



YEAR 12

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Theme 2 (D-F)



Curriculum Intent	<p>Why do we teach this to students?</p> <p>Students study this as part of their A Level Philosophy, Religion and Ethics course.</p> <p>Why do we teach this now?</p> <p>Familiar ground, building on some concepts we have studied at GCSE level, to allow an easier transition into A level. This allows for students to challenge their thinking on the nature and interpretation of key teachings in the life of Jesus.</p> <p>Specification aims:</p> <ul style="list-style-type: none">• The WJEC Eduqas A level in Religious Studies encourages learners to:• develop their interest in a rigorous study of religion and belief and relate it to the wider world• develop knowledge and understanding appropriate to a specialist study of religion• develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies• adopt an enquiring, critical and reflective approach to the study of religion• reflect on and develop their own values, opinions and attitudes in the light of their study. A level Religious Studies is designed to enable learners to develop their interest in, and enthusiasm for, a study of religion and its place in the wider world. <p>Assessment Objectives:</p> <p>AO1: Demonstrate a knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none">• religious, philosophical and/or ethical thought and teaching• influence of beliefs, teachings and practices on individuals, communities and societies• cause and significance of similarities and differences in belief, teaching and practice• approaches to the study of religion and belief. <p>AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>
Skills/Assessment objective links	
Spiritual, moral, social, and cultural development	<p>SMSC: Spiritual: The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Moral: acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>Cultural: understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</p> <p>PSHE: Tackling religious discrimination</p> <p>British Values: Individual liberty, mutual respect and tolerance of those of different faiths and beliefs.</p> <p>Skills Builder: Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork</p>
Numeracy	
Literacy	<p>Vocabulary: Examine, explain, outline, evaluate, compare</p> <p>Reading: Students are expected to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand and to evaluate set texts.</p> <p>Writing: A level RPE is a literacy-based subject. Students are supported in developing their arguments to explain beliefs and theories, and scholarly approaches. Students also develop their ability to evaluate and criticize the above.</p> <p>Oracy: Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.</p>
Becoming future ready	<p>RS students develop:</p> <ul style="list-style-type: none">- the ability to build and interrogate arguments and how to question and evaluate narratives- critical thinking skills and the ability to interpret information, formulate questions and solve problems- organisational and time management skills- teamworking and communication skills- writing skills, including accurate referencing and the ability to construct a reasoned argument

	<ul style="list-style-type: none"> - empathy and the ability to understand people and their motivations - the ability to appreciate different perspectives and take on board others' views - the ability to work methodically and accurately - independence of mind and the ability to think for yourself. 			
Adaptation				
QFT/SEND Provision	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By Intervention: by providing different levels of supervision and support, catch up sessions if requested.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p>			
Implementation Curriculum Delivery	#	Lesson Title, Lesson Objectives, Scripture: Suggested retrieval	Lesson builds upon:	This will be developed in:
Learning Outcomes (Knowledge)	1	E (1) The community of believers To understand key examination texts To understand the structure of the early Church community (Acts 2:1-13; Acts 2:42-47; Acts 6: 2) -Who is the Holy Spirit? -Break down the story of the Day of Pentecost -What shaped the community of believers? Who were they? (Jewish, worshipped in synagogue, faith renewed following the death and resurrection of Jesus etc) -Acts 2:42-47 fellowship of believers - devoted themselves to: the apostles' teaching and fellowship, the breaking of bread, the prayers; they had all things in common	New topic which builds on limited knowledge acquired at GCSE level (especially regarding the nature of the Holy Spirit).	Lesson 2 – how the early model has helped shape churches today (in terms of what they do to model the Christian life inside and outside the church building). Lesson 3 as we practice exam technique
	2	(2) Life Of The Church Today To know how the early community of believers serve as a model for churches today (Acts 2:42-47) -devotion to the apostles' teachings, fellowship, breaking of bread, prayers, having all things in common – how is the contemporary Church modelled on these actions? Examples. -How does their model of mission, service and outreach influence the Church today? Examples.	The first community of believers: structure and practices	Lesson 3 as we practice exam technique
	3	(3) Exam Practice To be able to evaluate the early Church community To know how to answer A01 and A02 exam questions	Knowledge, understanding, evaluation tested. Consolidation of prior learning.	N/A
	4	F (1) Love of Neighbour To know the two greatest commandments given by Jesus To be able to explain what it means to 'love God' and 'love your neighbour' To understand the significance of Old Testament teachings in relation to the teachings of Jesus (Lev 19:34; Lk 10:25-28; Mt 5:38-42; Lk 10: 25-37) -examine the key teachings behind the above texts -how does Jesus go beyond the Law? -teachings behind the parable of the Good Samaritan	Underlying themes at GCSE level: love of God and love of neighbour.	Lesson 2 when we investigate which is the importance, identifying key themes. Lesson 3 as we practice exam technique.
	5	(2) Key Moral Principles: Themes		

		To be able to identify: <ul style="list-style-type: none">- God's love as a model- A regard for truth- The role of conscience- The need for forgiveness (Ex. 34:6-7; , 1 Jn 4:19-21; 1 Sam. 12:24; Eph. 4:25-27; 2 Cor. 1:12; 1 Tim. 1:5; Mt. 6:14-15, Col 3:12-13) -examine God's love as a potential model for Christian behaviour -regard for truth – what is it and what does Paul teach? -the importance of forgiveness, what did Jesus teach about this? -the role of the conscience as a guide for Christians and how it is informed	Key faith issues and teachings for Christians	Lesson 3 as we practice exam technique.
	6	(3) Exam Practice	Knowledge, understanding, evaluation tested. Consolidation of prior learning.	N/A
		To be able to practice A01 and A02 skills		
	7	<u>D (1) Faith and Works</u>	N/A. New topic.	Lesson 2 where we discuss responses to Luther's theory. Also lesson 3 as we practice exam technique
		To know Martin Luther's argument for justification by faith (Romans 1:17, 5;1; Eph 2:8-9; Gal 2:16; James 2:24) -key terms: justification (RC idea and cf Luther's response), absolution, salvation -scriptural basis for Luther's theology (sola fide)		
	8	<u>(2) Response To Luther</u>	Luther's argument in the form of criticism and modern developments.	Lesson 3 as we practice exam technique
		To understand the Council of Trent's response to Luther To know and understand Sanders' modern view on justification -questions on justification the Council of Trent tried to answer; their response; Protestant criticisms of Trent's response -Sanders on covenantal nomism; focus on the Mosaic Law; Paul and context		
	9	(3) Exam practice	Knowledge, understanding, evaluation tested. Consolidation of prior learning.	N/A
		To be able to apply what we have learned to A01 and A02 questions		
Current learning to be developed in the future within:	See the table above which explains the sequencing of lessons, detailing where the learning will be developed.			
Assessment	Students will be formatively assessed with A01 and A02 questions, and Knowledge Checks. This content will be summatively assessed in the mock exams.			
Impact	Attainment and Progress – Refer to assessment results / data review documentation.			