



Curriculum Map: Year 13 Subject Religion, Philosophy and Ethics

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Gender and society	Whether or not official Christian teaching should resist current secular views of gender 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	Literacy Keywords Critical thinking Observation Reading	Homework Essay
Gender and theology	A comparison of Ruether's and Daly's feminist theologies 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	Literacy Collaborative learning Keywords Critical thinking	First Mock

Curriculum Map: Year 13 Subject Religion, Philosophy and Ethics

	<p>Whether or not only women can develop a genuine spirituality</p> <p>Whether or not the Christian God can be presented in female terms</p>		
Religious pluralism and theology	<p>Whether or not if Christ is the 'truth' there can be any other means of salvation</p> <p>Whether or not a loving God would ultimately deny any human being salvation</p> <p>Whether or not all good people will be saved</p> <p>Whether or not theological pluralism undermines central Christian beliefs</p>	<p>Recall & recollection</p> <p>Making connections</p> <p>Literacy</p> <p>Collaborative learning</p> <p>Evaluation</p>	Homework essay
Religious pluralism and society	<p>Whether or not Christian communities should seek to convert people from other faiths</p> <p>Whether or not scriptural reasoning relativises religious beliefs</p> <p>Whether or not Christians should have a mission to those of no faith</p>	<p>Keywords</p> <p>Critical thinking</p> <p>Deductive reasoning</p> <p>Evaluation</p> <p>Deductive reasoning</p> <p>Observation</p>	Timed essay
Liberation Theology and Marx	<p>Whether or not Christian theology should engage with atheist secular ideologies</p> <p>Whether or not Christianity tackles social issues more effectively than Marxism</p> <p>Whether or not liberation theology has engaged with Marxism fully enough</p> <p>Whether or not it is right for Christians to prioritise one group over another</p>	<p>Literacy</p> <p>Keywords</p> <p>Critical thinking</p> <p>Observation</p> <p>Reading</p>	Second Mock
The Challenge of Secularism	<p>Whether or not spiritual values are just human values</p> <p>Whether or not there is evidence that Christianity is a major cause of personal and social problems</p> <p>Whether secularism and secularisation are opportunities for Christianity to develop new ways of thinking and acting</p>	<p>Literacy</p> <p>Keywords</p> <p>Critical thinking</p> <p>Observation</p> <p>Reading</p>	Timed Essay

Curriculum Map: Year 13 Subject Religion, Philosophy and Ethics

	Whether Christianity is, or should be, a significant contributor to society's culture and values		
Conscience	<p>Comparison between Aquinas and Freud: On the concept of guilt On the presence or absence of God within the workings of the conscience and super-ego On the process of moral decision-making Whether conscience is linked to, or separate from, reason and the unconscious mind Whether conscience exists at all or is instead an umbrella term covering various factors involved in moral decision-making, such as culture, environment, genetic predisposition and education</p>	<p>Literacy Collaborative learning Keywords Critical thinking Deductive reasoning Evaluation Deductive reasoning Observation</p>	First Mock
Sex Ethics	<p>Whether or not religious beliefs and practices concerning sex and relationships have a continuing role in the area of sexual ethics Whether choices in the area of sexual behaviour should be entirely private and personal, or whether they should be subject to societal norms and legislation Whether normative theories are useful in what they might say about sexual ethics</p>	<p>Literacy Collaborative learning Keywords Critical thinking Deductive reasoning Evaluation Deductive reasoning Observation</p>	Second Mock
Religious Experience	<p>Whether personal testimony or witness is enough to support the validity of religious experiences Whether or not corporate religious experiences might be considered more reliable or valid than individual experiences Whether or not religious experience provides a basis for belief in God or a greater power</p>	<p>Keywords Critical thinking Deductive reasoning Evaluation Deductive reasoning Observation</p>	Homework Essay
The Problem of Evil	<p>Whether or not Augustine's view of the origins of moral and natural evils is enough to spare God from blame for evils in the world</p>	<p>Recall & recollection Making connections Literacy Collaborative learning</p>	First Mock

Curriculum Map: Year 13 Subject Religion, Philosophy and Ethics

	<p>Whether or not the need to create a 'vale of soul-making' can justify the existence or extent of evils</p> <p>Which of the logical or evidential aspects of the problem of evil pose the greater challenge to belief</p> <p>Whether or not it is possible to successfully defend monotheism in the face of evil</p>	<p>Evaluation</p>	
<p>Religious Language</p>	<p>Comparison of the usefulness of the above approaches to religious language</p> <p>Whether or not the apophatic way enables effective understanding of theological discussion</p> <p>Whether or not Aquinas' analogical approaches support effective expression of language about God</p> <p>Whether or not religious discourse is comprehensible if religious language is understood as symbolic</p>	<p>Literacy</p> <p>Collaborative learning</p> <p>Keywords</p> <p>Critical thinking</p> <p>Deductive reasoning</p> <p>Evaluation</p> <p>Deductive reasoning</p> <p>Observation</p>	<p>Second Mock</p>
<p>Twentieth-century perspectives and philosophical comparisons</p>	<p>Whether or not any version of the verification principle successfully renders religious language as meaningless</p> <p>Whether or not any participant in the falsification symposium presented a convincing approach to the understanding of religious language</p> <p>A comparison of the ideas of Aquinas and Wittgenstein, including:</p> <p>Whether a cognitive approach (such as Aquinas's thinking on analogy) or a non-cognitive approach (such as the language games concept of Wittgenstein) present better ways of making sense of religious language</p> <p>The influence of non-cognitive approaches on the interpretation of religious texts</p> <p>How far Aquinas' analogical view of theological language remains valuable in philosophy of religion</p>	<p>Literacy</p> <p>Collaborative learning</p> <p>Keywords</p> <p>Critical thinking</p> <p>Deductive reasoning</p> <p>Evaluation</p> <p>Deductive reasoning</p> <p>Observation</p>	<p>Timed Essay</p>
<p>The nature or attributes of God</p>	<p>Whether or not it is possible, or necessary, to resolve the apparent conflicts between divine attributes</p>	<p>Literacy</p> <p>Collaborative learning</p>	<p>Timed Essay</p>

Curriculum Map: Year 13 Subject Religion, Philosophy and Ethics

	<p>Whether Boethius, Anselm or Swinburne provides the most useful understanding of the relationship between divinity and time</p> <p>Whether or not any of these thinkers are successful in resolving the problems of divine knowledge, benevolence, justice, eternity and human free will</p> <p>Whether the attributes should be understood as subject to the limits of logical possibility or of divine self-limitation</p>	<p>Keywords</p> <p>Critical thinking</p> <p>Deductive reasoning</p> <p>Evaluation</p> <p>Deductive reasoning</p> <p>Observation</p>	
--	--	---	--