YEAR 13
'An ambitious curriculum that meets the needs of all'
Medium Term Planning - Topic: Theme 1 (D-F)

Curriculum Intent	**Why do we teach this to students?** Students study this as part of their A Level Philosophy, Religion and Ethics course. **Why do we teach this now?** 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.
Skills/Assessment objective links	**Specification aims:** • 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. **Assessment Objectives:** *AO1:* Demonstrate a knowledge and understanding of religion and belief, including: • 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. AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.
Spiritual, moral, social, and cultural development	**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. **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. **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. **PSHE:** Tackling religious discrimination **British Values:** Individual liberty, mutual respect and tolerance of those of different faiths and beliefs. **Skills Builder:** Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork
Numeracy	
Literacy	**Vocabulary:** Examine, explain, outline, evaluate, compare **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. **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. **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.
Becoming future ready	RS students develop: - 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

	- 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: **Suggested retrieval**	Lesson builds upon:	This will be developed in:
Learning Outcomes (Knowledge)	1	**1 D (1) How did we get the Bible we have today?** **To be able to identify key terms** **To know how the Christian Biblical Canon was established**	New topic. N/A	Lesson 2 as we examine different understandings of inspiration.
	2	**(2) Is the Bible the inspired Word of God?** **To understand diverse views on the Bible as the word of God** **To know the different understandings of inspiration (objective and subjective)** **To understand Calvin's doctrine of accommodation** (2 Tim 3:16)	Lesson 1 (see notes above)	Lesson 3 as we begin to practice exam technique
	3	**(3) A01/ A02 Practice** **To be able to apply our knowledge and understanding to A01 and A02 exam type questions**	Knowledge, understanding, evaluation tested here. Consolidation of prior learning.	N/A
	4	**F (1) Two Views of Jesus: Crossan** **To be able to explain Crossan's view of Jesus** **To be able to explain the method he used in forming this view**	First lesson of a new topic.	Lesson 2 as we compare Crossan's view with Wright.
	5	**(2) Jesus the True Messiah** **To understand Wright's view of Jesus** **To be able to explain Wright's method in establishing that view** **To be able to compare his view to that of Crossan**	Lesson 1 as we revisit Crossan and further develop the GCSE idea of Messiah.	Lesson 3 as we practice exam technique
	6	**(3) A01/A02 Practice** **To know what an A01 and A02 essay may look like** **To be able to plan an essay**	Knowledge, understanding, evaluation tested here. Consolidation of prior learning.	N/A
	7	**E (1) The Early Church** **To be able to explain what the message of the early Church was** **To understand the Kerygma as presented by CH Dodd** **To explore key passages** (Acts 2: 14-39 and Acts 3: 12-26)	First lesson of a new topic	Lesson 2 as we develop further the concept of kerygma. Lesson 3 as we practice exam technique

	8	**(2) The Challenges to the kerygmata** **To be able to explain how the claim that the speeches in Acts are historical has been challenged** **To be able to explain how the work of Rudolf Bultmann has interpreted the kerygmata**	Lesson 1 – revisit Acts speeches and the kerygma	Lesson 3 as we practice exam technique
	9	**(3) Application to A01 and A02 questions** **To understand how the Christian message can be adapted to suit the audience** **To be able to apply our knowledge and understanding to A01 and A02 exam type questions**	Knowledge, understanding, evaluation tested. Consolidation of prior learning.	N/A

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.