

Key Stage: 5

KS5 Curriculum

At KS5 students study three modules over two years: Philosophy of Religion, Religion and Ethics and Christianity. Each module is an externally assessed by a two-hour written exam, consisting of AO1 (knowledge and understanding) and AO2 (evaluation) essay questions.

In Philosophy of Religion students learn about arguments for the existence of God, challenges to religious beliefs such as the problem of evil in the world, and the variety and validity of religious experience. They explore how the philosophy of religion has influenced religious language. Students also examine relationship between psychology and religion, learning about Freud and Jung – is belief in God innate or just a product of our mind? In Religion and Ethics students learn about ethical language and thinking. They are introduced to different ethical theories, such as Utilitarianism, Situation ethics and Natural Law, they learn how to apply these ethical theories to a range of moral issues, such as homosexuality and nuclear weapons. Students also learn about free will and determinism – do we really have free will? In Christianity, students learn about religious figures and sacred texts (such as the different narratives of Jesus’s birth), social and historical developments in Christianity and religious concepts such as atonement and the Trinity. They also study Christian practices such as baptism, the Eucharist and festivals, and explore modern day developments and the relationship between religion and society.

In order to ensure that students develop confidence with the powerful knowledge at KS5, the curriculum is heavily interleaved with synoptic links made between all units. The KS5 curriculum is underpinned by exam practice and recall to aid long-term learning.

Year 12	Year 12	Year 12	Year 12	Year 13	Year 13
Philosophy of Religion Theme 1: Arguments for the existence of God A. Inductive arguments – cosmological B. Inductive arguments – teleological C. Challenges to inductive arguments D. Deductive arguments - origins of the ontological argument E. Deductive arguments - developments of the ontological argument F. Challenges to the ontological argument Philosophy of Religion Theme 2: Challenges to religious belief - the	Philosophy of Religion Theme 3: Religious Experience A. The nature of religious experience with particular reference to: visions, conversion, mysticism, prayer B. Mystical experience: William James’ four characteristics of mystical experience: ineffable, noetic, transient and passive. Rudolf Otto C. Challenges to the objectivity and authenticity of religious experience D. The influence of religious experience on	Religion and Ethics Theme 1: Ethical Thought A. Divine Command Theory and challenges B. Virtue Theory and challenges C. Ethical Egoism and challenges D. Meta-ethical approaches – Naturalism and challenges E. Intuitionism and challenges F. Emotivism and challenges Religion and Ethics Theme 2: Deontological Ethics A. St Thomas Aquinas’ Natural Law - laws and	Religion and Ethics Theme 3: Teleological Ethics A. Joseph Fletcher’s Situation Ethics - his rejection of other forms of ethics and his acceptance of agape as the basis of morality B. Fletcher’s Situation Ethics - the principles as a means of assessing morality C. Fletcher’s Situation Ethics - application of theory to homosexual relationships and polyamorous relationships D. Classical Utilitarianism - Jeremy Bentham’s Act	The Study of Christianity Theme 1: Religious figures and sacred texts A. Jesus – his birth B. Jesus – his resurrection C. The Bible as a source of moral advice D. The Bible as a source of wisdom and authority E. The early church (in Acts of the Apostles) F. Two views of Jesus: A comparison of the work of two key scholars, John Dominic Crossan and N. T. Wright, The Study of Christianity Theme 2: Religious concepts and religious life	The Study of Christianity Theme 3: Significant social and historical developments in religious thought A. Attitudes towards wealth B. Migration and Christianity in the UK C. Feminist theology and the changing role of men and women D. Challenges from secularisation E. Challenges from science F. Challenges from pluralism and diversity within a tradition

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<p>problem of evil and suffering</p> <p>A. The problem of evil and suffering</p> <p>B. Religious responses to the problem of evil (i): Augustinian type theodicy</p> <p>C. Religious responses to the problem of evil (ii): Irenaean type theodicy</p> <p>D. Religious belief as a product of the human mind – Sigmund Freud</p> <p>E. Religious belief as a product of the human mind – Carl Jung</p> <p>F. Issues relating to rejection of religion: Atheism</p>	<p>religious practice and faith</p> <p>E. Miracles the definitions of</p> <p>F. A comparative study of two key scholars from within and outside the Christian tradition and their contrasting views on the possibility of miracles: Hume and Swinburne</p> <p>Philosophy of Religion</p> <p>Theme 4: Religious language</p> <p>A. Inherent problems of religious language</p> <p>B. Religious language as cognitive (traditional religious view), but meaningless (Logical Positivists' view)</p> <p>C. Religious language as non-cognitive and analogical</p> <p>D. Religious language as non-cognitive and symbolic</p> <p>E. Religious language as non-cognitive and mythical</p> <p>F. Religious language as a language game</p>	<p>precepts as the basis of morality</p> <p>B. Aquinas' Natural Law - the role of virtues and goods in supporting moral behaviour</p> <p>C. Aquinas' Natural Law - application of the theory to abortion and voluntary euthanasia</p> <p>D. John Finnis' development of Natural Law</p> <p>E. Bernard Hoose's overview of the Proportionalist debate</p> <p>F. Finnis' Natural Law and Proportionalism: application of the theory to immigration and capital punishment</p>	<p>Utilitarianism: happiness as the basis of morality</p> <p>E. John Stuart Mill's development of Utilitarianism: types of pleasure, the harm principle and the use of rules</p> <p>F. Bentham's Act Utilitarianism and Mill's Rule Utilitarianism - application of the theory to animal experimentation for medical research and the use of nuclear weapons as a deterrent</p> <p>Religion and Ethics</p> <p>Theme 4: Determinism and Free will</p> <p>A. Religious concepts of predestination, with reference to the teachings of St Augustine and Calvin</p> <p>B. Concepts of determinism</p> <p>C. The implications of predestination / determinism</p> <p>D. Religious concepts of free will, Pelagius and Arminius</p> <p>E. Concepts of libertarianism</p>	<p>A. Religious concepts: the nature of God: Is God male? Can God suffer?</p> <p>B. Religious concepts: The Trinity</p> <p>C. Religious concepts: The Atonement</p> <p>D. Religious life – faith and works:</p> <p>E. Religious life – the community of believers</p> <p>F. Religious life – key moral principles</p>	<p>The Study of Christianity</p> <p>Theme 4: Religious practices that shape religious identity</p> <p>A. Religious identity through diversity in baptism:</p> <p>B. Religious identity through diversity in Eucharist</p> <p>C. Religious identity through diversity in festivals: Christmas and Easter</p> <p>D. Religious identity through unification</p> <p>E. Religious identity through religious experience</p> <p>F. Religious identity through responses to poverty and injustice</p>
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Key Vocabulary					
Cosmological/ teleological/ inductive/ unmoved mover/ uncaused causer/ design/ ontological/ deductive/ necessary/ contingent/ analytic/ synthetic/ a priori/ a posteriori/ reductio ad absurdum/ predicate Evil/ suffering/ theodicy/ logical/ evidential/ inconsistent triad/ omnipotent/ omnibenevolent/ soul- making/ illusion/ neurosis/ primal horde/ Oedipus complex/ reductive/ wish fulfilment/ atheism/ antitheism/ agnosticism/ New Atheism	Vision/ conversion/ mysticism/ prayer/ ineffable/ noetic/ transient / passive/ miracle/ credulity/ testimony/ Cognitive/ non-cognitive/ logical positivist/ verification/ falsification/ blik/ analogy/ proportion/ attribution/ myth/ demythologisation/ language game	Divine command/ metaphysical/ Euthyphro dilemma/ arbitrariness/ pluralism/ moral virtues/ Beatitudes/ altruism/ egoism/ objective truth/ naturalistic fallacy/ emotivism/ subjectivism Moral absolutism/ primary precepts/ secondary precepts/ revealed virtues/ cardinal virtues/ real and apparent goods/ basic goods/ theoretical/ practical reason/ maxim	Legalism/ antinomianism/ conscience/ agape/ consequentialism/ pragmatism, relativism, positivism/ personalism/ homosexual/ polyamorous/ principle of utility/ hedonic calculus/ pleasure/ harm principle/ Act and Rule Utilitarianism Original sin/ concupiscence/ massa peccati/ liberium abitrium/ libertas/ Elect/ hard and soft determinism/ predestination/ free will/ self-actualisation/ libertarianism/ normative	Harmonisation/ redaction criticism/ incarnation/ substantial presence/ the kenotic model/ death/ the soul/ resurrected body/ the afterlife/ biblical canon/ objective and subjective inspiration/ accommodation/ kerygmata/ social revolutionary/ Messiah / apocryphal/ critical realism Father/impassibility/ suffering/ Trinity/ divinity/ pre-existence/ Filioque/ Christus Victor/ faith/ works/sacrament/ moral principle	Wealth/ ascetic ideal/ prosperity gospel/ stewardship/ migration/ assimilation/ reverse mission/ feminist theology/ ordination/ secularisation/ pluralism/ universalism/ inclusivist/ exclusivist Baptism/ believers' baptism/ salvation/ Eucharist/ transubstantiation/ transignification/ transfinalization/ consubstantiation/ memorialism/ Christmas/ incarnation/ Advent/ Easter/ Orthodox/ Ecumenical/ Unity/ Mission/ Charismatic Movement/ liberation theology
CEIAGS					
Religious studies acts as a facilitating subject and can lead a large number of opportunities. Students that go onto further and higher education are taught key skills within RS that will aid their success. Similarly, those that go onto apprenticeship are taught key skills that will enable them to be successful.					
<ul style="list-style-type: none"> ✓ Critical analysis ✓ Argumentation ✓ Research skills ✓ Interpretation and inference ✓ Written communication ✓ Time management ✓ Problem solving 					

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- ✓ Making judgements
- ✓ Assessing ideas and arguments
- ✓ Understanding qualitative and quantitative data