

A-Level RS: **Christianity** Curriculum Sequence – Key Stage 5

| | KS4 National Curriculum prior learning | By the end of the term, students can: | Year 12 Term 1 | Year 12 Term 2 | Year 12 Term 3 | Year 13 Term 1 | Year 13 Term 2 | Year 13 Term 3 |
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| What we want our students to know and remember | Our RE curriculum follows the Religious Education Curriculum Directory (RECD) in line with the requirements of the Diocese. This curriculum interleaves threshold concepts from the EYFS through to KS5 Religious studies. Please see the RE Learning Journey to see how the RE curriculum builds on and develops prior learning from EYFS through to KS5. | Define the key tier 3 vocabulary: | <p>In addition, please see key vocabulary identified in knowledge organisers and revision notes</p> <p>THEME 1</p> <p>1A Birth Narratives redaction criticism hypostatic union substantial presence incarnation divinity kenotic model virgin birth two natures chronology Matthew 1:118-2:23 Luke 1:26-2:40 Harmonisation</p> <p>1B transformed Rudolph Bultmann myth demythologise existential awareness N.T. Wright discrepancies swoon theory mutation messianic expectations authenticity premodern</p> <p>1C Fear of God merciful delight lamp likeness dominion enjoy life refuge Psalter commandments Temple hymnody</p> <p>1D canon TNK Septuagint Tobit </p> | <p>In addition, please see key vocabulary identified in knowledge organisers and revision notes</p> <p>1F Worldview enlightenment naïve realism phenomenism critical realism messiah failed messiah Mediterranean Jewish Peasant Gospels Q Gospel of Thomas non-canonical teacher of wisdom social revolutionary open table social healing itinerant cynics outcasts</p> <p>THEME 2</p> <p>2A Masculine language ruach pneuma Sophia Sallie McFague metaphor model monarchical model passivity militarism environment God as mother world as body of God impassibility Jurgen Moltmann The crucified God Trinity suffering moral force Philosophical principle</p> <p>2B</p> | <p>In addition, please see key vocabulary identified in knowledge organisers and revision notes</p> <p>2D Holiness penitence confession mysticism Rom 1:17 Sola Fide Sola Gratia Sola Scriptura Council of Trent indulgences apostolic tradition E. P. Sanders individualistic covenantal nomism circumcision 2 Corinthians 5:10</p> <p>2E Didache koinonia communal Eucharist Jewish practice Justin Martyr Quakers Sacraments canon symbols lectionary Evangelise humanitarianism cultural imperialism John 13:1-7 priesthood of all believers WCC Christian Aid monasticism pietism</p> <p>2F Moral principles nationalism aheb agape Good Samaritan chesed Mt. Sinai Zechariah 8:16 Lord's Prayer</p> | <p>In addition, please see key vocabulary identified in knowledge organisers and revision notes</p> <p>3B Indigenous congregations immigrant chaplains Pentecostal denominations the RCCG mission field global shift majority migrant churches church decline evangelistic secularism</p> <p>3C Indigenous congregations immigrant chaplains Pentecostal denominations the RCCG mission field global shift majority migrant churches church decline evangelistic secularism</p> <p>3D Cathedral worship secular funeral 2011 Census Queen Humanists UK NSS New Atheism faith subscription criterion R.E. inspection abortion creationism Lord's prayer advert Nadia Eweida Ashers Bakery marginalised </p> | <p>In addition, please see key vocabulary identified in knowledge organisers and revision notes</p> <p>THEME 4</p> <p>4A Original sin sacrament damnation John 3:5 disease removal Circumcision covenant pledges full immersion Anabaptist Unscriptural control human response confirmation</p> <p>4B Commanded thanksgiving functions symbolism sacrament transubstantiation accidents/substance Aristotle Schillebeeckx transignification transfinalisation consubstantiation symbolic memorialism virtualism</p> <p>4C Advent Nativity Fast liturgical colours consumerism Christingle service Julian calendar Plygain Lent Ash Wednesday Clean Monday Holy</p> | All key vocabulary from year 12 and year 13. |

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| | | | <p>Luther EzraNehemiah inspire II Timothy 3:16 objective subjective plenary-verbal producer accommodation Calvin ‘baby talk’ errors in science and history 1E</p> <p>Kerygma Proclamation Six Elements Realised Eschatology Genre Keryx Apocalypticism Gnosticism Cause & Effect Existentialism Existential Moment Acts 2:37 Gentile Eyewitness Imminent</p> | <p>Monotheism Shema Elohim Tertullian Adoptionism Modalism Arianism subordinate Nicene Creed Chalcedonian Creed substance homoousios Tritarian formula filioque Augustine bond of love John 20:22 ecumenical creed</p> <p>2C</p> <p>Atonement victory ransom Gregory the Great bait Gustav Aulén substitution Anselm Cur Deus Homo righteousness satisfaction economic legal naturalistic Abelard enlightenment savage God moral example moral compass</p> | <p>THEME 3</p> <p>3A</p> <p>Kingdom of God treasure in heaven Zacchaeus Diogenes stewardship private ownership tithe Psalm 8 asceticism discipline fasting monasteries Lent self-flagellation charismatic churches Solomon’s Temple financial pledges Oral Roberts</p> | <p>Street Pastors Holy Trinity Brompton</p> <p>3E God of the Gaps natural selection tribe mentality misfiring neutral universe consolation mischaracterise Swinburne intelligibility NOMA POMA theistic evolution social injustice Soviet regime</p> <p>3F Exclusivism Inclusivism Pluralism logos final Anonymous Christians lawful religions Nostra Aetate patronising absolute Ultimate Reality prism conditioned language dogma</p> | <p>week Palm Sunday Laetare Gregory Palamas Epitaphios</p> <p>4D Oikoumene John 17:21 WMC WCC IMC Life and Work Movement Faith and Order Movement 1948 350 church bodies visible unity BEM Ecumenical Institute</p> <p>4E Charismatal I Cor. 12:4-11 Renewal Movement Dennis Bennett RCC CCR glossolalia prophecy healing James 5:14 A.J. Ayer Aquinas regression spontaneous remission ethical fruit</p> <p>4F Luke 4:16-21 post-war capitalism cheap labour Karl Marx orthopraxy Exodus base ecclesial communities ecclesiocentrism Trinitarianism preferential option for the poor Soviet Union Ratzinger golden age Pope Francis</p> | |
| | | Recall the knowledge: | <p>See here for knowledge organisers: Resource (eduqas.co.uk)</p> <p>THEME 1</p> <p>Theme 1A</p> <ul style="list-style-type: none">• Jesus – his birth: Consistency and credibility of the birth narratives (Matthew 1:18-2:23; Luke 1:26-2:40);• harmonisation and redaction; | <p>See here for knowledge organisers: Resource (eduqas.co.uk)</p> <p>Theme 1F</p> <ul style="list-style-type: none">• Two views of Jesus: A comparison of the work of two key scholars, including their views of Jesus with reference to their different methods of studying Jesus:• John Dominic Crossan and N. T. Wright. Crossan: | <p>See here for knowledge organisers: Resource (eduqas.co.uk)</p> <p>Theme 2D</p> <ul style="list-style-type: none">• Religious life – faith and works:• Luther’s arguments for justification by faith alone (with reference to Romans 1:17; 5:1; Ephesians 2:8- 9; Galatians 2:16 and Luther’s rejection of James 2:24); | <p>See here for knowledge organisers: Resource (eduqas.co.uk)</p> <p>Theme 3B</p> <ul style="list-style-type: none">• Social developments in religious thought – migration and Christianity in the UK:• The challenges of Christian migration to the UK, with reference to assimilation, provision of | <p>See here for knowledge organisers: Resource (eduqas.co.uk)</p> <p>THEME 4</p> <p>Theme 4A</p> <ul style="list-style-type: none">• Religious identity through diversity in baptism:• The case for infant baptism by Augustine and Zwingli (the role of baptism in salvation; | <p>See here for knowledge organisers: Resource (eduqas.co.uk)</p> |

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| | | | <ul style="list-style-type: none">• interpretation and application of the birth narratives to the doctrine of the incarnation (substantial presence and the kenotic model). <p>Theme 1B</p> <ul style="list-style-type: none">• Jesus – his resurrection: The views of Rudolf Bultmann and N.T. Wright on the relation of the resurrection event to history;• interpretation and application to the understanding of death, the soul, resurrected body and the afterlife, with reference to Matthew 10:28;• John 20-21; 1 Corinthians 15; Philippians 1:21-24. <p>Theme 1C</p> <ul style="list-style-type: none">• The Bible as a source of wisdom and authority in daily life:• The ways in which the Bible is considered authoritative: as a source of moral advice (Ecclesiastes 12:13-14; Luke 6:36-37); as a guide to living (Psalm 119:9-16; Psalm 119:105-112); as teaching on the meaning and purpose of life (Genesis 1:26-28; Ecclesiastes 9:5-9) and as a source of comfort and encouragement (Psalm 46:1-3; Matthew 6:25). <p>Theme 1D</p> <ul style="list-style-type: none">• The Bible as a source of wisdom and authority:• How the Christian biblical canon was | <ul style="list-style-type: none">• Jesus the social revolutionary; using apocryphal gospels; seeing Jesus as a product of his time; what the words of Jesus would have meant in Jesus’ time.• Wright: Jesus the true Messiah; critical realism; texts as ‘the articulation of worldviews’; seeks to find the best explanation for the traditions found in the Gospels. <p>THEME 2</p> <p>Theme 2A</p> <ul style="list-style-type: none">• Religious concepts – the nature of God:• Is God male?• The issue of male language about God;• the pastoral benefits and challenges of the model of Father;• Sallie McFague and God as Mother.• Can God suffer?• The impassibility of God;• the modern view of a suffering God illustrated by Jurgen Moltmann (The Crucified God). <p>Theme 2B</p> <ul style="list-style-type: none">• Religious concepts – the Trinity:• The need for the doctrine of the Trinity: the nature and identity of Christ (issues of divinity and preexistence) and Christ’s relationship with the Father (co-equal and co-eternal). | <ul style="list-style-type: none">• the Council of Trent as a response to Luther;• E. P. Sanders and the role of works in justification. <p>Theme 2E</p> <ul style="list-style-type: none">• Religious life – the community of believers:• The New Testament community of believers as a model for churches today (with reference to Acts 2:42-47);• the role of churches in providing worship and sacraments, religious teaching, mission, service and outreach, and fellowship for the community of believers. <p>Theme 2F.</p> <ul style="list-style-type: none">• Religious life – key moral principles:• Selected key moral principles of Christianity:• the importance of love of neighbour (Leviticus 19:34; Luke 10:25-28);• God’s love as a potential model for Christian behaviour (Exodus 34:6-7; 1 John 4:19- 21);• regard for truth (1 Samuel 12:24; Ephesians 4:25-27);• the role of conscience (2 Corinthians 1:12; 1 Timothy 1:5);• the need for forgiveness (Matthew 6:14-15; Colossians 3:12-13). <p>THEME 3</p> | worship, style of worship and issues of culture | <ul style="list-style-type: none">• The reverse mission movement to the UK. <p>Theme 3C</p> <ul style="list-style-type: none">• The relationship between religion and society:• religion, equality and discrimination.• Social developments in religious thought – feminist theology and the changing role of men and women:• The contribution of Mary Daly and Rosemary Radford Ruether to feminist theology.• The changing role of men and women with reference to the issue of the ordination of women priests and bishops;• the impact on the lives of believers and communities within Christianity today. <p>Theme 3D</p> <ul style="list-style-type: none">• The relationship between religion and society:• respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims.• Historical developments in religious thought – challenges from secularisation:• The conflicting religious and non-religious views on Christianity in the UK (the | <ul style="list-style-type: none">• the role and importance of Christian parents);• the case for believer’s baptism with reference to Karl Barth (the example of Christ; importance of consent). <p>Theme 4B</p> <ul style="list-style-type: none">• Religious identity through diversity in Eucharist:• The importance of the Eucharist in the life of contemporary Christian communities;• selected Roman Catholic theories (transubstantiation, transignification and transfinalization)• selected Protestant approaches (consubstantiation and memorialism);• the similarities in Eucharistic practice in Christian traditions. <p>Theme 4C</p> <ul style="list-style-type: none">• Religious identity through diversity in festivals• Christmas• The similarities (with reference to the focus on incarnation of Christ) and differences (date of celebration; focus of Advent season; Christmas services) between the Eastern Orthodox and the Western churches' celebration of Christmas.• Easter | |
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| | | | <p>established. Diverse views on the Bible as the word of God:</p> <ul style="list-style-type: none">• different understandings of inspiration (the objective view of inspiration; the subjective view of• inspiration; John Calvin’s doctrine of accommodation). <p>Theme 1E</p> <ul style="list-style-type: none">• The early church (in Acts of the Apostles):• Its message and format: the kerygmata as presented by C. H. Dodd, with reference to Acts 2:14-39; 3:12-26.• The challenges to the kerygmata (with reference to the historical value of the speeches in Acts and the work of Rudolf Bultmann).• The adapting of the Christian message to suit the audience. | <ul style="list-style-type: none">• The origin of the Holy Spirit: the filioque controversy. <p>Theme 2C</p> <ul style="list-style-type: none">• Religious concepts – the Atonement:• three theories of the Atonement (which are not mutually exclusive):• the death of Jesus as Christus Victor (with reference to the liberation of humanity from hostile powers);• the death of Jesus as a substitution (both the belief that Jesus died as a substitute for humanity, and the belief that only the divine-human Jesus could act as a sacrifice by God for the sake of humanity);• the death of Jesus as a moral example (of how to live and die).• The underlying assumptions about the need for divine forgiveness and the conflict between the wrath and love of God in theories of the Atonement. | <p>Theme 3A</p> <ul style="list-style-type: none">• Social developments in religious thought – attitudes towards wealth:• The dangers of wealth (with reference to Mark 10:17-25; Matthew 6:25-34; Luke 12:33-34, 1 Timothy 6:10);• apparent contradiction between biblical teaching on stewardship and the ascetic ideal;• the prosperity gospel of the Word-Faith movement. | <p>value of Christian faith schools;</p> <ul style="list-style-type: none">• whether the UK can be called a ‘Christian country’);• beliefs conflicting with laws of the country;• perceived challenges to Christianity (decline of role and status of Christianity; reduced impact in public life; restricted religious liberty). <p>Theme 3E</p> <ul style="list-style-type: none">• The relationship between religion and society:• respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims.• Historical developments in religious thought – challenges from science:• Richard Dawkins’ and Alister McGrath’s contrasting views on the relationship between religion and science, and the nature of proof;• the limits of science;• the ‘God of the gaps’ argument. <p>Theme 3F</p> <ul style="list-style-type: none">• Historical developments in religious thought – challenges from pluralism and diversity within a tradition:• Difference between religious pluralism and tolerance of religious diversity; | <ul style="list-style-type: none">• The similarities (with reference to the doctrine of the resurrection of Christ) and differences (date; liturgical practice at Easter; the diversity within each stream of tradition) between the Eastern Orthodox and the Western churches’ celebration of Easter. <p>Theme 4D</p> <ul style="list-style-type: none">• Religious identity through unification:• The development of the Ecumenical Movement since 1910 (World Missionary Conference);• the World Council of Churches, its rationale, its mission and its work in three main areas: Unity, Mission, and Ecumenical Relations;• Public Witness and Diakonia; and Ecumenical Formation. <p>Theme 4E</p> <ul style="list-style-type: none">• Religious identity through religious experience:• The development of the Charismatic Movement post-1960; main beliefs; implications for Christian practice in the experience of believers and Christian communities;• philosophical challenges to charismatic experience (verification and natural explanation). <p>Theme 4F</p> <ul style="list-style-type: none">• Religious identity through responses to poverty and injustice: | |
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| | | | | | | <ul style="list-style-type: none">• the exclusivist and inclusivist views expressed in the Christian Bible (Deut 6:5; Joshua 23:16; John 14:6; Acts 4:12);• the contribution of John Hick and Karl Rahner to Christian inclusivism (and the difference between their positions);• the differences between Christian universalism and pluralistic universalism. | <ul style="list-style-type: none">• The basis (political, ethical and religious) of South American liberation theology with reference to Gustavo Gutierrez and Leonardo Boff;•Roman Catholic Church responses to South American liberation theology. | |
| What we want our students to do | | Demonstrate excellence in these skills: | <p>AO1 Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none">• 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. <p>AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p> | <p>AO1 Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none">• 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. <p>AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p> <ul style="list-style-type: none">• | <p>AO1 Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none">• 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. <p>AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p> <ul style="list-style-type: none">• | <p>AO1 Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none">• 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. <p>AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p> | <p>AO1 Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none">• 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. <p>AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p> | <p>AO1 Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none">• 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. <p>AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p> |

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| Key assessment questions: | | | See here for past paper questions: AS and A Level Religious Studies Edugas | See here for past paper questions: AS and A Level Religious Studies Edugas | See here for past paper questions: AS and A Level Religious Studies Edugas | See here for past paper questions: AS and A Level Religious Studies Edugas | See here for past paper questions: AS and A Level Religious Studies Edugas | See here for past paper questions: AS and A Level Religious Studies Edugas |
| Disciplinary Rigour | | What makes your subject different to other subjects? What are the expectations for students in your subject area in the Diocesan guidelines? | Understanding, discerning and responding to philosophical topics 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 Account for the influence of social, religious and historical factors on developments in the study of religions and beliefs Construct well informed and reasoned arguments about religion and belief, substantiated by relevant evidence Understand, interpret and evaluate critically religious concepts, texts and other sources Identify, investigate and critically analyse | Understanding, discerning and responding to philosophical topics 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 Account for the influence of social, religious and historical factors on developments in the study of religions and beliefs Construct well informed and reasoned arguments about religion and belief, substantiated by relevant evidence Understand, interpret and evaluate critically religious concepts, texts and other sources Identify, investigate and critically analyse | Understanding, discerning and responding to philosophical topics 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 Account for the influence of social, religious and historical factors on developments in the study of religions and beliefs Construct well informed and reasoned arguments about religion and belief, substantiated by relevant evidence Understand, interpret and evaluate critically religious concepts, texts and other sources Identify, investigate and critically analyse | Understanding, discerning and responding to philosophical topics 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 Account for the influence of social, religious and historical factors on developments in the study of religions and beliefs Construct well informed and reasoned arguments about religion and belief, substantiated by relevant evidence Understand, interpret and evaluate critically religious concepts, texts and other sources Identify, investigate and critically analyse | Understanding, discerning and responding to philosophical topics 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 Account for the influence of social, religious and historical factors on developments in the study of religions and beliefs Construct well informed and reasoned arguments about religion and belief, substantiated by relevant evidence Understand, interpret and evaluate critically religious concepts, texts and other sources Identify, investigate and critically analyse | Understanding, discerning and responding to philosophical topics 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 Account for the influence of social, religious and historical factors on developments in the study of religions and beliefs Construct well informed and reasoned arguments about religion and belief, substantiated by relevant evidence Understand, interpret and evaluate critically religious concepts, texts and other sources Identify, investigate and critically analyse |

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