



Curriculum Map Year 13

RELIGIOUS EDUCATION

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	DOFC- Rel. Pluralism Society and Theology Eth.- Meta Eth. Phil.-Nature Of God	DOFC- Gender: Theology and Society Eth.- Conscience Phil.-Rel. Lang.	DOFC- Challenge of Secularism Eth.- Sexual Eth. Phil.-Rel. Lang	DOFC- Lib. Theology Eth.- Revision Phil.-Revision	Revision and Trial Exams	Revision and Exams
Core Skills	<ul style="list-style-type: none"> Develop extended writing Critical thinking Analysis Critical evaluation Make judgements Make arguments Draw informed decisions 	<ul style="list-style-type: none"> Develop extended writing Critical thinking Analysis Critical evaluation Make judgements Make arguments Draw informed decisions 	<ul style="list-style-type: none"> Develop extended writing Critical thinking Analysis Critical evaluation Make judgements Make arguments Draw informed decisions 	<ul style="list-style-type: none"> Develop extended writing Critical thinking Analysis Critical evaluation Make judgements Make arguments Draw informed decisions 	<ul style="list-style-type: none"> Develop extended writing Critical thinking Analysis Critical evaluation Make judgements Make arguments Draw informed decisions 	<ul style="list-style-type: none"> Develop extended writing Critical thinking Analysis Critical evaluation Make judgements Make arguments Draw informed decisions
Core Knowledge	<p>Philisophy- developments in the understanding of:</p> <ul style="list-style-type: none"> o omnipotence o omniscience o (omni)benevolence o eternity o free will Ethics-naturalism • intuitionism • emotivism <p>Development of Christian Thought- The teaching of contemporary Christian theology of religion on:</p> <ul style="list-style-type: none"> o exclusivism o inclusivism o pluralism the development of contemporary multi-faith societies • Christian responses to, including: o responses of Christian communities to inter-faith dialogue o the scriptural reasoning movement 	<p>Philisophy- the apophatic way – the via negativa</p> <ul style="list-style-type: none"> • cataphatic way – the via positiva • symbol Ethics- Aquinas' theological approach • Freud's psychological approach <p>Development of Christian Thought-The effects of changing views of gender and gender roles on Christian thought and practice, including:</p> <ul style="list-style-type: none"> 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 	<p>Philisophy- Logical positivism</p> <ul style="list-style-type: none"> • Wittgenstein's views on language games and forms of life • discussion about the factual quality of religious language in the falsification symposium <p>Ethics- consideration of the following areas</p> <ul style="list-style-type: none"> o sexual ethics: o premarital and extramarital sex o homosexuality • the influence of developments in religious beliefs and practices on debates about the morality, legality and tolerability of these areas of sexual ethics • application of the following theories to these areas of sexual ethics: o natural law o situation ethics o Kantian ethics o utilitarianism <p>Development of Christian Thought- The rise of secularism and secularisation, and the views that:</p> <ul style="list-style-type: none"> o God is an illusion and the 	<p>ALL Development of Christian Thought- The relationship of liberation theology and Marx, including:</p> <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' 	ALL	ALL
Assesment & Feedback	Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate A-Level grading system.	Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate A-Level grading system.	Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate A-Level grading system.	Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate A-Level grading system.	Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate A-Level grading system.	Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate A-Level grading system.
Link to prior learning	Explored in KS3 and elements of KS4.	Explored in KS3 and elements of KS4.	Explored in KS3 and elements of KS4.	Explored in KS3 and elements of KS4.		