

Curriculum Map Year 12 Religious Studies

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
<p>Christianity: Theme 1: a, b,</p> <p>Philosophy: The arguments for God's existence: Theme 1: a, b</p>	Autumn HT1	<p>Students learn: Jesus' birth and resurrection: to what extent are they credible in today's world</p> <p>The cosmological argument and its developments. The teleological argument and its developments How they use a posteriori knowledge to posit God's existence</p>	<p>Students will have looked at Jesus' birth and resurrection narratives in Year 8. Students will have looked at this at GCSE in the questions why is the resurrection of Jesus important?</p> <p>Students will have looked at this in Year 7 and 9 curriculum.</p>	<p>Was Jesus a revolutionary or the true Messiah Theme 1: f</p> <p>Are inductive arguments more successful than deductive Theme 1: f</p>
<p>Christianity: theme 1: c</p> <p>Philosophy: theme 1: c</p>	Autumn HT1	<p>Students learn: About why the Bible is viewed as a source of authority and wisdom</p> <p>About whether inductive arguments are successful against the challenges raised by philosophy and science</p>	<p>Students will have looked at this in both Year 8 and 9 when looking at the impact of holy books on decision making</p>	<p>This links to both the philosophy and ethics content continuously; as we look at how it impacts ethically and theologically. Are inductive arguments more successful than deductive Theme 1: f</p>
<p>Christianity: theme 2: a</p> <p>Ethics: Theme 1: a, b</p>	Autumn HT2	<p>Students learn: About the nature of God: is he male? Is he unsurpassable?</p> <p>About divine Command theory and Virtue ethics</p>	<p>Students have looked at ethical thinking in Year 9 and the conflict of authority of the bible</p>	<p>Links to philosophy: ontological argument: God is that than which nothing greater can be conceived. Theme 1: d</p> <p>Ethics: Theme 1: d, e, f Meta ethics. What do we mean by good and bad?</p>
<p>Christianity: theme 2: b, c</p> <p>Ethics: theme 1: c</p>	Autumn HT2	<p>Students learn: About the Trinity, and the nature of Christ Atonement: the nature of forgiveness of sin</p> <p>About ethical egoism and how many people choose to follow ethics of self-love</p>	<p>Students have learnt about the Trinity in Year 8, and at GCSE option in Year 10. Students have looked at atonement in the New Testament in Year 8, and again at GCSE.</p> <p>Impact of having no ethical rules at all in Year 9 ethics topic</p>	<p>Links to theme 3 D, E, F challenges in the modern world. Links to the problem of evil Philosophy theme 2: Augustine</p> <p>Are we really free to choose? Ethics theme 4:a-e</p>
<p>Christianity: theme 2, d, e,</p> <p>Philosophy: Theme 1; d,e,</p>	Spring HT3	<p>Students learn: About the religious life, and how this developed within Christianity and how it stands today.</p> <p>About the ontological argument for God's existence, and whether God can be proven a priori</p>	<p>Students have looked at the church split in Year 8 in both RS and History.</p> <p>Building on theme 1: a-c</p>	<p>Links to ethics, particularly DCT in Theme 1: b</p> <p>Links to Christianity: person of Jesus</p>
<p>Christianity: Theme 2: f</p> <p>Philosophy: Theme 1; d,e,</p>	Spring HT3	<p>Students learn: About key moral principles taught within Church teaching, and how some churches have developed this to the dogma found today</p> <p>Which argument is the most persuasive for God's existence?</p>	<p>Students have looked at Biblical ethics as part of their year 8 study, and have examined this in detail in Year 11 RS Issues of good and evil</p>	<p>Links to ethics, particularly DCT in Theme 1: b</p>
<p>Christianity: Theme 4: a</p>	Spring HT3	<p>Students learn: About the practice of baptism and the wide range of beliefs about its practice.</p>	<p>Students have looked at the importance of baptism in Year 8 and discussed when it should take place.</p>	

Ethics: Theme 2: a, b		Natural law and its development from Aquinas	Students have looked at Natural Law in GCSE Issues of relationships	Theme 2: d, e, f how does Finnis develop Natural Law for modern society.
Christianity: Theme 4: b Ethics Theme 2: c	Spring HT4	Students learn: About the practice of eucharist, and its importance and relevance within Christian denominations About how following natural law might look when applied to abortion and voluntary euthanasia	Students have looked at this as part of their work in Year 8, and in Year 10 Christian practice unit. Students have looked at these issues in Year 11 issues of life and death	Other ethical theories such as those found within theme 3 and 4 will also be applied as alternatives
Christianity: theme 4: c Philosophy theme 2: a, b, c	Spring HT4	Students learn: About the diversity of practice of festivals: Christmas and Easter. They will compare Roman Catholic and Orthodox practice within these two traditions. About the issues that the problem of evil raises and the way in which these have been addressed within Christianity.	Students have looked at this in junior school and have looked at it in Year 10 GCSE Christian practice unit. Students will have looked at this in Year 7 as part of issues of creation, Year 9 problem of evil and year 11 Issues of good and evil	Students will examine this further in theme 2: f with challenges from New Atheism.
Christianity: theme 4: c Ethics: theme 3: a, b, c	Summer HT5	Students learn: About the diversity of practice of festivals: Christmas and Easter. They will compare Roman Catholic and Orthodox practice within these two traditions. About the ethical theory situation ethics and how its emphasis on agape might create difficulties within Christianity. They will apply it to Homosexuality and polyamorous relationships	Students have looked at this in junior school and have looked at it in Year 10 GCSE Christian practice unit. Students have looked at Situation ethics briefly in issues of life and death	Christianity theme 2: d.e
Christianity: theme 1: d Philosophy theme 3: a	Summer HT5	Students learn: About the bible as a source of wisdom and authority is it the word of God The nature of religious experience and the four main ways of experiencing. Visions, mystical, prayer, conversion	Students have looked at this in Year 9 when they look at morality and whether it should come directly from God. Students have looked at examples of some of these within Year 7 and 8 curricula	This links to atheism unit in Philosophy: theme 3: e, and later in Christianity Theme 3: d, e, f. This links to theme 3, d, e, f credibility of religious experiences
Christianity: theme 1: e Philosophy theme 3: b, c	Summer HT6	Students learn: About the early Church, kerygmata of Bultmann and whether the early church adapted the bible to suit their audience. The mystical experience of Rudolf Otto and William James and the challenges posed to these ideas. Are they adequate to explain religious beliefs?	Links to Year 8 work on the early church, and how they used the gospels to help others.	This links to atheism unit in Philosophy: theme 3: e, and later in Christianity Theme 3: d, e, f.
Christianity: theme 1: f Ethics theme 3: a, b	Summer HT6	Students learn: To use all the information from theme 1 to decide whether Jesus was the Messiah or just a revolutionary teacher. To compare the two main proponents of utilitarianism and understand the difference between the use of happiness and pleasure.	Links to Year 8 work about prophecy, and Year 7 work on messianic expectation. GCSE work in Year 10 on Messiah Students have looked at the trolley problem in Year 9, and looked at the principles of utilitarianism in Year 11 Issues of good and evil	This links to theme 3:c application and to other ethical theories as a comparison.

