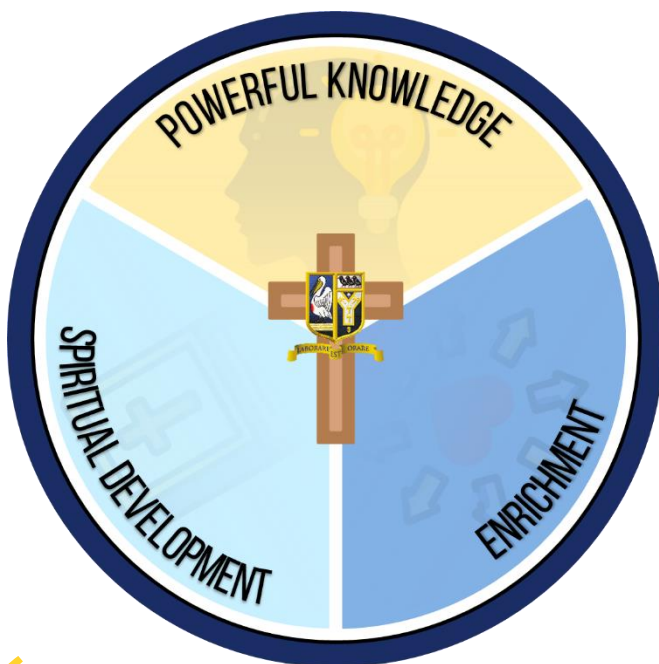


THE BECKET SCHOOL



RELIGIOUS EDUCATION

CURRICULUM INTENT



*"I HAVE COME IN ORDER THAT YOU MIGHT HAVE
LIFE
—LIFE IN ALL ITS FULLNESS."*

~JOHN 10:10

"As educators, you are called to nurture the desire for truth, goodness and beauty that lies in the heart of each individual, so that all may learn how to love life and be open to the fullness of life...the means forming the head, hands and heart together"

In his address, Pope Francis has called for Catholic Education to provide not only excellent academic curriculum but *'a coherent vision of life inspired by the teachings of Christ'*. This can be achieved by enhancing the link between learning, doing, and feeling.

Religious Education is fundamental to the development of the whole person, body, and soul. It is an exploration of life's largest questions, placed firmly in the context of Salvation History. By studying RE, students will be exploring their own identities, beliefs, strengths, and weaknesses. They will reflect on their role and responsibilities in the universal Body of Christ, the worldwide Church community, as well as learning how they can respond to this through applying the key principles of Catholic Social Teaching in their lives. It is in this way that the RE Department at The Becket responds to Pope Francis' call for teachers to nurture the head (understanding), hearts (discerning) and hands (responding) together.

INTENDED OUTCOMES

What will I gain by studying RE?

The RE curriculum at The Becket is an ambitious exploration of Catholic theology and doctrine, Church history, ethics, and philosophy. As a department we want to give you a foundational knowledge of your faith that you can apply to the modern world so that you can speak confidently and evangelically as missionary disciples. You will develop skills that will allow you to critically think, analyse, interpret, and infer.

Key Stage 3

The content in Year 7 and 8 builds a deeper understanding of some of the key teachings of the Catholic Church. You will learn many of the fundamental beliefs doctrine about what it means to be a Catholic which is inclusive of understanding the importance of Catholic sources of authority: Scripture, Tradition and the Magisterium. You will also come to understand how Catholic belief and practice is deeply rooted in their beliefs about Jesus as the Incarnation of God as well as understanding how Jesus was the perfect model of a human being. This forms a strong link to areas in which you will understand how the teachings of Jesus can become a lived religion through exploring the key principles of Catholic Social Teaching.

By the end of KS3 you will have:

- A deeper understanding of Catholic belief and how this is supported by Church doctrine.
- The technical vocabulary used to describe complex theological ideas.
- A strong grasp of biblical literacy and how belief is linked to key sources of authority and Catholic tradition.
- An understanding how belief can become lived faith through exploring practical ways in which the key teachings and principles of Catholic Social Teaching can be applied to our everyday lives.
- A deeper understanding and encounter of other world faiths, as well an understanding of the importance of shared dialogue and appreciation for our differences.

Key Stage 4

The content and the themes studied in Key Stage 3 are built upon and then developed in a much deeper way. You will begin your studies with an investigation of *Judaism* and our shared Abrahamic roots. In Year 10 you will study the origins of Christian beliefs through *Foundational Catholic Theology* focusing on ideas such as the origins of existence, the dignity of the person, the trinity and incarnation as well Catholic Social Teaching. In Year 11 you will then use these ideas and reflecting their application in *Applied Catholic Theology* tackling such issues as capital punishment, life after death, funerals, and interfaith dialogue.

By the end of Key Stage 4 you will have:

- A deep an explanatory understanding of faith
- The ability to speak confidently about the role of the Church and faith in everyday life.
- The skills to accurately use biblical, academic, and philosophical sources to justify your positions as well as evaluate your ideas.

Key Stage 5

A-Level studies at The Becket is divided between 3 units: Philosophy of Religion, Religion and Ethics, New Testaments studies. A-Level RS is an academic investigation of faith as well as the wider questions of life i.e What is our purpose? Is there a God? Why should we be good? Can Jesus Christ be a character study?

By the end of Key Stage 5 you will have:

- An academic level of understanding of the arguments for and against faith on both a personal and academic level.
- A contextual and hermeneutical understanding of the bible as a narrative and thematic text
- The confidence and skill to express ideas in a mature style that can be opened up to deep assessment and evaluation.
- A wide understanding of some of the most famous philosophers and biblical writers in history.
- The ability to clarify original source texts and take an intra-disciplinary approach to study.

CURRICULUM INTENT

POWERFUL KNOWLEDGE	<p>What will I learn by studying RE?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand the origins and development of foundational Catholic beliefs including how theology and doctrine is linked to Scripture, Tradition, and the Magisterium. • Understand how Catholic theology and doctrine is applied to a range of areas of Catholic life and practice, as well as knowing the role of faith in modern society. • Explore the ways in which the Church's key teachings and beliefs have been lived through the example holy men and women, as well as other inspirational figures. • Understand how the Church calls Catholics to put their faith into action through the key principles of Catholic Social Teaching. • Explore key ethical and philosophical debates which affect modern lifestyles: understanding the teachings of the Catholic Church on these issues as well as evaluating the beliefs and viewpoints of others such as Humanists. • Foster an understanding and appreciation of other world faiths and the values of other communities as well as learning the importance of interfaith dialogue. • A good grasp of technical skills such as source analysis, evaluation, and balanced arguments.
SPIRITUAL DEVELOPMENT	<p>How will studying RE help me grow as a person?</p> <p>Studying RE will:</p> <ul style="list-style-type: none"> • Give you a context and a purpose that gives meaning our everyday life. • Allow you to explore your own ideas and views on a range of theological and ethical issues as well as understanding the viewpoints of others. • Help you discover the beliefs and identities of other world faiths and understand the importance of Interfaith Dialogue. • Think about your learning on a deeper level through participating in 'Response Lessons' at KS3 that link prayer, spirituality, and education together. • Give you the chance to take part in the wider life of the school through close links with Chaplaincy and the Justice and Peace group. • Respond to principles of Catholic Social Teaching by exploring ways in which you can apply the principles of social justice and a 'preferential option for the poor' in your own life. • Allow you opportunities to engage with your faith through the meaningful use of prayer to frame lessons.
ENRICHMENT	<p>What can I do as a student of RE?</p> <ul style="list-style-type: none"> • Students can take part in the extra-curricular Philosophy club after school that develops critical thinking and analysis skills. • At KS3, you will have the opportunity to take part in the Philosophy essay writing competition. • You will have the opportunity to take part in the 'Spirited Arts' competition by responding to big questions in a creative way. • As part of your study of Judaism in Year 9, you will take part in a 'Mitzvah Day' where we engage in projects that benefit our community. • You will have the opportunity to participate in interfaith discussion panel in Year 9. • You will have the opportunity to visit Rome in Year 10. • Take a role in the wider Catholic life of the school by becoming a member of the Chaplaincy or Justice and Peace groups. • KS5 students can extend their knowledge beyond the curriculum via studying topics found in the Super Curriculum. • KS5 students are given the opportunity to visit Cambridge University for a taster lecture.

CURRICULUM IN THE CLASSROOM

B	BEHAVIOUR IS EXCELLENT	
E	EXPERT TEACHERS	
C	COGNITIVELY ACTIVE	
K	KNOWLEDGE-RICH	
E	EMBEDDED PRACTICE	
T	TESTING-FOR-LEARNING	

How will I learn in RE?

- You will be taught by a team of specialist teachers who are passionate about sharing their knowledge.
- RE at The Becket has a knowledge rich approach that centres on the use of knowledge books.
- A variety of resources will be used to help knowledge, understanding and comprehension as well as opportunities to discern and critically evaluate big questions.
- There will be regular low-stakes quizzing in class to check your learning.
- We use regular learner checks to assess your learning and provide you with an opportunity to improve your work through clear and consistent feedback.
- At the end of units there will be a chance to practice your learning by applying it to more structured assessments that help you develop study and exam skills.
- Opportunities for reflecting and responding to learning through planned response lessons.

LEARNING SEQUENCE

YEAR 7

TOPIC	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue/ Encounter: Sikhism
EXPLANATION	<p>The Year 7 curriculum will start by looking at how ancient stories told in the Bible continue to influence how modern Catholics live their lives today, guiding how they choose to live and interact with others in the world around them. Students will look at how Catholic theology and beliefs about the person of Jesus influences religious practice, as well as how it has inspired artists to try and express and communicate feelings about God to others. As well as learning about meaning of these stories and teachings, students will be encouraged to reflect on how they might fit in with their own beliefs and values and explore ways in which they can put their faith into action through the key principles of Catholic Social Teaching.</p> <p>Creation and Covenant Students will begin to look at some of the biggest questions in life such as 'Where did the universe come from?' and 'Can religious and scientific ideas about the origins of the universe work together?'. Students will learn about how God is the Creator and His Creation is at the heart of His relationship with human beings. The Genesis accounts give Catholics important teachings about the value of all human life and the duty that we must care for God's Creation as stewards. Students will explore ways in which we can respond to the injustice and inequality in the world though applying the principles of Catholic Social Teaching such as solidarity and subsidiarity in response to the belief that we should work to protect the dignity of all people, as well as work towards the common good.</p> <p>Prophecy and Promise This unit focuses on the importance of understanding scripture and the Catholic belief that all Scripture is 'God breathed', meaning that the writers were inspired by the Holy Spirit to write what is good and true to lead human</p>					

beings to salvation. Catholics believe that the Bible is the way in which God reveals Himself to human beings, but He does this most fully through the life of Jesus Christ which found in the New Testament. Both tradition and scripture are interpreted by the teaching and authority of the Church (the Magisterium), who guide and help Catholics to understand how to use scripture in their lives today. Towards the end of the unit, students will learn about how scripture is used in Catholic practice such as in the Mass and the Rosary, as well as how the Bible influences modern culture today through biblical idioms.

Galilee to Jerusalem

In this unit, students will learn about how the Gospels present key theology about the person of Jesus. Students will consider the key question 'Who is Jesus?' and understand how the variety of names given to Jesus such as Son of God, Son of Man, Son of David reflect key beliefs about Jesus as God Incarnate (God made human) and as part of the Holy Trinity. These beliefs about Jesus affect every aspect of Catholic life and worship and have inspired Christian artists such as Andrei Rublev and Meg Wroe. Students will learn about how Jesus is the model of a perfect human being and will explore ways in which they can reflect this goodness in their own lives e.g. how to make ethical choices as a consumer.

Desert to Garden

Students will begin with one of the most important theological concepts: what is the Paschal Mystery? This will begin by developing an understanding of how Christians believe that Jesus' death and resurrection brings salvation to all humanity. Students will then explore the importance of celebration of the Eucharist, articulating why the Catholic Church teaches that the Eucharist is the '*Source and Summit*' of Christian life. Through the celebration of the Eucharist in Mass, Catholics can experience the real presence of Jesus and connect with Christians all around the world as 'one body'. As well as exploring questions such as '*what do other Christians believe about the Eucharist*', students will also evaluate whether serving those in poverty is more important than celebrating the Eucharist.

To the Ends of the Earth

In this unit, students will learn about how the apostles and first leaders of the early Church were inspired by the Holy Spirit to help continue Jesus' mission by spreading the Good News and building the Church. Students will learn about what the role of the Holy Spirit is as part of the Holy Trinity, as well as how this is expressed through Christian symbolism. Students will make links between the role of the Holy Spirit in the story of Pentecost and how this not only affected the work of the disciples, but how it should inspire us to live good lives today through the gifts of the Holy Spirit which are received during the Sacrament of Confirmation. Finally, students will learn about how other countries around the world celebrate Pentecost.

Dialogue

This final unit focuses on the dialogue between different denominations within the Christian Church. Students will learn about how the Catholicism is only one branch of a larger Christian Church, which is made up of Christians who celebrate their faith in different. They will learn about how the early Church formed councils to try and resolve their differences. Students will learn about one of the largest splits within the Church which happened during the Sixteenth Century: the Protestant Reformation. However, students will come to understand that, despite their differences, all Christians are united in the faith and love of Jesus Christ.

Encounter: Sikhism

As part of the *Encounter* strand of the curriculum, students will be exploring other world religions. In this unit, students will be learning about the Dharmic religion Sikhism. They will discover the dramatic events that led to the beginning of the religion and how it developed at great speed, often amidst great violence. Students will examine some of the ideas and belief that have shaped the Sikh religion as well as some of the common practices for those who identify as Sikh today.

YEAR 8

TOPIC	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue	Encounter: Islam
EXPLANATION	<p>The Year 8 curriculum revisits all the themes which were studied in Year 7, starting with Creation and Covenant. In this year, students will consider some of the existential questions that lie at the heart of the human condition and reflect on both the meaning of suffering and the meaning of death. Students will understand the Catholic belief of how evil and suffering entered the world through the Original Sin and the implications of this on each person. This leads into an examination of how God has dealt with the sin and faithfulness of humanity by holding out the promises made of a new covenant as expressed in the prophecies and fulfilled through the life and works of Jesus. When exploring the mystery of evil and suffering, Jesus' life and ministry helps humans to understand how to live out the Kingdom of God on Earth, shaping their ethical behaviour. But more importantly is the Catholic belief that suffering and death is transformed through the Passion, death and Resurrection of Jesus.</p> <p>Creation and Covenant Year 8 begins with students returning to the meaning and symbolism behind the Genesis accounts. The narrative of salvation history begins with an exploration of how the human condition becomes flawed through the first and 'Original Sin' of Adam and Eve. This Original Sin has stayed with human beings which causes evil and suffering the enter the world. This is then connected to the importance of the moral law in the Bible which explores both the Ten Commandments (Decalogue) and the Greatest Commandment. Why are rules important for us all to have freedom? Students then study the important role the conscience plays in making moral choices and will learn about how the Conscientious Objectors are a good example Christians following their conscience and listening to the voice of God. Finally. Students will recognise Baptism as the sacrament by which all sins are forgiven, both Original Sin and personal sins.</p> <p>Prophecy and Promise Following on from the first unit which looks at sin and the impact it has on the relationship between God and humans, students will move on to learning about the role of the prophets in calling people back to the covenant with God when they have done wrong. Students will do a detailed study in the prophetic Texts of Amos, identifying the ways in which the message and life of the prophet Amos mirrors a pattern which is found in most prophetic books. Students will return to Baptism by specifically looking at the use of the Oil of Chrism, and how this calls a person to be able to share in the threefold roles of Christ ass Priest, Prophet and King. Students will explore how laypeople are called to be witnesses of Christ, specifically looking at the lived example of Oscar Romero. Finally, students will study the linked between Advent and Prophecy.</p> <p>Galilee to Jerusalem In this unit, students will come to understand what is meant by the <i>Kingdom of God</i> and why Christians believe that Jesus spent the three years of his ministry proclaiming the message of the Kingdom of God. But how did he do this? Students will investigate the way that Jesus proclaimed the Good News through miracles, parables and the living example of himself. One of the fundamental teachings about the Kingdom of God is that it is for all people, therefore students will look at examples of how Jesus spoke about those who society had rejected. Students will apply Jesus' message and teaching to the world today, exploring the most vulnerable groups in society such as refugees or those living in poverty and how Catholic charities such as Missio live by these moral standards daily.</p> <p>Desert to Garden With a strong link back to the first unit and how sin came into the world, this unit tackles one of life's biggest questions: why do we suffer? The authors of the Bible grappled with the question of why do suffer and what purpose does suffering have? Christians look particularly at the suffering of Christ for these answers as they believe that through Jesus suffering, God knows what it is like to suffer as a human being. This helps Christians turn to God when they suffer and understand that sometimes suffering can bring about a greater goodness. The season of Lent is an important time for Christians to reflect on this message as they enter into a period of almsgiving, fasting and prayer to help bring themselves closer to God. Students will learn about the important of the Sacrament of Reconciliation, where they are able to examine their conscience and ask for forgiveness when they have caused suffering to others.</p> <p>To the Ends of the Earth In this unit, students will explore Catholic beliefs and Church teachings about how the Passion, death and Resurrection of Jesus impacts their own existence after death. Catholics believe that the events of Jesus' life entitle us to a</p>						

resurrection and a promise of an eternal life to come. Using Luke's Resurrection account, we can witness the different ways that Jesus' disciples responded to Jesus' victory over death. Students will evaluate the significance of the empty tomb as a sign of Jesus resurrection and as a historical event. The final act of the Paschal Mystery leads directly to the Catholic belief in the resurrection of all people, and this is expressed in a wide range of Catholic practices and traditions, including the funeral rite. Finally, students will explore some of the key Catholic beliefs about the afterlife including the belief in Purgatory.

Dialogue

In this unit, students will look at how and why the Catholic Church is made up of so many different expressions of the Catholic faith, specifically the Ukrainian Greek Catholic Church which has a growing population and presence in the UK. Students will reflect on the differences to their own experience of Catholicism including spirituality, heritage and cultural identity. Over the last 2000, the Catholic Church has changed significantly and therefore students will consider how the Church has adapted its approach to proclaiming the Gospel and conducting dialogue with others including the changes made to the Church following Vatican II. The Catholic Church focuses more on the importance of dialogue with other religions and branches of Christianity and students will learn about how this is expressed in Pope VI's encyclical *Ecclesiam Suam*.

Encounter: Islam

In the final unit of Year 8, students will encounter and learn about the fastest growing faith in the UK: Islam. Islam is second largest religion in the world and stands alongside Christianity as one of the three Abrahamic faiths. Students will learn about the role of the Prophet Muhammad in the beginning of Islam, as well as what the sayings of Muhammad and the Qur'an teaches about the nature of God. Students will then explore how Muslim beliefs are shown in varying religious practices which are held together by the Five Pillars of Islam.

YEAR 9

STUDY OF A WORLD RELIGION - JUDAISM		
<p><i>The Year 9 Religious Education Curriculum begins the GCSE course, focusing on Component 3 – A study of a world religion – Judaism. This theme is split into two sections that span the entire year.</i></p>		
TOPIC	<p>Judaism: Beliefs and Teachings</p> <ul style="list-style-type: none"> - Orthodox and Reform Judaism - Nature of God - Covenants - Messiah - Commandments - Sanctity of life - Life after death 	<p>Judaism: Rituals and Practices</p> <ul style="list-style-type: none"> - Synagogue - Shabbat - Worship at home - Items in worship - Prayer - Religious rituals - Religious festivals
EXPLANATION	<p>Students are introduced to Judaism through the distinction between two key denominations, orthodox and reform. These are continually used in understanding divergent views on key theological topics throughout the course. Students then move on to learn about the Jewish conception of God and the covenants he makes through Abraham and Moses. These are then developed further through the study of the 10 commandments and 613 mitzvot. The final section in this half of the paper is an investigation into the value of life and beliefs about resurrection. Scripture and sacred texts form the basis for understanding the beliefs in this section.</p>	<p>The second half of the paper applies the fundamental beliefs students learnt and will look at Judaism as a living world faith by exploring the rituals and practices within the religion. Firstly, students will study key holy centres of Judaism, the synagogue and the home including important religious artefacts. We then move on to study important prayers within Judaism and how they are used. The following topics are grouped under the titles, rituals and festivals. In the rituals section students will look at the ceremonies that punctuate important parts of a Jewish person's life, from birth through to marriage and finally death. In festivals we study the key holy days of Sukkot, Pesach, Rosh Hashanah and Yom Kippur.</p>

YEAR 10

COMPONENT 1 - FOUNDATIONAL CATHOLIC THEOLOGY	
<i>The Year 10 Religious Education Curriculum continues the GCSE course, focusing on Component 1 – Foundational Catholic Theology. This theme is split into two sections.</i>	
TOPIC	ORIGINS AND MEANINGS
TOPIC	<ul style="list-style-type: none"> - Origins of the universe - Origins of life - Imago Dei and sanctity of life - Abortion - Literary form in the bible - Stewardship - Artwork - Catholic Social Teaching - Interfaith dialogue
EXPLANATION	<p>Origins and Meanings section of Paper 1 requires students to consider religious and non-religious beliefs about the origins and value of the universe as well as human life. The study into the origins of existence begin with St Augustine’s characteristics of God which help us to understand the creation story in Genesis. This is then balanced by addressing the scientific explanations – The Big Bang Theory. A similar approach is then used to address the theory of evolution, counterbalanced by a Catholic perspective.</p> <p>After establishing the views on the origins of life we look at its value, especially the idea of imago dei and then applied to the issue of abortion as seen through both Catholic and non-religious viewpoints.</p> <p>Using their foundational knowledge of the Genesis narrative students look at the call for all Catholics to be stewards.</p> <p>The artwork section of the course focuses on two images in Rome ‘<i>The Creation of Adam</i>’ and ‘<i>The Tree of Life</i>’ each of which artistically represent key themes from the previous units.</p> <p>Finally students will look at the role of the Church in modern day life, especially through social teaching and interfaith communications.</p> <p>Throughout this unit students are called to have a wide view of the topics they study, including Catholic, Christian, Jewish and atheist opinions.</p>
	GOOD AND EVIL
	<ul style="list-style-type: none"> - Evil in the world - Attitudes to suffering - Trinity and Creed - Incarnation - Jesus’ moral authority - Natural Law and virtues - Statues - Pilgrimage - Rosary
	<p>The Good and Evil section of the paper begins with a philosophical investigation into the nature of evil as well as the problem this plays for an omnipotent and omnibenevolent God. This will be an opportunity to explore Catholic viewpoints, as well as those held by atheists, including key thinkers such as David Hume and JL Mackie. Students will also look at the Catholic ambivalence and deeper meaning for suffer through the texts of Isaiah 53 and Salvifici Dolores.</p> <p>The next unit area focuses on trying to explain two mysteries of faith ‘<i>Trinity</i>’ and ‘<i>Incarnation</i>’ both of which are developed through an investigation into the Nicene Creed.</p> <p><i>Jesus’ moral teachings</i> as well as other sources of moral authority is an area of the course which answers the free will discussion in the problem of evil. They describe how humans can be better through the help and grace of God. In our final unit are students will have a chance to look at Catholic devotional practices. In particular we study Michelangelo’s <i>Pieta</i> statue, pilgrimage to Lourdes and the use of the rosary.</p>

YEAR 11

COMPONENT 2- APPLIED CATHOLIC THEOLOGY	
<i>The Year 11 Religious Education Curriculum continues the GCSE course, focusing on Component 2 – Applied Catholic Theology. This theme is split into two sections.</i>	
TOPIC	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p style="text-align: center;">LIFE AFTER DEATH</p> <ul style="list-style-type: none"> - Catholic attitudes of death - End of life issues - Resurrection - Heaven and Hell - Magisterium - Vatican II - Sacophagi - Paschal Candle - Funerals - Prayer </div> <div style="width: 48%;"> <p style="text-align: center;">SIN AND FORGIVENESS</p> <ul style="list-style-type: none"> - Sin and crime - Forgiveness - Capital punishment - Salvation and redemption - Natures of the Church - Mary - Features of a Church - Sacraments - Evangelisation </div> </div>
EXPLANATION	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>The <i>Life and Death</i> unit begins with a study into Catholic attitudes towards death, particularly how preparing for death can help Catholics come to terms with their mortality. These beliefs are then continued in the topics of the developed in the study of the beliefs surrounding resurrection, heaven, hell and purgatory. Students will also have a chance to look at end of life issues, especially Euthanasia.</p> <p>In magisterium students will study how the Church leader is formed and their role as successor to the apostles. Vatican II and its four constitutions are used as a case study to help student understanding.</p> <p>Just as in other units students will look at artwork and artifacts, in particular the Scenes <i>of the Passion</i> sarcophagus and the role of the paschal candle (linking the easter story to Christian beliefs about life after death).</p> <p>Finally, students will look at the symbols and rituals surrounding funerals, including the use of Faure’s requiem, a particular musical piece used at funerals. They will also discuss prayer and how different types of prayers help Catholics to lift their hearts and minds to God.</p> </div> <div style="width: 48%;"> <p>The final unit of the GCSE course beings with helping students to distinguish acts that are considered sins or crimes. In this section we will also discuss the biblical attitude towards forgiveness and judgement. This then leads us on to a case study into the opposing views on capital punishment and the Catholic Churches position. In salvation and redemption students are taught a full explanation as to the role that Jesus’ death plays in the story of salvation and how this is developed through the Old Testament.</p> <p>The next topic area of <i>Church</i> helps students to understand the role and nature of the Catholic community as described in the Nicene Creed, “One, Holy, Catholic and Apostolic”. This then also looks at the role that Mary plays a figure worthy of recognition.</p> <p>In the final artefact units students will study how the architecture, layout and feature all act as teaching tools that describe the story of salvation through the death of Christ. This is continued through the teaching of the sacraments in particular the Eucharist.</p> <p>Finally students will look at, and evaluate, whether through evangelisation the Church can play a role in a modern, multifaith society.</p> </div> </div>

YEAR 12 (ALL 3 UNITS ARE TAUGHT CONCURRENTLY THROUGHOUT THE YEAR)

TOPIC	<p style="text-align: center;">PHILOSOPHY OF RELIGION</p> <ul style="list-style-type: none"> - The Design Argument - The Cosmological Argument - The Ontological Argument - Religious Experience - The Problem of Evil 	<p style="text-align: center;">RELIGION AND ETHICS</p> <ul style="list-style-type: none"> - Utilitarianism - Natural Moral Law - Situation Ethics - Environmental Ethics - Equality - War and Peace - Sexual Ethics 	<p style="text-align: center;">NEW TESTAMENT STUDIES</p> <ul style="list-style-type: none"> - Prophecy and the messiah - Context of the first Century - The prologue of John - The Titles of Jesus - Miracles and Signs - Interpreting the text - The purpose and authorship of the Fourth Gospel
TOPIC	<p>After introducing students to the two forms of philosophical argument, a priori and a posteriori, students begin an investigation into the 3 classical arguments for the existence of God.</p> <p>The next unit splits the study of religious experience into their nature: what they are, what they do, their common features and effects and their influence: whether they can be used as a proof for the existence of God.</p> <p>The final unit begins with a look at a fundamental problem of faith, the problem of evil. Students will question and evaluate whether an omnibenevolent God would allow His people to suffer? This question is rebuffed in the second half of the unit through a study into religious theodicies.</p>	<p>The beginning of the ethical course helps students to understand the two major theory forms, relative and absolute ethics. We then look at how these are worked out in different ways through an investigation into 3 of the major ethical theories.</p> <p>These ethical theories are then applied across various areas.</p> <p>Environmental ethics looks at both the religious and non-religious attitude to stewardship as well as an understanding to key issues like animal welfare. Equality ethics covers 3 areas, gender, race and disability through the case studies of key contributors.</p> <p>The War and Peace unit looks specifically at the Just War Theory as well as nuclear weapons.</p> <p>Whereas Sexual ethics covers multiple areas such as contraception, homosexuality and contraception.</p>	<p>As an introduction to New Testament Studies, students will take a journey into the historical, social and political world of First Century Palestine in order to understand the context in which early Christianity and the New Testament developed. Students will also study some of the introductory theological ideas of the Christian message which are rooted in the Jewish faith, such as the concept of the Messiah.</p> <p>A large part of the Year 12 course seeks to answer the question 'Who is Jesus?'. Students will learn to use a range of tools used within Biblical Criticism to unpack large areas of The Fourth Gospel such as the Prologue, the Signs and the I Am statements. The aim of this section is to ultimately build up a picture of authorship and purpose of writing within John's Gospel. The final part of Year 12 is focused around questions within Biblical Criticism such as the Synoptic Problem and the literary relationship and dependency between Matthew, Mark and Luke. This includes looking at the strengths and weaknesses of both the 'Two-Source' and 'Four-Source' Hypothesis.</p>

YEAR 13 (ALL 3 UNITS ARE TAUGHT CONCURRENTLY THROUGHOUT THE YEAR)

TOPIC	PHILOSOPHY OF RELIGION	RELIGION AND ETHICS	NEW TESTAMENT STUDIES
TOPIC	<p>The opening topics of Year 13 focus on the words that religious people use to define and describe their faith and evaluate whether these can have any meaning. This includes analogy and symbol, verificationism and language games.</p> <p>In the context of religious critiques students will study the psychological (Freudian) and sociological (Marxian) critiques against religious belief. They look at what religion provides for the individual or the community and evaluate whether this is the source of religious belief.</p> <p>The final section of the unit investigates religious claims against the empirical proofs of science. For example, students will look into the different beliefs in life after death.</p>	<p>Alongside the philosophical study of language students begin Year 13 with an in depth look at the language used within ethics. Meta ethics goes beyond categorising actions into 'good' and 'bad' and questions whether they themselves have meaning. This then leads onto a critical assessment of whether religion is necessary for morality.</p> <p>In the second section of the unit students will compare two famous forms of ethics, Kantian deontology, based on strict abidance with rules versus Aristotelian virtue ethics based on the development of the person.</p> <p>The medical ethics unit mirrors the final unit of Year 12 (sexual ethics) and compliments the philosophy unit of science and religion. We focus heavily on the sanctity of life argument through the lenses of abortion and euthanasia.</p>	<p>The start of Year 13 picks up with looking further into the key ideas of Biblical Criticism such as the strengths and weaknesses of literary, sociological and historical criticism. Students will learn about how Post-Enlightenment impacted ways of interpreting scripture and led to a wide range of biblical hermeneutics which gives variety to ways in which Christians understand the Gospel message. The application of this is put into practice by studying the Parables of the Kingdom of God in Luke's Gospel and ways of interpreting the eschatological message. The bulk of Year 13 focuses of the narrative of 'Why did Jesus Have to Die?' and the 'Crucifixion and Resurrection'.</p> <p>Students will study these texts closely from both a historical and theological perspective in order to understand how Christian ideologies are interwoven within these passages. This leads into an exciting study about the scientific and historical challenges of the resurrection of Jesus, focusing specifically on the studies of Frank Morison and Ian Wilson. The course ends with a unit on the social and moral codes for living found within the Parables within Luke's Gospels.</p>