

Topic	Augustine's teaching on human nature	Death and the afterlife	Knowledge of God's existence	Person of Jesus
Topic overview	Human relationships pre- and post-Fall	Christian teaching on:	Natural knowledge of God's existence:	Topic overview
Pupils will learn...	<ul style="list-style-type: none">• Original Sin and its effects on the will and human societies• God's grace	<ul style="list-style-type: none">• Heaven• hell• Purgatory• election	<ul style="list-style-type: none">• as an innate human sense of the divine• as seen in the order of creation• Revealed knowledge of God's existence:• through faith and God's grace• revealed knowledge of God in Jesus Christ	<ul style="list-style-type: none">• Jesus Christ's authority as:• the Son of God• a teacher of wisdom• a liberator
Components	Students will know and understand issues related to Augustine's ideas on human nature, including: <ul style="list-style-type: none">• whether or not Augustine's teaching on a historical Fall and Original Sin is wrong• whether or not Augustine is right that sin means that humans can never be morally good• whether or not Augustine's view of human nature is pessimistic or optimistic• whether or not there is a distinctive human nature	Students will know and understand issues related to Christian ideas on death and the afterlife, including: <ul style="list-style-type: none">• whether or not God's judgement takes place immediately after death or at the end of time• whether or not hell and heaven are eternal• whether or not heaven is the transformation and perfection of the whole of creation• whether or not purgatory is a state through which everyone goes	Students will know and understand issues related to Christian ideas on knowledge of God, including: <ul style="list-style-type: none">• whether or not God can be known through reason alone• whether or not faith is sufficient reason for belief in God's existence• whether or not the Fall has completely removed all-natural human knowledge of God• whether or not natural knowledge of God is the same as revealed knowledge of God• whether or not belief in God's existence is sufficient to put one's trust in him	Students will know and understand issues related to Christian ideas regarding Jesus Christ as a source of authority, including: <ul style="list-style-type: none">• whether or not Jesus was only a teacher of wisdom• whether or not Jesus was more than a political liberator• whether or not Jesus' relationship with God was very special or truly unique• whether or not Jesus thought he was divine
What pupils should already know (prior learning components)				
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.	<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.	<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.	<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.

	<ul style="list-style-type: none"> ◦ 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 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 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 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 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	Will, sin, grace, the fall, Neoplatonism, redeemed, Concordia, cupiditas, caritas, concupiscence, ecclesia, summum bonum	Disembodied existence, resurrection, beatific vision, purgatory, election, limited election, original son, unlimited election, universalism, parable, particular judgement, parousia	Faith, empiricism, natural theology, protestantism, revelation, immediate revelation, mediate revelation, grace of God, wisdom literature	Son of God, liberator, Rabbi, hypostatic union, homoousios, word, redemption, incarnation, zealot, messiah	
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	SHCstaffshared/Humanities/MPE/Alevel/ASDCT/Augustine's teaching on human nature All resources for each lesson contained in this file.	SHCstaffshared/Humanities/MPE/Alevel/ASDCT/Death and the afterlife All resources for each lesson contained in this file.	SHCstaffshared/Humanities/MPE/Alevel/ASDCT/Knowledge of God's existence All resources for each lesson contained in this file.	SHCstaffshared/Humanities/MPE/Alevel/ASDCT/Person of Jesus All resources for each lesson contained in this file.	
Notes	In this component, learners have the opportunity to undertake a systematic study of key concepts within the development of Christian thought. Learners will explore religious beliefs, values and teachings, their interconnections, how they have developed historically and how they are presently discussed. The first section explores human nature in the context of the purpose of life, the self and immortality. Learners will explore Augustine's ideas regarding the human condition, as well as different Christian interpretations of the promise and nature of the afterlife.				
Why this topic is important....	In this unit learners will explore historical and theological understandings of the person of Jesus Christ. They will consider Jesus as the Son of God, teacher of wisdom and a liberator, which will give them an insight into both traditional and contemporary Christian theology. the study of Christianity more tangible for learners.				

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Curriculum Planning Template

Subject:	Religious studies	Year	12	Ability	mixed
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Term / Date(s)	Topic 5	Topic 6
Topic	Christian moral principles	Christian moral action
Topic overview	Topic overview The diversity of Christian moral reasoning and practices and sources of ethics, including: <ul style="list-style-type: none">the Bible as the only authority for Christian ethical practicesBible, Church and reason as the sources of Christian ethical practiceslove (agape) as the only Christian ethical principle which governs Christian practices	Topic overview <ul style="list-style-type: none">The teaching and example of Dietrich Bonhoeffer on:<ul style="list-style-type: none">duty to God and duty to the StateChurch as community and source of spiritual disciplinethe cost of discipleship
Pupils will learn...		
Components	Learners should have the opportunity to discuss issues related to diversity of Christian moral principles, including: <ul style="list-style-type: none">whether or not Christian ethics are distinctivewhether or not Christian ethics are personal or communalwhether or not the principle of love is sufficient to live a good lifewhether or not the Bible is a comprehensive moral guide	Learners should have the opportunity to discuss issues related to Christian moral action in the life and teaching of Bonhoeffer, including: <ul style="list-style-type: none">whether or not Christians should practise civil disobediencewhether or not it is possible always to know God's willwhether or not Bonhoeffer puts too much emphasis on sufferingwhether or not Bonhoeffer's theology has relevance today
What pupils should already know (prior learning components)		
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 knowledge and understanding of religious beliefs and teachings.	<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 knowledge and understanding of religious beliefs and teachings.

	<ul style="list-style-type: none"> 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"> 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.
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Key vocabulary pupil will know and learn

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	SHCstaffshared/Humanities/MPE/Alevel/ASDCT/Christian moral principles All resources for each lesson contained in this file.	SHCstaffshared/Humanities/MPE/Alevel/ASDCT/Christian moral action All resources for each lesson contained in this file.
Notes Why this topic is important...	In the topic Christian Moral Principles, learners will consider the Bible, Church and reason as sources of wisdom and authority. Through considering the use of these in shaping Christian moral values and practice, this topic will allow learners to investigate the principles that shape and express religious identity, and the diversity of practice within Christianity.	.In Christian Moral Action, learners will undertake a detailed study of the ideas and impact of Dietrich Bonhoeffer. This study of Christian moral principles in action will place moral principles in a real-world context, making the study of Christianity more tangible for learners.