



# YEAR 13

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Theme 4 (E), Theme 3(D and F)



<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>4E(1) The Charismatic Movement</b> <b>To know the history behind the charismatic movement</b> <b>To be able to identify key terms: charismatic, Pentecostalism, restorationism</b> (I Cor. 12-14; Eph. 4:11; 1 Peter 4:11; Rom. 12:6-8) -To know that the charismatic movement involves experiencing the gifts of the HS in churches -To be familiar with Paul's description of these qualities and be aware of the purpose of spiritual gifts to strengthen the body of Christ. -To know the 4 qualities of evangelism according to McGrath -To know what sets Pentecostal churches apart from other evangelical churches -To know Bennett's charismatic experience which led to the devnt of the movement and other experiences happening elsewhere -To know the charismatic movement was recognised by the Pope in RC Church and that 1 in 10 RCs are involved in charismatic renewal. -Restorationism – the house church movement, based on idea that God is restoring His Kingdom in the last days. -CM spread through events like Spring Harvest etc	New topic. Some development of early Church teachings from Year 12, and last unit. Also GCSE work on the gifts of the Spirit.	Lesson 2 as we further develop charismatic concepts through the work of the Holy Spirit.
	<b>(2) Beliefs and implications</b> <b>To understand the gifts of the Holy Spirit and their implications for the Church today.</b> <b>To be able to identify key terms including xenolalia, glossolalia.</b> <b>To be able to justify and offer alternative explanations for such experiences</b> -To understand how we can have a fuller experience of the Spirit through: speaking in tongues; prophecy; healing; inspiration in worship. -Xenolalia – speaking in a known language you have not consciously learned -Glossolalia – speaking in an unknown language (the language of the Spirit). -Verification of charismatic experiences – eg are healings evidence for the existence of God? How do we prove them? What about healing claims brought about through prayer? -		
2		Lesson 1 (see notes above)	Lesson 3 as we begin to practice exam technique

**Learning Outcomes (Knowledge)**

		Natural explanations (eg. Culture/ psychology/ sociology?) -How can these experiences be justified? (affects broad section of society, the experience is caused outside the brain/ resulting joy and the sheer number affected by it...)		
	3	<b>(3) A01/ A02 Practice</b> <b>To be able to apply our knowledge and understanding to A01 and A02 exam type questions</b>	Knowledge, understanding, evaluation tested here. Consolidation of prior learning.	N/A
		<b>3D (1) Is the UK a Christian country?</b> <b>To consider whether the UK can be called a 'Christian country'</b> <b>To understand views on the value of faith schools</b> -Examine evidence including beliefs, church attendance, UK culture. -Linda Woodhead "rise of 'no religion' in Britain" and what does this mean? -To examine the value of faith schools (results/ non-discriminatory/ ethos/ increasing parental choice/ a need to preserve culture and beliefs) from humanist and alternative perspective.	First lesson of a new topic.	Lesson 2 as we discuss the law in the UK and how the Christian faith is reflected
	4	<b>(2) Are Christian beliefs in conflict with UK laws?</b> <b>To examine potential conflict between UK laws and Christian beliefs</b> <b>To be able to explain how these present a challenge to Christianity</b> -To examine case studies: the LORD's Prayer advert; Nadia Eweida; Hazelmary and Peter Bull. – What can we infer from this about Christianity in UK? -Arweck and Beckford response to whether Christianity is a relic from the past: religious vitality/ nature of modernity/ de privatization/ globalization/ gender/ rational choice)	See above notes for lesson 1	Lesson 3 as we practice exam technique
		<b>(3) How effective is the Christian response to the challenge of secularism?</b> <b>To understand arguments that can be used to evaluate this A02 strand</b> <b>To practise essay writing skills by planning and writing an essay</b>	Knowledge, understanding, evaluation tested here. Consolidation of prior learning.	N/A
	5	<b>(2) Are Christian beliefs in conflict with UK laws?</b> <b>To examine potential conflict between UK laws and Christian beliefs</b> <b>To be able to explain how these present a challenge to Christianity</b> -To examine case studies: the LORD's Prayer advert; Nadia Eweida; Hazelmary and Peter Bull. – What can we infer from this about Christianity in UK? -Arweck and Beckford response to whether Christianity is a relic from the past: religious vitality/ nature of modernity/ de privatization/ globalization/ gender/ rational choice)	See above notes for lesson 1	Lesson 3 as we practice exam technique
		<b>(3) How effective is the Christian response to the challenge of secularism?</b> <b>To understand arguments that can be used to evaluate this A02 strand</b> <b>To practise essay writing skills by planning and writing an essay</b>	Knowledge, understanding, evaluation tested here. Consolidation of prior learning.	N/A
	6	<b>(3) How effective is the Christian response to the challenge of secularism?</b> <b>To understand arguments that can be used to evaluate this A02 strand</b> <b>To practise essay writing skills by planning and writing an essay</b>	Knowledge, understanding, evaluation tested here. Consolidation of prior learning.	N/A
		<b>(3) How effective is the Christian response to the challenge of secularism?</b> <b>To understand arguments that can be used to evaluate this A02 strand</b> <b>To practise essay writing skills by planning and writing an essay</b>	Knowledge, understanding, evaluation tested here. Consolidation of prior learning.	N/A
	7	<b>3F(1) Challenges from exclusivism inclusivism, pluralism</b> <b>To know basic key terms</b> <b>To be able to decide whether all religions are basically the same</b> (John 14:6; Acts 4:12; Deut. 6:5; Joshua 23:16) -Exclusivism: the idea that my own religion is the only way to salvation -Inclusivism: my religion is the 'final' way to salvation. Other religions have partial or incomplete truths -Pluralism: all religions reflect divine truths in different ways -OT and NT passages above as evidence for exclusivism.	First lesson of a new topic	Lesson 2 as we develop further this topic by way of scholars. Lesson 3 as we practice exam technique
		<b>3F(1) Challenges from exclusivism inclusivism, pluralism</b> <b>To know basic key terms</b> <b>To be able to decide whether all religions are basically the same</b> (John 14:6; Acts 4:12; Deut. 6:5; Joshua 23:16) -Exclusivism: the idea that my own religion is the only way to salvation -Inclusivism: my religion is the 'final' way to salvation. Other religions have partial or incomplete truths -Pluralism: all religions reflect divine truths in different ways -OT and NT passages above as evidence for exclusivism.	First lesson of a new topic	Lesson 2 as we develop further this topic by way of scholars. Lesson 3 as we practice exam technique

	8	<p><b>(2) Contributions from key scholars</b>  <b>To understand the input from Hick and Rahner</b>  -Karl Rahner (inclusivism), RC theologian; developed idea of anonymous Christianity (attaining salvation outside of knowing and accepting Christ and the Church) in 4 theses. Developments within RC thinking based on his idea: ie. (1) declaration on the relation of the Church with non Christian religions of 2<sup>nd</sup> Vatican Council (2) through oneness to Christ and His Church we achieve perfection one day in God's presence.  -John Hick (a Copernican revolution for theology) – religious experience.</p>	Lesson 1 – building on understanding of key terms through challenges scholars present	Lesson 3 as we practice exam technique
	9	<p><b>(3) Application to A01 and A02 questions</b>  <b>To know key differences between Hick and Rahner views</b>  <b>To understand the difference between universalistic pluralism and Christian universalism</b>  <b>To be able to apply knowledge and understanding to exam questions</b>  John Hick - consideration of pluralistic universalism; offers criticisms of universalism.</p>	Lesson 2 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.			