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|  | | | **The Nottingham Emmanuel School – Religious Studies Curriculum Map (2022-2023)** | | | | | | |
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| **Intent statement** | | | Our intent is to enable all students to flourish through the development of broad and inclusive curriculum that reflects the students in our community, whatever their background or ability.  Within this context, we aim to develop knowledge and understanding of a range of world-views through investigating beliefs and practices, religious texts, and considering the choices made by both believers and non-believers.  Students will be enabled to develop an empathetic approach to others and be able to articulate and reflect upon their own worldview in a constructive and evaluative manner. | | | | | | |
| **Diversity across the curriculum** | | | Our curriculum represents the diversity of our students by reflecting the religious and non-religious views of the students in our school. Within lessons, we aim to represent a range of views and make the most of opportunities to expose students to views they may not have come across before. As a department, we aim to promote a deeper understanding of diversity through increasing varied representation of race, ethnicity, gender identity, religion, ability and sexuality. | | | | | | |
|  |  | **AUT 1** | **AUT 2** | **SPR 1** | **SPR 2** | **SUM 1** | **SUM 2** |
| Year 7 | **Title and objectives** | **Understanding Christianity** | **Judaism**  introduce students to the beliefs and practices, give students a wider context of understanding in preparation for the life of Jesus unit | **The Life of Jesus** | **Is there a God?** | **Continuing ‘Is there a God’**  **Humanism** | **Dharmic Religions**  Hindu, Sikh and Buddhist traditions – a comparison |
| **Core knowledge** | * What it means to be a Christian school – importance of communion * Trinity * Creation * Importance of humanity * The fall * Sin | * Abraham * Moses * God’s Laws * The Torah * The Temple * Pesach * Shabbat * Festivals | * Incarnation * Teachings of Jesus * Miracles of Jesus * Holy week * Crucifixion * resurrection | * The nature of God * The problem of evil * Responses to the problem of evil * Religious experience * The soul | * The cosmological argument * The teleological argument   Humanism:   * + What is humanism   + Humanist views of afterlife   + Humanist values   + How do humanists react to issues in the world | * + What are dharmic religions?   + The divine   + Founders   + Worship   + Festivals   + Afterlife   + Holy texts |
| **Skills** | Inference of texts  Verbal reasoning  Critical thinking  Self-reflection  Explanation  Written communication | Inference of texts  Verbal reasoning  Critical thinking  Self-reflection  Explanation  Written communication | Inference of texts  Verbal reasoning  Critical thinking  Self-reflection  Explanation  Written communication | Abstract thinking  Verbal reasoning  Critical thinking  Self-reflection  Explanation  Written communication  Logic | Verbal reasoning  Critical thinking  Self-reflection  Explanation  Written communication | Inference of texts  Verbal reasoning  Critical thinking  Self-reflection  Explanation  Written communication |
| **Covid recovery** | We have included a baseline assessment to check key knowledge and skills, and included more AfL opportunities to assess prior learning and identify any gaps in knowledge from primary school |  | This unit is designed to build on the knowledge from Aut 1 and 2 to develop skills, as well identifying and filling any knowledge gaps on the basics of Christianity from primary school. | This unit will have more focus on verbal reasoning and discussion skills. Due to covid and condensed curriculum time in previous years this is a skill that hasn't been as developed, but helps students to be successful in 12MQ at GCSE |  |  |
| **Careers** | Dedicating part of a lesson to career opportunities:   * teaching | Dedicating part of a lesson to career opportunities:   * Food / catering | Dedicating part of a lesson to career opportunities:   * nursing | Dedicating part of a lesson to career opportunities:   * charity fundraiser | Dedicating part of a lesson to career opportunities:   * Police (diverse roles e.g. victim advocate?) | Dedicating part of a lesson to career opportunities:   * Care worker |
| Year 8 | **Title and objectives** | **An introduction to Islam** | **Inspirational People of Faith** | **Ethics** | **Spirited Arts** | **Image of God**  Starting from the Christian belief of all people being created in the image of God we will study a range of issues that affect humanity in the world today. | |
| **Core knowledge** | * What is Islam? * The nature of Allah * Muhammad * The Night of Power * 6 articles of faith * The importance of angels | * Oscar Romero * Martin Luther King * Malala * Jackie Pullinger * Catherine and William Booth * How is our identity shaped by what we believe and what we do? | * Utilitarianism * Natural Law * Divine Command Theory * Kantian Ethics * Situation Ethics * What is the best way to live a good life? | * The importance of art and iconography in religious belief * Buddhism and mandalas * Islam and calligraphy * Hindu deities * Making our own reflective artwork | * Imago Dei * The importance of humanity * What it means to treat people with justice * Sexism * Racism * Homophobia * Media influence * Religious discrimination – antisemitism and islamophobia | |
| **Skills** | Inference of texts  Verbal reasoning  Critical thinking  Self-reflection  Explanation  Written communication | Inference of texts  Verbal reasoning  Critical thinking  Self-reflection  Explanation  Written communication | Inference of texts  Logic, Verbal reasoning  Critical thinking  Self-reflection  Explanation  Written communication | Inference of texts  Verbal reasoning  Self-reflection  Creative expression  Written communication | Inference of texts  Verbal reasoning  Critical thinking  Self-reflection  Explanation  Written communication | |
| **Covid recovery** | This unit assesses their previously knowledge on Islam and interleaves earlier knowledge, as a well as focusing on embedding skills needed in 3,4- and 5-mark questions. | This unit will have more focus on verbal reasoning and discussion skills. Due to covid and condensed curriculum time in previous years this is a skill that hasn't been as developed, but helps students to be successful in 12MQ at GCSE | This unit includes a deliberate focus on the highest-level skills that are needed in transfer tasks – evaluation of evidence and arguments. |  |  | |
| **Careers** | Dedicating part of a lesson to career opportunities:   * Newspaper editor | Dedicating part of a lesson to career opportunities:   * Public relations | Dedicating part of a lesson to career opportunities:   * doctor | Dedicating part of a lesson to career opportunities:   * Museum curator | Dedicating part of a lesson to career opportunities:   * Inclusion / diversity officer | Dedicating part of a lesson to career opportunities:   * Youth worker |
| Year 9 | **Title and objectives** | **Christian Beliefs** | | **Marriage and the Family** | **Islamic Beliefs** | | **Crime and Punishment** |
| **Core knowledge** | * Nature of God * Nicene Creed * Trinity * Creation * Incarnation * Salvation * Atonement * Eschatology * problem of evil * solutions to the problem of evil | | * marriage * divorce * sexual relationships * same sex marriage * Contraception * Gender prejudice | * Nature of Allah * articles of faith * 5 roots * prophet hood * Kutub * angels * Predestination * Akhirah | | * Evil and suffering * Attitudes to punishment * Aims of punishment * Forgiveness * Treatment of criminals * Death penalty |
| **Skills** | Inference of texts  Critical thinking  Self-reflection  Explanation  Written communication | | Inference of texts  Critical thinking  Self-reflection  Explanation  Written communication | Inference of texts  Critical thinking  Self-reflection  Explanation  Written communication | | Inference of texts  Critical thinking  Self-reflection  Explanation  Written communication |
| **Covid recovery** | Although this unit is usually taught here, we have redesigned it this year to identify gaps in knowledge and from KS3. We are spending longer exploring the key concepts that may not have been embedded at KS3, and including more practice and assessment of transfer skills throughout. | |  | Due to less coverage of content at KS2 and KS3 and less opportunity to embed knowledge, we will spend more time covering the basics of the beliefs of Islam than we would usually spend in this unit. | |  |
| **Careers** | Dedicating part of a lesson to career opportunities:   * Chaplain * Care worker | | Dedicating part of a lesson to career opportunities:   * Midwifery | Dedicating part of a lesson to career opportunities:   * counsellor * Barrister | | Dedicating part of a lesson to career opportunities:   * Prison officer |
| Year 10 | **Title and objectives** | **Living the Christian life** | | **Life and death** | | **Living the Muslim life** | |
| **Core knowledge** | * liturgy * worship * prayer * sacraments * festivals * pilgrimage * mission and evangelism * worldwide church * Christian aid | | * universe * stewardship * use of animals * abortion * Euthanasia * life after death | | * 5 pillars * Obligatory acts * Salah * Sawn * Zakah / khums * Hajj * Jihad * Festivals | |
| **Skills** | Inference of texts  Critical thinking  Self-reflection  Explanation  Written communication | | Inference of texts  Critical thinking  Self-reflection  Explanation  Written communication | | Inference of texts  Critical thinking  Self-reflection  Explanation  Written communication | |
| **Covid recovery** | Due to less coverage of content in Year 9 this unit needs to be completed. We will spend more time on this unit than usual and will include more focus on exam skills to allow for this to be embedded before moving on to further content. | |  | | Due to less coverage of content in KS3, we will spend more time covering the basics of the ‘5 pillars’ than we would usually spend in this unit. | |
| **Careers** | Dedicating part of a lesson to career opportunities:   * International aid worker * politics | | Dedicating part of a lesson to career opportunities:   * Funeral director * hospice worker | | Dedicating part of a lesson to career opportunities:   * Tourism * solicitor | |
| Year 11 | **Title and objectives** | **Peace and Conflict (Islamic Perspective)** | | **Revision** | | **Revision** |  |
| **Core knowledge** | * peace and conflict * working for peace * causes of conflict * pacifism * just war theory * holy war * weapons of mass destruction | |  | |  |
| **Skills** | Inference of texts  Critical thinking  Self-reflection  Explanation  Written communication | | Revision skills  Inference of texts  Critical thinking  Self-reflection  Explanation  Written communication | |  |
| **Covid recovery** | There will be greater focus on the skills needed in exam style questions in this unit to prepare students for exams | |  | |  |
| **Careers** | Dedicating part of a lesson to career opportunities:   * public affair officer (armed forces) * media researcher | | Dedicating part of a lesson to career opportunities:   * HR | |  |
| Year 12 – Teacher 1 | **Title and objectives** | ***Developments of Christian thought***  *Augustine and human nature – 3 weeks*  *Exam skills – 1 week*  *Death & the afterlife – 3 weeks* | *Death & the afterlife – 1 week*  *Knowledge of the existence of God – 3 weeks*  *Jesus (intro & as a moral teacher) – 1 week* | *Jesus (as liberator & as son of God) – 3 weeks*  *SKILLS WEEK*  *Christian moral principles – 2 weeks* | *Christian moral principles – 1 week*  ***SKILLS week***  *Bonhoeffer – 3 - week* | ***Ethics (secular)***  *Utilitarianism – 3 weeks*  *Kantian Ethics – 3 weeks* | *Applied Ethics; Business Ethics – 2 weeks*  ***Start A2 Content:***  ***Ethics***  Sexual Ethics (applied unit to all theories + Christian teaching) |
| **Core knowledge** | Introduction to early developments of Christian developments.  Exam skills and how to answer exam questions.  **Augustine**  •whether or not Augustine’s teaching on a historical Fall and Original Sin is wrong  •whether or not Augustine is right that sin means that humans can never be morally good  •whether or not Augustine’s view of human nature is pessimistic or optimistic  •whether or not there is a distinctive human nature  **Death and the afterlife**  •whether or not God’s judgement takes place immediately after death or at the end of time  •whether or not hell and heaven are eternal  •whether or not heaven is the transformation and perfection of the whole of creation  •whether or not purgatory is a state through which everyone goes | Chronological order of teaching developments in thinking and ideas  **Knowledge of God’s existence:**  •whether or not God can be known through reason alone  •whether or not faith is sufficient reason for belief in God’s existence  •whether or not the Fall has completely removed all natural human knowledge of God  •whether or not natural knowledge of God is the same as revealed knowledge of God  •whether or not belief in God’s existence is sufficient to put one’s trust in him  **Jesus**:  •whether or not Jesus was only a teacher of wisdom | Christian moral principles and Bonhoeffer bridge between early Christian belief and ethics units; how beliefs influence practice  **Jesus**:  •whether or not Jesus was more than a political liberator  •whether or not Jesus’ relationship with God was very special or truly unique  • whether or not Jesus thought he was divine  **Christian moral principles**  •whether or not Christian ethics are distinctive  •whether or not Christian ethics are personal or communal  •whether or not the principle of love is sufficient to live a good life  •whether or not the Bible is a comprehensive moral guide  **Bonhoeffer**:  •whether or not Christians should practise civil disobedience  •whether or not it is possible always to know God’s will  •whether or not Bonhoeffer puts too much emphasis on suffering  •whether or not Bonhoeffer’s theology has relevance today | Intro to ethics & study of secular theories of morality. (MSK teaching religious theories.)  **Utilitarianism**:  •whether or not utilitarianism provides a helpful method of moral decision-making  •whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which, in any given situation, utility is best served  •whether or not it is possible to measure good or pleasure and then reach a moral decision  **Kantian Ethics**  •whether or not Kantian ethics provides a helpful method of moral decision-making  •whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which duty is best served  •whether or not Kantian ethics is too abstract to be applicable to practical moral decision-making  •whether or not Kantian ethics is so reliant on reason that it unduly rejects the importance of other factors, such as sympathy, empathy and love in moral decision-making | Secular theories applied to case studies within business ethics; Ford Pinto, Cadbury, Trafigura (& Body Shop, Lush, Toms)  Learners should have the opportunity to discuss issues raised by these areas of business ethics, including:  •the application of Kantian ethics and utilitarianism to business ethics  •whether or not the concept of corporate social responsibility is nothing more than ‘hypocritical window-dressing’ covering the greed of a business intent on making profits  •whether or not human beings can flourish in the context of capitalism and consumerism  •whether globalisation encourages or discourages the pursuit of good ethics as the foundation of good business | After exams begin applied ethics unit sexual ethics, applied to all 4 theories.  **Sexual ethics:**  •whether or not religious beliefs and practices concerning sex and relationships have a continuing role in the area of sexual ethics  •whether choices in the area of sexual behaviour should be entirely private and personal, or whether they should be subject to societal norms and legislation  •whether normative theories are useful in what they might say about sexual ethics |
| **Skills** | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing |
| **Covid recovery** | Due to disruption in learning there have been limited opportunities to develop students written skills which is a key factor in success at A-Level. Throughout all of Y13 there will be greater focus on essay writing skills and practices. |  |  |  |  |  |
| **Careers** |  |  |  |  |  |  |
| Year 12 – Teacher 2 | **Title and objectives** | **Philosophy**  *The existence of God*  *Arguments based on observation*  *The existence of God*  *Arguments based on reason* | *Religious Experience* | *The problem of Evil*  *Philosophical Language & Thought: Ancient Philosophical Influences*  *(Plato & Aristotle)* | *Philosophical Language & Thought: Soul, mind and body* | **Ethics - religious**  *Natural Law*  *Situation ethics* | *Applied Euthanasia* |
| **Core knowledge** | * The teleological argument * The cosmological argument * Challenges to arguments from observation including: Hume & Evolution   Discuss ideas about God including:   * Whether posteriori or a priori is the more persuasive form of argument. * Do cosmological arguments conclude the existence of a transcendent creator without sufficient explanation * Can the teleological argument be defended against chance? * What logical fallacies are in these arguments and can they be overcome?   **The ontological argument**  Discuss ideas about God including:   * Whether posteriori or a priori is the more persuasive form of argument. * Is existence a predicate? * Do the ontological arguments justify belief?   What logical fallacies are in these arguments and can they be overcome? | The nature of religious experience  Mystical Experience  Conversion experience  Different ways to understand religious experiences  Is personal witness/testimony sufficient to support religious experiences?  Are corporate experiences more reliable?  Do religious experiences prove God? | **The problem of evil**  Epicurus  Theodicies (Augustine, Irenaeus, Hick)  Is Augustine’s theodicy sufficient to spare God from the problem of evil?  Do we need a ‘vale of soul making’?  Which problems of evil challenge belief the most?  Can you defend monotheism?  The philosophical views of Plato in relation to:  Reality, Forms & analogy of the cave  The philosophical views of Aristotle in relation to:  Reality, the four causes & the Prime mover  Comparison & Evaluation of the Form’s & the Prime Mover  Comparison & Evaluation of Plato’s reliance on reason (rationalism) and Aristotle’s empiricism | The Philosophical language of soul, mind & body according to Plato & Aristotle  Metaphysics of consciousness, including substance dualism, materialism, monism, Cartesian dualism, realism and anti-realism, & behaviourism  Discuss ideas about soul, mind & body.  Materialist critiques of dualism  Dualist responses to materialism  Is the soul a metaphor or real?  Is the mind-body distinction a ‘category error’? | * whether or not natural law provides a helpful method of moral decision-making * whether or not a judgement about something being good, bad, right or wrong can be based on its success or failure in achieving its telos * whether or not the universe as a whole is designed with a telos, or human nature has an orientation towards the good * whether or not the doctrine of double effect can be used to justify an action, such as killing someone as an act of self-defence * whether or not situation ethics provides a helpful method of moral decision-making * whether or not an ethical judgement about something being good, bad, right or * wrong can be based on the extent to which, in any given situation, agape is best served * whether Fletcher’s understanding of agape is really religious or whether it means nothing more than wanting the best for the person involved in a given situation * whether or not the rejection of absolute rules by situation ethics makes moral decision-making entirely individualistic and subjective |  |
| **Skills** | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing |
| **Covid recovery** | Due to disruption in learning there have been limited opportunities to develop students written skills which is a key factor in success at A-Level. Throughout all of Y13 there will be greater focus on essay writing skills and practices. |  |  |  |  |  |
| **Careers** |  |  | Social work / charity work |  |  | Medical ethics / law / leginslation |
| Year 13 – Teacher 1 | **Title and objectives** | **Review and complete Sexual Ethics (2 weeks)**  **Conscience (3 weeks)** | **Pluralism** | **Gender** | **Secularism**  **Liberation Theology & Marx** | ***Revision*** |  |
| **Core knowledge** | comparison between Aquinas and Freud:   * on the concept of guilt * on the presence or absence of God within the workings of the conscience and super-ego * on the process of moral decision-making * whether conscience is linked to, or separate from, reason and the unconscious mind * whether conscience exists at all or is instead an umbrella term covering various factors involved in moral decision-making, such as culture, environment, genetic predisposition and education | whether or not if Christ is the ‘truth’ there can be any other means of salvation  • whether or not a loving God would ultimately deny any human being salvation  • whether or not all good people will be saved  • whether or not theological pluralism undermines central Christian beliefs  • whether or not inter-faith dialogue has contributed practically towards social cohesion  • whether or not Christian communities should seek to convert people from other faiths  • whether or not scriptural reasoning relativizes religious beliefs  • whether or not Christians should have a mission to those of no faith | * whether or not official Christian teaching should resist current secular views of gender * whether or not secular views of gender equality have undermined Christian gender roles * whether or not motherhood is liberating or restricting * whether or not the idea of family is entirely culturally determined * a comparison of Ruether’s and Daly’s feminist theologies * sexism and patriarchy in Christianity, as it has developed in the mainstream * Churches * whether Christianity can be changed or should be abandoned * whether or not Christianity is essentially sexist * whether or not a male saviour can save women * whether or not only women can develop a genuine spirituality * whether or not the Christian God can be presented in female terms | * whether or not spiritual values are just human values * whether or not there is evidence that Christianity is a major cause of personal and social problems * whether secularism and secularisation are opportunities for Christianity to develop new ways of thinking and acting * whether Christianity is, or should be, a significant contributor to society’s culture and * values * whether or not Christian theology should engage with atheist secular ideologies * whether or not Christianity tackles social issues more effectively than Marxism * whether or not liberation theology has engaged with Marxism fully enough * • whether or not it is right for Christians to prioritise one group over another |  |  |
| **Skills** | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing |  |
| **Covid recovery** | Due to disruption in learning there have been limited opportunities to develop students written skills which is a key factor in success at A-Level. Throughout all of Y13 there will be greater focus on essay writing skills and practices. |  |  |  |  |  |
| **Careers** |  |  |  | journalism |  |  |
| Year 13 – Teacher 2 | **Title and objectives** | ***Religious Language***  *Negative, Analogical or Symbolic* | ***Religious Language***  *Twentieth century perspectives* | ***The nature or attributes of God*** | **Meta-ethics** | ***Revision*** |  |
| **Core knowledge** | The apophatic way (via negativa)  Cataphatic way (via positive)  Symbol  Compare how useful the three approaches are to religious language  Does the apophatic way support effective expression of language about God  Can we use religious language if it is symbolic? | Logical Positivism (Ayer)  Wittgenstein’s language games & forms of life  The factual quality of religious language in the falsification symposium  Does the verification principle render religious language meaningless?  Does falsification work?  Compare Aquinas & Wittgenstein (cognitive or non-cognitive?)  How influential is non-cognitivism?  How valuable is Aquinas’ analogical view to philosophy? | Omnipotence  Omniscience  Omnibenevolence  Eternity (Anselm & Boethius)  Free Will (Boethius, Anselm & Swinburne)  Is it possible, or necessary, to resolve the apparent conflicts between divine attributes?  Do Boethius, Anselm or Swinburne provide the most useful understanding of the relationship between divinity and time?  Are any of the scholars successful?  Limits of logical possibility vs divine self-limitation | * **whether or not what is meant by the word ‘good’ is the defining question in the study of ethics** * **whether or not ethical terms such as good, bad, right and wrong:** * have an objective factual basis that makes them true or false in describing something * reflect only what is in the mind of the person using such terms can be said to be meaningful or meaningless * whether or not, from a common sense approach, people just know within themselves what is good, bad, right and wrong |  |  |
| **Skills** | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing | Inference, logic, abstract thinking, problem solving, academic writing |  |
| **Covid recovery** | Due to disruption in learning over the last two years we put there have been limited opportunities to develop students written skills which is a key factor in success at A-Level. Throughout all of Y13 there will be greater focus on essay writing skills and practices. |  |  |  |  |  |
| **Careers** |  |  |  |  |  |  |