

Year 12 Religious Studies

Students will study Christianity in a depth which will build on their learning from both Key Stage 3 and Key Stage 4, as well key philosophical theories which consider the arguments for and against the existence of God, including miracles, religious language and the Fourth Way. Students will also study ethical theories such as virtue ethics, situation ethics and natural law and apply them to ethical issues such as abortion and capital punishment.

Religious studies is a thought-provoking subject and considers contemporary themes which will help students gain critical and evaluative skills sought by higher education and employers - particularly in law, education, social work, politics, medicine, administration and the media.

Methods of deepening and securing knowledge:

Knowledge testing	We have carefully selected the information that will help students create the foundation for their exam questions. Regular knowledge tests in lessons will allow students to practise remembering and using this knowledge.
Revisiting prior learning	Our religious education curriculum is designed to ensure that students regularly revisit themes and knowledge which they have studied before.

	Autumn term 1	Autumn term 2	Spring term 1
Topic(s)	<p>Ethical theories</p> <ul style="list-style-type: none"> • Deontological: natural moral law and the principle of double effect with reference to Aquinas; proportionalism. • Teleological: situation ethics with reference to Fletcher. • Character based: virtue ethics with reference to Aristotle. • The differing approaches taken to moral decision making by these ethical theories. • Their application to the issues of theft and lying. • The strengths and weaknesses of these ways of making moral decisions. <p>Arguments for the existence of God</p> <ul style="list-style-type: none"> • Design: Paley's analogical argument. • Criticisms: Hume. • Ontological: Anselm's a priori argument. • Criticisms: Gaunilo and Kant. • Cosmological: Aquinas' Way 3. The argument from contingency and necessity. • Criticisms: Hume and Russell. 	<p>Application of ethical theories</p> <ul style="list-style-type: none"> • Issues of human life and death. • Embryo research; cloning; 'designer' babies. • Abortion. • Voluntary euthanasia and assisted suicide. • Capital punishment. • Issues of non-human life and death. • Use of animals as food; intensive farming. • Use of animals in scientific procedures; cloning. • Blood sports • Animals as a source of organs for transplants. <p>God</p> <ul style="list-style-type: none"> • Christian Monotheism: one God, omnipotent creator and controller of all things; transcendent and unknowable; the doctrine of the Trinity and its importance; the meaning and significance of the belief that Jesus is the son of God; the significance of John 10:30; 1 Corinthians 8:6. • God as Personal, God as Father and God as Love: the challenge of understanding anthropomorphic and gender-specific language about God: God as Father and King, including Christian feminist perspectives. • The concept of God in process theology: God as neither omnipotent nor creator. 	<p>Christianity: sources of authority</p> <ul style="list-style-type: none"> • The Bible: different Christian beliefs about the nature and authority of the Bible. • The Church: the different perspectives of the Protestant and Catholic traditions on the relative authority of the Bible and the Church. • The authority of Jesus: different Christian understandings of Jesus' authority, including Jesus' authority as God's authority and Jesus' authority as only human. <p>The problem of evil and suffering</p> <ul style="list-style-type: none"> • The concepts of natural and moral evil. • The logical and evidential problem of evil. • Responses to the problem of evil and suffering.
Assessment	A range of 10 and 15 mark exam-style questions.	A range of 10 and 15 mark exam-style questions.	A range of 10 and 15 mark exam-style questions.

CEIAG (Careers
that are linked to
that topic)

Spring term 2

Summer term 1

Summer term 2

Topic(s)

Christianity: good moral conduct

- Good conduct: the importance of good moral conduct in the Christian way of life.
- Sanctity of life: the concept of sanctity of life; different views about its application to issues concerning the embryo and the unborn child; the just war theory and its application to the use of weapons of mass destruction.
- Dominion and stewardship: the belief that Christians have dominion over animals.

The problem of evil and suffering

- Hick's soul making theodicy.
- The free will defence.
- Process theodicy as presented by Griffin.
- The strengths and weaknesses of each response.

Christainity: expressions of faith

- Baptism: the significance of infant baptism in Christianity with particular reference to the Catholic and Baptist traditions; arguments in favour of and against infant baptism.
- Holy Communion: differing practices associated with Holy Communion, and differing understandings of Holy Communion and its importance.
- The mission of the Church: developments in Christian ideas of 'mission' from the early 20th century to today.

Self, death and afterlife

- The meaning and purpose of life. The following purposes and their relative importance: to glorify God and have a personal relationship with him; to prepare for judgement; to bring about God's kingdom on earth.
- Resurrection: the concept of soul; resurrection of the flesh as expressed in the writings of Augustine; spiritual resurrection; the significance of 1 Corinthians 15:42-44 and 50-54.
- Different interpretations of judgement, heaven, hell and purgatory as physical, spiritual or psychological realities; objective immortality in process thought.

Conscience

- Differing ideas, religious and non-religious, about the nature of conscience.
- The role of conscience in making moral decisions with reference to; telling lies and breaking promises; adultery.
- The value of conscience as a moral guide.

Conscience

The nature of religious experience.

- Visions: corporeal, imaginative and intellectual.
- Numinous experiences: Otto, an apprehension of the wholly other.
- Mystical experiences: William James; non-sensuous and non-intellectual union with the divine as presented by Walter Stace.
- The challenges of verifying religious experiences.
- The challenges to religious experience from science.
- Religious responses to those challenges.
- Swinburne's principles of credulity and testimony.

Assessment	A range of 10 and 15 mark exam-style questions.	A range of 10 and 15 mark exam-style questions.	A range of 10 and 15 mark exam-style questions.
CEIAG <i>(Careers that are linked to that topic)</i>			

Independent Study

Most of students' independent study in Year 12 will be one of the following:

- Learning independent study, in which you will spend time committing important information to memory.
- Completing research activities and preparing group presentations.
- Answering exam questions to summarise and demonstrate knowledge.