

## RE Curriculum – KS3 and KS4 Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Unit 1</b> Introduction to the Big Story then: What does it mean for Christians to believe in God as Trinity?	<b>Unit 2</b> Why do Christians believe Jesus was God on earth?	<b>Unit 3</b> What is good and what is challenging about being a Jewish teenager in the UK today?	<b>Unit 4</b> How are Sikh teachings on equality and service put into practice today?	<b>Unit 5</b> What is so radical about Jesus?	<b>Unit 6</b> Why is there suffering? Are there any good solutions?
<b>Year 8</b>	<b>Unit 1</b> Does the world need prophets today?	<b>Unit 2</b> What is good and what is challenging about being a Muslim teenager in Britain today?	<b>Unit 3</b> Saving the world: What kinds of salvation do Christians believe in?	<b>Unit 4</b> How far does it make a difference if you believe in life after death?	<b>Unit 5</b> Good, bad; right, wrong: how do I decide?	<b>Unit 6</b> What do people do when life gets hard?
<b>Year 9 (GCSE)</b>	<b>Unit 1</b> Religion, peace and conflict	<b>Unit 2</b> Religion, peace and conflict (cont.)	<b>Unit 3</b> Crime and punishment.	<b>Unit 4</b> Religion and life (planet and animals only).	<b>Unit 5</b> Christianity Beliefs.	<b>Unit 6</b> Christianity Beliefs.
<b>Year 10</b>	Islam Beliefs.	Relationships and families or The Existence of God and Revelation.	Continue Relationships and families or The Existence of God and Revelation. Plus Mock revision lessons.	Christianity Practices.	Christianity Practices.	Christianity Practices.
<b>Year 11</b>	Finish Christianity Practices. Islam beliefs and practices.	Islam beliefs, practices and mock revision.	Islam practices and Mock revision.	Revision.	Revision & Exam Technique. External.	

## RE Curriculum – KS5 Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y12 – Teacher A	<p><b><u>Philosophy</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ancient philosophical influences.</b> <i>How should we understand reality and find truths; through a reliance on reason or the senses?</i></li> <li>• <b>Soul, mind and body</b> <i>Should we view the soul as a separate part of our body that can exist independently?</i></li> </ul>	<p><b><u>Philosophy</u></b></p> <ul style="list-style-type: none"> <li>• <b>the ontological argument</b> <i>Can we prove the existence of God by using reason alone?</i></li> <li>• <b>The existence of God</b> <i>Can God be proven by using the teleological argument or the cosmological argument? How successful are David Hume’s criticisms of these arguments?</i></li> </ul>	<p><b><u>Philosophy</u></b></p> <ul style="list-style-type: none"> <li>• <b>Religious experience</b> <i>How should religious experiences be viewed and what can we learn from them?</i></li> <li>• <b>The problem of evil and suffering:</b> <i>What are the opposing views from Augustine and Irenaeus about the purpose of evil and suffering?</i></li> </ul>	<p><b><u>Christian Thought</u></b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge of God’s Existence</b> <i>Is it possible to learn about God though creation or can religious truths only be learned through grace and revelation?</i></li> <li>• <b>Augustine on human nature</b> <i>What did Augustine of Hippo teach about human nature and the Fall?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Death and the Afterlife</b> <i>How do Christians approach the concepts of death, Judgement and the afterlife?</i></li> <li>• Revision for mock.</li> </ul>	<p><b><u>Philosophy</u></b></p> <ul style="list-style-type: none"> <li>• <b>The nature and attributes of God</b> <i>How should we understand the following the terms that are used to describe God:</i></li> <li>• omnipotence</li> <li>• omniscience</li> <li>• (omni)benevolence</li> <li>• eternity <ul style="list-style-type: none"> <li>• free will?</li> </ul> </li> </ul>
Y12 – Teacher B	<p><b><u>Religion and Ethics</u></b></p> <p><b>Ethical Theories (i)</b></p> <ul style="list-style-type: none"> <li>• <b>Utilitarianism</b> <i>Is happiness and pleasure for the majority a suitable basis for an ethical theory?</i></li> <li>• <b>Situation Ethics</b> <i>Is it sufficient to ‘act with agape love’?</i></li> </ul>	<p><b>Ethical Theories (ii)</b></p> <ul style="list-style-type: none"> <li>• <b>Natural Moral Law</b> <i>How far does our ‘God-given purpose’ determine what is moral?</i></li> <li>• <b>Kantian Ethics</b> <i>Is morality simply to do our ‘duty for duty’s sake’?</i></li> </ul> <p><b>Applied Ethics (i)</b></p> <ul style="list-style-type: none"> <li>• <b>Business Ethics</b> <i>Does ‘good ethics’ equate with ‘good business’?</i></li> </ul>	<p><b>Applied Ethics (ii)</b></p> <ul style="list-style-type: none"> <li>• <b>Euthanasia</b> <i>Should 21<sup>st</sup> Century medical ethics abandon the sanctity of life principle?</i></li> </ul> <p><b><u>Developments in Christian Thought</u></b></p> <ul style="list-style-type: none"> <li>• <b>So, who is this Jesus?</b> <i>Should we understand Jesus as a moral teacher, a political liberator, or the Son of God?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Christian Moral Principles</b> <i>How do different Christians make moral decisions?</i></li> <li>• <b>Dietrich Bonhoeffer</b> <i>Can the ‘Cost of Discipleship’ sanction murder?</i></li> </ul>	Revision	<p><b><u>Ethics</u></b></p> <ul style="list-style-type: none"> <li>• <b>Sexual ethics</b> <i>How far should religious belief affect choices about sexual ethics in the 21<sup>st</sup> Century?</i></li> </ul>

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Y13 – Teacher A	<p><b><u>Philosophy</u></b></p> <ul style="list-style-type: none"> <li>• <b>Religious language: Negative, Analogical or Symbolic</b></li> </ul> <p><i>What is the best way to speak about God: the apophatic way, the via positive, symbol?</i></p>	<p><b><u>Philosophy</u></b></p> <ul style="list-style-type: none"> <li>• <b>Twentieth-century perspectives and philosophical comparisons</b></li> </ul> <p><i>Logical positivism</i> <i>What are Wittgenstein’s views on language games and forms of life? What is the factual quality of religious language?</i></p>	<p><b><u>Christian Thought</u></b></p> <ul style="list-style-type: none"> <li>• <b>Gender and society</b> <i>What are the effects of changing views of gender and gender roles on Christian thought and practice?</i></li> <li>• <b>Gender and theology</b> <i>How have feminist theologians reinterpreted traditional Christian teachings and what impact will this have on the church and believers?</i></li> </ul>	<p><b><u>Christian Thought</u></b></p> <ul style="list-style-type: none"> <li>• <b>The challenge of secularism</b> <i>What impact does the rise of secularism and secularisation have on the relationship between the church and public life?</i></li> </ul>	<i>Revision</i>	Examinations
Y13 – Teacher B	<p><b><u>Ethics</u></b></p> <ul style="list-style-type: none"> <li>• <b>Meta Ethics</b> <i>How far is ethical language meaningful?</i></li> <li>• <b>Conscience</b> <i>Is ‘conscience’ related to God, and is it reliable in moral decision making?</i></li> </ul>	<p><b><u>Developments in Christian Thought</u></b></p> <ul style="list-style-type: none"> <li>• <b>Religious Pluralism and Theology</b> <i>Will all good people be saved?</i></li> <li>• <b>Religious Pluralism and Society</b> <i>How far is ‘Interfaith Dialogue’ useful in a pluralist society?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Liberation Theology</b> <i>How far are Christianity and Marxism compatible, as they both focus on liberating the poor?</i></li> </ul>	<i>Revision</i>	<i>Revision</i>	Examinations