

RPE Curriculum Map

	Autumn Term	Spring Term	Summer Term
Year 9	<p><u>Judaism Beliefs and Teachings</u></p> <ul style="list-style-type: none"> Jewish beliefs about God, Messiah, and covenant. Jewish laws (mitzvot) and free will. Sanctity of life and Pikuach Nefesh. Jewish beliefs about Life after death. <p><i>Each unit has revision and GCSE assessment, testing knowledge, understanding and evaluation with dedicated improvement time (D.I.R.T)</i></p>	<p><u>Christianity Beliefs and Teachings</u></p> <ul style="list-style-type: none"> Christian beliefs about God, Trinity, creation, and humanity. The life of Jesus: annunciation, incarnation crucifixion, resurrection, ascension, also evaluation of whether Jesus was an ordinary man. Revelation through the Bible and holy spirit, including the role of the holy spirit in worship. Ideas of sin, salvation, and life after death. <p><i>Each unit has revision and GCSE assessment, testing knowledge, understanding and evaluation with dedicated improvement time (D.I.R.T)</i></p>	<p><u>Philosophical and Ethical Studies: Life and Death</u></p> <p>Religious and non- religious beliefs in response to:</p> <ul style="list-style-type: none"> Creation, dominion, stewardship, environmental responsibility, sustainability, global citizenship, and environmental organisations. The origin and sanctity of human life. Abortion and Euthanasia and death, funerals, and the afterlife. <p><i>Each unit has revision and GCSE assessment, testing knowledge, understanding and evaluation with dedicated improvement time (D.I.R.T)</i></p>
Year 10	<p><u>Judaism Beliefs and Practices</u></p> <ul style="list-style-type: none"> Jewish worship/prayer in the synagogue and at home. Key features, use, and importance of Jewish scripture (Torah and Talmud) Daily life and Ritual: Food laws and life ceremonies (Brit Milah-Circumcision, Bar/Bat mitzvah, Marriage, Death and Funerals) and festivals (Pesach, Rosh Hashanah, and Yom Kippur) <p><i>Each unit has revision and GCSE assessment, testing knowledge, understanding and evaluation with dedicated improvement time (D.I.R.T)</i></p>	<p><u>Christianity Beliefs and Practices</u></p> <ul style="list-style-type: none"> Different forms of Christian worship and prayer. A study of the Sacraments: Eucharist and Baptism. Celebrations including festivals Easter and Christmas and Pilgrimage. Evaluation of Christianity in Britain, the role of the Church in the local community and the worldwide Church with its work on mission, growth, and response to persecution. <p><i>Each unit has revision and GCSE assessment, testing knowledge, understanding and evaluation with dedicated improvement time (D.I.R.T)</i></p>	<p><u>Philosophical and Ethical issues: Relationships</u></p> <p>Religious beliefs in response to:</p> <ul style="list-style-type: none"> Family, relationships, and responsibilities. Sexual relationships: Attitudes to sex, marriage, cohabitation, homosexuality, and divorce. Issues of equality, gender equality prejudice and discrimination. <p><i>Each unit has revision and GCSE assessment, testing knowledge, understanding and evaluation with dedicated improvement time (D.I.R.T)</i></p>
Year 11	<p><u>Philosophical and Ethical issues: Good and Evil</u></p> <p>Religious beliefs in response to:</p> <ul style="list-style-type: none"> Morality, law, Crime, and punishment. Evaluating the effectiveness of prison and capital punishment. The role of Prison chaplaincy and Forgiveness Good, evil, and suffering. <p><i>Each unit has revision and GCSE assessment, testing knowledge, understanding and evaluation with dedicated improvement time (D.I.R.T)</i></p>	<p><u>Philosophical and Ethical issues: Human Rights</u></p> <p>Religious beliefs in response to:</p> <ul style="list-style-type: none"> Human Rights and social Justice with reference to wealth and racial equality. Prejudice and discrimination Religious expression, extremism, and censorship. <p><i>Each unit has revision and GCSE assessment, testing knowledge, understanding and evaluation with dedicated improvement time (D.I.R.T)</i></p>	<p><u>Revision</u></p> <ul style="list-style-type: none"> Revision packs and practice questions Skill building on questions A, B, C, and D

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Year 12	<p><u>Judaism: T3: Significant social and historical developments in religious thought</u> A: Zionism B: Challenge of Science C: Reform Judaism and Pluralism D: Jewish Family Life and Gender equality</p> <p><u>Judaism: T4: Religious practices that shape religious identity</u> D: Hasidism (Baal Shem Tov) E: Kabbalah</p> <p><u>Ethics: T4 Free will and Determinism</u> A: Religious concepts of predestination, with reference to the teachings of Augustine and Calvin B: Concepts of Determinism: Hard determinism: Locke, Scientific/Psychological, Pavlov. Soft determinism; Hobbes and Ayer. C: The implications of Predestination/determinism, links to god’s nature, prayer, and existence of miracles. D: Religious concept of free will: Pelagius and Arminius. E: Libertarianism: Sartre/Rogers F: Implications of libertarianism and free will: links to God’s nature, prayer, and existence of miracles.</p> <p><u>Philosophy: T2 Challenges to the Existence of God</u> A: The problem of evil and suffering: Logical problem: Epicurus and Mackie Evidential problem: Rowe and Paul B: Responses: Augustine C: Responses: Irenaeus and Hick D: Religious belief as a product of the human mind: Freud/Darwin E: Religious belief as a product of the human mind: Jung F: Issues relating to rejection of religion: New Atheism.</p>	<p><u>Judaism: T3: Significant social and historical developments in religious thought</u> E: Being Jewish in Britain (Advantages/challenges) F: Holocaust Theology</p> <p><u>Judaism: T4: Religious practices that shape religious identity</u> A: The role of the Synagogue B: The role of Festivals (Pesach) C: The role of Festivals (Rosh Hashanah/Yom Kippur) F: Ethical debate in Judaism regarding Embryology and stem cell research</p> <p><u>Ethics: T1 Ethical Thought:</u> A: Divine command theory. Robert Adams/ Plato challenges-Euthyphro dilemma B: Virtue theory- Aristotle, Jesus/Beatitudes: Challenges-cultural relativism C: Ethical Egoism: Max Stirner and challenges D: Meta Ethical approaches: Naturalism E: Meta Ethical approaches: Intuitionism F: Meta Ethical approaches: Emotivism</p> <p><u>Philosophy: T1: Arguments for the existence of God</u> A: Inductive arguments – cosmological Thomas Aquinas, WLC Kalam Argument B: Inductive arguments – teleological: Aquinas, Paley, Tennant, Swinburne C: Challenges to inductive arguments: Hume, Darwin and Dawkins. D: Deductive arguments - origins of the ontological argument: St Anselm E: Developments of Ontological argument: Descartes/ Malcom F: Challenges: Gaunilo/Kant</p>	<p><u>T1: Religious figures and sacred texts</u> A: Abraham Covenant and Circumcision B: Moses and Covenant of law</p> <p><u>Judaism T2: Religious concepts and religious life</u> A: Beliefs about the nature of God B: God Humanity and purpose of life C: Judgement and afterlife/Messiah and afterlife</p> <p><u>Ethics: T2 Deontological Ethics</u> A: St Thomas Aquinas and natural Law; laws and precepts as the basis of morality. B: Aquinas’ natural law: Virtues and goods supporting moral behaviour. C: Natural Law application of theory to: Abortion and voluntary Euthanasia. D: John Finnis; Development of Natural Law. E: Bernard Hoose’s overview of the proportionalism debate. F: Application of Finnis’ natural law and proportionalism to immigration and capital punishment.</p> <p><u>Philosophy: T4: Religious Language</u> A: Inherent problems of religious language B: Religious language as cognitive and meaningless: Logical Positivist viewpoints: Verification, Falsification, and criticisms. C: Religious language as non-cognitive and analogical: Aquinas, Ramsey. D: Non- Cognitive and Symbolic: Randall/Tillich E: Non-Cognitive and Mythical: Strengths/challenges F: Religious language as a language game: Wittgenstein, strengths, and challenges.</p>

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Year 13	<p><u>T1: Religious figures and sacred texts</u> C: Torah source of wisdom/authority/use and treatment in worship and daily life D: Structure and development of Talmud and importance</p> <p><u>Judaism T2: Religious concepts and religious life</u> D: The diversity of views within Judaism regarding Mitzvot E: Jewish Prayer and Charity F: The ten sayings /ten commandments</p> <p><u>Ethics T3: Ethics Teleological ethics</u> A: Joseph Fletcher’s Situation Ethics - agape as the basis of morality. B: Fletcher’s Situation Ethics: the four working principles and the six fundamental principles. C: Fletcher’s Situation Ethics - application of theory: homosexual and polyamorous relationships. D: Classical Utilitarianism - Jeremy Bentham’s Act Utilitarianism. E: John Stuart Mill’s development of utilitarianism: Rule Utilitarianism F: Application of act and Rule utilitarianism to: animal experimentation for medical research and the use of nuclear weapons as a deterrent.</p> <p><u>Philosophy T3: Religious Experience</u> A: Nature of R-EX; Visions, conversions, mysticism and prayer (Teresa of Avila) B: Mysticism: William James and Rudolf Otto C: Challenges to objectivity: Caroline Franks Davis D: The influence of R-EX on faith.</p>	<p><u>T1: Religious figures and sacred texts</u> E: Midrash in Judaism (difference between Halakhah/Aggadah) F: Rashi and Maimonides</p> <p><u>Philosophy T3: Religious Experience</u> E: Miracles: Aquinas, Hume, Holland, Swinburne F: A comparison of two key scholars on Miracles; Hume and Swinburne</p> <p><u>Ethics:</u> Revisit AO2 from previous themes: essay planning and revision</p>	<p><u>Revision</u></p> <ul style="list-style-type: none"> • Time to complete/revisit topics • Revision until exams