

Share Multi Academy Trust

Curriculum Planning Template

Subject: Religious studies

Year 13

Ability mixed

Term / Date(s)

Half term 1

Half term 2

Topic	Religious pluralism and theology	Religious pluralism and society	Gender and society	Gender and theology
<p>Topic overview</p> <p>Pupils will learn...</p>	<p>Topic overview</p> <p>The teaching of contemporary Christian theology of religion on:</p> <ul style="list-style-type: none"> • Exclusivism • Inclusivism • pluralism 	<p>Topic overview</p> <p>the development of contemporary multi-faith societies</p> <ul style="list-style-type: none"> • Christian responses to, including: responses of Christian communities to inter-faith dialogue • the scriptural reasoning movement 	<p>Topic overview</p> <p>The effects of changing views of gender and gender roles on Christian thought and practice, including:</p> <ul style="list-style-type: none"> • Christian teaching on the roles of men and women in the family and society • Christian responses to contemporary secular views about the roles of men and women in the family and society 	<p>Topic overview</p> <p>The reinterpretation of God by feminist theologians, including:</p> <ul style="list-style-type: none"> • The teaching of Rosemary Radford Ruether and Mary Daly on gender and its implications for the Christian idea of God
Components	<p>Students will know and understand whether or not if Christ is the 'truth' there can be any other means of salvation</p> <ul style="list-style-type: none"> • whether or not a loving God would ultimately deny any human being salvation • whether or not all good people will be saved • whether or not theological pluralism undermines central Christian beliefs 	<p>Students will know and understand whether or not inter-faith dialogue has contributed practically towards social cohesion</p> <ul style="list-style-type: none"> • whether or not Christian communities should seek to convert people from other faiths • whether or not scriptural reasoning relativises religious beliefs • whether or not Christians should have a mission to those of no faith 	<p>Students will know and understand whether or not official Christian teaching should resist current secular views of gender</p> <ul style="list-style-type: none"> • whether or not secular views of gender equality have undermined Christian gender roles • whether or not motherhood is liberating or restricting • whether or not the idea of family is entirely culturally determined 	<p>Students will know and understand issues related to God, gender and feminist theology, including:</p> <ul style="list-style-type: none"> • a comparison of Ruether's and Daly's feminist theologies of sexism and patriarchy in Christianity, as it has developed in the mainstream Churches • whether Christianity can be changed or should be abandoned • whether or not Christianity is essentially sexist • whether or not a male saviour can save women • whether or not only women can develop a genuine spirituality • whether or not the Christian God can be presented in female terms
What pupils should already know (prior learning components)	<p>Pupils should have a basis in ethical thought and opinion from KS3 Skills for life having followed a curriculum which included a unit on ethics including topic such as</p>			
Transferable knowledge (skills)	<ul style="list-style-type: none"> • Tolerance and understanding of the different beliefs and perspectives of others. 	<ul style="list-style-type: none"> • Tolerance and understanding of the different beliefs and perspectives of others. 	<ul style="list-style-type: none"> • Tolerance and understanding of the different beliefs and perspectives of others. 	<ul style="list-style-type: none"> • Tolerance and understanding of the different beliefs and perspectives of others.

	<ul style="list-style-type: none"> ◦ The ability to describe and explain the beliefs of others. ◦ The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. ◦ How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. ◦ The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others ◦ The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. 	<ul style="list-style-type: none"> ◦ The ability to describe and explain the beliefs of others. ◦ The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. ◦ How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. ◦ The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others ◦ The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. 	<ul style="list-style-type: none"> ◦ The ability to describe and explain the beliefs of others. ◦ The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. ◦ How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. ◦ The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others ◦ The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. 	<ul style="list-style-type: none"> ◦ The ability to describe and explain the beliefs of others. ◦ The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. ◦ How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. ◦ The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others ◦ The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
Key vocabulary pupil will know and learn	Exclusivism, inter-faith dialogue, theology of religion, inclusivism, Pluralism, particularism, Vatican II, noumena, phenomena	Multi-faith societies, encyclical, missionary work, synod, social cohesion	Feminism, gender biology, gender identification, gender expression, socialisation, patriarchal society.	Post-Christian theology, reform feminist theology, Davidic Messiah, servant king, Sophia, theology
Assessment activities	Recap and recall activities, starter activities, end of unit A01 quiz, A02 worksheets, Record of learning, timed essay, green pen.	Recap and recall activities, starter activities, end of unit A01 quiz, A02 worksheets, Record of learning, timed essay, green pen.	Recap and recall activities, starter activities, end of unit A01 quiz, A02 worksheets, Record of learning, timed essay, green pen.	Recap and recall activities, starter activities, end of unit A01 quiz, A02 worksheets, Record of learning, timed essay, green pen.
Resources available				
Notes	<p>This topic is important as it sets the scene for the other ethics components establishing first the difference between absolutism and relativism, teleological and deontological theories and enabling students to fully understand the meaning of normative ethics.</p> <p>Study of this curriculum also encourages students to develop their interest in a rigorous study of religion and belief and relate it to the wider world • develop knowledge and understanding appropriate to a specialist study of religion • develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies • adopt an enquiring, critical and reflective approach to the study of religion • reflect on and</p>	<p>The study of this area of the curriculum encourages students to develop their interest in a rigorous study of religion and belief and relate it to the wider world • develop knowledge and understanding appropriate to a specialist study of religion • develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies • adopt an enquiring, critical and reflective approach to the study of religion • reflect on and develop their own values, opinions and attitudes in the light of their study.</p>	<p>The study of this area of the curriculum encourages students to develop their interest in a rigorous study of religion and belief and relate it to the wider world • develop knowledge and understanding appropriate to a specialist study of religion • develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies • adopt an enquiring, critical and reflective approach to the study of religion • reflect on and develop their own values, opinions and attitudes in the light of their study.</p>	<p>The study of this area of the curriculum encourages students to develop their interest in a rigorous study of religion and belief and relate it to the wider world • develop knowledge and understanding appropriate to a specialist study of religion • develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies • adopt an enquiring, critical and reflective approach to the study of religion • reflect on and develop their own values, opinions and attitudes in the light of their study.</p>
Why this topic is important...				

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Topic	The challenge of secularism		Liberation theology and Marx		
Topic overview	Topic overview The rise of secularism and secularisation, and the views that: <ul style="list-style-type: none"> • God is an illusion and the result of wish fulfilment • Christianity should play no part in public life 		Topic overview The relationship of liberation theology and Marx, including: <ul style="list-style-type: none"> • Marx's teaching on alienation and exploitation • liberation theology's use of Marx to analyse social sin • liberation theology's teaching on the 'preferential option for the poor' 		
Pupils will learn...					
Components					
What pupils should already know (prior learning components)	Students will know and understand issues related to the challenge of secularism, including: <ul style="list-style-type: none"> • whether or not spiritual values are just human values • whether or not there is evidence that Christianity is a major cause of personal and social problems • whether secularism and secularisation are opportunities for Christianity to develop new ways of thinking and acting • whether r Christianity is, or should be, a significant contributor to society's culture and values 		Students will know and understand issues related to liberation theology and Marx, including: <ul style="list-style-type: none"> • whether or not Christian theology should engage with atheist secular ideologies • whether or not Christianity tackles social issues more effectively than than Marxism • whether or not liberation theology has engaged with Marxism fully enough • whether or not it is right for Christians to prioritise one group over another 		
Transferable knowledge (skills)	<ul style="list-style-type: none"> • Tolerance and understanding of the different beliefs and perspectives of others. • The ability to describe and explain the beliefs of others. • The ability to use sources of wisdom and authority to support 				

	<ul style="list-style-type: none"> ◦ knowledge and understanding of religious beliefs and teachings. ◦ How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. ◦ The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others ◦ The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. 			
Key vocabulary pupil will know and learn	Secularism, secularisation, secular, wish-fulfilment	Exploitation, alienation, capitalisation, conscientisation, basic Christian communities, structural sin, preferential option for the poor		
Assessment activities	Recap and recall activities, starter activities, end of unit A01 quiz, A02 worksheets, Record of learning, timed essay, green pen.	Recap and recall activities, starter activities, end of unit A01 quiz, A02 worksheets, Record of learning, timed essay, green pen.		
Resources available				
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Why this topic is important...				