

GCSE RS - 2 year course

Year 10 Term	Subject/ Paper	Enquiry Question	Key Content	Assessment
1a - 14 hours	Paper One - Christian Beliefs	<p>What is the nature of God?</p> <p>Was Jesus fully human and fully divine?</p>	<ul style="list-style-type: none"> ● Intro - Christianity and beliefs about God ● Attributes of God and Problem of evil ● Trinity ● Creation ● 12 mark skill lesson ● Incarnation ● Mid unit assessment plus feedback ● Crucifixion, Resurrection and ascension 	<ul style="list-style-type: none"> ● 12 marker - <i>'Christians can never understand God'</i> ● Mid unit assessment after lesson 6 - full set of GCSE style questions
1b 16 hours	<p>Paper One - Christian Beliefs</p> <p>Paper one - Christian practices</p>	<p>How did Jesus' actions impact the future of humankind?</p> <p>How do Christians respond to their belief in God?</p> <p>Is it better to worship in a church or out in the world?</p>	<ul style="list-style-type: none"> ● Resurrection and afterlife ● Afterlife and judgement ● Sin and salvation ● Atonement and the role of Jesus Christ ● Assessment and assessment feedback ● Worship ● Prayer ● Baptism ● Holy Communion ● Pilgrimage ● 12 marker skill focus ● Festivals 	<ul style="list-style-type: none"> ● 12 marker <i>'Christians do not know what will face them in the afterlife.'</i> ● End of unit assessment - full GCSE style questions ● 12 marker <i>'Private worship has more meaning for a Christian than public worship.'</i>

<p>2a - 12 hours teachi ng time</p>	<p>Paper One - Christian practices</p>	<p>How should Christians respond to the needs of the world?</p> <p>Who was 'the Buddha'?</p>	<ul style="list-style-type: none"> ● Church in the community ● Mission and evangelism ● Church growth ● The worldwide church and reconciliation ● Christian persecution ● Christian charities ● Assessment and assessment feedback ● Early life of the Buddha and the four sights ● The Buddha's ascetic life 	<ul style="list-style-type: none"> ● <i>Explain two contrasting ways that Christians evangelise. (4 marks)</i> ● <i>End of unit assessment- full GCSE style questions</i>
<p>2b - 10 hours teachi ng time</p>	<p>Paper One - Buddhist beliefs</p>	<p>What did the Buddha discover upon enlightenment?</p> <p>How do Buddhists do things differently?</p>	<ul style="list-style-type: none"> ● Buddha's enlightenment ● Dependant arising ● Dharma ● The three marks of existence ● The four noble truths ● Theravada Buddhism ● Mid unit assessment ● Feedback 	<ul style="list-style-type: none"> ● <i>Walking talking assessment - full gcse style questions</i> ● <i>Min unit assessment - full GCSE style questions</i>

<p>3a - 12 hours teaching time</p>	<p>Paper One - Buddhist beliefs</p> <p>Paper one - Buddhist practices</p>	<p>What actions do Buddhists believe improve a persons skillful action?</p> <p>How do Buddhists gain good karma?</p>	<ul style="list-style-type: none"> ● Mahayana Buddhism ● Arhat and Bodhisattva ● Pure Land Buddhism ● Assessment and feedback <ul style="list-style-type: none"> ● Places of worship ● Puja ● Meditation ● Death and mourning ceremonies ● Festivals 	<ul style="list-style-type: none"> ● <i>End of unit assessment - full GCSE style questions</i> ● <i>12 marker 'Buddhist festivals are just an excuse to socialise and have a good time.'</i>
<p>3b - 14 hours teaching time</p>	<p>Paper One - Buddhist practices</p> <p>Paper two - Relationshi ps and family</p>	<p>How can a Buddhist become a perfected being?</p> <p>What are the issues surrounding sex and sexuality?</p>	<ul style="list-style-type: none"> ● Karma and rebirth ● Karuna and metta ● 5 moral precepts ● 6 perfections ● Assessment and feedback <ul style="list-style-type: none"> ● Sexuality ● Sex before and outside of marriage ● Contraception and family planning <p>*Time put aside for year 10 mock prep and completion/feedback</p>	<ul style="list-style-type: none"> ● <i>End of unit assessment - full GCSE style questions</i> ● <i>Year 10 mock - full paper one</i>

Year 11	Subject/ Paper	Enquiry Question	Key Content	Assessment
1a - 14 hours teaching time	Paper Two - Relationships and family Religion and life	What happens when a marriage fails? What is the point of a family? Is Genesis and the big bang theory compatible? How should religious believers treat the world around them? Is life sacred?	<ul style="list-style-type: none"> ● Marriage and cohabitation ● Divorce and remarriage ● Nature of the family ● Purpose of the family ● Gender equality ● Assessment and feedback ● Origins of the universe ● Stewardship and dominion ● Use and abuse of animals ● Use and abuse of environment ● Origins of life ● Abortion 	<ul style="list-style-type: none"> ● <i>End of unit assessment - full GCSE questions</i> ● <i>12 marker - 'Abuse of the environment is impossible to stop'</i>
1b - 16 hours teaching time	Paper Two - Religion and life Paper two - Crime and	How should we treat those who do us harm?	<ul style="list-style-type: none"> ● Euthanasia ● Afterlife *November mock <ul style="list-style-type: none"> ● Reasons for crime ● Attitudes towards law breakers 	<ul style="list-style-type: none"> ● November mock - half paper 1, half paper 2

	Punishment	<p>Is it possible to change a 'bad person'?</p> <p>Is it ever right to kill a killer?</p>	<ul style="list-style-type: none"> ● Aims of punishment ● Treatment of criminals ● Forgiveness ● Death penalty ● Assessment and feedback 	<ul style="list-style-type: none"> ● End of unit assessment - full GCSE style questions
2a - 12 hours teaching time	Paper Two - Peace and conflict	<p>What are the key religious themes surrounding war?</p> <p>What are the moral issues with modern warfare?</p> <p>If war is inevitable, how can believers respond?</p>	<ul style="list-style-type: none"> ● Peace, justice, forgiveness and reconciliation ● Violent protest and opposition to an unjust law ● Reasons for war ● WMDs ● Just War Theory ● Holy War ● Pacifism ● Religious responses to war ● Assessment and feedback 	<ul style="list-style-type: none"> ● <i>Explain two CONTRASTING Christian attitudes to conflict (4 marks)</i> ● <i>End of unit assessment - full GCSE style questions</i>
2b - 10 hours	Revision - Paper one/two		<ul style="list-style-type: none"> ● Survey and reflection on mock results to determine what is revisited from across the course 	
3a	Revision - Paper one/two			

A Level:

Christianity year 1

Topic/ Enquiry Question	Core Content & Aims
Theme 1: Religious figures and sacred texts	
1A - Jesus - his birth	The consistency and credibility of the Birth narratives
	Is it possible to harmonise the birth narratives? Redaction criticism
	What do the birth narratives tell us about the incarnation? The kenotic model
	AO2 evaluation - 1st essay, planned together
1B - Jesus - his resurrection	What does scripture tell us about; understanding death, understanding the soul, understanding the resurrected body and understanding the afterlife?
	Was the resurrection a historical event, or something else? Bultmann and Wright
	AO2 - nature of the resurrected body and the historical reliability
1C - The bible as a source of wisdom and authority in daily life	The ways the bible is considered authoritative; a source of moral advice, as a guide to living, as a teaching about the meaning and purpose of life, as a source of comfort and encouragement
	AO2 - the value of the Bible teachings as meaning and purpose of life
	AO2 - the extent to which the Psalms studied offer a guide to living for Christians
Theme 2: Religious concepts and religious life	
2A Religious concepts - the nature of God	Is God male? The issue of male language about God, Sallie McFague

	Can God suffer? The impassibility of God, Jurgen Moltmann, 'The Crucified God'.
	AO2 - the validity of God as mother, theological implications of a suffering God
2B - Religious concepts - The Trinity	Why was the doctrine of the Trinity needed?
	The nature and identity of Christ and Christ's relationship with the father
	The Filioque controversy
	AO2 - monotheistic claims of the Trinity, is the Trinity necessary to understand God?
2C - Religious concepts - the atonement	The three theories of the atonement; Christus victor, a substitution, a moral example
	Underlying assumptions of atonement theories
	AO2 issues - are the theories contradictory? Do they suggest God is cruel?
2D - Religious life - faith and works	Luther's arguments for justification by faith alone; Catholic vs Protestant understandings
	The council of Trent's response to Luther
	EP Sanders and the role of works in Justification
	AO2 - are both faith and works needed for justification? Do the NT letters support justification by faith alone?
2E - Religious life - the community of believers	Acts 2:42-47 - what were the key features of the new community of believers?
	The role of churches in providing for the community of believers

	AO2 - is the main role of the church to provide religious teaching? The extent to which contemporary churches should follow the New Testament model
2F - Religious life - key moral principles	The importance of love of neighbour, God's love as potential model for Christian behaviour, Regard for truth, the role of conscience, the need for forgiveness
	AO2 - which is the most important moral principle, Is God's behaviour toward humans a basis for Christian morality?
Theme 4 - Religious practices that shape religious identity	
4A - Religious identity through diversity in baptism	
	The case for infant baptism by Augustine and Zwingli
	The case for believers baptism by Karl Barth
	AO2 - the extent to which they are both symbolic acts, the criteria for expressing commitment to be baptised.
4B - Religious identity through diversity in Eucharist	The importance of the eucharist, Roman Catholic theories
	Selected Protestant approaches to Eucharist
	Similarities and differences
	AO2 - Is there any common ground in the celebration of the Eucharist? How much does theoretical beliefs impact the practices of different denominations?
4C- Religious identity through diversity in festivals	Christmas - similarities and differences between the Eastern Orthodox and western churches celebration
	Easter - similarities and differences between the E.O and W churches celebration
	AO2 - do the differences mean Easter is a different celebration in the Eastern and Western churches? How important are Easter and Christmas?

Topic/ Enquiry Question	Core Content & Aims
Introduction to Meta-Ethics	To introduce the idea of meta-ethics and ethical thought; the difference between both normative ethics and applied ethics and the key terms used to categorise ethics
Theme 1A Divine Command Theory	To introduce the DCT - to look at Christian teaching and then at the Euthyphro Dilemma
	What are the responses to the Euthyphro Dilemma?
	Plan and create an A02 essay, responding to that.
Theme 1B Virtue Theory	Looking at Aristotle's virtue ethics - what does it mean to be good? How does the Golden mean to show that?
	Can we evaluate Virtue Ethics? How does it link to Jesus' ethics? Is there more to it than simply doing good deeds?
	Evaluate to what extent the virtue of wisdom is valid in today's society.
Theme 1C Ethical Egoism	What do we mean by Ethical Egoism? Is it good to be selfish? Contrasting this idea with Psychological Egoism
	What are the counter arguments to Ethical Egoism? Does it work as a moral theory?
Theme 2A Natural Law	What is Aristotle's theory of Natural Law? Can you flourish by ignoring your true nature?
	What are the Primary and secondary Precepts? How do they aid human flourishing?
	What Moral Reasoning exists in natural law? The real vs the apparent goods. Evaluate the role of casuistry
	Application of Natural Law: Abortion
	Application of Natural Law: Euthanasia
	Mop up / Essay skills

Theme 3 (DEF) Situation Ethics	Agape
	The methods of Situation Ethics - The Boss Principle, the 4 working Principles, the 6 fundamental principles
	Evaluating Situation ethics
	The application of situation ethics to homosexuality and polyamory
Theme 3 (ABC) Utilitarianism	Is being good the only value in life? Act Utilitarianism. The Hedonic Calculus
	Evaluating Act Utilitarianism
	Rule Utilitarianism - the development of UT thought
	Evaluating Rule Utilitarianism
	The Application of Utilitarianism to Animal Rights / Nuclear War

Philosophy year 1

Topic/ Enquiry Question	Core Content & Aims
Theme 2 ABC - The problem of Evil	Epicurus and the logical problem of evil
	The Evidential and the statistical problem of evil - Rowe. problem of the unborn
	Evaluating the problem of evil
	Augustinian type Theodicies
	Evaluating the Augustinian Type Theodicies
	The Irenaean Type Theodicies
	Evaluating the Irenaean Theodicies
Theme 3 ABC - Religious Experience	Visions and Conversion experiences - looking at Prayer and St Teresa of Avila

	The Nature of Mysticism - What makes up a mystical experience?
	Mysticism - James and Otto - nature of awe and wonder / PINT
	Challenges to Religious Experience - Caroline Franks Davis
Theme 1: Arguments for the existence of God - inductive	
1A Inductive arguments - Cosmological	Inductive arguments - features, strengths and weaknesses
	Aquinas' 3 ways
	Kalam Cosmological argument
	AO2 - are the cosmological arguments persuasive/convincing?
1B - Inductive arguments - Teleological	Aquinas' 5th way and Paley's watchmaker
	Tennants anthropic and aesthetic arguments
	AO2 - are the arguments convincing for the 21st century? Is the teleological argument effective?
1C - Challenges	David Hume, Big bang theory, Evolution
	AO2 - whether the scientific explanations are more persuasive than the philosophical explanations for the Universe' existence
Theme 1 - Arguments for the existence of God - deductive	
1D - Deductive arguments - origins of the Ontological arguments	Anselm - proslogian 2 and 3
	AO2 - are a priori arguments persuasive? How much do ideas about God impact the arguments for the existence of God

1E - Deductive arguments - developments of Ontological argument	Descartes - triangles and mountains and valleys
	Norman Malcom - God as necessary
	AO2 - effectiveness of the ontological argument? Is the Ontological argument more persuasive than cosmo/teleo?
1F - Challenges to the Ontological argument	Gaunilo' response to Anselm, Kant's objection
	AO2 - Effectiveness of the challenges, the extent to which the objections are persuasive

Christianity year 2

Topic/ Enquiry Question	Core Content & Aims
Theme 1: Religious figures and sacred texts	
1D - The Bible as a source of wisdom and authority	
	How the Christian biblical canon was established; Old testament canon, New Testament canon
	Diverse views on the Bible as the word of God, different understandings of inspiration, John Calvin's doctrine of accommodation
	AO2 - the extent to which the Bible can be regarded as the inspired word of God, are the Christian biblical orders inspired as opposed to just the texts they contain
1E - The early church (in Acts of the Apostles)	The Kerygmata, C H Dodd

	The challenges to the kerygmata, historical value of the speeches in Acts
	Bultmann and adapting the Christian message to suit the audience
	AO2 - whether the speeches in acts have any historical value, does the kerygmata have value today
1F - Two views of Jesus	John Dominic Crossan - Jesus as social revolutionary and using the apocryphal gospels
	N T Wright - critical realism
	AO2 - the value of using critical realism to understand Jesus, the validity of using the apocryphal gospels to understand Jesus
Theme 3 Significant social and historical developments in religious thought	
3A - Attitudes towards wealth	The dangers of wealth - key scripture
	Contradictions between biblical teachings of stewardship and the ascetic ideal
	The prosperity gospel and the Word-Faith movement
	AO2 - the extent to which wealth is a sign of God's blessing, is the ascetic ideal compatible with Christianity?
3B - The challenges of Christian migration to the UK	Assimilation, provision of worship, style of worship and issues of culture
	Church responses to the issues of migration
	The reverse mission movement in the UK
	AO2 - the extent to which the UK is a modern mission field, the relative ease of assimilation of Christian migrant into Christian churches in the UK

3C - the relationship between religion and society; religion, equality and discrimination	The contribution of Mary Daly
	The contribution of Rosemary Ruether
	The changing role of men and women - ordination of women
	The impact of feminist theology
	AO2 - are men and women equal in Christianity? Has feminist theology had an impact on modern Christian practice?
3D - Historical developments in religious thought - challenges from secularisation	Whether the UK can be called a Christian country
	Beliefs conflicting with the law, the value of faith schools
	AO2 - the effectiveness of the Christian response to secularisation, the extent to which the UK can still be called a Christian country
3E - Historical developments in religious thought - challenges from science	Richard Dawkins and Alister McGrath's contrasting views on the relationship between religion and science
	Dawkins and McGrath's contrasting views on the nature of proof
	The limits of science and the 'god of the gaps' argument
	AO2 - has science reduced the role of God in Christianity? The extent to which a secularist must also be an atheist
3F - Historical developments in religious thought - challenges from pluralism and diversity within a tradition	The difference between religious pluralism and tolerance of diversity, the inclusivist and exclusivist views expressed in the Bible
	John Hick and Karl Rahner
	The differences between Christian universalism and pluralistic universalism
	AO2 - is it possible to be both a committed Christian and a religious pluralist? The extent to which the Christian Bible promotes exclusivism

Theme 4: Religious practices that shape religious identity	
4D - religious identity through unification	The development of the ecumenical movement since 1910, World missionary conference
	The World Council of Churches, events that affected unification
	AO2- Has the work of the WCC been a success or a failure? How much does the non-membership of the RCC affect the aims of the WCC?
4E - Religious identity through religious experience	The development of the charismatic movement post 1960, main beliefs
	Implications for Christian practice
	Philosophical challenges to Charismatic experience; verification and natural explanations
	AO2 - the strengths and weaknesses of the Charismatic movement, does a natural explanation of the charismatic experiences conflict with the religious value of the experience?
4F - Religious identity through responses to poverty and injustice	The basis of South American liberation theology;political, ethical, religious
	Gustavo Gutierrez and Leonardo Boff
	RCC responses to SALT
	AO2 - are the political and ethical foundations of lib theo more important than the religious ones? How much does lib theo offer a cultural challenge to the RCC?

Ethics year 2

Topic/ Enquiry Question	Core Content & Aims
Introduction to MetaEthics	Recap of the key terms. Overview of Hume's fork: how does it add in and how can we apply it?

Theme 1D: Naturalism	An introduction to Naturalism: social / biological / psychological. What are the strengths and weaknesses of Bradley's social naturalism?
	The Challenges to Naturalism; focussing on Hume's fork and the naturalistic fallacy
	Essay plan and writing - rechecking key skills
Theme 1E: Intuitionism	GE Moore and his notion of Intuitionism
	Pritchard and his notion of Intuitionism
	The challenges to Intuitionism
Theme 1F: Emotivism	The application of Ayer's emotivism
	The Application of Stevenson's emotivism
Theme2: D Finnis' Natural law	Finnis' natural Law.
	Application of Finnis to Immigration and Capital Punishment
Theme 2 : proportionalism	Proportionalism and the application of that to Immigration and Capital Punishment
Theme 4 (ABCDEF) Free Will and Determinism	Introduction to Determinism - John Locke
	Scientific determinism, including Biological determinism
	Psychological determinism - Pavlov
	Soft Determinism - Thomas Hobbes and the 2 kinds of freedom
	Augustine's Determinism - The religious concept of Predeterminism
	Calvin's determinism - TULIP and the five points of Calvinism
	Pelagius' Libertarianism - what is the role of original sin in free will;?

	Armenius' Libertarianism. Denial of the Calvinistic view. Accepting and rejecting the concepts of grace
	The Implications of Libertarianism - For both moral responsibility and religious freedom

Philosophy year 2

Topic/ Enquiry Question	Core Content & Aims
Theme 2D Freud	Freud and Religion: Is religion a product of the Human mind?
	Challenges to Freud
Theme 2E: Jung	Jung and Religion - the 4 key archetypes
	Challenges to Jung - inc lack of empirical evidence
Theme 2F: Atheism	Atheism - the differences between atheism and agnosticism
	The Rise of New Atheism (antitheism) - the 4 horsemen of the new apocalypse. Sam Harris, Richard Dawkins, Daniel Dennett, Christopher Hitchens
Theme 3DEF: Miracles	The impact of religious experience
	The Definition of Miracles
	Hume on Miracles
	Swinburne on Miracles
Theme 4: Religious language	
4A - Inherent problems of religious language	Limitations of language for traditional conceptions of God as infinite and timeless, the challenge to sacred texts
	The challenge that reli lang is not a common shared base and experience, the differences between cognitive and non-cognitive language

	AO2- The solutions presented for the inherent problems of religious language, the exclusive context of religious belief for an understanding of reli lang
4B - Reli lang as cognitive, but meaningless	Logical positivism, Verification principle (strong and weak)
	Falsification
	Criticisms of verification and falsification
	AO2 - how persuasive are the argument asserting reli lang as meaningless? Can logical positivism be accepted as a valid criterion?
4C - Reli lang as non-cognitive and analogical	St Thomas Aquinas - Analogy of proportion and attribution
	Ian Ramsey - Qualifier and disclosure
	Challenges, how can Aquinas and Ramsey be used to help us understand religious teachings
	AO2 - do the challenges to logical positivism provide convincing arguments to non-religious believers? Are non-cognitive interpretations valid?
4D - Religious language as non-cognitive and symbolic	Functions of symbols - John Randall
	God as that which concern us ultimately (Paul Tillich)
	Challenges and how these two views help us to understand religious teachings
	AO2 - Can symbolic language have adequate meaning as a form of language? Do Randall and Tillich provide a suitable counter challenge to logical positivism?
4E - Reli lang as non-cognitive and mythical	Mythical language as communicating insights into the purpose of existence
	Creation myths and Hero myths
	Challenges to myths and problems associated with them

	AO2 - how effective are non-cognitive solutions to problems of reli lang? How relevant are these issues in the 21st century?
4F - Reli lang as a language game	Ludwig Wittgensteinsd contribution to the debate around reli lang
	Challenges
	AO2 - do language games resolve the problems of religious language? Do the strengths of language games outweigh the weaknesses?