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| **Autumn Term – (1) Augustine & Human Nature, (2) Death & the Afterlife, (3) The Person of Jesus Christ, (4) Knowledge of God’s Existence** | | |
| Overarching Topic: | | |
| What has come before and what comes later: | Students will have studies GCSE Religious Studies and will have transferred the skills over e.g. having an informed judgement, identifying arguments for and against, and knowledge of Christian beliefs, which were influenced by key topics of the above. Students will go on to study the challenge of secularisation, religious pluralism and theology and religious pluralism and society. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | Why was Augustine’s life interesting?  What was the intended sexual relationship between man and woman before the Fall?  After the Fall, how did man and woman’s relationship change?  What does marriage try to achieve?  How did sin come into existence according to Augustine?  How is hell/ heaven described in the Bible?  How does Dante describe hell?  What is predestination?  What is the only way to achieve heaven according to Augustine?  What does it mean to say that Jesus was a liberator?  What does it mean to say that Jesus was a teacher of wisdom?  What evidence is there in the Bible that Jesus was the Son of God?  Why was Jesus thought as political in his life and death?  What does incarnate mean?  What does sensus divinitas mean?  How can God be revealed in nature?  Where is natural theology present in the psalms?  How does the teleological argument link to natural theology? | What is the hierarchy between the body and soul according to Augustine?  Why does Hick not think that hell is eternal?  How did Plato influence belief in the afterlife?  Why does C.S Lewis insist that Jesus had to be the son of God?  Why does understanding beauty point to belief in God according to Tennant?  Why does Barth believe that the only way we can know God is through revealed knowledge? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Clear and thorough knowledge of key thinkers and the context in which they lived e.g. ancient Greece compared to a Christian society.  To give critical comment (evaluation) of key philosophers thinking.  To be able to compare and contrast the reasoning which leads each thinker to his conclusions. | * By identifying the context/background of key scholars. Identifying the timeline of thinkers, e.g. Aristotle was a student of Plato’s. * By having a clear understanding of the topic content, in order to articulate and identify problems or solutions. Within essay questions, students will use their knowledge and a structured thesis to critically comment on thinkers. * By understanding the scale in which scholars are placed e.g. rationalist and empiricist. Students will arrive at specific reasoning by understanding the key disciplines. |

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| **Spring Term (5) Challenge of Secularisation, (5) Religious Pluralism & Theology, (6) Religious Pluralism & Society** | | |
| Overarching Topic: | | |
| What has come before and what comes later: | Topics before dealt with evidential issues, which will be transferred to the above topics. Student will have been in contact with many of the key scholars from these units, and therefore can recognise their thought processes when applied to different areas of the course. They have also studied Augustine and human nature, death and the afterlife, the person of Jesus Christ and the knowledge of God’s existence. Students will go on to explore liberation theology, Christian moral principles, Christian moral actions, gender and theology and gender and society. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | Define Secularisation.  What elements have led to the decline of religious significance?  What would humanists argue about religious values?  How does Freud respond to the need for religion in society?  How is religion a placebo?  Define pluralism?  What is exclusivism?  What is inclusivism?  What is interfaith dialogue?  What is the ‘anonymous Christ?  How has the UK become a multi-faith society?  What does it mean to say that a society has become contemporary?  What are the four strands of interfaith dialogue?  How does interfaith dialogue encourage social cohesion? | How can religion be a form of indoctrination?  Why does Rahner reject exclusivism?  What is the ‘Scriptural Reasoning Movement?’  Why do Catholic principles clash with interfaith dialogue? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | To assess the credibility of witness testimonies in light of the circumstances and beliefs.  To explore the different possible explanations for religious phenomena’s.  To identify logical and evidential arguments within the topic. | * By exploring famous examples of religious experiences and comparing this to their upbringing and environment. * Using detailed knowledge of key scholars, students will be able to arrive at different conclusions depending on the discipline .e.g. psychological or behavioural. * Possessing key knowledge of the problem of evil within a challenging world along with theistic knowledge from scriptures. |

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| **Summer Term (7) Liberation Theology, (8) Christian Moral Principles, (9) Christian Moral Action, (10) Gender & Theology, (11) Gender & Society** | | |
| Overarching Topic: | | |
| What has come before and what comes later: | Students will have a good understanding of the nature of God following the problem of evil topic, as well as critical thinking skills from religious moral principles to explore the issue of Christian ethics. Students have explored Augustine and human nature, death and the afterlife, the person of Jesus Christ, knowledge of God’s existence, challenge of secularisation, religious pluralism and theology, religious pluralism and society. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | Who are the protelarariat and who are the bourgeoisie?  What did Marx describe religion as?  What do thesis, antithesis and synthesis mean?  How can this be applied to Latin America?  What is a ‘false consciousness?’  Where does Jesus challenge these ideas in the Bible?  Why is Marxism ‘inherently unchristian?’  Explain the concept of agape love.  Why is the Bible crucial for Christians?  Is the Bible a comprehensive moral guide?  Explain what discipleship means.  What is the difference between cheap grace and costly grace.  Explain the life of Dietrich Bonhoeffer.  What was the confessing church?  Explain what feminism is.  What is a patriarchal society?  How have the views of gender roles changed?  Have secular views of gender equality undermined Christian gender roles?  In a Christian society, should men have authority over women?  Explain what the Davidic Messiah means.  Explain what the unholy trinity is.  How does Jesus challenge the male warrior – Messiah expectation.  How does “Sophia” challenge male superiority\/  Is Christianity essentially sexist?  Can a male saviour save women? | Explain the different approaches to a Christian moral reading of the Bible.  Evaluate which is more important, Church tradition or the Bible.  Explain the moral dilemma of duty to the state and duty to God.  Is Bonhoeffer’s theology relevant for today?  Explain John Paul ll view on motherhood and parenthood. |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | To be persuasive within your thesis.  Possessing an understanding of literary devices and their effect within the English language.  To be able to navigate through religious texts, by understanding their structure and referencing style. | * By offering criticisms of the opinion you find weaker, and by saying why you find them unconvincing, Opportunities arise through class discussion and from written essays. * By exploring God-speak in the form of an analogy, symbol and metaphor. Student will demonstrate this by explaining the limitations of each and the desired effect of each. * Students will use the Bible to find examples of religious language and will be required at times, to cross-reference these with other examples. |