



Year 13 Humanities – RELIGIOUS STUDIES Course Outline

Students have 8 lessons per cycle/fortnight Homework is set every cycle			
Term	Teacher 1: Philosophy of Religion and Christianity	Teacher 2: Religious Ethics and Christianity	Homework
Autumn Term 1	PHILOSOPHY OF RELIGION Completing Religious Language (see end of year 12) Miracles <ul style="list-style-type: none"> • Differing understandings of ‘miracle’ • realist and anti-realist views • violation of natural law or natural event. • Comparison of the key ideas of David Hume and Maurice Wiles on miracles. • The significance of these views for religion. 	ETHICS Free will and moral responsibility The conditions of moral responsibility: free will; understanding the difference between right and wrong. The extent of moral responsibility: libertarianism, hard determinism, compatibilism. The relevance of moral responsibility to reward and punishment. 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 adultery. The value of conscience as a moral guide.	HW consists of a variety of activities, including: <ul style="list-style-type: none"> - Consolidating classwork - Reading ahead for next lesson - Listening to podcasts - Answering extended questions - Completing quizzes - Planning essays - Completing shorter essays
	Landmark	Students will complete four questions, worth 10 or 15 marks each.	
Autumn Term 2	Self, death and the afterlife <ul style="list-style-type: none"> • The nature and existence of the soul; Descartes' argument for the existence of the soul. • The body/soul relationship. • The possibility of continuing personal existence after death. Revision of key content from last year and a term	Bentham and Kant Comparison of the key ideas of Bentham and Kant about moral decision making. How far these two ethical are consistent with religious moral decision making. Revision of key content from last year and a term.	

	Mock Exam	Students will complete a range of questions, worth either 10, 15 and 25 marks.	
Spring Term 1	<p>Christianity and science</p> <p>How and why science has influenced Christianity and how Christianity has responded, with particular reference to: emphasis on evidence and reason in science; specific scientific discoveries; science as a stimulus to Christian ethical thinking.</p> <p>Developments in Christian thought:</p> <ul style="list-style-type: none"> • How scientific explanation has challenged Christian belief with reference to the 'God of the gaps'; 19th century Christian responses to Darwin's theory of evolution and contemporary responses to the Big Bang theory, including reference to creationist views. • The belief that science is compatible with Christianity with reference to the views John Polkinghorne. • Different Christian responses to issues raised by science: genetic engineering. <p>Christianity and the challenge of secularisation</p> <p>The challenge of secularisation including the replacement of religion as the source of truth and moral values; relegation of religion to the personal sphere; the rise of militant atheism: the view that religion is irrational.</p> <p>Developments in Christian thought:</p> <ul style="list-style-type: none"> • Responses to materialistic secular values: the value of wealth and possessions. • McGrath's defence of Christianity in 'The Dawkins delusion'. 	<p>Christianity, gender and sexuality</p> <p>Historical and social factors that have influenced developments in Christian thinking about these issues including: the development of Biblical criticism, especially in the 19th century, and the resulting freedom to challenge traditional readings of passages such as 1 Tim 2:8-15; the changing roles of men and women in society outside of religion; the rights given to women by secular governments.</p> <p>Developments in Christian thought, including feminist approaches:</p> <p>Debates about female ordination in the Church of England up to and after 1994, the continuing debate today.</p> <p>A comparison of the significant ideas of Daphne Hampson and Rosemary Radford Ruether about the patriarchal nature of Christianity including Hampson's view that Christianity is irredeemably sexist and Ruether's ideas about the androgynous Christ and her view that the female nature is more Christlike than the male.</p> <p>Different Christian views about celibacy, marriage, homosexuality and transgender issues.</p> <p>Christianity, migration and religious pluralism</p> <p>How migration has created multicultural societies which include Christianity, with particular reference to the diversity of faiths in Britain today; freedom of religion as a human right in European law and religious pluralism as a feature of modern secular states. The influence of this context on Christian thought.</p>	

Spring Term 2	<ul style="list-style-type: none"> • Emergence of new forms of expression, such as Fresh Expressions and the House Church movement. • Emphasis on the social relevance of Christianity including liberationist approaches as supporting the poor and defending the oppressed. 	<p>Developments in Christian thought: Christian attitudes to other faiths: Exclusivism with reference to John 14:6; Inclusivism with reference to the concept of “anonymous Christians”; how Christian denominations view each other. Pluralism with reference to John Hick; its implications for interfaith and interdenominational relations. Christian response to issues of freedom of religious expression in society.</p>	
	Landmark	Students will complete two questions, each of which will be worth 10 or 15 marks.	
	<p>DIALOGUES BETWEEN PHILOSOPHY AND RELIGION</p> <p>Beliefs and teachings about:</p> <ul style="list-style-type: none"> • God • self, death and the afterlife • sources of wisdom and authority • religious experience • the relationship between scientific and religious discourses • the truth claims of other religions • miracles. <p>The following issues, and the impact of the discussion on religious belief past and present, should be considered:</p> <ul style="list-style-type: none"> • How far the belief is reasonable – that is based on reason and/or consistent with reason. • How meaningful the statements of faith are, and for whom. • How coherent the beliefs are, and how consistent they are with other beliefs in the belief system. 	<p>THE DIALOGUE BETWEEN CHRISTIANITY AND ETHICS</p> <p>Christian responses to the following approaches to moral decision-making in the light of key Christian moral principles:</p> <p>deontological, with reference to Kant. teleological and consequential, with reference to Bentham. character based, with reference to virtue ethics. How far Christian ethics can be considered to be deontological, teleological, consequential, or character based.</p> <p>Christian responses to: the issues of human life and death and issues of animal life and death prescribed for study; theft and lying; marriage; homosexuality and transgender issues; genetic engineering. Christian responses to issues surrounding wealth, tolerance and freedom of religious expression. Christian understandings of free will and moral responsibility, and the value of conscience in Christian moral decision-making.</p>	

	<ul style="list-style-type: none"> • The relevance of philosophical enquiry for religious faith, with particular reference to the debate about the nature of faith as ‘belief in’ or ‘belief that’. 	The impact of other ethical perspectives and ethical studies on Christian views about these issues, both past and present. This may include challenges to and support for Christian views; compatibility of Christian views with those of other ethical perspectives; the relative strengths and weaknesses of Christian perspectives and other ethical perspectives studied on these issues; the implications of criticisms of Christian ethical teaching for the religion as a whole and its sources of authority	
	Landmark	Students will complete two questions, each of which will be worth 10 or 15 marks.	
Summer Term 1	<p>Focused Revision</p> <p>A range of lessons to cover the entire course using, among other activities:</p> <ul style="list-style-type: none"> - Group work - Study of past papers - Analysis of exemplar answers - Essay planning - Peer teaching and assessment 	<p>Focused Revision</p> <p>A range of lessons to cover the entire course using, among other activities:</p> <ul style="list-style-type: none"> - Group work - Study of past papers - Analysis of exemplar answers - Essay planning - Peer teaching and assessment 	
	Landmark	Students will complete two questions, each of which will be worth 10 or 15 marks.	
Summer Term 2	Final Revision	Final Revision	
	Final Exams		