty to the State o Church as community and source of spiritual discipline o the cost of discipleship 		<ul style="list-style-type: none"> • Christian martyrs only exist as an ancient concept
<p>Year 12 End Point</p>	<p>By the end of Year 12 students should have a foundation knowledge of key concepts from Philosophy, Ethics and Developments in Christian Thought. Students should be aware of core concepts such as Telos, A priori knowledge, A posteriori knowledge and such. Students should be able to begin making synoptic links to understand how these three areas of study do not exist in isolation but as part of a wider understanding of Religious Studies. Through frequent practice students should have developed a comprehensive understanding of how to construct essays to respond to the demands of Ao1 and Ao2.</p>		

Term Year 13	'substantive' knowledge: knowledge about various religious and non-religious traditions	'ways of knowing': pupils learn 'how to know' about religion and non-religion	'personal knowledge': pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study
Autumn	<p style="text-align: center;">Autumn 1</p> <p>Philosophy The nature or attributes of God developments in the understanding of: o omnipotence o omniscience o (omni)benevolence o eternity o free will</p> <p>Ethics Conscience Aquinas' theological approach Freud's psychological approach</p> <p>Developments in Christian Thought Liberation Theology and Marx The relationship of liberation theology and Marx, including: 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'</p> <p style="text-align: center;">Autumn 2</p> <p>Philosophy Re-visit the Problem of Evil in relation to the Nature of God</p> <p>Ethics consideration of the following areas of sexual ethics: o premarital and extramarital sex o homosexuality</p>	<p>Ao1- Comprehension, retrieval, see links and simple connections between aspects of Philosophy, Ethics and Religion, make increasingly subtle and complex links between materials and their own ideas, forge synoptic links between all areas of studies seeing how core ideas, thinkers and beliefs merge, refer appropriately to scholarly views, academic approaches and sources of wisdom and authority</p> <p>Ao2- Demonstration of analysis and evaluation in response to issues raised. Clear and successful argument which uses a range of evidence to sustain an argument, comprehends the demands of the question, shows understanding and critical analysis of different viewpoints Well-constructed, organised communication.</p>	<p>World View – How do these beliefs/issues/ideas present to the individual student</p> <ul style="list-style-type: none"> • Reflect on personal understanding of God – developed from understanding the arguments for the existence of God • Discussion of issues raised by the knowledge of God, how can that work in relation to evolution and modern understanding of society • Personal interpretation of conscience, its existence and how it manifests • Sexual ethics as mature students they will begin to discuss their own views of sexual relationships • Application of learned ethical theory to a range of issues within sexual ethics • Evaluation of how religion represents women and discussion if this is a positive or negative idea • Awareness of the issues of poverty and how capitalism

	<ul style="list-style-type: none"> • the influence of developments in religious beliefs and practices on debates about the morality, legality and tolerability of these areas of sexual ethics • 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 <p>Developments in Christian Thought Gender and society Gender and Theology The effects of changing views of gender and gender roles on Christian thought and practice, including:</p> <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 <p>The reinterpretation of God by feminist theologians, including:</p> <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 		<p>continues to create an imbalance</p> <p>Addressing misconceptions</p> <ul style="list-style-type: none"> • God cannot be understood in a modern context • The conscience exists as an angel on one shoulder and a devil on the other • Christianity has always been patriarchal
Spring	<p>Philosophy Religious language: Negative, Analogical or Symbolic the apophatic way – the via negative cataphatic way – the via positive symbol</p> <p>Twentieth century perspectives and philosophical comparisons logical positivism Wittgenstein's views on language games and forms of life discussion about the factual quality of religious language in the falsification symposium</p> <p>Ethics Meta ethical theory</p> <ul style="list-style-type: none"> • naturalism 	<p>A01- Comprehension, retrieval, see links and simple connections between aspects of Philosophy, Ethics and Religion, make increasingly subtle and complex links between materials and their own ideas, forge synoptic links between all areas of studies seeing how core ideas, thinkers and beliefs merge, refer appropriately to scholarly views, academic approaches and sources of wisdom and authority</p> <p>A02- Demonstration of analysis and evaluation in response to issues raised. Clear and successful argument which uses a range of evidence to sustain an argument, comprehends the demands of the question, shows understanding and critical analysis of different viewpoints</p>	<p>World View – How do these beliefs/issues/ideas present to the individual student</p> <ul style="list-style-type: none"> • Personal understanding and use of terms such as: good, bad, right and wrong • Understanding on how multiple religions exist in contemporary society, reflection on personal faith • Secular views in society <p>Addressing misconceptions</p> <ul style="list-style-type: none"> • Words such as good and bad hold no value

	<ul style="list-style-type: none"> • intuitionism • emotivism <p>Developments in Christian Thought</p> <p>Religious pluralism</p> <ul style="list-style-type: none"> • the development of contemporary multi-faith societies • Christian responses to, including: <ul style="list-style-type: none"> ◦ responses of Christian communities to inter-faith dialogue ◦ the scriptural reasoning movement <p>The challenge of secularism</p> <p>The rise of secularism and secularisation, and the views that:</p> <ul style="list-style-type: none"> ◦ God is an illusion and the result of wish fulfilment ◦ Christianity should play no part in public life 	Well-constructed, organised communication.	<ul style="list-style-type: none"> • God holds no place or value in a secular society • There cannot be inter-faith dialogue • Christianity no longer holds a role in public life
Summer	Summative assessment		
Year 13 End Point	<p>Successful application of all knowledge and understanding to exam questions. Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief. <p>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>		