

Curriculum Overview – Year 12 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): 1)Ancient philosophical influences</p>	<ul style="list-style-type: none"> • the philosophical views of Plato, in relation to: <ul style="list-style-type: none"> ○ understanding of reality ○ the Forms ○ the analogy of the cave • the philosophical views of Aristotle, in relation to: • ○ understanding of reality <ul style="list-style-type: none"> ○ the four causes ○ the Prime Mover <p>the philosophical language of soul, mind and body in the thinking of Plato and Aristotle</p> <p>metaphysics of consciousness, including:</p> <ul style="list-style-type: none"> ○ substance dualism ○ materialism 	<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 	<p>Yr13 Ethics: Debates about corporate responsibility, capitalism, liberation theology, conscience, sexual ethics and human nature.</p>

<p>Religion and Ethics (Teacher 2):</p> <p>1)Natural Law</p>	<p>Aquinas' natural law, including:</p> <ul style="list-style-type: none"> - <i>telos</i> - the four tiers of law - the precepts 				<ul style="list-style-type: none"> ○ History ○ Geography ○ English ○ Journalist ○ Teacher ○ Chaplin ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR officer 	
Autumn Term 2						
<p>Philosophy of Religion (Teacher 1):</p> <p>3)Arguments about the existence of God based on Observation</p> <p>Religion and Ethics (Teacher 2):</p> <p>2)Situation Ethics</p>	<ul style="list-style-type: none"> • the teleological argument • the cosmological argument • challenges to arguments from observation <p>Fletcher's situation ethics, including:</p> <ul style="list-style-type: none"> ○ <i>agape</i> ○ the six propositions ○ the four working principles ○ conscience 	<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 	<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 <p>Making presentations</p>	<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 ○ Personal ○ Social ○ Physical ○ Moral ○ Cultural ○ History 	<p>Yr13 Ethics: Debates about corporate responsibility, capitalism, liberation theology, conscience, sexual ethics and human nature.</p>

		<ul style="list-style-type: none"> • Develop independent learning, revision and organisational skills 			<ul style="list-style-type: none"> ○ Geography ○ English ○ Journalist ○ Teacher ○ Chaplin ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR officer 	
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Spring Term 1

<p>Philosophy of Religion (Teacher 1): 4)Arguments based on reason</p> <p>5)Religious Experience</p> <p>Religion and Ethics (Teacher 2): 3)Utilitarianism</p>	<p>the ontological argument: details of this argument including reference to:</p> <ul style="list-style-type: none"> • Anselm • Gaunilo’s criticisms • Kant’s criticisms <p>the nature and influence of religious experience, including:</p> <ul style="list-style-type: none"> - mystical experience - conversion experience <p>different ways in which individual religious experiences can be understood</p> <p>Utilitarianism, including:</p> <ul style="list-style-type: none"> ○ utility 	<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 	<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 ○ Annotating past essays and articles <p>Making presentations</p>	<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 ○ Dignity in work ○ Peace and reconciliation ○ Solidarity 	<p>Yr13 Ethics: Debates about corporate responsibility, capitalism, liberation theology, conscience, sexual ethics and human nature.</p>
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	<ul style="list-style-type: none"> ○ the hedonic calculus ○ act utilitarianism ○ rule utilitarianism 	learning, revision and organisational skills			<ul style="list-style-type: none"> ○ Personal ○ Social ○ Moral ○ Cultural ○ History ○ Geography ○ English ○ Journalist ○ Teacher ○ Chaplin ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR officer 	
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Spring Term 2

<p><u>Philosophy of Religion</u> (Teacher 1): 6)The problem of evil</p>	<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 	<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 	<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 ○ Annotating past essays and articles 	<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 	<p>Yr13 Ethics: Debates about corporate responsibility, capitalism, liberation theology, conscience, sexual ethics and human nature.</p>
<p><u>Religion and Ethics</u> (Teacher 2): 4) Kantian Ethics</p>	<p>Kantian ethics, including:</p> <ul style="list-style-type: none"> - duty - the hypothetical imperative - the categorical imperative and its three formulations - the three postulates 					

<p>Developments in Christian Thought (Teacher 1): 1) Augustine's teaching on human nature</p>	<ul style="list-style-type: none"> • Human relationships pre- and post-Fall • Original Sin and its effects on the will and human societies • God's grace 	<p>also in timed conditions</p> <ul style="list-style-type: none"> • Develop independent learning, revision and organisational skills 		<p>Making presentations</p>	<ul style="list-style-type: none"> ○ 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 	
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Summer Term 1

<p>Religion and Ethics (Teacher 2): 5) Euthanasia</p> <p>6) Business Ethics</p>	<p>Key ideas, including:</p> <ul style="list-style-type: none"> ○ sanctity of life ○ quality of life ○ voluntary euthanasia ○ non-voluntary euthanasia <p>Key ideas, including:</p> <ul style="list-style-type: none"> ○ corporate social responsibility ○ whistle-blowing ○ good ethics is good business 	<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 	<ul style="list-style-type: none"> ○ Continuous assessment through lesson starters, quizzes, plenary activities etc. ○ In-class (end of topic) 	<ul style="list-style-type: none"> ○ Research on scholars / reading (for flipped learning) ○ Fill in tables and complete specific exercises ○ Essay-planning including 	<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>Yr13 Ethics: Debates about corporate responsibility, capitalism, liberation theology, conscience, sexual ethics and human nature.</p>
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<p>Developments in Christian Thought (Teacher 1): 2) Knowledge of God's existence</p> <p>3) The Person of Jesus Christ</p>	<ul style="list-style-type: none"> ○ globalisation • Natural knowledge of God's existence: <ul style="list-style-type: none"> ○ as an innate human sense of the divine ○ as seen in the order of creation • Revealed knowledge of God's existence: <ul style="list-style-type: none"> ○ through faith and God's grace ○ revealed knowledge of God in Jesus Christ <p>Jesus Christ's authority as:</p> <ul style="list-style-type: none"> ○ the Son of God ○ a teacher of wisdom ○ a liberator 	<ul style="list-style-type: none"> • 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>timed essays</p> <p>Homework essays</p>	<p>using mark schemes</p> <ul style="list-style-type: none"> ○ Essay-writing ○ Annotating past essays and articles <p>Making presentations</p>	<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 	
Summer Term 2						
<p>Developments in Christian Thought (Teacher 1): 4) Christian moral principles</p>	<p>The diversity of Christian moral reasoning and practices and sources of ethics, including:</p>	<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 	<p>Yr13 Ethics: Debates about corporate responsibility, capitalism, liberation</p>

<p>5)Christian moral action</p> <p>(Teacher 2): 6)Death and the afterlife</p>	<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 (<i>agape</i>) as the only Christian ethical principle which governs Christian practices ○ <p>The teaching and example of Dietrich Bonhoeffer on:</p> <ul style="list-style-type: none"> ○ duty to God and duty to the State ○ Church as community and source of spiritual discipline ○ the cost of discipleship <p>Christian teaching on:</p> <ul style="list-style-type: none"> - heaven - hell - purgatory - election 	<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 <p>Homework essays</p>	<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 <p>Making presentations</p>	<ul style="list-style-type: none"> ○ 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 ○ Journalist ○ Teacher ○ Chaplin ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR Officer 	<p>theology, conscience, sexual ethics and human nature.</p>
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