



Year 13 RE Learning Journey

YEAR GROUP: Year 13 Learning Map

SUBJECT: RE

When?	Understanding	Knowledge	Assessment
<p>Autumn Half Term 1</p>	<p><u>DCT</u> <u>Unit 1 Religious Pluralism and Theology:</u> Throughout Unit 1, students will be asked to study the teaching of contemporary Christian theology of religion on exclusivism, inclusivism and pluralism.</p> <p><u>Unit 2 Religious Pluralism and Society:</u> Throughout Unit 2, students will be aiming to understand how multi-faith societies developed and the Christian responses to them. Including responses of Christian communities to inter-faith dialogue and paying particular attention to the Scriptural Reasoning Movement.</p> <p><u>Unit 3 Gender and Society:</u> Throughout Unit 3, students will study the effects of changing views of gender and gender roles on Christian thought and practice including, Christian teaching on the roles of men and women in the family and society. As well as Christian responses to contemporary secular views about the roles of men and women in the family and society</p> <p><u>Philosophy</u> <u>Unit 1 Nature and Attributes of God:</u> Throughout Unit 1, students will gain a deeper understanding of God’s attribute; omnipotence, omniscience, benevolence and his eternal nature. Before exploring the issues related to the each of these attributes.</p> <p><u>Unit 2 Religious language: Negative, analogical, or symbolic:</u> During Unit 2, students will gain a deeper understanding of why it is so difficult to describe God in human language – univocal language with its tendency to anthropomorphism, equivocal language with its tendency towards mystery/agnosticism. Exploring the difference between the ‘via negativa’, ‘via positiva’ and symbolic language</p>	<ul style="list-style-type: none"> - The influence of Calvin on exclusivism - The view that although Christianity is the normative means of salvation, ‘anonymous’ Christians may also receive salvation - The view that there are many ways to salvation of which Christianity is one path. And how this related to people like Hick’s theology - Development of multi-faith societies and its links to migration, economics, refugees, etc. - Christian responses to interfaith dialogue - The scriptural reasoning movement - The effects of changing views of gender and gender roles on Christian thought and practice including, Christian teaching on the roles of men and women in the family and society - The effects of changing views of gender and gender roles on Christian thought and practice including, Christian responses to contemporary secular views about the roles of men and women in the family and society - The difficulty of describing God in human language: - Univocal language with its tendency to anthropomorphism, equivocal language with its tendency towards mystery/agnosticism. - Via Negativa accepts impossibility of description of God – possible example include Maimonides and Pseudo-Dionysius. - Difficulties of via negativa: - although preserving the mystery of God, is anything actually known? - does not reflect what religious language is like - Aquinas view that the way to avoid both errors is to treat religious language as analogical : - The analogy of attribution – which Aquinas illustrates by the example of the bulls urine. – 	<p>Homework tasks are directly linked to lessons and are laid out clearly at the beginning of the term.</p> <p>There is always one or two essay questions per homework sheet to constantly be preparing the students for a full A-Level assessment.</p> <p>Students complete an assessment at the end of the 6 weeks which assesses their skills of understanding, explaining and constructing arguments.</p>

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		<ul style="list-style-type: none"> - The analogy of proper proportion. - Hick's example of the faithfulness of a dog may illustrate this. - Ramsey's view of models and qualifiers. - Challenges to analogy including: - Swinburne's view that Religious Language may be univocal, - the difficulty of knowing how far to press the analogy. 	
<p>Autumn Half Term 2</p>	<p>DCT <u>Unit 4 Gender and Theology:</u> Through Unit 4, students will take the information acquired during Unit 3 and assess the work of feminist theologians including the teaching of Rosemary Radford Ruether and Mary Daly on gender and its implications for the Christian idea of God.</p> <p><u>Unit 5 The Challenge of Secularism:</u> Through Unit 5, students will be introduced to the idea of secularization and assess the rise of secularism and secularization and the view that God is an illusion and the result of wish fulfilment. Assessing whether or not Christianity should still play a part in modern society and public life.</p> <p>Philosophy <u>Unit 3 Twentieth century perspectives:</u> During Unit 3, students will explore logical positivism, the evolution of language games and problems with falsification. Before finally comparing the approaches of Aquinas and Wittgenstein and assessing whether language is to be understood cognitively or non-cognitively.</p>	<ul style="list-style-type: none"> - The reinterpretation of God by feminist theologians including the teaching of Rosemary Radford Ruether and Mary Daly on gender and its implications for the Christian idea of God - The views of Freud and Dawkins, that society would be happier without Christianity as it is infantile, repressive and causes conflict - The views of secular humanists that Christian belief is personal and should play no part in public life including: education, government and religion - The method of logical positivism - The evolution of Wittgenstein's view on language from the Tractatus to the later view of language games and forms of life - Flew's challenge to religious language that the real issue is that claims cannot be falsified - 	<p>Homework tasks are directly linked to lessons and are laid out clearly at the beginning of the term.</p> <p>There is always one or two essay questions per homework sheet to constantly be preparing the students for a full A-Level assessment.</p> <p>Students complete an assessment at the end of the 6 weeks which assesses their skills of understanding, explaining and constructing arguments.</p>
<p>Spring Half Term 1</p>	<p>DCT <u>Unit 6 Liberation Theology:</u> Through Unit 3, students will first be introduced to what Liberation theology is. Then they will assess the relationship between liberation theology and Marx including Marx's teaching on alienation and exploitation, and Marx's analysis on social sin. Finally students will look in depth at 'preferential option for the poor'.</p> <p>Ethics <u>Unit 1, Conscience:</u> Throughout Unit 1, students will be introduced to the concept of Conscience and asked to study, in depth, Aquinas' theological understanding of conscience and Freud's psychological one. Before</p>	<ul style="list-style-type: none"> - Liberation theology's use of Marxist analysis to analyse the deeper or structural causes of social sin and have resulted in poverty violence and injustice including - The view that the Gospel demands that Christians must give priority to the poor and act in solidarity with them. - Aquinas' theological approach and an overview of the two contrasting approaches to conscience - Freud's argument that 'conscience' is in fact the internalised moral views of our parents and society 	<p>Homework tasks are directly linked to lessons and are laid out clearly at the beginning of the term.</p> <p>There is always one or two essay questions per homework sheet to constantly be preparing the students for a full A-Level assessment.</p> <p>Students complete an assessment at the end of the 6</p>

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	<p>making a comparison and evaluation of Aquinas and Freud</p> <p><u>Unit 2 Meta Ethics:</u> Throughout Unit 2, students will develop an understanding of the place of Meta-ethics in relation to other forms of ethics. Normative Ethics as discussion of the rules of the game and Meta-ethics as questioning the game itself.</p> <p><u>Unit 3 Sexual Ethics:</u> During Unit 3, students will debate issues around premarital sex, extramarital sex, and homosexuality. Understand the development of religious ideas on morality, legality and tolerability of the above areas. They will also apply their knowledge of Natural law, Situation Ethics, Kantian Ethics, Utilitarianism to the issues surrounding sexual ethics. Finally, they will ask whether or not religion still has a role? Or, is sexual behavior a private matter?</p>	<ul style="list-style-type: none"> - Critical comparisons between the two - Comparison of the approaches of Aquinas and Wittgenstein and whether language is to be understood cognitively or noncognitively - Naturalism as the belief that values can be derived or defined from observation of the natural world - Consideration of the central issue which is whether ethical statements are factual and thus meaningful or whether they are merely opinions and objectively meaningless - Application and Discussion of the four ethical theories: natural law, situation ethics, Kantian Ethics, Utilitarianism - Discussion of issues about sexual ethics: does religion still have a role? Is sexual behaviour a private matter? 	<p>weeks which assesses their skills of understanding, explaining and constructing arguments.</p>