

Curriculum Map 2021/2022

YEAR 13 RS

Question Understand Accept

- Religious Studies allows students to respectfully **question** the views of others and their own.
- Religious Studies provides students with a good **understanding** of the thoughts, values and practices of others.
- Religious Studies encourages students to **accept** people and the diverse communities in which we live in.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CONTENT	<ol style="list-style-type: none"> <i>The Nature and Attributes of God.</i> <i>Religious Language: Negative, Analogical or Symbolic.</i> <ol style="list-style-type: none"> <i>Meta Ethical Theories.</i> <i>Conscience.</i> 	<ol style="list-style-type: none"> <i>Twentieth Century perspectives and philosophical comparisons.</i> <ol style="list-style-type: none"> <i>Applied Ethics: Sexual Ethics.</i> 	<ol style="list-style-type: none"> <i>Religious Pluralism and Theology.</i> <i>Religious Pluralism and Society.</i> <ol style="list-style-type: none"> <i>Gender and Society.</i> <ol style="list-style-type: none"> <i>The Challenge of Secularism.</i> 	<ol style="list-style-type: none"> <i>Gender and Theology.</i> <ol style="list-style-type: none"> <i>Liberation Theology and Marx.</i> <ol style="list-style-type: none"> <i>Revision.</i> 	<ol style="list-style-type: none"> <i>Revision.</i> 	
SKILLS	<ul style="list-style-type: none"> • Students develop their skills in reading – through the text-book, set texts and extended reading in the forms of specialist articles. Students are instructed in speed-reading and skim reading techniques. These texts develop analysis skills and enable students to undertake thorough evaluation of the theories being studied. • Equally students develop their skills in communication, through essay writing where students are supported in developing making logical and coherent points that directly answer questions, in an academic, rather than emotive manner. Through the discussion in class, and with student presentations, students also improve their oral skills, again to make clear and reasoned points in an academic manner. • Students will also develop their skills in empathy, to the extent they may have to argue from an opposing viewpoint, tolerance in forming an understanding of different views and the reasons for them. <p>Ultimately these skills enable students to demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • religious, philosophical and/or ethical thought and teaching; • influence of beliefs, teachings and practices on individuals, communities and societies; • cause and significance of similarities and differences in belief, teaching and practice; • approaches to the study of religion and belief. <p>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>					

Key Questions	<p><i>The Nature and Attributes of God.</i></p> <ul style="list-style-type: none"> • How far is it possible, or necessary, to resolve the apparent conflicts between divine attributes? • Evaluate whether Boethius, Anselm or Swinburne provides the most useful understanding of the relationship between divinity and time. • Discuss the extent any of these thinkers are successful in resolving the problems of divine knowledge, benevolence, justice, eternity and human free will. • To what extent should the attributes be understood as subject to the limits of logical possibility or of divine self-limitation. <p><i>Religious Language: Negative, Analogical or Symbolic.</i></p> <ul style="list-style-type: none"> • Compare the usefulness of the approaches to religious language. • Evaluate how successfully the apophatic way enables effective understanding of theological discussion. • Discuss whether Aquinas' analogical 	<p><i>Twentieth Century perspectives and philosophical comparisons.</i></p> <ul style="list-style-type: none"> • To what extent does any version of the verification principle successfully render religious language as meaningless? • Discuss whether any participant in the falsification symposium presented a convincing approach to the understanding of religious language. • Critically compare the ideas of Aquinas and Wittgenstein, <ul style="list-style-type: none"> ○ on whether a cognitive approach or a non-cognitive approach present better ways of making sense of religious language. ○ on the influence of non-cognitive approaches on the interpretation of religious texts. ○ as to how far Aquinas' analogical view of theological language remains valuable in philosophy of religion. <p><i>Applied Ethics: Sexual Ethics.</i></p>	<p><i>Religious Pluralism and Theology.</i></p> <ul style="list-style-type: none"> • Discuss, if Christ is the 'truth' there can be any other means of salvation. • Evaluate whether a loving God would ultimately deny any human being salvation. • Critically evaluate whether all good people will be saved. • To what extent does theological pluralism undermine central Christian belief? <p><i>Religious Pluralism and Society.</i></p> <ul style="list-style-type: none"> • Evaluate whether inter-faith dialogue has contributed practically towards social cohesion. • Discuss whether Christian communities should seek to convert people from other faiths. • To what extent does scriptural reasoning relativise religious beliefs? • Evaluate whether Christians should have a mission to those of no faith. <p><i>Gender and Society.</i></p> <ul style="list-style-type: none"> • Discuss whether official Christian teaching should resist current secular views of gender. 	<p><i>Gender and Theology.</i></p> <ul style="list-style-type: none"> • Critically compare Ruether's and Daly's feminist theologies <ul style="list-style-type: none"> ○ on sexism and patriarchy in Christianity, as it has developed in the mainstream Churches ○ on whether Christianity can be changed or should be abandoned. • Discuss whether Christianity is essentially sexist. • Is it possible for a male saviour to save women? • Critically discuss the concept that only women can develop a genuine spirituality. • Evaluate whether the Christian God can be presented in female terms. <p><i>Liberation Theology and Marx.</i></p> <ul style="list-style-type: none"> • Discuss the extent to which Christian theology should engage with atheist secular ideologies. • Evaluate whether or not Christianity tackles social issues more effectively than Marxism. • Discuss whether Liberation Theology has 	
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	<p>approaches support effective expression of language about God.</p> <ul style="list-style-type: none"> Evaluate whether religious discourse is comprehensible if religious language is understood as symbolic. <p>Meta Ethical Theories.</p> <ul style="list-style-type: none"> Evaluate whether what is meant by the word 'good' is the defining question in the study of ethics. To what extent do ethical terms such as good, bad, right and wrong: <ul style="list-style-type: none"> have an objective factual basis that makes them true or false in describing something. reflect only what is in the mind of the person using such terms. can be said to be meaningful or meaningless. Is it possible, from a common sense approach, that people just know within themselves what is good, bad, right and wrong? <p>Conscience.</p> <ul style="list-style-type: none"> Critically compare Aquinas and Freud: <ul style="list-style-type: none"> on the concept of guilt. 	<ul style="list-style-type: none"> Evaluate whether religious beliefs and practices concerning sex and relationships have a continuing role in the area of sexual ethics. Discuss whether the choices in the area of sexual behaviour should be entirely private and personal, or whether they should be subject to societal norms and legislation. Evaluate whether normative theories are useful in what they might say about sexual ethics. 	<ul style="list-style-type: none"> To what extent have secular views of gender equality undermined Christian gender roles? Discuss whether motherhood is liberating or restricting. Evaluate whether the idea of family is entirely culturally determined. <p>The Challenge of Secularism.</p> <ul style="list-style-type: none"> Discuss whether spiritual values are just human values. Evaluate whether there is evidence that Christianity is a major cause of personal and social problems. Explain whether secularism and secularisation are opportunities for Christianity to develop new ways of thinking and acting. To what extent is Christianity, or should be, a significant contributor to society's culture and values. 	<p>engaged with Marxism fully enough.</p> <ul style="list-style-type: none"> To what extent is it right for Christians to prioritise one group over another? 	
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	<ul style="list-style-type: none"> ○ on the presence or absence of God within the workings of the conscience and super-ego ○ on the process of moral decision-making. ● Evaluate whether conscience is linked to, or separate from, reason and the unconscious mind. ● Discuss whether conscience exists at all or is instead an umbrella term covering various factors involved in moral decision-making, such as culture, environment, genetic predisposition and education 				
Assessment	<p>Each topic is assessed through one Past Paper question, which students will undertake in class.</p> <p>Students will be assessed via questioning in the classroom, through their presentations, to check the understanding of content as the course progresses.</p> <p>Students will be assessed via Pre-Public Examinations within the school schedule where they will undertake each of the three papers.</p>				