

Walthamstow Academy – RE Curriculum Journey

Our Curriculum Intent

Our Religious Education (RE) curriculum is academically rigorous and personally inspiring. It gives students substantive content and concepts in theology, ethics and philosophy to enable them to grasp the complexity of our multi-religious, multi-secular world. Our curriculum develops all students to be both religiously and emotionally literate citizens of the world, equipped with empathy, critical thinking and powerful curiosity who can adapt to the ever-changing world around them.

Our Curriculum Progression Model

KS3

To inspire students to become theologians and philosophers who can make critical and balanced judgements about questions of meaning and purpose through developing religious literacy in terms of vocabulary and conceptual understanding. Through a knowledge rich curriculum, pupils acquire a robust foundational understanding of the core vocabulary and theological beliefs of the Abrahamic religions and how these beliefs influence religious believers in their daily practice. Comparisons between these three faiths allows for frequent retrieval and for knowledge to be embedded before students explore how these faiths, along with the Dharmic religions and secular views, respond to philosophical issues and how they make ethical decisions. This provides students with the theological, philosophical and ethical knowledge to apply their learning to contemporary issues within modern society in their GCSE, A level and Degree study.

KS4

At KS4, Religious Education develops student knowledge and understanding of religions and non-religious beliefs. It also develops students' knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying. In addition, it allows students to construct well-argued, well-informed, balanced, and structured written arguments.

KS5

A Level in Religious Studies content has been designed to provide a coherent and thought provoking programme of study for learners, whilst also acting as a rigorous course of study which prepares learners for progression to Higher Education. This qualification is designed to develop a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. Learners will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas. The course aims to engage learners thoroughly and develop an interest in Religious Studies which extends beyond the classroom and can be applied to the world around them.

Progression between Key Stages

As students move up through key stages in RE, they are exposed to multiple disciplines which sit underneath the subject e.g., theology, philosophy, history etc. Students should pay particular attention to those disciplines to ascertain their interest when approaching A-level and university choices. For example, those interested in philosophy should pay particular attention to the units on Philosophy of Religion or Religion and Life, whereas those more interested in theology may wish to pay more attention to units on Christianity. Those interested in pursuing a career in law should pay particular attention to the units in Year 9, where students study topics such as Equality and Use of natural resources etc.

Progression to University and Careers

RE can lead to many inspiring and exciting university courses and careers. For example, many people go on to study philosophy, theology, law, politics, anthropology, history etc. In terms of careers, RE offers a wide range of possible career choices such as working within international development, archiving, mediation, politics, journalism, education etc.

Half Term	Curriculum Content	Assessment(s) (assessment title, duration and approx. date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 7 Curriculum Overview: <i>What will year 7s study and learn this academic year? Why this/ why now?</i></p> <p>The Year 7 curriculum builds on and develops the Key Stage 2 National Curriculum. Though we know our students come to us with a variety of different art experiences, we focus on closing gaps in prior knowledge and ensuring that students master key skills and concepts that will form the basis of their future study of RE at Walthamstow Academy. Year 7 starts with Religion, Locally and Nationally and then a unit on the Origins of Abrahamic faith. This gives students the historical and theological background to Judaism, Christianity, and Islam. This should help students see the distinctions and connections between these faiths, which they study later in the curriculum. Here we aim to provide substantive knowledge on the development of Judaism then Christianity to study the traditions in themselves in more depth. Each religion is studied with a narrative in mind, to try to explain what the religious tradition means to those who belong to it. We draw heavily on theology to tell this narrative and expose students to key scriptures, giving them the tools to interpret those scriptures and to see how religious believers may see them, as well as being critical of them.</p>			
<p>Year 7 HT – 1-2</p>	<p>Unit Title: Religion, Locally and Nationally</p> <p>This short, introductory unit allows students to explore the current religious landscape of England and Wales and their local area. As a bridge between primary and secondary schools, they will review and build upon knowledge from KS2, and ensure that all students have the appropriate vocabulary of key faiths and non-religious traditions in Britain, including names of religious buildings and widely-used symbols.</p> <p>Unit Title: Study of Abrahamic Faiths</p> <p>This unit teaches students the historical foundations of Judaism, Christianity and Islam. It teaches about the shared foundations of the Abrahamic faiths, and introduces the concepts of monotheism, covenants (of Abraham and Moses) and God’s rules for humanity. These are built upon in the depth studies of each of the faiths. The unit emphasises the significance of Jerusalem in the foundations of the Abrahamic faiths and its continued importance today (though without referencing current conflict).</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment</p> <ul style="list-style-type: none"> • 5 MCQ 1-mark questions • 3 ‘State’ 1-mark questions • 2 ‘Describe’ 3-mark questions • 2 ‘Explain’ 4-questions 	<p>Discovering religious text - https://www.bl.uk/sacred-texts/teaching-resources</p> <p>BBC Bitesize KS3 https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</p> <p>Email a believer (REonline) http://pof.reonline.org.uk/</p> <p>REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p> <p>Most BBC RE clips</p>

<p>Year 7 HT 3-4</p>	<p>Unit Title: Judaism Students explore the foundational scriptures of the Torah (including the creation narrative) and the Tanakh (including Esther, and the prophecy of the messiah). Students will consider how these may be interpreted differently (including literal and symbolic interpretations). They also consider diverse views on the importance of the Talmud. Students will build on their knowledge of the mosaic covenant through being taught about the mitzvot and the different ways these are followed today by different Jewish communities. Students consider key beliefs and individual and community practices including prayer, Shabbat and Passover, and they are taught the significance of the synagogue and ceremonies of Bar and Bat Mitzvah. Students will finally explore a current ethical issue of social justice through the lens of the Jewish concept of Tikkun Olam.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment</p> <ul style="list-style-type: none"> • 5 MCQ 1-mark questions • 3 'State' 1-mark questions • 2 'Describe' 3-mark questions • 2 'Explain' 4-questions 	<p>https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</p> <p>Truetube https://www.truetube.co.uk/REquest - Christianity https://request.org.uk/</p> <p>The Bible society videos - Christian https://www.youtube.com/user/biblesocietytv/videos</p> <p>The Bible project https://www.youtube.com/user/jointhe bibleproject/playlists</p>
<p>Year 7 HT 5 - 6</p>	<p>Unit Title: Christianity Students will learn about/ develop skills of: This unit of work begins with looking at the life of Jesus. Students need to understand the life of Jesus from the Christian perspective and will do this mainly through an exploration of key events and narratives within the Gospels. Students will understand the significance of Jesus' ethical teachings as well as his status as a divine being. They will also comprehend the significance of his death and resurrection for Christian salvation. Students will then go onto explore key Christian doctrines and explore the historical context of how these came about i.e. The Nicene Creed and Original Sin.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment</p> <ul style="list-style-type: none"> • 5 MCQ 1-mark questions • 3 'State' 1-mark questions • 2 'Describe' 3-mark questions • 2 'Explain' 4-questions 	<p>The day https://theday.co.uk/category/topics/culture/</p> <p>Religion museums in London https://www.museumslondon.org/category/13/religion</p>

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<p>Year 8 Curriculum Overview:</p> <p><i>What will year 8s study and learn this academic year? Why this/ why now?</i></p> <p><i>Year 8 then seeks to deepen the students’ knowledge by continuing the study of the Abrahamic religion of Islam. Students will understand the social context of Arabia before the birth of Islam, the tribal structure of society and what lead to the split between Sunni and Shia Muslim sects. Students will begin to learn about the prophet Muhammad (pbuh), his life and works and Qur’anic teachings. This will form the foundation for their understanding of Islamic practices such as the 5 Pillars of Islam.</i></p> <p><i>The focus is then on the Dharmic religions and how they juxtapose and at times mirror the core themes seen in the Abrahamic faiths. This will not only develop their world views but amplify their knowledge of the pluralist society in which they live; what people believe, why they do it, thus adding to their overall cultural capital. They will study Hinduism and be able to evaluate their impact on popular western culture. Understand the significance of these beliefs and practices and witness the vibrant and exciting cultures which exist within these faiths.</i></p>			

<p>Year 8 HT1 - 2</p>	<p>Unit Title: Religious Authority</p> <p>This short unit gives students the opportunity to review of key ideas from Year 7, including the origins of Judaism and Christianity, important figures like Abraham, Moses and Jesus, and sacred texts such as the Torah and Bible. More importantly, it sets the stage for future learning by focusing on the concept of religious authority and how different traditions view the role of texts and leaders. This prepares students for the next unit on Islam, where they'll explore how Muslims understand the Qur'an, Sunnah and Hadith, and how leadership and authority developed differently in Sunni and Shia traditions. It also links to their history learning – also the first unit of Year 8 – about the Reformation and the creation of the Church of England, helping them connect political and religious shifts with changing ideas of authority.</p> <p>Unit Title: Islam</p> <p>Students will learn about/ develop skills of:</p> <p>In Year 8, students begin the curriculum studying the religion of Islam by examining some of its key beliefs and key practices. By the end of this unit of work students should have a strong knowledge of the beliefs, teachings and practices of Islam. Students will be able to explicitly draw distinctions and similarities between Islam and other religions, namely Christianity and Judaism building on theological knowledge acquired in year 7.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment</p> <ul style="list-style-type: none"> • 5 MCQ 1-mark questions • 3 'State' 1-mark questions • 2 'Describe' 3-mark questions • 2 'Explain' 4-questions 	<p>Discovering religious text - https://www.bl.uk/sacred-texts/teaching-resources</p> <p>Sources of wisdom - https://www.reonline.org.uk/resources/sources-of-wisdom/</p> <p>BBC Bitesize KS3 https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</p> <p>Email a believer (REonline) http://pof.reonline.org.uk/</p> <p>REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p> <p>Most BBC RE clips https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</p>
<p>Year 8 HT3 -4</p>	<p>Unit Title: Introduction to Dharmic Traditions</p> <p>This unit introduces students to the origins and core ideas of the Dharmic faiths, including beliefs about samsara, karma, and the goal of liberation. It helps students understand how these traditions developed in India and how they are lived in the UK today. The unit mirrors the Year 7 unit, 7.02 - Origins of the Abrahamic Faiths, by offering a parallel foundation in the Dharmic worldview, preparing students for deeper exploration of Hindu Dharma in the next unit.</p> <p>Unit Title: Hindu Dharma</p> <p>Students will learn about/ develop skills of:</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment</p> <ul style="list-style-type: none"> • 5 MCQ 1-mark questions • 3 'State' 1-mark questions • 2 'Describe' 3-mark questions 	<p>BBC - podcasts & programmes - History of philosophy https://www.bbc.co.uk/programmes/topics/History_of_philosophy?fbclid=IwAR2EXdw0C4A2dv0lfAVOXypgWuS3H2CUEB1tjemeVj4zbAykqf0axLZ1LwU</p> <p>Crash Course Philosophy</p>

	<p>Students begin with the origins and development of Hindu Dharma, one of the world's oldest religions, rooted in the Indian subcontinent and evolving from ancient Vedic traditions. They will explore the challenges of naming such a diverse faith, often grouped under the Western term "Hinduism." Students will examine the religion's sacred texts, such as the Vedas and the Bhagavad Gita, and understand key beliefs including the nature of Brahman, the concept of Atman, karma, dharma, and the cyclical view of time and creation. They will learn about Hindu perspectives on morality, the afterlife, and how duties vary by life stage and social role, while also recognising the emphasis on non-violence and equality. The course will also introduce students to Hindu practices such as worship in mandirs, festivals like Diwali, and life rituals from birth to death. Finally, students will gain an appreciation for the rich diversity within Hindu Dharma, both within India and across the global Hindu diaspora, including how traditions adapt while maintaining core spiritual values.</p>	<ul style="list-style-type: none"> 2 'Explain' 4-questions 	<p>https://www.youtube.com/playlist?list=PL8dPuuaLjXtNgK6MZucdYldNkMybYIHKR</p> <p>BBC - In our time - Religion https://www.bbc.co.uk/programmes/p01gvqlg</p> <p>BBC - In our time - Philosophy https://www.bbc.co.uk/programmes/p01f0vzr</p>
<p>Year 8 HT3 - 4</p>	<p>Unit Title: Buddhism</p> <p>Students will learn about/ develop skills of:</p> <p>This unit introduces students to the life and teachings of Siddhartha Gautama, the Buddha. They explore key concepts such as the Four Noble Truths, the Eightfold Path, and the Three Jewels (Buddha, Dharma, Sangha), which form the foundation of Buddhist belief and practice. Students also examine Buddhist ethical teachings like metta (loving-kindness) and karuna (compassion), and consider how these values influence daily life and moral decision-making.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment</p> <ul style="list-style-type: none"> 5 MCQ 1-mark questions 3 'State' 1-mark questions 2 'Describe' 3-mark questions 2 'Explain' 4-questions 	<p>The day https://theday.co.uk/category/topics/culture/</p> <p>Religious sites to visit in London https://www.inspirock.com/united-kingdom/religious-sites-in-london</p> <p>Religion museums in London https://www.museumslondon.org/category/13/religion</p>

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	<p>Year 9 Curriculum Overview:</p> <p><i>What will year 9s study and learn this academic year? Why this/ why now?</i></p> <p><i>We have held the unit on Equality till the end of Year 9 as this is when students should have the substantive knowledge to understand differing religious and non-religious approaches to issues around equality and why it is important. For example, in the unit on Judaism, students have ample time to explore anti-Semitism and the Holocaust and understand how people have been persecuted based on their religion and ethnicity.</i></p> <p><i>Now equipped with not only skills in critical thinking, text analysis and an understanding doctrine, year 9 students are able to parlay these skills and knowledge into empathetic and evaluative critique of ethical matters which arise in society, be it abortion or the environment. They will be able to tackle these challenging concepts in a nuanced way. Students will study religious, philosophical and ethical arguments pertaining to life and death, and equality. Students will explore contrasting perspectives in contemporary British society and be able to explain them with reference to Christianity and Islam. The aim is to grab their interest, by teaching them content which is not only relevant and relatable to their past, current day and futures, but to inspire critical thinking through analysis and evaluation to foster informed citizens who are able to thoughtfully participate in society.</i></p>		

<p>Year 9 HT1-2</p>	<p>Unit Title: Introduction to Ethics</p> <p>This unit begins with the foundations of moral decision making, helping students understand where moral decisions come from and how different influences (e.g. upbringing, religion and personal experience) shape what people see as 'right'. Students are then introduced to a number of ethical theories, including Natural Law, Situation Ethics and Utilitarianism, each offering a structured way to resolve moral dilemmas. The earlier theories are rooted in prior knowledge of Christianity. Students will also recap revelation as a general source of morality in Islam as they studied the Night of Power and interpretations of Sharia Law in Year 8, but it serves as a useful reminder that religious belief is not monolithic and there will be differences in application. The knowledge at this stage is deliberately simple, focusing on core principles and clear criticisms, so that students gain confidence before applying ethical principles to real-world dilemmas.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment</p> <ul style="list-style-type: none"> • 5 MCQ 1-mark questions • 3 'State' 1-mark questions • 2 'Describe' 3-mark questions • 2 'Explain' 4-questions 	<p>REOnline Festivals calendar https://www.reonline.org.uk/festival-calendar/</p> <p>REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p> <p>Email a believer (REonline) http://pof.reonline.org.uk/</p> <p>Guardian online - Religion https://www.theguardian.com/world/religion</p>
<p>Year 9 HT3 - 4</p>	<p>Unit Title: Ethics in the Modern World</p> <p>This unit moves into applied ethical reasoning. The unit is underpinned by the basic principle of what makes life valuable, starting with life in its earliest stages through to end-of-life dilemmas. The unit then expands beyond the value of human life and explores ethical consideration of animal life and the environment itself, as a 'living' being in the eyes of some. At each stage, the curriculum reinforces and deepens prior knowledge by asking students to use the ethical theories they have already studied, alongside religious and non-religious worldviews (Christian, Muslim, Hindu, Humanist), to explore and evaluate real moral problems. This unit is therefore a bridge between abstract theory and lived ethical application: for example, students practise weighing sanctity of life against quality of life, autonomy against the Five Primary Precepts and compassion against retribution. This unit also emphasises disciplinary knowledge from the social sciences, such as issues around bias in death penalty judgements in the USA.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment</p> <ul style="list-style-type: none"> • 5 MCQ 1-mark questions • 3 'State' 1-mark questions • 2 'Describe' 3-mark questions • 2 'Explain' 4-questions 	<p>BBC Bitesize GCSE https://www.bbc.co.uk/bitesize/subjects/zb48q6f</p> <p>Most BBC RE clips https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</p> <p>Seneca https://www.senecalearning.com/</p> <p>Quizlet https://quizlet.com/en-gb</p> <p>MrMcMillanREvis</p>

<p>Year 9 HT 5-6</p>	<p>Unit Title: Philosophy and the Moral Self</p> <p>This unit builds on the Introduction to Ethics unit by moving from the question of "How can we know the right thing to do?" to "How can we know anything at all?" Students begin with an introduction to several branches of Philosophy and look at what is meant by a "self" through Decartes' dualism and criticisms from Patricia Churchland. Students then turn to the arguments for and against the existence of God, as religious belief underpins many of the ethical theories we've looked at across the previous two units. This leads to an exploration of the Problem of Evil, which focuses on development of the self, which then brings students back to the debate begun earlier in the unit. Students look at whether a 'mind' can be uploaded or even created and implemented into technology. This creates a full-circle moment where students debate whether it would be acceptable to use AI for moral decision making and what constitutes a "moral agent" in the first place.</p> <p>Unit Title: Preparing for GCSE</p> <p>Students will learn about/ develop skills of:</p> <p>Developing their revision and assessment skills in order to up-skill students to be prepared for GCSE. Students will learn how to apply what they have learnt in KS3 to GCSE style questions.</p> <p>Within this unit students will be taught:</p> <ul style="list-style-type: none"> • How to develop their explanatory and descriptive skills. • How to impactfully criticise ideas and beliefs. • How to draw judgements and conclusions from available evidence. <p>Within this unit students will revisit key learning from the following topics:</p> <ul style="list-style-type: none"> • Key beliefs in Islam and Christianity. • Key practices in Islam and Christianity. • The existence of God. • Issues of life and death. • Issues of equality. <p>Students will understand that the learning they have gained is not to be discarded once a topic has finished, but is vital for their entire progress through Walthamstow Academy.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment</p> <ul style="list-style-type: none"> • 5 MCQ 1-mark questions • 3 'State' 1-mark questions • 2 'Describe' 3-mark questions • 2 'Explain' 4-questions 	<p>https://www.youtube.com/user/MrMcMillanREvis/playlists</p> <p>BBC - podcasts & programmes - Ethical theories https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1bowymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU</p> <p>University of Oxford podcasts - Theology & religion https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion</p> <p>University of Oxford podcasts - Philosophy https://podcasts.ox.ac.uk/units/faculty-philosophy</p> <p>BBC - podcasts & programmes - Ethics https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGqxtWZwOjTxeNER4ZFi2KtSAFCpXIQJPEF3gKhIGzn2hS87som_N_us</p> <p>Religious sites to visit in London https://www.inspirock.com/united-kingdom/religious-sites-in-london</p> <p>Religion museums in London</p>
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	<p>Year 10 Curriculum Overview:</p> <p><i>What will year 10s study and learn this academic year? Why this/ why now?</i></p> <p><i>Students will build upon their understanding of the core theological beliefs of Christianity studied in Year 7 by examining in depth the theological concepts of the nature of God. How Christians respond to the problem of evil, the Trinity, the Genesis creation story and how this is interpreted by different Christian denominations. The Incarnation, the Crucifixion and how this brought about salvation and atonement for Original Sin, Resurrection, how salvation can be achieved. How different Christian groups interpret salvation, eschatological beliefs and different Christian understandings of heaven and hell.</i></p> <p><i>Christian practices are then examined through gaining knowledge of the different types of Christian worship, role of sacraments, the importance of pilgrimage and festivals and the role of the church in the local community. Students will then apply their knowledge of Christian practices to evaluate the importance of Christianity in the UK today.</i></p> <p><i>Students will build upon their understanding of the core theological beliefs of Islam studied in year 8 by examining these beliefs in greater depth, focusing upon scriptural analysis. Students will gain knowledge of the historical roots of the Sunni and Shi'a split and how this affects belief and practice. Students will also gain knowledge of the nature of Allah, the role of prophethood, life of prophet Muhammad (pbuh), importance of angels, holy books, beliefs about life after death, different Muslim understandings of heaven and hell and free will. Students will revisit some of the philosophical issues studied in year 9, life after death, heaven and hell and freewill, and broaden their evaluations through considering Muslim responses.</i></p> <p><i>Further building upon their study of Islam in year 8, students will examine how the beliefs studied in the previous term influence practice. Students will examine the 5 Pillars of Islam and festivals of Id-ulAdha and Id-ul-Fitr; how they express Muslim beliefs, how they are practiced differently by Sunni and Shi'a Muslims and the issues affecting Muslims' religious practice in the UK. The concept of Jihad will be examined in detail, exploring different Muslim interpretations, and evaluating the moral issues surrounding terrorism and acts of violence. This will enable students to critically assess the representation of Muslims in the mass media and gain an informed understanding of Islamic beliefs and practices.</i></p>		
Year 10 HT1 -3	<p>Unit Title: Christian beliefs and practices</p> <p>Students will learn about/ develop skills of:</p> <p>Students will learn that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Students explore the beliefs, teachings and practices of Christianity and their basis in Christian sources of wisdom and authority. They gain the cognitive skills to be able to refer to scripture and/or sacred texts as evidence for Christian belief and or</p>	<p>Formative assessment</p> <p>5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment</p> <p>Feature a multiple choice 1 mark question,</p>	<p>Islam GCSE support material -</p> <p>https://www.reonline.org.uk/teaching-resources/islam-gcse-support-material/</p>

	<p>practice. Students study the influence of the beliefs, teachings and practices on individuals, Christian communities, and our society.</p> <p>Students study common and divergent views within Christianity in the way beliefs and teachings are understood and expressed referring to a range of different Christian perspectives including Catholic, Orthodox and Protestant.</p>	<p>4, 6 and 12 mark question which steadily increases in complexity of skill.</p>	<p>Discovering religious text - https://www.bl.uk/sacred-texts/teaching-resources</p> <p>REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p>
<p>Year 10 HT4 -6</p>	<p>Unit Title: Islam beliefs and practices Students will learn about/ develop skills of: Students will learn the diverse religious traditions and beliefs in Islam in Great Britain today. Students explore the beliefs, teachings and practices of Islam and their basis in Islamic sources of wisdom and authority. They gain the cognitive skills to be able to refer to scripture and/or sacred texts as evidence for Islamic belief and or practice. Students study the influence of the beliefs, teachings and practices on individuals, Muslim communities, and our society.</p> <p>Students study common and divergent views within Islam in the way beliefs and teachings are understood and expressed referring to a range of different Muslim perspectives, including those from Sunni and Shi'a Islam.</p> <p>Unit Title: Religion and Life Student will learn about/ develop skills of: Students will explore key questions about the origins, value, and purpose of life from both religious and non-religious perspectives. They will study how different religious traditions, particularly Christianity and Islam, understand the creation of the universe and human life, comparing these with scientific explanations such as the Big Bang theory and evolution. Students will examine the concept of <i>sanctity of life</i>—the belief that life is sacred and given by God—and how this influences attitudes to controversial issues like abortion and euthanasia. They will also investigate beliefs about life after death and how these beliefs affect moral decisions and attitudes towards suffering, purpose, and the environment. The topic encourages students to think critically about the relationship between science and religion, and to consider ethical and philosophical questions about what it means to live a good life and respect all living beings.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment Feature a multiple choice 1 mark question, 4, 6 and 12 mark question which steadily increases in complexity of skill.</p>	<p>BBC Bitesize GCSE https://www.bbc.co.uk/bitesize/subjects/zb48q6f</p> <p>REOnline Festivals calendar https://www.reonline.org.uk/festival-calendar/</p> <p>REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p> <p>Email a believer (REonline) http://pof.reonline.org.uk/</p> <p>Guardian online - Religion https://www.theguardian.com/world/religion</p> <p>Seneca https://www.senecalearning.com/</p> <p>Quizlet https://quizlet.com/en-gb</p> <p>MrMcMillanREvis https://www.youtube.com/user/MrMcMillanREvis/playlists</p>

			<p>University of Oxford podcasts - Theology & religion https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion</p> <p>Religious sites to visit in London https://www.inspirock.com/united-kingdom/religious-sites-in-london</p> <p>Religion museums in London https://www.museumslondon.org/category/13/religion</p>
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Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
	<p>Year 11 Curriculum Overview: <i>What will year 11s study and learn this academic year? Why this/ why now?</i></p> <p>GCSE AQA Religious Studies – Thematic Studies Synopsis <i>In the Thematic Studies component of AQA GCSE Religious Studies, students explore contemporary ethical and moral issues through a religious and philosophical lens. They study four out of six possible themes, examining how religious beliefs, teachings, and practices relate to real-world issues. Topics may include:</i></p> <p>Religion and Life – <i>Students examine the origins of the universe and life from religious and scientific perspectives. Topics include environmental stewardship, the sanctity of life, attitudes to abortion and euthanasia, and beliefs about the afterlife and animal rights.</i></p> <p>Religion, Peace and Conflict – <i>This theme investigates religious teachings on peace, justice, forgiveness, and reconciliation. Students explore the causes of war, the concept of just war, the ethics of nuclear and weapons of mass destruction, pacifism, and the role of religion in promoting peace.</i></p> <p>Religion, Crime and Punishment – <i>Students learn about different types of crime, reasons for criminal behaviour, and aims of punishment including retribution, deterrence, and reform. The theme also covers religious attitudes to justice, the death penalty, forgiveness, and the treatment of offenders.</i></p> <p>Relationships and Families – <i>This theme covers religious views on the nature and purpose of relationships and families. Students study marriage, cohabitation, divorce, contraception, sexuality, gender roles, and the importance of family life, with a focus on contemporary social and ethical debates.</i></p> <p><i>Students will study and apply religious, philosophical and ethical arguments pertaining to the key thematic topics. Students will explore contrasting perspectives in contemporary British society and be able to explain them with reference to Christianity and Islam studied in Y10.</i></p> <p><i>Students will practice their skills in formulating arguments from different theological and world views, demonstrating their knowledge of divergent views and grasping the concept of counterarguing. Students will practice evaluating ethical and theological statements and reach clear evidence based judgments. They will continue to develop their critical thinking and curiosity and derive at their own evidence based judgements.</i></p> <p><i>Students will practice comparing the contrasts between different religious views in Christianity and Islam pertaining to various ethical issues. Students will use the diagnostic testing technique and complete low stakes quizzes.</i></p>		

<p>Year 11 HT1-2</p>	<p>Unit Title: Religion, relationships and families Students will learn about/ develop skills of: Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues such as human sexuality, women’s rights in religion and divorce etc and their impact and influence in the modern world. Students develop their understanding of contrasting perspectives in contemporary British society on all these issues. Students will be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Contraception. • Sexual relationships before marriage. • Homosexual relationships. <p>Unit Title: Crime and Punishment Student will learn about/ develop skills of: Students will study the causes and consequences of crime, and how religious and non-religious beliefs shape attitudes toward justice, punishment, and forgiveness. They will explore different types of crimes, including hate crimes and theft, and consider the social, psychological, and environmental reasons why people commit crimes. Students will examine the aims of punishment—retribution, deterrence, and reformation—and how these are supported or challenged by religious teachings, particularly from Christianity and Islam. Key moral issues, such as the use of the death penalty, prison, and community service, will be debated in the context of religious beliefs about justice, the value of human life, and the possibility of redemption. The topic also covers the treatment of criminals and the importance of forgiveness, repentance, and rehabilitation, encouraging students to reflect on whether punishment should be primarily about justice, deterrence, or second chances.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Mid of year assessment Feature 3 multiple choice 1 mark question, 4, 6 and 12 mark question which steadily increases in complexity of skill.</p>	<p>Discovering religious text - https://www.bl.uk/sacred-texts/teaching-resources</p> <p>BBC Bitesize GCSE https://www.bbc.co.uk/bitesize/subjects/zb48q6f</p> <p>REOnline Festivals calendar https://www.reonline.org.uk/festival-calendar/</p> <p>REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p> <p>Email a believer (REonline) http://pof.reonline.org.uk/</p> <p>Guardian online - Religion https://www.theguardian.com/world/religion</p> <p>BBC GCSE RS videos https://drive.google.com/open?id=1rcZolahqH4eFcPM6Nn1KxQ5flZgwD5wgSyrg6oxN0s</p> <p>Most BBC RE clips</p>
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<p>Year 11 HT3-4</p>	<p>Unit Title: Crime and Punishment Student will learn about/ develop skills of: Students will study the causes and consequences of crime, and how religious and non-religious beliefs shape attitudes toward justice, punishment, and forgiveness. They will explore different types of crimes, including hate crimes and theft, and consider the social, psychological, and environmental reasons why people commit crimes. Students will examine the aims of punishment—retribution, deterrence, and reformation—and how these are supported or challenged by religious teachings, particularly from Christianity and Islam. Key moral issues, such as the use of the death penalty, prison, and community service, will be debated in the context of religious beliefs about justice, the value of human life, and the possibility of redemption. The topic also covers the treatment of criminals and the importance of forgiveness, repentance, and rehabilitation, encouraging students to reflect on whether punishment should be primarily about justice, deterrence, or second chances.</p> <p>Unit Title: Peace and Conflict Student will learn about/ develop skills of: Students will explore religious and ethical responses to war, violence, and the pursuit of peace. They will study the causes of conflict—such as greed, self-defence, and retaliation—and examine how different religious traditions, especially Christianity and Islam, promote peace, justice, forgiveness, and reconciliation. Students will investigate concepts such as <i>just war theory</i>, <i>holy war</i>, and <i>pacifism</i>, evaluating when, if ever, war can be justified from a religious perspective. They will also consider the impact of modern warfare, including the use of nuclear and chemical weapons, and explore the role of religious individuals and organisations in peacekeeping and conflict resolution. Through this topic, students are encouraged to think critically about the moral challenges of war and violence, and how faith can inspire both conflict and peace-making in the modern world.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Mid of year assessment Feature 3 multiple choice 1 mark question, 4, 6 and 12 mark question which steadily increases in complexity of skill.</p>	<p>https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</p> <p>Truetube https://www.truetube.co.uk/REquest-Christianity https://request.org.uk/</p> <p>The Bible society videos - Christian https://www.youtube.com/user/biblesocietytv/videos</p> <p>The Bible project https://www.youtube.com/user/jointhebibbleproject/playlists</p> <p>Seneca https://www.senecalearning.com/</p> <p>Quizlet https://quizlet.com/en-gb</p> <p>MrMcMillanREvis https://www.youtube.com/user/MrMcMillanREvis/playlists</p> <p>BBC - podcasts & programmes - Ethical theories</p>
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<p>Year 11 HT 5</p>	<p>Unit Title: Exam Prep Students will develop skills of: RE revision in the study of religion and thematic studies. Revision techniques</p> <ul style="list-style-type: none"> • Small stake quizzes – key terms and key religious sources of wisdom • PLCs – diagnostic testing • Exam practice • Model answers • Exam timing 	<p>GCSE (summative assessment) Feature 8 multiple choice 1 mark question, 4, 6 and 12 mark question which steadily increases in complexity of skill.</p>	<p>https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1b0wymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU</p> <p>University of Oxford podcasts - Theology & religion https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion</p> <p>University of Oxford podcasts - Philosophy https://podcasts.ox.ac.uk/units/faculty-philosophy</p> <p>BBC - podcasts & programmes - Ethics https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGqxtWZwOjTxeNER4ZFi2KtSAFCpXIQJPEF3gKhIGzn2hS87som_N_us</p> <p>BBC - In our time - Religion https://www.bbc.co.uk/programmes/p01gvqlg</p> <p>Religious sites to visit in London https://www.inspirock.com/united-kingdom/religious-sites-in-london</p> <p>Religion museums in London https://www.museumslondon.org/category/13/religion</p>
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Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Sixth Form Curriculum Overview:</p> <p>The OCR A Level in Religious Studies will build on the knowledge, understanding and skills established at GCSE (9–1). 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. All learners will study three components; Philosophy of religion (01), Religion and ethics (02) and Developments in religious thought (03–07).</p> <p>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.</p> <p>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.</p> <p>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. Also central are the ways in which religious traditions have developed over time, and religious responses to challenges and significant contemporary social issues.</p>			
	Philosophy	Ethics	Development in Christian Thought
Learners will study: <ul style="list-style-type: none"> • ancient philosophical influences • the nature of the soul, mind and body • arguments about the existence or non-existence of God • the nature and impact of religious experience • the challenge for religious belief of the problem of evil • ideas about the nature of God • issues in religious language. 	Learners will study: <ul style="list-style-type: none"> • normative ethical theories • the application of ethical theory to two contemporary issues of importance • ethical language and thought • debates surrounding the significant idea of conscience • sexual ethics and the influence on ethical thought of developments in religious beliefs. 		Learners will study: <ul style="list-style-type: none"> • religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world • sources of religious wisdom and authority • practices which shape and express religious identity, and how these vary within a tradition • significant social and historical developments in theology and religious thought • key themes related to the relationship between religion and society

Topic 2: Soul, mind and body

- Plato's view of the soul as the essential and immaterial part of a human, temporarily united with the body
- Aristotle's view of the soul as the form of the body; the way the body behaves and lives; something which cannot be separated from the body.

Development in Christian Thought**Topic 1: Augustine on human nature**

- Augustine's interpretation of Genesis 3 (the Fall) including:
 - o the state of perfection before the Fall and Adam and Eve's relationship as friends
 - o lust and selfish desires after the Fall
- Augustine's teaching that Original Sin is passed on through sexual intercourse and is the cause of:
 - o human selfishness and lack of free will
 - o lack of stability and corruption in all human societies
- Augustine's teaching that only God's grace, his generous love, can overcome sin and the rebellious will to achieve the greatest good (summum bonum)

Topic 2: Death and the afterlife

- different interpretations of heaven, hell and purgatory, including:
 - o heaven, hell and purgatory are actual places where a person may go after death and experience physical and emotional happiness, punishment or purification
 - o heaven, hell and purgatory are not places but spiritual states that a person experiences as part of their spiritual journey after death
 - o heaven, hell and purgatory are symbols of a person's spiritual and moral life on Earth and not places or states after death
- different Christian views of who will be saved, including:
 - o limited election (that only a few Christians will be saved)
 - o unlimited election (that all people are called to salvation but not all are saved)
 - o universalist belief (that all people will be saved)
- the above to be studied with reference to the key ideas in Jesus' parable on Final Judgement, 'The Sheep and the Goats' (Matthew 25:31–46)

The Bible society videos - Christian
<https://www.youtube.com/user/biblesocietytv/videos>

The Bible project
<https://www.youtube.com/user/jointhebibbleproject/playlists>

Seneca
<https://www.senecalearning.com/>

Quizlet
<https://quizlet.com/en-gb>

MrMcMillanREvis
<https://www.youtube.com/user/MrMcMillanREvis/playlists>

BBC - podcasts & programmes - Ethical theories
https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1bowymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU

University of Oxford podcasts - Theology & religion
<https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion>

University of Oxford podcasts - Philosophy
<https://podcasts.ox.ac.uk/units/faculty-philosophy>

<p>Year 12 HT2</p>	<p style="text-align: center;">Religion and Ethics</p> <p>Topic 5: Euthanasia</p> <ul style="list-style-type: none"> • the religious origins of this concept (that human life is made in God's image and is therefore sacred in value) • the secular origins of this significant concept (that human life has to possess certain attributes in order to have value) • what it is (that a person's life is ended at their request or with their consent) and its use in the case of incurable or terminal illness • what it is (that a person's life is ended without their consent but with the consent of someone representing their interests) and its use in the case of a patient who is in a persistent vegetative state <p style="text-align: center;">Development in Christian Thought</p> <p>Topic 3: Knowledge of God's existence</p> <ul style="list-style-type: none"> • as all humans are made in God's image they have an inbuilt capacity and desire to know God, including: <ul style="list-style-type: none"> o human openness to beauty and goodness as aspects of God o human intellectual ability to reflect on and recognise God's existence • what can be known of God can be seen in the apparent design and purpose of nature • as humans are sinful and have finite minds, natural knowledge is not sufficient to gain full knowledge of God; knowledge of God is possible through: <ul style="list-style-type: none"> o faith o grace as God's gift of knowledge of himself through the Holy Spirit • full and perfect knowledge of God is revealed in the person of Jesus Christ and through: <ul style="list-style-type: none"> o the life of the Church <p>o the Bible</p> <p>Topic 4: Jesus Christ</p> <ul style="list-style-type: none"> • Jesus' divinity as expressed in his: <ul style="list-style-type: none"> o knowledge of God o miracles o resurrection <p>With reference to Mark 6:47–52 and John 9:1–41</p> <ul style="list-style-type: none"> • Jesus' moral teaching on: 	<p>BBC - podcasts & programmes - Ethics https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGqxtWZwOjTxeNER4ZFt2KtSAFCpXlQJPEF3gKhIGzn2hS87som_N_us</p> <p>BBC - In our time - Religion https://www.bbc.co.uk/programmes/p01gvqlg</p> <p>Religious sites to visit in London https://www.inspirock.com/united-kingdom/religious-sites-in-london</p> <p>Religion museums in London https://www.museumslondon.org/category/13/religion</p> <p>New Key Thinkers 653286-new-thinkers-for-philosophy.pdf (ocr.org.uk)</p> <p>A Level Religious Studies New Thinkers - Religion and Ethics (ocr.org.uk) 656444-new-thinkers-in-christian-thought.pdf (ocr.org.uk)</p> <p>Moving to A Level Religious Studies - moving up from GCSE to A Level (ocr.org.uk) Moving up from GCSE to A Level (ocr.org.uk)</p> <p>Religion and Ethics Reading List</p> <p>.</p>
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	<p>o repentance and forgiveness o inner purity and moral motivation With reference to Matthew 5:17–48 and Luke 15:11–32</p> <p>• Jesus’ role as liberator of the marginalised and the poor, as expressed in his: o challenge to political authority o challenge to religious authority With reference to Mark 5:24–34 and Luke 10:25–37</p> <p style="text-align: center;">Philosophy of Religion</p> <p>Topic 3: Existence of God – Arguments based on observation</p> <ul style="list-style-type: none"> • details of this argument including reference to: <ul style="list-style-type: none"> o Aquinas’ Fifth Way o Paley • details of this argument including reference to: <ul style="list-style-type: none"> o Aquinas’ first three ways • details of Hume’s criticisms of these arguments for the existence of God from natural religion • the challenge of evolution <p>Topic 6: The problem of evil</p> <ul style="list-style-type: none"> • including its logical (the inconsistency between divine attributes and the presence of evil) and evidential (the evidence of so much terrible evil in the world) aspects • Augustine’s use of original perfection and the Fall • Hick’s reworking of the Irenaean theodicy which gives some purpose to natural evil in enabling human beings to reach divine likeness 		<p style="text-align: center;">General Books on Philosophy</p> <p>The Puzzle of Ethics* by Peter Vardy Ethical Studies * by Richard Dawkins Ethics Matters* by Charlotte Vardy and Peter Vardy A very short introduction to Ethics* by Simon Blackburn Teach Yourself Ethics by Mel Thompson</p> <p style="text-align: center;">Recommended books by OCR</p> <p>Catechism of the Catholic Church by Geoffrey Chapman Situation Ethics – The New Morality by Joseph Fletcher Causing Death and Saving Lives (Penguin) by John Glover Practical Ethics by Peter Singer Business Ethics by Andrew Crane Utilitarianism by John Stuart Mill Sacred Congregation for the Doctrine of the Faith by The Catholic Church Ethics: Discovering Right and Wrong by Louis Pojman The Four Loves by C.S Lewis Physics (Oxford World's Classics) by Aristotle</p>
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Year 12 HT3			Philosophy of Religion Reading List General Books on Philosophy <ul style="list-style-type: none"> • The Puzzle of God* by Peter Vardy • The God Delusion * by Richard Dawkins • God Matters* by Charlotte Vardy and Peter Vardy • Philosophy A Graphic Guide * by Dave Johnson and Judy Groves • 50 Philosophy Ideas by Ben Dupre Recommended books by OCR <ul style="list-style-type: none"> • The autobiography of Saint Teresa * by Saint Teresa • Consciousness; an introduction by Susan Blackmore • The Blind Watchmaker* by Richard Dawkins • Principles of Philosophy by Rene Descartes <ul style="list-style-type: none"> • Idea of the Holy by Rudolf Otto • An Introduction to Plato's Republic * by Julia Annas • The Concept of the Mind (Penguin) by Ryle Gilbert <ul style="list-style-type: none"> • God, Freedom and Evil by Alvin Plantinga • Intro. to the Philosophy of Religion by Brian Davies <ul style="list-style-type: none"> • The Question of God by Michael Palmer Christianity Reading List General Books on Developments in Christian Thought
	Ethics Topic 3: Kantian Ethics <ul style="list-style-type: none"> • origins of the concept of duty (acting morally according to the good regardless of consequences) in deontological and absolutist approaches to ethics • what it is (a command to act to achieve a desired result) and why it is not the imperative of morality • what it is (a command to act that is good in itself regardless of consequences) and why it is the imperative of morality based on: <ol style="list-style-type: none"> 1. Formula of the law of nature (whereby a maxim can be established as a universal law) 2. Formula of the end in itself (whereby people are treated as ends in themselves and not means to an end) 3. Formula of the kingdom of ends (whereby a society of rationality is established in which people treat each other as ends and not means) Topic 4: Utilitarianism <ul style="list-style-type: none"> • the use of the significant concept of utility (seeking the greatest balance of good over evil, or pleasure over pain) in teleological and relativist approaches to ethics • what it is (calculating the benefit or harm of an act through its consequences) and its use as a measure of individual pleasure 	Formative assessment Practice paragraphs – one per fortnight. Summative assessment 40 Mark Question x2	

	<ul style="list-style-type: none"> • what it is (calculating the consequences of each situation on its own merits) and its use in promoting the greatest amount of good over evil, or pleasure over pain • what it is (following accepted laws that lead to the greatest overall balance of good over evil, or pleasure over pain) and its use in promoting the common good what it is (that around the world economies, industries, markets, cultures and policy-making is integrated) and its impact on stakeholders <p>Topic 2: Situation Ethics</p> <ul style="list-style-type: none"> • origins of agape in the New Testament and its religious development in the writing of Fletcher • what they are and how they give rise to the theory of situation ethics and its approach to moral decision-making: <ol style="list-style-type: none"> 1. Love is the only thing that is intrinsically good 2. Love is the ruling norm in ethical decision making and replaces all laws 3. Love and justice are the same thing—justice is love that is distributed 4. Love wills the neighbour's good regardless of whether the neighbour is liked or not 5. Love is the goal or end of the act and that justifies any means to achieve that goal 6. Love decides on each situation as it arises without a set of laws to guide it • what they are and how they are intended to be applied: <ol style="list-style-type: none"> 1. pragmatism: it is based on experience rather than on theory 2. relativism: it is based on making the absolute laws of Christian ethics relative 3. positivism: it begins with belief in the reality and importance of love 4. personalism: persons, not laws or anything else, are at the centre of situation ethics 		<ul style="list-style-type: none"> • The Shack* by William Young • The Story of the Book by Terence Copley <ul style="list-style-type: none"> • Christianity – A Very Short Introduction* by Linda Woodhead • Teach Yourself Christianity by John Young • History of Christianity by Nick Page <ul style="list-style-type: none"> Recommended books by OCR • Confessions by Saint Augustine • Catechism of the Catholic Church by Catholic Church <ul style="list-style-type: none"> • Christian Theology* by Alistair McGrath • Institutes of the Christian Religion by John Calvin <ul style="list-style-type: none"> • Shadow of the Galilean* by Gerd Theissen • City of God * by St. Augustine • A Theology, The Basics * by Alistair McGrath • SCM Study Guide to Ethics by Neil Messer
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Development in Christian Thought

Topic 5: Christian moral principles

- as the Bible reveals God's will, then only biblical ethical commands must be followed
- Christian ethics must be a combination of biblical teaching, Church teaching and human reason
- Jesus' only command was to love and that human reason must decide how best to apply this

Topic 5: Society

Gender and society

- The effects of changing views of gender and gender roles on Christian thought and practice, including:
 - 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
- including reference to:
 - o Ephesians 5:22–33
 - o Mulieris Dignitatem 18–19
- the ways in which Christians have adapted and challenged changing attitudes to family and gender, including issues of:
 - o motherhood/parenthood
 - o different types of family

Formative assessment

Practice paragraphs – one per fortnight.

Summative assessment

40 Mark Question

- Death and Eternal Life by John Hick

Philosophy of Religion

Topic 5: Religious experience

- examples of mystical and conversion experiences and views about these, including:
 - views and main conclusions of William James
- as union with a greater power
- psychological effect such as illusion
- the product of a physiological effect

Topic 4: The Nature or Attributes of God

- divine power and self-imposed limitation
- divine knowledge and its interaction with temporal existence and free will
- divine benevolence and just judgement of human actions, including Boethius's argument relating this to divine foreknowledge, eternity and free will
- divine eternity and divine action in time, including Anselm's four-dimensionalist approach as an extension of Boethius's view
- the extent to which human free will reasonably coexists with these attributes
- the above should be studied with reference to alternative possibilities presented by Boethius, Anselm and Swinburne

Ethics

Topic 5: Conscience

Aquinas' theological approach

- details of this approach, including:
 - ratio (reason placed in every person as a result of being created in the image of God)
 - synderesis (inner principle directing a person towards good and away from evil)
 - conscientia (a person's reason making moral judgements).
 - vincible ignorance (lack of knowledge for which a person is responsible)
 - invincible ignorance (lack of knowledge for which a person is not responsible)

Freud's psychological approach

- details of this approach, including:
 - psychosexual development (early childhood awareness of libido)
 - id (instinctive impulses that seek satisfaction in pleasure)
 - ego (mediates between the id and the demands of social interaction)
 - super-ego (contradicts the id and working on internalised ideals from parents and society tries to make the ego behave morally)

Year 12
HT4

<p>Year 12 HT5</p>	<p style="text-align: center;">Development in Christian Thought</p> <p>Topic 6: Christian moral action: Deitrich Bonhoeffer</p> <ul style="list-style-type: none"> • Bonhoeffer’s teaching on the relationship of Church and State including: <ul style="list-style-type: none"> o obedience, leadership and doing God’s will o justification of civil disobedience • Bonhoeffer’s role in the Confessing Church and his own religious community at Finkenwalde • Bonhoeffer’s teaching on ethics as action, including: <ul style="list-style-type: none"> o ‘costly grace’ o sacrifice and suffering o solidarity <p>Topic 5: Society Gender and theology</p> <ul style="list-style-type: none"> • The reinterpretation of God by feminist theologians, including: <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 • Ruether’s discussion of the maleness of Christ and its implications for salvation including: <ul style="list-style-type: none"> o Jesus’ challenge to the male warrior messiah expectation o God as the female wisdom principle of Jesus as the incarnation of wisdom • Daly’s claim that ‘if God is male then the male is God’ and its implications for Christianity, including: <ul style="list-style-type: none"> o Christianity’s ‘Unholy Trinity’ of rape, genocide and war o spirituality experienced through nature 	<p>Formative assessment Practice essays – one per week.</p> <p>Summative assessment 40 Mark Question</p>	
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<p>Year 12 HT6</p>	<p style="text-align: center;">Religion and Ethics</p> <p>Topic 4: Meta-ethics</p> <ul style="list-style-type: none"> • Naturalism: what it is (the belief that values can be defined in terms of some natural property in the world) and its application to absolutism • Intuitionism: what it is (the belief that basic moral truths are indefinable but self-evident) and its application to the term good • Emotivism: what it is (the belief that ethical terms evince approval or disapproval) and its application to relativism 		
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<p>Year 13 HT1</p>	<p style="text-align: center;">Philosophy of Religion</p> <p>Topic 5: Religious experience</p> <ul style="list-style-type: none"> • examples of mystical and conversion experiences and views about these, including: <ul style="list-style-type: none"> o views and main conclusions of William James • as union with a greater power • psychological effect such as illusion • the product of a physiological effect <p>Topic 6: Twentieth-century perspectives and philosophical comparisons</p> <ul style="list-style-type: none"> • the impact of the verification principle on the use of religious language, with reference to: <ul style="list-style-type: none"> o Ayer's approach to verification • how language games may permit religious language to be deemed meaningful yet not cognitive • the varying arguments, with their associated parables, put forward in relation to theological language by: <ul style="list-style-type: none"> o Flew, Hare and Mitchell in their contributions to the symposium <p style="text-align: center;">Ethics</p> <p>Topic 4: Meta-ethics</p> <ul style="list-style-type: none"> • Naturalism: what it is (the belief that values can be defined in terms of some natural property in the world) and its application to absolutism • Intuitionism: what it is (the belief that basic moral truths are indefinable but self-evident) and its application to the term good • Emotivism: what it is (the belief that ethical terms evince approval or disapproval) and its application to relativism <p style="text-align: center;">Development in Christian Thought</p>	<p>Formative assessment</p> <p>Blind essays – a topic per week.</p> <p>Summative assessment</p> <p>Blind practice paragraph in exam conditions.</p>	<p style="text-align: center;">Discovering religious text - https://www.bl.uk/sacred-texts/teaching-resources</p> <p style="text-align: center;">BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/zb48q6f</p> <p style="text-align: center;">REOnline Festivals calendar https://www.reonline.org.uk/festival-calendar/</p> <p style="text-align: center;">REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p> <p style="text-align: center;">Email a believer (REonline) http://pof.reonline.org.uk/</p> <p style="text-align: center;">Guardian online - Religion https://www.theguardian.com/world/religion</p> <p style="text-align: center;">BBC GCSE RS videos https://drive.google.com/open?id=1rccZolahqH4eFcPM6Nn1KxQ5flZgwD5wgsyrg6oxN0s</p> <p style="text-align: center;">Most BBC RE clips https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</p> <p style="text-align: center;">Truetube https://www.truetube.co.uk/</p> <p style="text-align: center;">REquest - Christianity https://request.org.uk/</p> <p style="text-align: center;">The Bible society videos - Christian https://www.youtube.com/user/biblesocietytv/videos</p> <p style="text-align: center;">The Bible project https://www.youtube.com/user/jointhebibleproject/playlists</p>
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Topic 5: Christian moral principles

- as the Bible reveals God's will, then only biblical ethical commands must be followed
- Christian ethics must be a combination of biblical teaching, Church teaching and human reason
- Jesus' only command was to love and that human reason must decide how best to apply this

Seneca

<https://www.senecalearning.com/>

Quizlet

<https://quizlet.com/en-gb>

MrMcMillanREvis

<https://www.youtube.com/user/MrMcMillanREvis/playlists>

BBC - podcasts & programmes - Ethical theories

https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1bowymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU

University of Oxford podcasts - Theology & religion

<https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion>

University of Oxford podcasts - Philosophy

<https://podcasts.ox.ac.uk/units/faculty-philosophy>

BBC - podcasts & programmes - Ethics

https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGqxtWZwOjTxeNER4ZFt2KtSAFCpXIQPEF3gKhIGzn2hS87som_N_us

BBC - In our time - Religion

<https://www.bbc.co.uk/programmes/p01gvqlg>

Religious sites to visit in London

<https://www.inspirock.com/united-kingdom/religious-sites-in-london>

Religion museums in London

<https://www.museumslondon.org/category/13/religion>

<p>Year 13 HT2</p>	<p style="text-align: center;">Developments in Christian Thought</p> <p>Topic 4: Religious pluralism Religious pluralism and theology</p> <ul style="list-style-type: none"> • the view that only Christianity fully offers the means of salvation • the view that although Christianity is the normative means of salvation, ‘anonymous’ Christians may also receive salvation • the view that there are many ways to salvation, of which Christianity is one path <p>Religious pluralism and society</p> <ul style="list-style-type: none"> • the reasons for this development, for example migration • how Christian communities have responded to the challenge of encounters with other faiths, for example: <ul style="list-style-type: none"> o Catholic Church: Redemptoris Missio 55–57 o Church of England: Sharing the Gospel of Salvation • its methods and aims • how the mutual study and interpretation of different religions’ sacred literature can help understanding of different and conflicting religious truth claims <p>Liberation Theology and Marx</p> <ul style="list-style-type: none"> • The relationship of liberation theology and Marx, including: <ul style="list-style-type: none"> 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’ • alienation occurs when humans are dehumanised and unable to live fulfilling lives • exploitation occurs when humans are treated as objects and used as a means to an end • liberation theology’s use of Marxist analysis to analyse the deeper or ‘structural’ causes of social sin that have resulted in poverty, violence and injustice, including: <ul style="list-style-type: none"> o capitalism o institutions (for example schools, churches, the state) • the view that the Gospel demands that Christians must give priority to the poor and act in solidarity with them, including implications of this: <ul style="list-style-type: none"> o placing right action (orthopraxis) before official Church teaching (orthodoxy) 	<p>Formative assessment Practice essays – one per week.</p> <p>Summative assessment 40 Mark Question</p>	<p style="text-align: center;">New Key Thinkers 653286-new-thinkers-for-philosophy.pdf (ocr.org.uk)</p> <p style="text-align: center;">A Level Religious Studies New Thinkers - Religion and Ethics (ocr.org.uk)</p> <p style="text-align: center;">656444-new-thinkers-in-christian-thought.pdf (ocr.org.uk)</p> <p style="text-align: center;">Moving to A Level Religious Studies - moving up from GCSE to A Level (ocr.org.uk)</p> <p style="text-align: center;">Religion and Ethics Reading List .</p> <p style="text-align: center;">General Books on Philosophy The Puzzle of Ethics* by Peter Vardy Ethical Studies * by Richard Dawkins Ethics Matters* by Charlotte Vardy and Peter Vardy A very short introduction to Ethics* by Simon Blackburn Teach Yourself Ethics by Mel Thompson</p> <p style="text-align: center;">Recommended books by OCR Catechism of the Catholic Church by Geoffrey Chapman Situation Ethics – The New Morality by Joseph Fletcher Causing Death and Saving Lives (Penguin) by John Glover Practical Ethics by Peter Singer Business Ethics by Andrew Crane Utilitarianism by John Stuart Mill</p>
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	<p>Topic 6: Christian moral action: Deitrich Bonhoeffer</p> <ul style="list-style-type: none"> • Bonhoeffer’s teaching on the relationship of Church and State including: <ul style="list-style-type: none"> o obedience, leadership and doing God’s will o justification of civil disobedience • Bonhoeffer’s role in the Confessing Church and his own religious community at Finkenwalde • Bonhoeffer’s teaching on ethics as action, including: <ul style="list-style-type: none"> o ‘costly grace’ o sacrifice and suffering o solidarity <p style="text-align: center;">Religion and Ethics</p> <p>Topic 6: Sexual Ethics</p> <ul style="list-style-type: none"> • traditional religious beliefs and practices (from any religious perspectives) regarding these areas of sexual ethics • how these beliefs and practices have changed over time, including: <ul style="list-style-type: none"> o key teachings influencing these beliefs and practices o the ideas of religious figures and institutions • the impact of secularism on these areas of sexual ethics • how these theories might be used to make moral decisions in these areas of sexual ethics • issues raised in the application of these theories 	<p>Sacred Congregation for the Doctrine of the Faith by The Catholic Church</p> <p>Ethics: Discovering Right and Wrong by Louis Pojman</p> <p>The Four Loves by C.S Lewis</p> <p>Physics (Oxford World's Classics) by Aristotle</p> <p style="text-align: center;">Philosophy of Religion Reading List</p> <p style="text-align: center;">General Books on Philosophy</p> <ul style="list-style-type: none"> • The Puzzle of God* by Peter Vardy • The God Delusion * by Richard Dawkins • God Matters* by Charlotte Vardy and Peter Vardy • Philosophy A Graphic Guide * by Dave Johnson and Judy Groves • 50 Philosophy Ideas by Ben Dupre <p style="text-align: center;">Recommended books by OCR</p> <ul style="list-style-type: none"> • The autobiography of Saint Teresa * by Saint Teresa • Consciousness; an introduction by Susan Blackmore <ul style="list-style-type: none"> • The Blind Watchmaker* by Richard Dawkins • Principles of Philosophy by Rene Descartes <ul style="list-style-type: none"> • Idea of the Holy by Rudolf Otto • An Introduction to Plato’s Republic * by Julia Annas • The Concept of the Mind (Penguin) by Ryle Gilbert <ul style="list-style-type: none"> • God, Freedom and Evil by Alvin Plantinga • Intro. to the Philosophy of Religion by Brian Davies
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<p>Year 13 HT3</p>	<p style="text-align: center;">Religion and Ethics</p> <p>Topic 5: Conscience Aquinas' theological approach</p> <ul style="list-style-type: none"> • details of this approach, including: <ul style="list-style-type: none"> o ratio (reason placed in every person as a result of being created in the image of God) o synderesis (inner principle directing a person towards good and away from evil) o conscientia (a person's reason making moral judgements). <ul style="list-style-type: none"> o vincible ignorance (lack of knowledge for which a person is responsible) o invincible ignorance (lack of knowledge for which a person is not responsible) <p>Freud's psychological approach</p> <ul style="list-style-type: none"> • details of this approach, including: <ul style="list-style-type: none"> o psychosexual development (early childhood awareness of libido) o id (instinctive impulses that seek satisfaction in pleasure) o ego (mediates between the id and the demands of social interaction) o super-ego (contradicts the id and working on internalised ideals from parents and society tries to make the ego behave morally) <p style="text-align: center;">Philosophy</p> <p>Topic 4: The Nature or Attributes of God</p> <ul style="list-style-type: none"> • divine power and self-imposed limitation • divine knowledge and its interaction with temporal existence and free will • divine benevolence and just judgement of human actions, including Boethius's argument relating this to divine foreknowledge, eternity and free will • divine eternity and divine action in time, including Anselm's four-dimensionalist approach as an extension of Boethius's view • the extent to which human free will reasonably coexists with these attributes • the above should be studied with reference to alternative possibilities presented by Boethius, Anselm and Swinburne <p>Development in Christian Thought</p>	<p>Formative assessment Practice essays 1 per week</p> <p>Summative assessment 40 Mark Question x2</p>	<ul style="list-style-type: none"> • Christian Theology* by Alistair McGrath • Institutes of the Christian Religion by John Calvin <ul style="list-style-type: none"> • Shadow of the Galilean* by Gerd Theissen <ul style="list-style-type: none"> • City of God * by St. Augustine • A Theology, The Basics * by Alistair McGrath • SCM Study Guide to Ethics by Neil Messer <ul style="list-style-type: none"> • Death and Eternal Life by John Hick
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<p>Year 13 HT4</p>	<p>Revision:</p> <ul style="list-style-type: none"> • RAG rating of topics, • Organisation and study skills reminders – Timing, planning answers • Exam Technique recap : BUG, PEEL, PACE JW Use of Waterfield (A grade RS) ch 3 on writing • Weekly past topic review in class – in class quizzes, blurting and recall tests • Model essays • Weekly past topic review in class (starting with Y12 content) • Pre-mock revision and essay technique reminders – Use of examiners reports • Mock Exam DIRT tasks • Past questions/jigsaw essays • Revision scheme - knowledge and argument organisers, jigsaw essays • Weekly essays 	<p>Formative assessment Practice essays – one per week.</p> <p>Summative assessment 40 Mark Question</p>	
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