

## Year 13 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 as 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:

<b>Knowledge testing</b>	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.
<b>Revisiting prior learning</b>	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><b>Free will and moral responsibility</b></p> <ul style="list-style-type: none"> <li>The conditions of moral responsibility: free will; understanding the difference between right and wrong.</li> <li>The extent of moral responsibility: libertarianism, hard determinism, compatibilism.</li> <li>The relevance of moral responsibility to reward and punishment.</li> </ul> <p><b>Religious experience</b> The nature of religious experience.</p> <ul style="list-style-type: none"> <li>Visions: corporeal, imaginative and intellectual.</li> <li>Numinous experiences: Otto, an apprehension of the wholly other.</li> <li>Mystical experiences: William James;</li> </ul>	<p><b>Meta-ethics</b></p> <ul style="list-style-type: none"> <li>Divine Command Theory - right is what God commands, wrong is what God forbids.</li> <li>Naturalism: utilitarianism - right is what causes pleasure, wrong is what causes pain.</li> <li>Non-naturalism: intuitionism - moral values are self-evident.</li> <li>The strengths and weaknesses of these ideas.</li> </ul> <p><b>Religious language</b></p> <ul style="list-style-type: none"> <li>The issue of whether religious language should be viewed cognitively or non-cognitively.</li> <li>The challenges of the verification and</li> </ul>	<p><b>Bentham and Kant</b></p> <ul style="list-style-type: none"> <li>Comparison of the key ideas of Bentham and Kant about moral decision making.</li> <li>How far these two ethical theories are consistent with religious moral decision making.</li> </ul> <p><b>Miracles</b></p> <ul style="list-style-type: none"> <li>Differing understandings of 'miracle'.</li> <li>Realist and anti-realist views.</li> <li>Violation of natural law or natural event.</li> <li>Comparison of the key ideas of David Hume and Maurice Wiles on miracles.</li> <li>The significance of these views for religion.</li> </ul>

	<p>non-sensuous and non-intellectual union with the divine as presented by Walter Stace.</p> <ul style="list-style-type: none"> <li>• Verifying religious experiences.</li> <li>• The challenges of verifying religious experiences.</li> <li>• The challenges to religious experience from science.</li> <li>• Religious responses to those challenges.</li> <li>• Swinburne's principles of credulity and testimony.</li> </ul>	<p>falsification principles to the meaningfulness of religious language.</p> <ul style="list-style-type: none"> <li>• Responses to these challenges.</li> <li>• Eschatological verification with reference to Hick.</li> <li>• Language as an expression of a Blik with reference to R.M. Hare.</li> <li>• Religious language as a language game with reference to Wittgenstein.</li> <li>• Other views of the nature of religious language.</li> <li>• Religious language as symbolic with reference to Tillich.</li> <li>• Religious language as analogical with reference to Aquinas.</li> <li>• The Via Negativa.</li> <li>• The strengths and weaknesses of the differing understandings of religious language.</li> </ul>	<p><b>Self, death and the afterlife</b></p> <ul style="list-style-type: none"> <li>• The nature and existence of the soul; Descartes' argument for the existence of the soul.</li> <li>• The body/soul relationship.</li> <li>• The possibility of continuing personal existence after death.</li> </ul>
Assessment	A range of 10 and 15 exam-style questions.	A range of 10 and 15 exam-style questions.	A range of 10 and 15 exam-style questions.
CEIAG <i>(Careers that are linked to that topic)</i>			

	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<p><b>Christianity: Gender and religion</b> Historical and social factors that have influenced developments in Christian thinking about these issues including:</p> <ul style="list-style-type: none"> <li>• The development of Biblical criticism, especially in the 19th century and the resulting freedom to challenge traditional readings of passages.</li> <li>• The changing roles of men and women in society outside of religion.</li> <li>• The rights given to women by secular governments.</li> </ul> <p><b>Christianity and the challenge of secularisation</b> The challenge of secularisation including:</p> <ul style="list-style-type: none"> <li>• The replacement of religion as the source of truth and moral values.</li> <li>• Relegation of religion to the personal sphere.</li> <li>• The rise of militant atheism: the view that religion is irrational.</li> </ul>	<p><b>Christianity: Science and religion</b> How and why science has influenced Christianity and how Christianity has responded, with particular reference to:</p> <ul style="list-style-type: none"> <li>• Emphasis on evidence and reason in science.</li> <li>• Specific scientific discoveries.</li> <li>• Science as a stimulus to Christian ethical thinking.</li> </ul> <p><b>Christianity, migration and religious pluralism</b> How migration has created multicultural societies which include Christianity, with particular reference to:</p> <ul style="list-style-type: none"> <li>• The diversity of faiths in Britain today.</li> <li>• Freedom of religion as a human right in European law and religious pluralism as a feature of modern secular states.</li> <li>• The influence of this context on Christian thought.</li> </ul>	
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 your independent study in Year 13 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.

