



# YEAR 13



'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Theme 3 (C, A, B)

<b>Curriculum Intent</b>	<p><b>Why do we teach this to students?</b> Students study this as part of their A Level Philosophy, Religion and Ethics course.</p>
<b>Skills/Assessment objective links</b>	<p><b>Why do we teach this now?</b> 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><b>Specification aims:</b></p> <ul style="list-style-type: none"> <li>• The WJEC Eduqas A level in Religious Studies encourages learners to:</li> <li>• develop their interest in a rigorous study of religion and belief and relate it to the wider world</li> <li>• develop knowledge and understanding appropriate to a specialist study of religion</li> <li>• develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies</li> <li>• adopt an enquiring, critical and reflective approach to the study of religion</li> <li>• 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.</li> </ul> <p><b>Assessment Objectives:</b> <b>AO1:</b> Demonstrate a knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> <li>• religious, philosophical and/or ethical thought and teaching</li> <li>• influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• cause and significance of similarities and differences in belief, teaching and practice</li> <li>• approaches to the study of religion and belief.</li> </ul> <p><b>AO2</b> Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC: Spiritual:</b> 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><b>Moral:</b> 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><b>Cultural:</b> 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><b>PSHE:</b> Tackling religious discrimination</p> <p><b>British Values:</b> Individual liberty, mutual respect and tolerance of those of different faiths and beliefs.</p> <p><b>Skills Builder:</b> Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork</p>
<b>Numeracy</b>	
<b>Literacy</b>	<p><b>Vocabulary:</b> Examine, explain, outline, evaluate, compare</p> <p><b>Reading:</b> 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><b>Writing:</b> 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><b>Oracy:</b> 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>
<b>Becoming future ready</b>	<p>RS students develop:</p> <ul style="list-style-type: none"> <li>- the ability to build and interrogate arguments and how to question and evaluate narratives</li> <li>- critical thinking skills and the ability to interpret information, formulate questions and solve problems</li> <li>- organisational and time management skills</li> <li>- teamworking and communication skills</li> <li>- writing skills, including accurate referencing and the ability to construct a reasoned argument</li> </ul>

- 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**

Throughout this topic, quality first teaching will provide differentiation:  
**By Intervention:** by providing different levels of supervision and support, catch up sessions if requested.  
**By Progressive Questioning:** exploring pupils' understanding through interactive dialogue.  
**By Offering Optional Activities:** In class or as homework, to extend learning.

**Implementation Curriculum Delivery**

#	Lesson Title, Lesson Objectives, Scripture: <b>Suggested retrieval</b>	Lesson builds upon:	This will be developed in:
1	<b>3C (1) Feminist Theology –Contributions of Ruether and Daly</b>	New topic. To pick up again on the theme of feminist theology. This time in respect of the role of women and how we see God.	Lesson 2 as we examine the role of women in the Church - ordination.
	<b>To understand the contributions of Ruether and Daly to feminist theology</b> -Ruether: mentions the focus on men; sin entered the world through Eve; compares Mary – passive, feminine and Eve – temptress; ties in with the prophetic tradition re power, oppression, injustice; look at the problems re. romantic feminism, liberal feminism, Marxism. -Daly: Christianity is anti-women; God has been described as a noun not a verb (eg judge of sin, stop-gap -explaining the unknown); God is a verb – a transforming power, the power of being for all persons; treating women as objects is at the heart of all violence.		
2	<b>(2) The ordination of women</b>	Lesson 1 (see notes above).	Lesson 3 as we begin to practice exam technique
	<b>To understand the changing role of men and women with reference to the issue of the ordination of women priests and bishops. To understand the impact of this on the lives of believers and communities within Christianity today</b> (Romans 16:7; 1 Tim. 3:11; Acts 21:9) -Key terms within the Church (Bishop, Deacon, Minister, ordination, presbyter) -Arguments for and against ordination of women, with reference to scripture – see above -Current issues with the ordination of women includes the fact that some churches are reluctant to accept them, increase in unpaid women clergy etc -Differing beliefs on the role of women and men in the church and discrimination which still occurs.		
3	<b>(3) A01/ A02 Practice</b>	Knowledge, understanding, evaluation tested here. Consolidation of prior learning.	N/A
	<b>To be able to plan an answer to an A02 question, developing skills of analysis and evaluation regarding the role of women within Christianity today</b>		
4	<b>3A(1) Attitudes towards wealth: the dangers of wealth</b>	N/A First lesson of a new topic.	Lesson 2 as we examine stewardship and asceticism
	<b>To understand and be able to explain the four named Bible passages</b> <b>To understand Christian beliefs about the dangers of wealth</b>		

**Learning Outcomes (Knowledge)**

		(Mk. 10:17-25; Mt. 6: 25-34; Lk. 12:33-34; 1 Tim. 6:10) -Examine the dangers of wealth from the 4 set passages (content, scholarly message and main message)		
	5	<b>(2) How have/can Christians stop wealth becoming an obstacle?</b>	Lesson 1 as we revisit teachings from NT on wealth, and the implications	Lesson 4 as we practice exam technique
		<b>To understand the apparent contradiction between Biblical teaching on stewardship and the ascetic ideal</b> (Psalm 8:6; Proverbs 14: 31; Mk. 8:34; Acts 2: 44-47) -Stewardship: tithing; caretakers of God's world; provision for those in need; management of resources for the common good -Asceticism: discipline/training; devotion to God and what is involved; asceticism in Church history; Desert Fathers Can we have both? Is there a compromise needed?		
	6	<b>(3) Does God want you to be wealthy?</b>		
		<b>To understand what the prosperity Gospel is To be able to evaluate if God wants people to be rich</b> -Key term: prosperity gospel – the idea that faith and giving to the Church can bring health and financial blessings; through faith God provides; 'world-faith' movement. -problems with prosperity: we cannot apply OT promises to modern day nations; these promises were not made in NT; often hope and love not wealth are the blessings received	Revisits key terms - charismatic churches, Pentecostal churches.	Lesson 4 as we practice exam technique
	7	<b>(4) A01/A02 Practice</b>	Knowledge, understanding, evaluation tested here. Consolidation of prior learning.	N/A
		<b>To understand the A02 content and begin to generate my own conclusions.</b>		
	8	<b>3B (1) <u>Migration and Christianity</u></b>  <b>To understand the challenges of Christian immigration to the UK</b> (Leviticus 19:34) -Consider possible causes of immigration, challenges of immigration -Christian migration to UK: assimilation, provision of worship, style of worship, cultural issues -How should Christians respond to migrants? Practical help and support, -Why aren't more congregations integrated? Worship style –social support, uneven spread of immigration - Pentecostalism – features of	First lesson of a new topic Revisits Pentecostalism	Lesson 3 as we practice exam technique
		9	<b>(2) <u>The Reverse Mission Movement In UK</u></b>  <b>To understand what reverse mission is. To be able to consider whether Christianity in the UK needs the support of Missionaries.</b> -Definition of key term – reverse mission.	Touches upon what we have learned about mission previously, and builds on theme of Secularization

		-Why the growing need? – secularism, aging congregations, apathy, less interest from the young etc -what is involved? – church planting, evangelism, resources for the homeless etc		
	10	<b><u>(3) The relative ease of assimilation of Christian migrants into Christian churches in the UK</u></b>  <b>To plan an answer to an A02 question, developing skills of analysis and evaluation</b>	Knowledge, understanding, evaluation tested. Consolidation of prior learning.	N/A
<b>Current learning to be developed in the future within:</b>	See the table above which explains the sequencing of lessons, detailing where the learning will be developed.			
<b>Assessment</b>	Students will be formatively assessed with A01 and A02 questions, and Knowledge Checks. This content will be summatively assessed in the mock exams.			
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.			