

Year 13

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	Philosophy: <ul style="list-style-type: none"> <i>The nature of God</i> <i>Religious language</i> Ethics: <ul style="list-style-type: none"> <i>Meta Ethics</i> <i>Conscience</i> <i>Sexual Ethics</i> Christianity: <ul style="list-style-type: none"> <i>Gender and society</i> 	Is the nature of God philosophically coherent? Can we speak meaningfully of God? What do we mean when we use ethical language? What is the conscience and how will this affect our morality? How should humans approach sexual ethics?	<ul style="list-style-type: none"> God's omniscience, omnipotence, foreknowledge and eternity and the philosophical issues that arise from these. Developments in the 20th century regarding discussions of religious language. Should religious language be understood analogically or symbolically? The meanings and values of ethical language. Differing understandings of what our conscience is and the ethical implications these understandings have on our morality. The range of ethical views on sexual relationships. Christian teaching on the roles of men and women in the family and society. 	<u>How understanding is assessed</u> <ul style="list-style-type: none"> Students will be able to explain, analyse and critically evaluate key philosophical, ethical and theological concepts Will be able to effectively substantiate their written and verbal arguments about these key concepts <u>Skills</u> <ul style="list-style-type: none"> Understanding of key philosophical, ethical and theological concepts Analysis and evaluation Effective essay writing <u>Assessment Point information (if applicable)</u> <ul style="list-style-type: none"> Students' progress will be assessed through timed essays done in lessons.

Spring	<p>Christianity:</p> <ul style="list-style-type: none"> • <i>Religious Pluralism</i> • <i>Religion and secularism</i> • <i>Gender and Theology</i> • <i>Liberation Theology and Marx</i> 	Is Christ the only means to salvation?	<ul style="list-style-type: none"> • The extent to which Christianity is the means to salvation. • Dialogue between Christianity and other religions. • The rise of secularism and the idea that God is an illusion. • The reinterpretation of God by feminist theologians. • The relationship of Liberation Theology and Marx. 	<p><u>How understanding is assessed</u></p> <ul style="list-style-type: none"> • Students will be able to explain, analyse and critically evaluate key philosophical, ethical and theological concepts • Will be able to effectively substantiate their written and verbal arguments about these key concepts <p><u>Skills</u></p> <ul style="list-style-type: none"> • Understanding of key philosophical, ethical and theological concepts • Analysis and evaluation • Effective essay writing <p><u>Assessment Point information (if applicable)</u> Students' progress will be assessed through timed essays done in lessons.</p>
Summer	<ul style="list-style-type: none"> • <i>Revision</i> 	How can we best prepare for the Year 2 exam?	<ul style="list-style-type: none"> • Revision of key topics 	<p><u>How understanding is assessed</u></p> <ul style="list-style-type: none"> • Students will be able to explain, analyse and critically evaluate key philosophical, ethical and theological concepts • Will be able to effectively substantiate their written <p><u>Skills</u></p> <ul style="list-style-type: none"> • Understanding of key philosophical, ethical and theological concepts • Analysis and evaluation • Effective essay writing <p><u>Assessment Point information (if applicable)</u> Students' progress will be assessed through timed essays done in lessons.</p>