Philosophy, Ethics and Religion Intent

It is our intent for Philosophy Ethics and Religion to engage, inspire and challenge. Through the study of key religions and ethical and philosophical issues, we hope that our students will develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. Greater awareness about the faith of others is crucial as we enter the 21st century in the UK because ignorance is a major contributor to prejudice and even to conflict. We hope that students will understand how these beliefs influence people in their behaviour and practices. Throughout all key stages we explore challenging issues surrounding a diverse community including, Islamophobia, Homophobia, Racism, Xenophobia and Religious and Cultural Intolerance. By studying this we also aim to make students aware of the various challenges facing minority groups. Our intention is to equip students with the skills to engage with an increasingly diverse world, with the aim of fostering mutual respect and harmony by celebrating diversity and fostering respect for different identities.

We promote critical thinking and create opportunities for students to develop their skills of empathy, dialogue, interpretation, and analysis that are invaluable in both personal and professional contexts. We ensure that we equip them with the knowledge and skills to consider and answer a variety of challenging questions. We aim to improve their religious literacy in the hope that they understand how belief systems differ and how those distinct from their own shape other people's attitudes, values, and experiences. We want them to consider and respond to a range of important questions related to their own spiritual development and fundamental questions concerning the meaning and purpose of life. For example, how did the universe begin, is there life after death and can war ever be justified? We want them to know how Philosophy, Ethics and Religion promotes discernment and enables them to combat prejudice by challenging negative perceptions of religion and key misconceptions. We encourage students to consider the provenance of the information they read and receive in order to make them more discerning about the weight it carries.

We are committed to providing a supportive and stimulating learning environment where every student can explore and grow.

PER Implementation Statement

Our curriculum is based on the new Essex Agreed Syllabus for Religious Education, "A Religious Education for the Future." It embodies an approach that values lived experiences and diversity within and between religious and belief traditions, encouraging children and young people to engage critically with the big questions in life. In this syllabus, PER is rooted in three key disciplines: theology, philosophy, and the human/social sciences.

- **Theology** can be explained by the phrase "thinking through believing." It involves asking questions that believers would ask, exploring questions and answers that arise from inside religions and worldviews.
- **Philosophy** can be summed up as "thinking through thinking." It requires pupils to think like philosophers, examining concepts through a philosophical lens. Pupils will explore questions and answers concerning the nature of knowledge, existence, and morality.

Religious Studies

- **Human/Social Sciences** can be explained by "thinking through living." Pupils will explore questions and answers related to the impact of religions and worldviews on people and their lives.

All staff in the department recognize and understand that outstanding teaching and learning are at the heart of a successful curriculum. They are committed to collaborative planning and sharing resources, which leads to a continually updated and engaging curriculum.

The focus is on religious beliefs and the abstract features of religion (concepts, ideas, values, ethical stances, etc.). The syllabus promotes a multi-disciplinary study of religion and worldviews, developing students' knowledge, critical faculties, and curiosity about the world in which they live. It prepares them for life within the large and diverse County of Essex and the wider world, where they will encounter a vast range of ideas and beliefs.

In developing an understanding of and respect for people of different faiths, PER makes an important contribution to community cohesion. The programmes of study for KS3 cover content related to most of the major world faiths, though the department focuses on Christianity, Islam, and Sikhism as well the exploration of secular as well as religious worldviews.

Pupils' progress is assessed in relation to the purpose and aims of the subject. One of the aims is how well pupils can hold balanced and well-informed conversations about religion and worldviews, essentially measuring their religious literacy. Attainment and progress are therefore linked to the multi-disciplinary approach to PER advocated throughout this syllabus. We use assessment intelligently and purposefully to ensure it also fulfils the purpose of supporting teaching and learning and promoting progress for all children. Assessment processes and structures provide support and guidance, helping teachers make informed decisions about future teaching and addressing misconceptions and areas of weakness. End-of-unit assessments can be both formative and summative. Structures are in place to ensure that all students can access the curriculum offered. Meaningful feedback and feedforward tasks enable students to understand how to improve their answers and make further progress.

Learning is embedded through the development of knowledge and skills over time. The department has taken a conscious decision to teach a variety of revision skills and dedicate time to developing this important transferable skill. All lessons start with a recap task to either ensure continual recap of basic knowledge from previous work, or to reflect on some of the issues discussed in previous lessons.

Aspects of the GCSE topics are introduced during KS3 as introductory topics and then built upon in KS4. For example, Islam and Christianity in Year 7, aspects of the Relationships and Equality module in Year 9, and the skills developed throughout KS3. Written tasks and "thinking hard" questions are used to develop their understanding of command words and their ability to give developed and reasoned answers as well as answer exam-style questions. Aspects of A level topics such as life and death, origins of the universe, key ethical issues, and core Christian beliefs are covered in KS3 and KS4, serving as building blocks for the A level curriculum. The essay skills taught at GCSE, especially the skill of appraisal, are further developed at A Level in both AO1 and AO2 question styles.

Our PER and Religious Studies curriculum provides important perspectives on human culture, everyday life, and a range of national and global political and social issues. It also equips our students with valuable transferable employability skills, such as the ability to:

- Think clearly and logically.
- Interpret and synthesize information.
- Communicate and express ideas and information.
- Organize and work to deadlines.
- Empathize with and understand the views and practices of others.
- Engage with others.
- Work independently

In lessons, opportunities are provided to ensure that students can communicate articulately and confidently in various forms. Discussions, debates, and paired work are used to encourage active participation and deeper understanding. The focus is on developing students' abilities to think critically and make informed judgments. Furthermore, it ensures that students acquire the essential communication skill of listening. By incorporating films, documentaries, news articles, and relevant clips, we bring religious stories, practices, and ethical issues to life. Inviting guest speakers, organising workshops, and trips help enrich the experiences of students. By using a variety of effective questioning techniques, we aim to challenge and encourage students to a higher order of thinking.

Curriculum Overview

Religious Studies: PHILOSOPY YEAR 12

Religious Studies

Existence of God				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
The Existence of God Can we logically provide evidence that the God of Judeo-Christianity exists through the following arguments? **1) Ontological** **2) Cosmological** **3) Teleological**	**Knowledge:** Anselm's first and second ontological argument with evaluation from key philosopher such as Gaunilo and Kant. Aquinas' argument from contingency with evaluation for Hume and Russell. Paley's argument from design with evaluation from Hume. **Understanding:** Students will be introduced to key philosophical terminology to build up their understanding of how philosophical arguments are formed. Students will analyse the three key arguments well enough to be able to evaluate their strengths and weaknesses. **Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians	• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written. • Students will show a logical chain of reasoning in their presentation of the argument. • Subject specific terminology will be used correctly throughout an essay. • Students will show joined up thinking, whereby details from other units are employed in the argument. • Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed. • Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.	• If students have taken GCSE RS, both the Cosmological and Teleological arguments are found in a simpler form on most GCSE syllabuses. • Students apply their understanding of the nature of the Judeo-Christian God as taught in both primary and secondary school.	AQA A-level Religious Studies Year 1: Including AS Five Proofs of the Existence of God, E. Feser Bertrand Russell, The Problems of Philosophy

Religious Studies

Evil and Suffering				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
The Logical and Evidential problems of evil and the following theodicies: **1) Free Will Defence** **2) Soul Making Theodicy** **3) Process Theodicy**	**Knowledge:** Logical problem of evil with reference to the inconsistent triad. The evidential problem of evil with reference to Rowe. Plantinga's Free Will Defence with evaluation. Hick's soul making theodicy with evaluation. Davis' process theodicy with evaluation. **Understanding:** Students will explore why there are problems of evil in the Christian faith and their impact on believers. They will understand how Christians respond to these problems through the various theodicies and how far these explanations accounts for God and evil to exist. **Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal,	• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written. • Students will show a logical chain of reasoning in their presentation of the argument. • Subject specific terminology will be used correctly throughout an essay. • Students will show joined up thinking, whereby details from other units are employed in the argument. • Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.	• Knowledge of the characteristic of God from the existence of God arguments. • Own experience of suffering and the causes for it. • GCSE work on the problem of evil and suffering and possible explanations as to why God allows this to happen.	AQA A-level Religious Studies Year 1: Including AS Edward Craig Philosophy: A Very Short Introduction (Oxford)

	justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians	• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.		

Religious Experience				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
The different types of religious experience. **The impact the experiences have on belief.** **Arguments against religious experiences**	**Knowledge:** The different types of religious experience including direct, indirect, numinous, imaginative, corporeal, and intellectual. Examples of key religious figures who have had such experiences. Arguments for and against the validity of the experiences, including the Marsh Chapel experiment and the God Helmet. **Understanding:** Students will understand key philosophical words associated with religious experiences	• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written. • Students will show a logical chain of reasoning in their presentation of the argument. • Subject specific terminology will be used	• Builds on the understanding of religious experiences at GCSE. • Application of knowledge from the evil and suffering unit about the nature of God and the experiences He delivers.	AQA A-level Religious Studies Year 1: Including AS

being caused by God.	and how key religious people have shaped the religion because of such experiences. Students will be able to evaluate the validity of the arguments providing reasons for and against God's involvement. **Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians	correctly throughout an essay. • Students will show joined up thinking, whereby details from other units are employed in the argument. • Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed. • Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.		

Religious Language				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**

Religious Studies

Arguments which evaluate whether God talk is meaningful. **Different perspectives as to the more valuable way to discuss God.**	**Knowledge:** The verification principle with reference to Ayer and evaluation. The falsification principle with reference to the symposium conducted by Hare, Mitchell and Flew with evaluation. Wittgenstein's Language Games and evaluation. The use of signs and symbols, as promoted by Tillich. The use of analogy by Aquinas. Via Negativa, all with evaluation. **Understanding:** Students will understand how two principles argues against the validity of 'God talk' and how to examine the usefulness of such principles. This will be counterargued by the understanding of Language Games. There will be an understanding of the different types of language some religious people choose to use in which to demonstrate belief in God. All will be evaluated. **Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting	• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written. • Students will show a logical chain of reasoning in their presentation of the argument. • Subject specific terminology will be used correctly throughout an essay. • Students will show joined up thinking, whereby details from other units are employed in the argument. • Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed. • Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.	• Understanding of the nature of God from the first unit on the arguments over the existence of God. • Use of religious experience understanding to help with evaluation.	My Revision Notes AQA A-level Religious Studies: Paper 2 Study of Christianity and Dialogues AQA A-level Religious Studies Year 2 A. J. Ayer Language, Truth and Logic

	religion in depth and diversity Refer to key scholars and theologians			

Religious Studies: THEOLOGY YEAR 12

God				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
The history and nature of the Judeo-Christian God and how the way in which language is used to understand His nature.	**Knowledge:** History of the singular, eternal God. God's nature with reference to the issues it raises e.g. the omnipotence paradox. The Trinity and its importance to Christians. The use of anthropomorphic language. The use of gender specific language. Process theology as an alternative view. **Understanding:** Students will understand how the God we have discussed in previous units has come to be given the qualities He has, and the issues this can raise. They will examine the use of language and how helpful it can be in understanding God, and the way society has shaped our knowledge of God.	• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written. • Students will show a logical chain of reasoning in their presentation of the argument. • Subject specific terminology will be used correctly throughout an essay. • Students will show joined up thinking, whereby	• Knowledge of the characteristic of God from the existence of God arguments. • Understanding of the power of language when discussing God. • Building on the understanding of Process Theology from the Evil and Suffering unit.	AQA A-level Religious Studies Year 1: Including AS Thomas Nagel, What Does it All Mean?

	Skills: Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians	details from other units are employed in the argument. • Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed. • Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.		

Self, Death, and the Afterlife THEOLOGICAL PERSPECTIVE				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
The meaning of life to Christians. **The different interpretations of the resurrection.**	**Knowledge:** The meaning and purpose of life to Christians, including preparing for judgement, glorifying God, and creating a God's kingdom on earth. The interpretation of Jesus' resurrection with reference to St. Paul and St. Augustine. How the afterlife can be interpreted by Christians and why, including a dualist and monist approach.	• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written. • Students will show a logical chain of reasoning in their presentation of the argument.	• Knowledge of the characteristic of God from the existence of God arguments and the God unit. • Knowledge of the theodicies and how this impacts the afterlife.	AQA A-level Religious Studies Year 1: Including AS Edward Craig Philosophy: A Very Short Introduction (Oxford)

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The different interpretations of the afterlife.	**Understanding:** Students will understand how different Christians view their purpose in life and how this prepares them for after their death. They will explore reasons behind the different beliefs of the resurrection and how this impacts to the type of afterlife they may experience. **Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians	• Subject specific terminology will be used correctly throughout an essay. • Students will show joined up thinking, whereby details from other units are employed in the argument. • Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed. • Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.		

Expression of Religious Identity				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**

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The meaning behind public displays of religious identity, including: **1) Baptism** **2) Holy Communion** **3) The mission of the Church**	**Knowledge:** The meaning and reason behind baptism. The Baptist and Catholic view on baptism. The history and meaning of Holy Communion in relation to Passover. Different interpretations of the importance of Holy Communion. What missionary work is and the importance of it to different Christians. Different groups and how they carry out missionary work. **Understanding:** Students will understand the process and biblical reasons behind baptism, holy communion, and missionary work. They will explore the Baptist and Catholic approach to these and their importance to the Christian communities. **Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians	• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written. • Students will show a logical chain of reasoning in their presentation of the argument. • Subject specific terminology will be used correctly throughout an essay. • Students will show joined up thinking, whereby details from other units are employed in the argument. • Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed. • Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.	• Knowledge from the God unit in terms of the history Christianity has with Judaism. • The understanding of beliefs concerning the afterlife and the impact actions can have on Christian's final destination.	AQA A-level Religious Studies Year 1: Including AS

Religious Studies: PHILOSOPHY YEAR 13

Self, Death, and the Afterlife PHILOSOPHICAL PERSPECTIVE				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Several key philosophical issues are addressed which concern the self and the afterlife: **1) The nature and impact of dualism and monism** **2) Can there be a personal existence after death and how is**	**Knowledge:** Materialism; hard and soft. Theories of the soul from Plato, Aristotle, and Descartes. The nature of the relationship between body and soul with reference to process theology, Functionalism and Bundle Theory. Dreamworlds and the scientific evidence of an afterlife with reference to microtubulars. Hick's Replica Theory. The Hindu and Buddhist beliefs of rebirth and reincarnation. Arguments for and against near death experiences. **Understanding:** Students will examine and evaluate a range of key philosophical debates concerning the nature of the soul and its connection to the body. The notion of personal	• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written. • Students will show a logical chain of reasoning in their presentation of the argument. • Subject specific terminology will be used correctly throughout an essay. • Students will show joined up thinking, whereby	• The Christian perspective of this unit is explored in Year 1. • Philosophers studied in this unit are introduced along with their key ideas in Year 1. • Evaluation ideas from the evil and suffering unit are applied.	My Revision Notes AQA A-level Religious Studies: Paper 2 Study of Christianity and Dialogues AQA A-level Religious Studies Year 2 Plato, Meno and Euthyphro Descartes, Meditations

our identity affected? **3) Eastern religions beliefs about the afterlife** **4) Near death experiences**	identity surviving death and the issues which arise from this. They will understand the different opinions of other religions from the East and finally the debates and evidence surrounding near death experiences. **Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians	details from other units are employed in the argument. • Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed. • Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.		

Miracles				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**

Religious Studies

The different views concerning miracles by Hume, Wiles and Christian interpretations.	**Knowledge:** Miracles through both the realist and anti-realist perspective, with reference to Tillich and Holland. Hume's definition of a miracle and his arguments against them. Wiles' interpretation of miracles. The view and evidence for miracles from a Christian perspective. **Understanding:** Students come to understand how miracles are viewed through different perspectives and how these perspectives argue in favour of God's involvement or against it. Biblical interpretations are also analysed. **Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians	• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written. • Students will show a logical chain of reasoning in their presentation of the argument. • Subject specific terminology will be used correctly throughout an essay. • Students will show joined up thinking, whereby details from other units are employed in the argument. • Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed. • Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.	• The debates and evidence from the Religious Experience unit is applied here. • Knowledge of Hick's criticisms of theology is built upon.	My Revision Notes AQA A-level Religious Studies: Paper 2 Study of Christianity and Dialogues AQA A-level Religious Studies Year 2 David Hume, Enquiry Concerning Human Understanding and Dialogues on Natural Religion

Religious Studies: THEOLOGY YEAR 13

Religion and Science				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Understanding the debates between religion and science.	**Knowledge:** What the scientific method is and a brief history of how it has influenced modern day thinking. The theory of evolution and the Big Bang and how different Christians have responded. How science has influenced ethical thinking and practice with regards to such issues as abortion, genetic engineering, and euthanasia. The God of the Gaps theory. **Understanding:** Students will understand key scientific discoveries and how different Christian perspectives have challenged, agreed, or dismissed the evidence presented. They will understand how scientific thought and biblical scripture can compete and agree. **Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of	• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written. • Students will show a logical chain of reasoning in their presentation of the argument. • Subject specific terminology will be used correctly throughout an essay. • Students will show joined up thinking, whereby details from other units are employed in the argument. • Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed. • Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.	• Strong links made to the Ethics side of the course and the application of ethical understanding. • GCSE knowledge is built upon from both RS and the Science curriculum. • Understanding of God's qualities is built upon from the God unit in addition to the existence of God unit.	My Revision Notes AQA A-level Religious Studies: Paper 2 Study of Christianity and Dialogues AQA A-level Religious Studies Year 2 The Elegant Universe, Brian Greene Thinking Physics, Lewis Carroll Epstein

	religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians			

Migration and Religious Pluralism				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
The evolution of Britain into a multicultural and multifaith society and the impact this has on theists.	**Knowledge:** The history of Britain and migration and the causes for it. The exclusive and inclusive approaches taken by different Christian denominations and the impact this has of faith and wider society. The view, importance and issues religious freedoms raise in a multifaith society. **Understanding:** Students understand how Britain has been shaped by migration and the response made by different types of Christians. Students explore the impact on society when religious beliefs clash in addition to the impact on the individual. **Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and	• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written. • Students will show a logical chain of reasoning in their presentation of the argument. • Subject specific terminology will be used correctly throughout an essay. • Students will show joined up thinking, whereby details from other units are employed in the argument. • Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.	• Issues surrounding the purpose of life and religious identity are built upon.	My Revision Notes AQA A-level Religious Studies: Paper 2 Study of Christianity and Dialogues AQA A-level Religious Studies Year 2

	balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians	• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.		

Synoptic Unit: The Dialogue between Christianity and Philosophy				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
How to create links between the units studied in Philosophy with the units studied in Christianity to answer a 25-mark essay.	**Knowledge:** For this unit, no new knowledge is taught. Instead, essay questions are posed which allow students to make links between all the previous units. **Understanding:** Students will understand how to address an essay question by examining the dialogue between Christianity and Philosophy. They will use both skills of AO1 and AO2 to construct a logically sound argument which promotes the synthesis of knowledge from across the two years. **Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points	• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written. • Students will show a logical chain of reasoning in their presentation of the argument. • Subject specific terminology will be used correctly throughout an essay. • Students will show joined up thinking, whereby	• Knowledge from the entire two years of material is applied in this unit. The essay skills from Paper 1 are used but built on to form an answer which demonstrates a logical order of AO1 and AO2.	My Revision Notes AQA A-level Religious Studies: Paper 2 Study of Christianity and Dialogues

	of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians	details from other units are employed in the argument. • Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed. • Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.		