

COMPONENT 2 – PHILOSOPHY OF RELIGION AND COMPONENT 1 – STUDY OF CHRISTIANITY (Miss Moloney)

		AUTUMN 1						AUTUMN 2								SPRING 1						SPRING 2						SUMMER 1						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
		Is religious language meaningless?						How does Jesus and the Bible influence Christians in their beliefs?										How do the lives of Christians reflect their identity?																
	Unit description	Theme 4 – Religious Language Outcomes: <i>Students will study philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion. As well as, how views of religious language have changed over time; the challenges posed by the verification/falsification debate and language games theory over whether religious language should be viewed cognitively or non-cognitively; and a consideration of at least two different views about religious teachings being understood symbolically and analogically.</i> <i>Substantive knowledge – Cognitive language, non-cognitive, verification, falsification, analogy, symbols, myths and language games</i>						Theme 1 - Religious Figures and Sacred Texts Outcomes: <i>Students will study sources of wisdom and authority including, where appropriate, scripture and/or sacred texts and how they are used and treated, key religious figures and/or teachers and their teachings. This will include a comparison of the significant ideas presented in works of at least two key scholars selected from the field of religion and belief. As well as studying how developments in beliefs and practices have, over time, influenced and been influenced by developments in philosophical, ethical, studies of religion and/or by textual interpretation.</i> Substantive knowledge – Birth Narratives, Incarnation, Resurrection, Life after Death, Bible as a source of wisdom, authority and comfort, Biblical Canon, Acts of the Early Church, Two views of Jesus (Crossan and Wright)										Theme 4 – Religious practices that shape religious identity Outcomes: <i>Students will study practices that shape and express religious identity, including the diversity of practice within a tradition. As well as, studying how developments in beliefs and practices have, over time, influenced and been influenced by developments in philosophical, ethical, studies of religion and/or by textual interpretation.</i> Substantive knowledge – Baptism, Eucharist, Christmas, Easter, Ecumenical Movement, Charismatic Movement, Pentecostalism, Liberation Theology																
		Curriculum Links – embedded throughout, analysis of scripture and sacred writings.						Curriculum Links – KS3/4 Beliefs about the life, death and resurrection of Jesus										Curriculum Links – KS3/4 Worship and KS5 Religious Experience																
		Disciplinary knowledge – all units will implicitly and discreetly address the multi-disciplinary approach to RE with reference to theology, philosophy and human/social sciences.																																
		Personal knowledge – Students will reflect on religious, non-religious, philosophical, moral and spiritual questions. They will have the opportunity to explore a range of world views which highlight the complexity of the world in which they live today. This will facilitate their own exploration of their own religious, spiritual and philosophical ways living, believing and thinking.																																
	Assesse	AO1 essay – Language AO2 essay – Language						AO1 and AO2 essay – Theme 1						Year 13 Mock?						Theme 4 AO1 and AO2 essay														
	AO1: knowledge test						AO1: knowledge test						AO1: knowledge test																					

COMPONENT 1 - STUDY OF CHRISTIANITY (Miss Blackburn)

AUTUMN 1							AUTUMN 2								SPRING 1						SPRING 2						SUMMER 1					
1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
How relevant is Christianity in contemporary society?																																
Unit description	Theme 3: Attitudes towards wealth						Theme 3: Migration and Feminist theology								Theme 3: Migration and Feminist theology						Theme 3 – Challenges from Secularism						Theme 3 – Challenges from science and Pluralism					
	Outcomes: Examine three areas where social developments have impacted upon Christianity. It considers the Biblical approaches to the attitudes towards wealth through examination of specific Biblical texts. Students will gain knowledge of religious, philosophical and/or ethical thought and teaching, the influence of beliefs, teachings and practices on individuals, communities and societies and consider cause and significance of similarities and differences in belief, teaching and practice. Students will analyse aspects of, and approaches to, religion and belief, including their significance, influence and study. Evaluate aspects of, and approaches to, religion and belief, including their significance, influence, and study						Outcomes: Study the effects of both migration and feminist theology are then studied with reference to how they have affected Christianity in the UK. Students will gain knowledge of religious, philosophical and/or ethical thought and teaching , the influence of beliefs, teachings and practices on individuals, communities and societies and consider cause and significance of similarities and differences in belief, teaching and practice. Students will analyse aspects of, and approaches to, religion and belief, including their significance, influence and study. Evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study								Outcomes: Study the effects of both migration and feminist theology are then studied with reference to how they have affected Christianity in the UK. Students will gain knowledge of religious, philosophical and/or ethical thought and teaching , the influence of beliefs, teachings and practices on individuals, communities and societies and consider cause and significance of similarities and differences in belief, teaching and practice. Students will analyse aspects of, and approaches to, religion and belief, including their significance, influence and study. Evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study						Outcomes: Study the historical developments in religious thought and introduces candidates to particular challenges from secularism Students will gain knowledge of religious, philosophical and/or ethical thought and teaching , the influence of beliefs, teachings and practices on individuals, communities and societies and consider cause and significance of similarities and differences in belief, teaching and practice. Students will analyse aspects of, and approaches to, religion and belief, including their significance, influence and study. Evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study						Outcomes: Study historical developments in religious thought and introduces candidates to particular challenges from science, and from pluralism and explain the idea of exclusivism and inclusivism. Students will gain knowledge of religious, philosophical and/or ethical thought and teaching , the influence of beliefs, teachings and practices on individuals, communities and societies and consider cause and significance of similarities and differences in belief, teaching and practice. Students will analyse aspects of, and approaches to, religion and belief, including their significance, influence and study. Evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study					
	Substantive knowledge – ... Biblical accounts of the dangers of wealth, stewardship, ascetic ideal, prosperity gospel						Substantive knowledge – Migration, growth of Christianity, challenges caused by migration to churches, response to challenges, reverse mission movement								Substantive knowledge – Ruther, Daly, Arguments for and against ordination of women, impact of feminist theology						Substantive knowledge – ... Secularisation, Evidence of Christianity in UK, Challenges to Christianity, Faith Schools Disciplinary knowledge – Theology, Philosophy, Politics, History and Sociology						Substantive knowledge – ... Dawkins arguments for science McGrath’s challenges to Dawkins God of the Gaps, God hypothesis Religious pluralism, religious tolerance, Exclusivism, Hick and Rahner, Inclusivism, Christian Universalism and Pluralistic Universalism					
	Disciplinary knowledge – all units will implicitly and discreetly address the multi-disciplinary approach to RE with reference to theology, philosophy and human/social sciences.																															
	Personal knowledge – Students will reflect on religious, non-religious, philosophical, moral and spiritual questions. They will have the opportunity to explore a range of world views which highlight the complexity of the world in which they live today. This will facilitate their own exploration of their own religious, spiritual and philosophical ways living, believing and thinking.																															
Assesme	AO1 - Essay						AO2 – Essay (Timed)								AO1 - Essay						AO1 and AO2 – Essay (Timed)						--					

COMPONENT 3 – ETHICS AND RELIGION AND COMPONENT 1 - STUDY OF CHRISTIANITY (Mr Smart)

		AUTUMN 1						AUTUMN 2						SPRING 1						SPRING 2						SUMMER 1														
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6						
		Is religious language meaningless?							What are the key theological teachings of Christianity?																															
	Unit description	Ethics Theme 1 d-f Meta Ethics <i>Outcomes:</i> Students will understand Meta Ethical theories of Naturalism, Intuitionism and Emotivism. They will be able to explain concepts such as the Naturalistic fallacy and attempts by GE Moore and AJ Ayer to overcome this fallacy. Students will analyse the arguments around whether ethical language has any meaning and evaluate the strengths of the different theories <i>Substantive knowledge – ...</i> FH Bradley’s Naturalism, GE Moore’s Intuitionism and AJ Ayer’s Emotivism, Hume’s Fork, The Naturalistic Fallacy. <i>Disciplinary knowledge –</i> Philosophy, Theology, Sociology, History							Christianity Theme 2: The Nature of the God, The Trinity, The Atonement <i>Outcomes:</i> Students will understand the Christian theological belief in the Trinity. The origins of the doctrine and the heresies that made the doctrine necessary in the 3 rd Century AD. They will consider God’s nature through a study of the use of male language when referring to God. They will also understand the different models of the Atonement doctrine within Christianity. Students will analyse and evaluate the validity of use of female language to refer to God, the monotheistic claims of the doctrine of the Trinity and the extent to which the theories of Atonement depict God as cruel. <i>Substantive knowledge –</i> Sallie McFague and her use of female language to refer to God, The heresies surrounding Christianity in the 3 rd Century AD, the early church Fathers who developed the doctrine of the Trinity. The different models of Atonement and the thinkers associated with each model							Theme 2: The Atonement, Faith and Works, The Community of believers <i>Outcomes:</i> Students will understand the theological dilemma around Salvation through Faith alone or through Faith and works. They will be able to explain the key aspects of the early church characteristics and how the early believers lived out their faith. Students will analyse and evaluate how well the contemporary church resembles the early community of believers and whether this is what the contemporary church should seek to do. They will evaluate whether Christian teaching should reflect both the concept of Faith and works for salvation. <i>Substantive knowledge –</i> St Paul’s and James’ letters in the New Testament that look at Faith and Works. The first believers in Acts Chapter 2 and their faith lived out.							Theme 2: Key Moral Principles <i>Outcomes:</i> Students will understand the Christian moral principles. They will be able to explain the principles of agape love, love of neighbour, God’s love, truth. Conscience and forgiveness. Students will analyse and evaluate whether love is the most important moral principle and the extent to which God’s behaviour is a model for human behaviour. <i>Substantive knowledge – ...</i> Jesus’s teachings regarding love of your neighbour, the role of conscience in Christian moral behaviour. The Bible teaching on different aspects of Christian moral teaching.							CONSOLIDATION										
		Curriculum Links – KS5 – Religious Language							Curriculum Links - KS3 – Nature of God, The Fall, Salvation, Trinity, Incarnation & KS4 – Christianity – beliefs & teachings, and practices																															
		Disciplinary knowledge – all units will implicitly and discreetly address the multi-disciplinary approach to RE with reference to theology, philosophy and human/social sciences.																																						
		Personal knowledge – Students will reflect on religious, non-religious, philosophical, moral and spiritual questions. They will have the opportunity to explore a range of world views which highlight the complexity of the world in which they live today. This will facilitate their own exploration of their own religious, spiritual and philosophical ways living, believing and thinking.																																						
	Asses	AO1 Essay on Emotivism							Mock exam question on Sallie McFague							...							Theme 2 AO1 and A02 essay							...										

AO1: Demonstrate knowledge and understanding of religion and belief, including:

- religious, philosophical and/or ethical thought and teaching

- influence of beliefs, teachings and practices on individuals, communities and societies

Religious Studies

Curriculum

- *cause and significance of similarities and differences in belief, teaching and practice*

- *approaches to the study of religion and belief.*

AO2: *Analyse and evaluate aspects of, and approaches to, religion and belief,*

including their significance, influence and study.

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

- Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?
- Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.
- Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.
- Encouraging creative expression to connect with the inner self and the transcendent.
- Fostering a sense of belonging and interconnectedness with others, nature, and the universe.
- Encouraging self-awareness, emotional intelligence, and moral reasoning.
- Promoting open-ended investigations rather than just seeking right answers.
- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

Our religious education curriculum is built upon the concept of >Something More? Through every lesson, question and conversation with have with our students we encourage them to develop their sense of >Something More? Listed below are a few examples of how we achieve this through our curriculum, however, it is impossible to list every instance as it is the very essence of our curriculum to develop our students' sense of spirituality.

- **Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?**
 - In Religious Studies A Level, the foundations of our curriculum are “big” questions that students explore through each unit and every lesson. Within the Christianity component, students will explore the nature of religious experience, distinguishing between mystical and unitive experiences, and examining the role of religious experience in the lives of individuals and communities. Students consider the relationship between religion and science and the consequences of such ideas. Students examine beliefs about religious pluralism in the context of 21st century Britain.
- **Fostering a sense of belonging and interconnectedness with others, nature, and the universe.**
 - Exploring the concept of the Church as a community of believers, its role in the lives of individuals, and the impact of social and historical developments on the Church such as the influence of feminist theology and the challenges of migration and secularisation in society. Linking to concepts such as modernity and globalisation.
- **Encouraging self-awareness, emotional intelligence, and moral reasoning.**
 - The very nature of our curriculum encourages students to develop their self-awareness (to reflect on their own beliefs, values, and identity), emotional intelligence (by teaching empathy, compassion, and understanding of others' perspectives) and moral reasoning (by thinking through ethical dilemmas and making responsible choices). By studying these areas, students will develop a deeper understanding of the multifaceted nature of spirituality within Christianity and its significance in the lives of individuals and communities. They will also gain valuable skills in critical thinking, analysis, and evaluation, which are transferable to other areas of study and future careers.

Religious Studies

Curriculum

- **Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.**
 - Throughout our A Level Religious Studies curriculum, we explore the ideas of some of the most influential thinkers of our time and reflect on the impact they have made on the study of the “big questions” humanity have been asking for thousands of years. Within the Christianity component, students will learn about Gustavo Gutiérrez as the founder of Liberation Theology, a movement that reshaped how Christianity, particularly Catholicism, engages with poverty, social justice, and political activism in the modern world. As well as the contributions made by Rudolf Bultmann, who reshaped how modern Christians and theologians interpret the New Testament considering modern science, history, and existential philosophy. His work aimed to make Christian faith intellectually credible in the modern world. We explore the challenges posed by feminist theology to traditional Christian understandings of gender roles and the changing roles of men and women in Christianity with particular focus on Rosemary Radford Ruether, Mary Daly and Sally McFague. In the exploration of science and religion we look at the work of Dawkins and McGraths. Students will analyze religious perspectives on whether humans have free will or if their actions are predetermined.