

The Quality of Education: Religious Education - Curriculum Map



St Christopher's:
A Church of England Academy

Religious Education - Curriculum Map

Key Stage 3

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
7	Introductory St. Christopher's unit & IP 7:1 Does God exist? (UC: Gospel) OR IP 7:4 Where in the world is Christianity? (UC: Salvation, Creation, Fall)	The Bible: The big story Including: Creation. Fall. Sin. Forgiveness.	The Bible: The big story Including: Sacrifice. Justice. Exile. Messiah.	IP 7:5 Did Jesus really rise from the dead? – UC: Gospel.	IP 7:3 What does it mean to be a person of faith? – UC: God, Gospel, Salvation. Exam week assessment.	7:7 What happens when faith and courage collide? UC: Gospel, People of God & God.
8	Archbishop of York young leaders' award. Faith Unit: What is Leadership? Hope Unit: Transforming communities.	Archbishop of York young leaders' award. Personal volunteering project. School community project. Local community project.	IP 8:3 Do sacred texts enable individuals and groups to support faith in times of crisis? (UC: People of God, Wis-dom, Gospel, Salva-tion) OR IP 8:4 Is death the end? (UC: Kingdom of God, Salvation, God, Gospel.)	IP 8:5 Where is God? (UC: People of God, Creation, Fall.) OR IP 8:6 What is God? (UC: God, Creation, People of God, Wisdom, Salvation.)	IP 8:1 How do society and the media portray Islam? (UC: People of God). & Exam week assessment	IP 9:1 Should we commemorate the Holocaust? (UC: People of God).
9	IP 9:4 What does it mean to be a good steward in the 21st century? – (UC: God, Gospel). Extending into Theme B – Religion & Life.	IP 9:4 What does it mean to be a good steward in the 21st century? – (UC: God, Gospel). Extending into Theme B – Religion & Life.	IP 9:6 Can conflict ever be justified? (UC: Gospel, Salvation). Extending into Theme D – Religion, Peace & Conflict. Exam week assessment.	IP 9:6 Can conflict ever be justified? (UC: Gos-pel, Salvation). Extending into Theme D – Religion, Peace & Conflict.	IP 9:5 What is the im-pact of difference and diversity on faith com-munities? (UC: God, People of God, Wis-dom). Extending into Theme F – Religion, Human Rights & Social Justice.	IP 9:5 What is the im-pact of difference and diversity on faith com-munities? (UC: God, People of God, Wis-dom). Extending into Theme F – Religion, Human Rights & Social Justice.

Key:

IP = Diocesan 'Illuminating Pathways' unit.

UC = 'Understanding Christianity' unit.

Key Stage 4: AQA Religious Studies GCSE

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
10	Christianity: Beliefs. Key Beliefs. Jesus Christ and Salvation.	Christianity: Practices Worship & Festivals. The role of the Church in the local and worldwide community.	GCSE Theme A – Relationships & Families. Work experience (2 wks)	GCSE Theme A – Relationships & Families.	1 additional GCSE theme from Theme C – The Existence of God & Revelation. OR Theme E – Crime & Punishment. Exam week assessment	1 additional GCSE theme from Theme C – The Existence of God & Revelation. OR Theme E – Crime & Punishment.
11	Islam OR Judaism: Beliefs. Key Beliefs (I & J) Authority (I) The Covenant & the Mitzvot. (J)	Islam OR Judaism: Practices: Worship (I) The Synagogue & worship (J) Duties and Festivals (I) Family life & Festivals (J)	Revision of all beliefs & practices + all themes. PPE examinations	Revision of all beliefs & practices + all themes.	Final Revision	Public examinations

Key Stage 5: Eduqas Religious Studies GCE

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
12	<p>Jesus – His birth. Jesus – His Resurrection. Inductive arguments – cosmological. Inductive arguments – teleological. Divine Command Theory. Virtue Theory.</p>	<p>The Bible as a source of wisdom & authority in daily life. Challenges to inductive arguments. Ethical Egoism. School examinations</p>	<p>Religious concepts – the nature of God. Religious concepts – the Trinity. The problem of evil and suffering. Religious responses to the problem of evil (i): Augustinian type theodicy. St Thomas Aquinas’ Natural Law - laws and precepts as the basis of morality. Aquinas’ Natural Law - the role of virtues and goods in supporting moral behaviour.</p>	<p>Religious concepts – the Atonement. Social developments in religious thought – attitudes towards wealth. Religious responses to the problem of evil (ii): Irenaean type theodicy. Aquinas’ Natural Law - application of the theory.</p>	<p>Social developments in religious thought – migration and Christianity in the UK. The relationship between religion and society: religion, equality and discrimination. The nature of religious experience. Mystical experience. Challenges to the objectivity and authenticity of religious experience. Joseph Fletcher’s Situation Ethics. Fletcher’s Situation Ethics - the principles as a means of assessing morality. Fletcher’s Situation Ethics - application of theory.</p>	<p>Religious identity through diversity in baptism. Religious identity through diversity in Eucharist. Religious identity through diversity in festivals. Inherent problems of religious language. Religious language as cognitive (traditional religious view), but meaningless (Logical Positivists’ view). Religious language as non-cognitive and analogical. Religious concepts of predestination. Concepts of determinism. The implications of predestination / determinism. School examinations</p>

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
13	<p>The Bible as a source of wisdom and authority</p> <p>The early church (in Acts of the Apostles)</p> <p>Deductive arguments - origins of the ontological argument.</p> <p>Deductive arguments - developments of the ontological argument.</p> <p>Meta-ethical approaches – Naturalism.</p> <p>Meta-ethical approaches – Intuitionism.</p>	<p>Two views of Jesus.</p> <p>Challenges to the ontological argument.</p> <p>Meta-ethical approaches – Emotivism.</p> <p>PPE examinations</p>	<p>Religious life – faith and works.</p> <p>Religious life – the community of believers.</p> <p>Religious life – key moral principles.</p> <p>Religious belief as a product of the human mind – Sigmund Freud.</p> <p>Religious belief as a product of the human mind – Carl Jung.</p> <p>Issues relating to rejection of religion:</p> <p>Atheism.</p> <p>John Finnis’ development of Natural Law.</p> <p>Bernard Hoose’s over-view of the Proportionalist debate.</p> <p>Finnis’ Natural Law and Proportionalism: application of the theory.</p>	<p>Historical developments in religious thought – challenges from secularisation.</p> <p>Historical developments in religious thought – challenges from science.</p> <p>Historical developments in religious thought – challenges from pluralism and diversity within a tradition.</p> <p>The influence of religious experience on religious practice and faith.</p> <p>The definitions of miracles.</p> <p>A comparative study of two key scholars from within and outside the Christian tradition and their contrasting views on the possibility of miracles.</p> <p>Classical Utilitarianism.</p> <p>John Stuart Mill’s development of Utilitarianism.</p> <p>Bentham’s Act Utilitarianism and Mill’s Rule Utilitarianism - application of the theory.</p>	<p>Religious identity through unification.</p> <p>Religious identity through religious experience.</p> <p>Religious identity through responses to poverty and injustice.</p> <p>Religious language as non-cognitive and symbolic.</p> <p>Religious language as non-cognitive and mythical.</p> <p>Religious language as a language game.</p> <p>Religious concepts of free will.</p> <p>Concepts of libertarianism.</p> <p>The implications of libertarianism and free will.</p> <p>Revision</p>	<p>Public examinations</p>