

What are the aims and intentions of this curriculum?

This curriculum is expertly designed to introduce students to two essential areas: the Philosophy of Religion and Ethics, and Christianity. Its aims and intentions are clear and impactful: to ignite students' interest in a rigorous exploration of religion and belief, and to connect these concepts to the wider world. The program will cultivate a deep understanding of religious thought and its significant contributions to individuals, communities, and societies. Students will engage in an enquiring, critical, and reflective study of religion, allowing them to develop their own values, opinions, and attitudes informed by their learning.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	Philosophy of religion and ethics:	This term, students will develop a comprehensive understanding of various arguments concerning the existence of God. They will thoroughly examine the Design Argument, the Ontological Argument, and the Cosmological Argument. As they explore these arguments, students will analyse their meaning and significance, as well as the profound influence of these beliefs and teachings on individuals, communities, and societies. They will delve into the causes and importance of both similarities and differences in these beliefs and teachings. Furthermore, students will rigorously assess various philosophical approaches to the study of religion and belief, including critiques of each approach. This exploration will include both religious and non-religious beliefs as appropriate. Key terms will include but not limited to: a posteriori, inductive, premise, natural theology, analogy, inference, teleological, omnipotent, omnibenevolent, anthropomorphism, Anthropic Principle, deductive, subject, predicate, necessary, contingent, analytic, synthetic, brute fact, grace, cosmos, fallacy, fallacy of composition, metaphysical necessity, Occam's Razor, Principle of Sufficient Reason, quark	Students will critically analyse and evaluate the issues that emerge from the topics studied, along with the views and arguments of the key scholars outlined in the curriculum. They will also demonstrate mastery of specialist language and terminology. Through engaging debates, dynamic class discussions, and impactful presentations, students will develop strong skills in deducing and evaluating diverse perspectives. They will effectively use evidence to support and structure their essays, equipping them for success in their AS or A Level exams. Students will analyse the foundation of each argument, focusing on both observation and reasoning. This analysis should include a thorough evaluation of the strengths and weaknesses, its classification as proof, its importance for religious faith, and the dynamic relationship between reason and faith.	Students will be assessed consistently through a variety of methods, including written essays, oral discussions, simulations, debates, and presentations. The questions will thoroughly cover multiple topics, ensuring a comprehensive evaluation of their understanding.
	Study of religion: Christianity	Throughout this topic students will learn about the Sources of wisdom and authority within Christianity. They will examine the Bible to include the different Christian beliefs about its nature and authority and their impact on its use as a source of beliefs and teachings, including the Bible as	Students will significantly enhance their organisational skills by mastering how to effectively structure points for essay questions. Writing essays will sharpen their analytical abilities, enabling them	Essay Debate Class assessment Peer assessment

	Sources of wisdom and authority	inspired by God but written by humans beings. They will discuss about the Church highlighting the different perspectives of the Protestant and Catholic traditions on the relative authority of the Bible and the Church. The students will also examine the authority of Jesus: different Christian understandings of Jesus' authority, including Jesus' authority as God's authority and Jesus' authority as only human; implications of these beliefs for Christian responses to Jesus' teaching and his value as a role model with reference to his teaching on retaliation and love for enemies in the Sermon on the Mount found in Matthew 5:38–48. Key terms will include but not limited to: Anglican church, Apostles, The Apostolic Tradition, The Apostolic Succession, Atonement, canon, denomination, disciples, divinity, evangelism, ecumenical councils, general revelation, gentles, gospel, Holy spirit, incarnation, inspiration, special revelation, sustainer	to confidently interpret and develop thoughtful responses to complex questions. This skill set is equally applicable when examining scriptures, as students will adeptly interpret their meanings in relation to the topics at hand	
Autumn 2	Philosophy of religion and ethics: Evil and suffering Religious Experience Verifying religious experiences	In this topic, students will explore the problem of evil and suffering. They will consider the concepts of natural and moral evil, as well as the logical and evidential problems associated with evil. Following this, the students will examine various responses to the problem of evil and suffering, with a focus on Hick's soul-making theodicy. Additionally, they will discuss the free will defense and its role in the broader context of these issues. The process theodicy, as presented by Griffin, will also be considered, along with an assessment of the strengths and weaknesses of each response. The topic will then provide a close examination of different religious experiences, evaluating each one discussed. The types of religious experiences to be examined include: corporeal, imaginative, and intellectual visions; numinous experiences, based on Otto's concept of an apprehension of the wholly other; and mystical experiences, as described by William James and Walter Stace, focusing on a non-sensuous and non-intellectual union with the divine. Students will investigate the challenges of verifying religious experiences and the difficulties posed to these experiences by scientific perspectives. The course will also cover religious responses to these challenges, along with	Students will continue to enhance their critical thinking, analytical, questioning, reasoning, and justification skills. They will skillfully use the evidence presented to articulate their opinions in debates and discussions where they will effectively support their viewpoints with strong evidence. Furthermore, students will engage in writing well-structured, in-depth evaluative essays, honing their abilities to express complex ideas with clarity and conviction.	Students will be evaluated through a combination of periodic written assessments, digital presentations, and Socratic seminars. Students will complete a mock examination this term, which will simulate the public exam. This assessment will help us understand their current level and identify what needs to be done to help them achieve the best possible grade.

	Study of religion: Christianity God	Swinburne's principles of credulity and testimony. Overall, the unit will explore the influence of religious experiences and their significance for religious faith Key terms will include but not limited to: casual determinism, compatibilism, libertarianism, millenarianism, panentheism, parapsychology, transcendent, clairvoyance, corporeal vision, empirical, entheogen, extrovertive, hallucinogenic, illumination, imaginative vision, Immaculate conception, ineffable, intellectual vision, neuroscience, noetic, numinous, passivity, telekinesis, clairvoyance, precognition, ineffable, During this half-term, students will explore the topic of God. Christian monotheism will be discussed, which posits one God who is the omnipotent creator and controller of all things. The concepts of God's transcendence and unknowability will be discussed, as well as the doctrine of the Trinity and its significance. Additionally, the importance of the belief that Jesus is the Son of God will be examined, focusing on the significance of passages such as John 10:30 and 1 Corinthians 8:6. Key terms will include but not limited to: anthropomorphism, atonement, covenant, ex Deo, immanent, incarnate, monotheism, omniscient, pantheon, perichoresis, polytheism, salvation, shema, transcendent, Yahweh	Students will practice critical and evaluative thinking skills. They will learn to critically evaluate different religious perspectives and their implications. Additionally, they will develop analytical reasoning, enhancing their ability to analyse complex religious texts and doctrines.	Written essays Peer assessment Projects Digital presentations Text analysis
Spring 1	Philosophy of religion and ethics: Ethics and religion	During this topic students will develop knowledge and understanding of three normative ethical theories, which includes natural moral law, situation ethics and virtue ethics with reference to Aristotle. Students will examine the influence of these beliefs and teachings on individuals, communities and societies, the cause and significance of similarities and differences in beliefs and teachings and the approach of philosophy to the study of religion and belief. These discussions will include religious beliefs and non-religious beliefs as appropriate. Key terms will include but not limited to: agent, beatific vision, canon law, casuistry, consequentialism, cultural relativism, deontology, Jesuit, Magisterium, Manualism, rights, seminary, Sanctity of Life Principles, teleological, Thomist, virtue	Students should be able to analyse and evaluate issues related to the topics studied, as well as the perspectives and arguments of the scholars examined. They will also develop persuasive communication skills, enabling them to present their arguments clearly and convincingly. Additionally, students should be adept at using specialised language and terminology appropriately.	Throughout the term, students will engage in Socratic seminars, write essays, participate in debates, and prepare and present digital presentations, all of which will be assessed.

	Study of religion: Christianity Self, death and afterlife	Students will explore topics related to self-examination, death, and the afterlife. They will discuss the meaning and purpose of life in relation to glorifying God and fostering a personal relationship with Him, preparing for judgment, and advancing God's kingdom on Earth. The concept of the Resurrection will also be studied, focusing on the nature of the soul and the resurrection of the body as articulated in Augustine's writings, along with the ideas of spiritual resurrection and the significance of 1 Corinthians 15:42-44 and 50-54. Additionally, we will investigate various interpretations of judgment, heaven, hell, and purgatory, considering them as physical, spiritual, or psychological realities, as well as examining the notion of objective immortality in process thought. Key terms will include but not limited to: allegory, forms, objective immortality, panentheism, purgatory, reincarnation, subjective immortality, venial sin	Students will enhance their analytical reasoning skills by analysing complex religious texts and doctrines continuously.	Peer assessment Text analysis Class assessment Presentation
Spring 2	Philosophy of religion and ethics: Ethics and religion	During this half-term, we will delve into normative ethical theories. We will thoroughly examine deontological ethics, natural moral law, and the principle of double effect, drawing on the insights of Aquinas; proportionalism; teleological ethics, particularly situation ethics with reference to Fletcher; and character-based ethics, or virtue ethics, guided by Aristotle. We will investigate how these ethical theories decisively approach moral decision-making and their application to issues such as theft and lying. Furthermore, we will assess the strengths and weaknesses of these diverse methods for making moral decisions. We will investigate how these ethical theories decisively approach moral decision-making and their application to issues such as theft and lying. Furthermore, we will assess the strengths and weaknesses of these diverse methods for making moral decisions. Key terms will include but not limited to: absolute, agapeic calculus, antinomianism, autonomy, conative, cryogenics, dilemma, humanism, intrinsic good, normative ethics,	Students will enhance their persuasive communication skills by presenting their arguments clearly and effectively. They will cultivate independent critical thinking, encouraging them to analyse and reflect on religious issues thoughtfully. Additionally, they will practice emotional intelligence by learning to manage their own emotions and appreciating a diverse, multicultural society.	Students will again complete a mock examination this term, which will simulate the public exam. This assessment will help us understand their current level and identify what needs to be done to help them achieve the best possible grade. This Mock will help to determine if they should take AS or A Level exam. Debate Peer and self-Assessment Presentation Mind Mapping Rubrics and Checklists Short quizzes

	Study of religion: Christianity Good conduct and key moral principles	personalism, pragmatism, altruism, anthropocentric, dispositions, eudaimonia, hierarchy, mean, phronimos, soul, temperance, virtue In this topic we will explore the topic of moral conduct and how Christians adhere to ethical principles. The significance of good moral behavior in the Christian way of life will be examined including discussions on justification by works, justification by faith, and predestination. Next, we will delve into the concept of the sanctity of life, considering different perspectives on its application to issues concerning embryos and unborn children. We will also discuss the just war theory and its implications regarding the use of weapons of mass destruction. Following this, we will analyse the ideas of dominion and stewardship in relation to the belief that Christians have authority over animals. We will explore the responsibility of Christians as stewards of animals and the natural environment. Furthermore, we will discuss how changing understandings of human impact on the environment have influenced these roles Key terms will include but not limited to: denomination, dominion, eco-theology, eschatological, foreknowledge, grace, intrinsic value, justification, predestination, sanctity, sola fide, stewardship	Students will continue to develop their critical and evaluative thinking skills as they learn to critically assess various religious perspectives and their implications. They will also enhance their analytical reasoning abilities by analysing complex religious texts and doctrines.	Debate Peer and self-Assessment Presentation Mind Mapping Rubrics and Checklists Short quizzes
Summer 1	Philosophy of religion and ethics: Ethics and religion	This is the final topic that students will explore: the application of natural moral law, situation ethics, and virtue ethics to critical issues surrounding non-human life and death. We will thoroughly examine the use of animals for food, intensive farming practices, animal testing in scientific research, cloning, blood sports, and the ethical implications of using animals as sources for organ transplants. Key terms will include but not limited to: altruism, anthropocentric, dispositions, eudaimonia, hierarchy, mean, phronimos, soul, temperance, virtue This is the final topic to be examined: Expressions of religious identity. We will start by looking at Baptism within Christianity, specifically focusing on the significance of	Students will improve their persuasive communication skills by presenting their arguments clearly and effectively. They will foster independent critical thinking, allowing them to thoughtfully analyse and reflect on religious issues. Additionally, they will develop organizational skills by structuring their points for essays. Furthermore, they will practice emotional intelligence by learning to manage their own emotions and appreciate a diverse, multicultural society. Students will enhance their analytical reasoning skills by analysing complex religious texts and doctrines continuously. They will also practice	Students will participate in one final mock exam for the term before removing on to year 13 Students will also complete multiple essays and participate in several discussions. Students will take part in a final mock exam this term before progressing to Year 13.

	○ Exam Practice ○ The entire component	infant baptism, particularly in the Catholic and Baptist traditions. We will discuss arguments both in favor of and against infant baptism. This is the final topic to be examined: Expressions of religious identity. We will start by looking at Baptism within Christianity, specifically focusing on the significance of infant baptism, particularly in the Catholic and Baptist traditions. We will discuss arguments both in favor of and against infant baptism. Finally, we will examine the Church's mission in relation to the evolution of Christian ideas about 'mission' from the early 20th century to the present day.	emotional intelligence by learning to manage their own emotions and appreciate a diverse, multicultural society.	Debate Peer and self-Assessment Presentation Mind Mapping Rubrics and Checklists Short quizzes
	Study of religion: Christianity Expressions of religious identity Christianity ○ Exam Practice ○ The entire component	Key terms will include but not limited to: catechism, catholic, covenant, credobaptism, ecumenism, epiclesis, fraction, genuflexion, liturgy, ordinances, paedobaptism, sacrament, transubstantiation Revision of all topics taught.		