



## Curriculum Map

**Subject: Religious Studies**

**Year Group: 13**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer</b>
<b>Content</b>	Meta-Ethics  Studying developments in Christian thought: D1: Augustine's teaching on human nature D2: Death and the Afterlife D4: The Person of Jesus Christ D5: Christian Moral Principles	D3: Knowledge of God's existence D6: Christian Moral Action	D7: Religious pluralism and theology D8: Religious pluralism and society 1 D9: Gender and Society D10: Gender and Theology	D8: Religious pluralism and society 2 D11: The challenge of secularism D12: Liberation Theology and Marx 1	Revision  D12: Liberation Theology and Marx 2  Revision
<b>Skills</b>	Critical thinking skills Analysis of different scholars and texts and refer to them to support arguments in written work Effectively select relevant material to answer a specific question. Apply ethical theory to moral issues and be able to evaluate strengths and weaknesses.	Critical thinking skills Analysis of different scholars and texts and refer to them to support arguments in written work Effectively select relevant material to answer a specific question. Be able to evaluate the role of theological teachings and their interpretation within a particular context.	Critical thinking skills Analysis of different scholars and texts and refer to them to support arguments in written work Effectively select relevant material to answer a specific question. Be able to evaluate the role of theological teachings and their interpretation within a particular context.	Critical thinking skills Analysis of different scholars and texts and refer to them to support arguments in written work Effectively select relevant material to answer a specific question. Be able to evaluate the role of theological teachings and their interpretation within a particular context.	Critical thinking skills Analysis of different scholars and texts and refer to them to support arguments in written work Effectively select relevant material to answer a specific question. Be able to evaluate the role of theological teachings and their interpretation within a particular context.

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<b>Key questions</b>	<ul style="list-style-type: none"> <li>• What does it mean to be human, according to Christian teaching?</li> <li>• What does Augustine contribute to a Christian understanding of human nature?</li> <li>• Is human nature essentially good, essentially bad or morally ambiguous?</li> <li>• If people have genuine free will, why do they often choose to do wrong?</li> <li>• Does human life have a purpose?</li> <li>• How do Christians understand the afterlife?</li> <li>• Are 'heaven' and 'hell' places, or should they be understood in some other way?</li> <li>• What do Christians believe about judgement after death?</li> <li>• Was Jesus the Son of God?</li> <li>• What Jesus a teacher of wisdom?</li> <li>• Was Jesus a revolutionary?</li> </ul>	<ul style="list-style-type: none"> <li>• What do Christians believe about the ways people can gain knowledge of God?</li> <li>• Can truths about God be worked out, using human reason?</li> <li>• Can truths about God be observed in the natural world?</li> <li>• Does God reveal himself to humanity and if so, in what ways?</li> <li>• Are some ways of gaining knowledge about God better than others?</li> <li>• Should a Christian ever attack their state?</li> <li>• What is the role of the Church community in wider life?</li> <li>• Is Christian discipleship essentially a life of suffering and sacrifice?</li> </ul>	<ul style="list-style-type: none"> <li>• If there is salvation through Christ, does this mean that other religions must be wrong?</li> <li>• Should Christians try to convert members of other faiths to Christianity?</li> <li>• Will genuinely good people who are not Christian be excluded from salvation?</li> <li>• Do all religions offer equally effective paths to God?</li> <li>• Can members of different religions live and work peacefully together?</li> <li>• How have Christians responded to living in multi-faith communities?</li> <li>• What is inter-faith dialogue and what does it achieve?</li> <li>• How far, if at all, can Christians engage in dialogue with other faiths without compromising their own faith?</li> </ul>	<ul style="list-style-type: none"> <li>• Is Britain a Christian country?</li> <li>• Should public life permit expression of religion and belief?</li> <li>• How should Christianity respond to the growth of the non-religious?</li> <li>• Should Christian theology begin with information or action?</li> <li>• Are the stories of liberation and salvation in the Bible about heaven or revolution in this world?</li> <li>• Should Christian theology be informed by all experience of human life and human thought?</li> </ul>	<ul style="list-style-type: none"> <li>• Is Britain a Christian country?</li> <li>• Should public life permit expression of religion and belief?</li> <li>• How should Christianity respond to the growth of the non-religious?</li> <li>• Should Christian theology begin with information or action?</li> <li>• Are the stories of liberation and salvation in the Bible about heaven or revolution in this world?</li> <li>• Should Christian theology be informed by all experience of human life and human thought?</li> </ul>

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	<ul style="list-style-type: none"> <li>• Should Christians obey the rules of the Bible?</li> <li>• Should Christians obey the morals of Church and Tradition?</li> <li>• Should Christians put aside rules and follow the Law of Love?</li> </ul>		<ul style="list-style-type: none"> <li>• Should Christians try to convert members of other religions and people of no faith to Christianity?</li> <li>• How has Christianity traditionally understood gender rules for men and women?</li> <li>• How has Christianity responded to the challenges presented by contemporary secular views of gender and family life?</li> <li>• Should the Christian God be depicted in female terms?</li> <li>• Can Christianity be saved from sexist patriarchy?</li> <li>• Can a male Messiah save womankind?</li> </ul>		
<b>Assessment</b>	Essay assignments Recap quizzes	Essay assignments Recap quizzes PPE 2	Essay assignments Recap quizzes	Essay assignments Recap quizzes PPE3	
<b>Literacy</b> <b>Numeracy</b> <b>SMSC/Character</b>	<p><b>Key words</b> Absolutism, relativism, naturalism, intuitionism, Vienna circle, emotivism, Hume's Law, Naturalistic fallacy.</p> <p>Will, sin, grace, The Fall, Neoplatonism, redeemed, Concordia,</p>	<p><b>Key words</b> Faith, empiricism, natural theology, Protestantism, revelation, immediate revelation, mediate revelation, grace of God, wisdom literature.</p>	<p><b>Key words</b> Exclusivism, inter-faith dialogue, theology of religions, inclusivism, pluralism, particularism, Vatican II, noumena, phenomena.</p> <p>Multi-faith societies, encyclical, missionary</p>	<p><b>Key words</b> Secularism, secularisation, secular, wish fulfilment.</p> <p>Exploitation, alienation, capitalism, conscientisation, basic Christian communities, structural sin, preferential option for the poor, Marxism.</p>	

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	<p>cupiditas, caritas, concupiscence, ecclesia, summum bonum.</p> <p>Disembodied existence, resurrection, beatific vision, purgatory, election, limited election, original sin, unlimited election, universalism, parable, particular judgement, Parousia.</p> <p>Son of God, Liberator, rabbi, hypostatic union, homoousios, word, redemption, incarnation, zealot, Messiah.</p> <p>Bible, scripture, Church tradition, sacred tradition, agape love.</p> <p><b>Numeracy</b> Look up bible passages</p> <p><b>SMSC/Character</b> Students learn about different religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world Students learn about significant social and historical developments in</p>	<p>Discipleship, cheap grace, costly grace, passion, solidarity, Finkenwalde.</p> <p><b>Numeracy</b> Look up bible passages</p> <p><b>SMSC/Character</b> Students learn about different religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world Students learn about significant social and historical developments in theology and religious thought</p> <p>Students have the opportunity to reflect on and express their interest in investigating and offering reasoned views about moral and ethical issues. Students develop the ability to understand</p>	<p>work, synod, social cohesion.</p> <p>Feminism, gender biology, gender identification, gender expression, socialisation, patriarchal society.</p> <p>Post-Christian theology, reform feminist theology, Davidic Messiah, Servant King, Sophia, Theology</p> <p><b>Numeracy</b> Statistics religious pluralism</p> <p><b>SMSC/Character</b> Be able to recognise and explain practices that shape and express religious identity, including the diversity of practice within a tradition. significant social and historical developments in theology or religious thought including the challenges of secularisation, science, responses to pluralism and diversity within traditions, migration, the changing roles of men</p>	<p><b>Numeracy</b> Look up bible passages</p> <p><b>SMSC/Character</b> Students learn about different religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world Students learn about significant social and historical developments in theology and religious thought</p> <p>Students have the opportunity to reflect on and express their interest in investigating and offering reasoned views about moral and ethical issues. Students develop the ability to understand and appreciate the viewpoints of others on these issues</p>	

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	<p>theology and religious thought</p> <p>Students have the opportunity to reflect on and express their interest in investigating and offering reasoned views about moral and ethical issues.</p>	<p>and appreciate the viewpoints of others on these issues</p>	<p>and women, feminist and liberationist approaches.</p>		