

Curriculum Overview – Year 13 Religious Studies

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>Philosophy of Religion (Teacher 1):</p> <p>1) The nature or attributes of God</p> <p>2) Religious Language</p>	<ul style="list-style-type: none"> Understanding of the attributes: omnipotence, Issues related to understanding of the attributes. Understanding of the attributes: omniscience eternity & free will. Issues related to understanding of the attributes Understanding of the attributes: omnibenevolence, Issues related to understanding of the attributes <p>The via negativa and the difficulty of describing God in human language – univocal language with its tendency to anthropomorphism, equivocal language with its tendency towards mystery/agnosticism.</p>	<ul style="list-style-type: none"> Read and analyse difficult texts Select and integrate information from different sources Critically evaluate other / scholarly opinions Conduct group and class discussions on controversial issues Develop own opinions based on evidence and argument Write well-structured and persuasive essays also in timed conditions Develop independent learning, revision and organisational skills 	<ul style="list-style-type: none"> Continuous assessment through lesson starters, quizzes, plenary activities etc. In-class (end of topic) timed essays Homework essays 	<ul style="list-style-type: none"> Research on scholars / reading (for flipped learning) Fill in tables and complete specific exercises Essay-planning including using mark schemes Essay-writing Annotating past essays and articles Making presentations 	<ul style="list-style-type: none"> United in harmony Grateful and Generous Faith-filled and hopeful Discerning and joyful Leading others in pursuit of justice Service and sacrifice Dignity of the human person Courageous and resilient Loving and compassionate Dignity of God's people Community and participation Dignity in work Solidarity Personal Cultural Social History Geography English 	Debates about meaning and language in all humanities subjects.

<p>Religion and Ethics (Teacher 2):</p> <p>1) Meta ethical theories</p>	<p>The Via positive, Aquinas view that the way to avoid both errors is to treat religious language as analogical. - The analogy of attribution – which Aquinas illustrates by the example of the bulls urine. - The analogy of proper proportion. Hick’s example of the faithfulness of a dog may illustrate this. - Ramsey’s view of models and qualifiers.</p> <p>Candidates should be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • the use of ethical language – the ways in which different scholars understand how words like ‘good’, ‘bad’, ‘right’, ‘wrong’ are used when ethical statements are made; • how meta-ethics differs from normative ethics; • the different approaches: cognitive and non-cognitive; ethical naturalism, intuitionism; emotivism and prescriptivism and how these apply to ethical statements. <p>Candidates should be able to discuss these areas critically and their strengths and weaknesses.</p>				<ul style="list-style-type: none"> ○ Journalist ○ Teacher ○ Chaplin ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR officer 	
---	---	--	--	--	---	--

Commented [FM1]:

	<p>Candidates should be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> the use of ethical language – the ways in which different scholars understand how words like ‘good’, ‘bad’, ‘right’, ‘wrong’ are used when ethical statements are made; how meta-ethics differs from normative ethics; the different approaches: cognitive and non-cognitive; ethical naturalism, intuitionism; emotivism and prescriptivism and how these apply to ethical statements. <p>Candidates should be able to discuss these areas critically and their strengths and weaknesses.</p>					
--	--	--	--	--	--	--

Autumn Term 2

<p>Philosophy of Religion (Teacher 1): 2) Religious language: twentieth century perspectives</p>	<ul style="list-style-type: none"> The language of symbols. Wittgenstein and language games. A Flew and the falsification argument. <p>Candidates will be expected to critically compare and contrast these differing approaches to language and meaning.</p>	<ul style="list-style-type: none"> Read and analyse difficult texts Select and integrate information from different sources Critically evaluate other / scholarly opinions Conduct group and class discussions on controversial issues Develop own opinions based on 	<ul style="list-style-type: none"> Continuous assessment through lesson starters, quizzes, plenary activities etc. In-class (end of topic) timed essays <p>Homework essays</p>	<ul style="list-style-type: none"> Research on scholars / reading (for flipped learning) Fill in tables and complete specific exercises Essay-planning including using mark schemes Essay-writing 	<ul style="list-style-type: none"> United in harmony Grateful and generous Faith-filled and hopeful Discerning and joyful Leading others in pursuit of justice Service and sacrifice Care for creation Community and participation Dignity of God’s people Solidarity 	<p>Debates about feminism, freedom and determinism, the nature/ nurture argument in psychology</p>
--	--	---	--	---	---	--

<p>Religion and Ethics (Teacher 2): 3) Conscience</p>	<p>Candidates should be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> the different views of the conscience as God-given, innate or the voice of reason or instilled by society, parents, authority figures; whether conscience is a reliable guide to ethical decision-making; the views of Augustine, Aquinas, Butler, Newman, Freud, Fromm, Piaget. <p>Candidates should be able to discuss these views critically and their strengths and weaknesses.</p>	<p>evidence and argument</p> <ul style="list-style-type: none"> Write well-structured and persuasive essays also in timed conditions Develop independent learning, revision and organisational skills 		<ul style="list-style-type: none"> Annotating past essays and articles. Making presentations 	<ul style="list-style-type: none"> Personal Social Physical Moral Cultural History Geography English Journalist Teacher Chaplin Charity officer Solicitor Youth worker Policy officer Social work HR officer 	
---	---	---	--	--	---	--

Spring Term 1

<p>Philosophy of Religion (Teacher 1): Religious pluralism and theology</p> <p>Religious Pluralism and Society</p>	<p>The teaching of contemporary Christian theology of religion on inclusivism and exclusivism. Candidates will be expected to study the view that only Christianity fully offers the means of salvation. The concept of 'anonymous' Christians and the views of John Hick that there are many paths to salvation.</p>	<ul style="list-style-type: none"> Read and analyse difficult texts Select and integrate information from different sources Critically evaluate other / scholarly opinions Conduct group and class discussions on controversial issues Develop own opinions based on evidence and argument 	<ul style="list-style-type: none"> Continuous assessment through lesson starters, quizzes, plenary activities etc. In-class (end of topic) timed essays. Homework essays 	<ul style="list-style-type: none"> Research on scholars / reading (for flipped learning) Fill in tables and complete specific exercises Essay-planning including using mark schemes Essay-writing 	<ul style="list-style-type: none"> United in harmony Grateful and generous Faith-filled and hopeful Discerning and joyful Leading others in pursuit of justice Service and sacrifice Dignity of the human person Loving and compassionate Dignity of God's people Community and participation Care for creation 	<p>Debates about Capitalism and Marxism in Sociology and Economics. Arguments about pluralism and secularization in Sociology</p>
---	---	---	---	---	--	---

<p>Religion and Ethics (Teacher 2): 4) Sexual Ethics</p>	<p>The development of multi-faith societies and Christian responses including inter-faith dialogue.</p> <p>Candidates should be able to demonstrate knowledge and understanding of: the issues surrounding sexual ethics – premarital and extramarital sex, and homosexuality; the application and the different approaches of the ethical theories listed above to sexual ethics.</p> <p>Candidates should be able to discuss these areas critically.</p>	<ul style="list-style-type: none"> • Write well-structured and persuasive essays also in timed conditions • Develop independent learning, revision and organisational skills 		<ul style="list-style-type: none"> ○ Annotating past essays and articles. ○ Making presentations 	<ul style="list-style-type: none"> ○ Dignity in work ○ Peace and reconciliation ○ Solidarity ○ Personal ○ Social ○ Moral ○ Cultural ○ History ○ Geography ○ English ○ Journalist ○ Teacher ○ Chaplin ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR officer 	
Spring Term 2						
<p>5) Liberation Theology and Marx</p>	<ul style="list-style-type: none"> • The relationship of liberation theology and Marx including Marx's teaching on alienation and exploitation. • The relationship of liberation theology and Marx including liberation theology's use of Marx to analyse social sin. • The relationship of liberation theology and Marx including liberation theology's teaching on the 'preferential option for the poor' 	<ul style="list-style-type: none"> • Read and analyse difficult texts • Select and integrate information from different sources • Critically evaluate other / scholarly opinions • Conduct group and class discussions on controversial issues • Develop own opinions based on evidence and argument 	<ul style="list-style-type: none"> ○ Continuous assessment through lesson starters, quizzes, plenary activities etc. ○ In-class (end of topic) timed essays. ○ Homework essays 	<ul style="list-style-type: none"> ○ Research on scholars / reading (for flipped learning) ○ Fill in tables and complete specific exercises ○ Essay-planning including using mark schemes ○ Essay-writing 	<ul style="list-style-type: none"> ○ United in harmony ○ Grateful and generous ○ Faith-filled and hopeful ○ Discerning and joyful ○ Leading others in pursuit of justice ○ Service and sacrifice ○ Dignity of the human person ○ Loving and compassionate 	<p>Debates about social theory and democracy in History and Politics, as well as the rights of the majority versus the individual.</p>

<p>6) Gender and Society</p> <p>7) Gender and theology</p>	<p>The effects of changing views of gender and gender roles on Christian thought and practice including, Christian responses to contemporary secular views about the roles of men and women in the family and society</p> <p>The reinterpretation of God by feminist theologians including the teaching of Rosemary Radford Ruether and Mary Daly on gender and its implications for the Christian idea of God</p>	<ul style="list-style-type: none"> • Write well-structured and persuasive essays also in timed conditions • Develop independent learning, revision and organisational skills 		<ul style="list-style-type: none"> ○ Annotating past essays and articles. ○ Making presentations 	<ul style="list-style-type: none"> ○ Dignity of God's people ○ Community and participation ○ Care for creation ○ Dignity in work ○ Peace and reconciliation ○ Solidarity ○ Personal ○ Social ○ Moral ○ Cultural ○ History ○ Geography ○ English ○ Journalist ○ Teacher ○ Chaplin ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR officer 	<p>Possible links with feminist literature and movements in English, History and Politics.</p>
Summer Term 1						
<p><u>Developments in Christian Thought</u></p> <p>8) The Challenge of Secularism</p>	<p>The rise of secularism and secularisation and the view that God is an illusion and the result of wish fulfilment.</p> <p>The rise of secularism and secularisation and the view that Christianity should play no part in public life</p>	<ul style="list-style-type: none"> • Read and analyse difficult texts • Select and integrate information from different sources • Critically evaluate other / scholarly opinions 	<ul style="list-style-type: none"> ○ Continuous assessment through lesson starters, quizzes, plenary activities etc. 	<ul style="list-style-type: none"> ○ Research on scholars / reading (for flipped learning) ○ Fill in tables and complete specific exercises 	<ul style="list-style-type: none"> ○ United in harmony ○ Grateful and Generous ○ Faith-filled and hopeful ○ Discerning and joyful ○ Leading others in pursuit of justice ○ Service and sacrifice 	<p>Debates about the need for 'father' figures in psychology and sociology and the family, the impact of religion on society and</p>

		<ul style="list-style-type: none"> • Conduct group and class discussions on controversial issues • Develop own opinions based on evidence and argument • Write well-structured and persuasive essays also in timed conditions • Develop independent learning, revision and organisational skills 	<ul style="list-style-type: none"> ○ In-class (end of topic) timed essays. ○ Homework essays 	<ul style="list-style-type: none"> ○ Essay-planning including using mark schemes ○ Essay-writing ○ Annotating past essays and articles. ○ Making presentations 	<ul style="list-style-type: none"> ○ Dignity of the human person ○ Courageous and resilient ○ Loving and compassionate ○ Dignity of God's people ○ Community and participation ○ Dignity in work ○ Solidarity ○ Personal ○ Cultural ○ Social ○ History ○ Geography ○ English ○ Journalist ○ Teacher ○ Chaplin ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR Officer 	it's decline in influence.
Summer Term 2						
<u>Revision for summer exams.</u>	Embedding a variety of techniques to consolidate learning, memorise key texts and scholars' quotes. Using mark schemes to analyse the best way to answer past questions.	<ul style="list-style-type: none"> • Read and analyse difficult texts • Select and integrate information from different sources 	<ul style="list-style-type: none"> ○ Continuous assessment through lesson starters, quizzes, 	<ul style="list-style-type: none"> ○ Research on scholars / reading (for flipped learning) 	<ul style="list-style-type: none"> ○ United in harmony ○ Grateful and Generous ○ Faith-filled and hopeful ○ Discerning and joyful 	

	<p>Developing essay planning techniques to ensure well structured essay writing and practising writing essays under timed conditions.</p>	<ul style="list-style-type: none"> • Critically evaluate other / scholarly opinions • Conduct group and class discussions on controversial issues • Develop own opinions based on evidence and argument • Write well-structured and persuasive essays also in timed conditions • Develop independent learning, revision and organisational skills 	<p>plenary activities etc.</p> <ul style="list-style-type: none"> ○ In-class (end of topic) timed essays. ○ Homework essays 	<ul style="list-style-type: none"> ○ Fill in tables and complete specific exercises ○ Essay-planning including using mark schemes ○ Essay-writing ○ Annotating past essays and articles. ○ Making presentations 	<ul style="list-style-type: none"> ○ Leading others in pursuit of justice ○ Service and sacrifice ○ Dignity of the human person ○ Courageous and resilient ○ Loving and compassionate ○ Dignity of God's people ○ Community and participation ○ Dignity in work ○ Solidarity ○ Personal ○ Cultural ○ Social ○ History ○ Geography ○ English ○ Journalist ○ Teacher ○ Chaplin ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR Officer 	
--	---	--	---	--	---	--