

	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
What we want our	Our RE curriculum	Define the key tier 3	Theme 1A Key Concepts	Theme 2A Key Concepts	Theme 2D Key Concepts	Theme 3A Key Concepts	Theme 4A Key Concepts	Revision of all key
students to know and	follows the Religious	vocabulary:	Aquinas	Epicurus	Illusion	Vision	Assertions	concepts from Y12 and
remember	Education Curriculum	·	Inductive	Omnipotent	Psyche	Sensory	Empirical	Y13
	Directory (RECD) in line		A posteriori	Omnibenevolent	Id	Dream	Abstract	. = 0
	with the requirements		Empirical	Mackie	Super ego	Corporeal	Metaphysical	
	of the Diocese. This		First cause	Inconsistent triad	Ego	Collective	Paradoxical	
	curriculum interleaves		Contingent	Paradox of omnipotence	Neuroses	Physical	Universally	
	threshold concepts from		Infinite regress	Rowe	Universal obsessional	Spiritual	Grace	
	the EYFS through to KS5		Potential	Unnecessary suffering	Neurosis	Conversion	Atonement	
	Religious studies. Please		Actual	Paul	Collective neurosis	Conviction	Salvation	
	see the RE Learning		Necessary	Statistical evidence	Primal horde	Sudden	Forgiveness	
	Journey to see how the		Kalam	Statistical evidence	Totemic rituals	Gradual	Holiness	
	RE curriculum builds on		William Craig	Theme 2B Key Concepts	Oedipus complex	Free	Cognitive	
	and develops prior		Temporal	Theodicy	Wish-fulfilment	Coercive	Propositions	
	learning from EYFS		Temporary	Augustine	Anthropologica	Active	Non-cognitive	
	through to KS5.		Causal	Type	Antinopologica	Passive	Subjective	
	tillough to K55.		Actual infinite	Strands	Theme 2E Key Concepts	Positive	Judjective	
			Potential	Substance	Psyche	Mysticism	Theme 4B Key Concepts	
			Infinite	Privation	Personal unconscious	Transcendent	Logical positivism	
				Fall			•	
			Personal agent		Collective	Unique	Analytic	
			Thomas 1D Kou Components	Original sin	Unconscious	Ecstatic	Synthetic	
			Theme 1B Key Concepts	Free will	Universal	Unitive	Meaningless	
			Telos	Created order	Primordial	Theres 3D Key Company	Verification principle	
			Order	Fallen angels	Archetypes	Theme 3B Key Concepts	Empirical	
			Regularity	Felix culpa	Individuation	James	Falsification	
			Purpose	Soul-deciding	Symbol	Mystical	Eschatological	
			Archer			Ineffable	verification	
			Intelligence	Theme 2C Key Concepts	Theme 2F Key Concepts	Noetic	Blik	
			Governance	Irenaeus	Atheos	Transient		
			Paley	Hick	Atheism	Passive	Theme 4C Key Concepts	
			Heath	Potential	New atheism	Otto	Univocal	
			Intricate parts	Actual	Agnosticism	Numen	Equivocal	
			Complexity	Vale of soul-making	Antitheism	Numinous	Analogical	
			Tennant	Eschatological	Non-thinking	Mysterium	Analogy of attribution	
			Anthropic	justification Epistemic	Infantile	Tremendum	Efficient cause	
			Precise conditions	distance	Partially overlapping	Fascinans	Analogy of proportion	
			Goldilocks	Arbitrary	magisteria anthropic		Disclosure	
			Aesthetic	Afterlife	fine tuning	Theme 3C Key Concepts	Discerned	
			Survival value	Inconsistency	Inerrancy	Individualistic	Models	
			Enquiring mind	Rowe and Paul	Intelligent design	Inconsistency	Qualifiers	
				Soul-breaking	Apologism	Authenticity	Verifiable	
			Theme 1C Key Concepts			Scientific knowledge	Falsifiable	
			Analogy		Theme 3D Key Concepts	Franks Davis		

		D	Carr	
	Hume	Practice	Critique	Anthropomorphic
	Cause	Faith	Swinburne	personification
	Dawkins	Ideal interests	Cumulative	
	Gaia	Corporate	Credulity	Theme 4D Key Concepts
	Arbitrary	Collective worship	Testimony	Non-cognitive functions
	Assumption	Charismatic	Probable	coherence theory
	Authentic	l-it		Antirealism
	Appearance	I-thou		Motivation
	Big bang	Belief-in		Social
	Singularity	Belief-that		Communication
	Darwin	Fruits		Clarification
	Incompetence	Pentecost		Disclosure
	Lovelock	Sick soul		Ultimate concern
	Self-regulating			Collective unconscious
	Underlying	Theme 3E Key Concepts	:	
	Fallacy of composition	Sceptical		Theme 4E Key Concepts
		Law of nature		Non-cognitive
	Theme 1D Key Concepts	Contingency miracles		Sitz im leben
	Deductive Deductive	Coincidences		Creation myths
	Logical	Violation		Myths of good and evil
	_	Nonrepeatable counter-		Heroic myths
	Necessary			
	Premise	instance		Solar heroes
	Anselm	Significance		Collective
	TTWNGCBT	revelation		Unconscious
	Mind and reality			Archetypal
	Mind only	Theme 3F Key Concepts	•	Demythologising
	Non-existence	Sceptical		
	Cannot not	Variable		Theme 4F Key Concepts
	Illogical	Non-repeatable counter	•	Picture the world
		instance		Function
	Theme 1E Key Concepts	Universal		Look and see
	Descartes	Statistical		Language game
	Distinct	Apologist		Form of life
	Perception	Principle of credulity		Contingent
	Supremely	Principle of testimony		Immersed
	Attribute			Non-cognitive
	Malcolm			Familienahnlichkeit
	Non-existence			Coherence theory
	Logical absurdity			Anti-realist
	Inferior			Cognitive
	Theme 1F Key Concepts			
	Gaunilo			
	Faith			
	Reduction ad absurdum			
	Most excellent island			
	Intrinsic maximum			
	Kant			
	Logical necessity			
	hypothetical			
	IF			
	Predicate			
	Thalers			
· · · · · · · · · · · · · · · · · · ·	<u>.</u>			

Recall the knowledge:	See here for knowledge	See here for knowledge	See here for knowledge	See here for knowledge	See here for knowledge	See here for knowledge
	organisers:	organisers:	organisers:	organisers:	organisers:	organisers:
	Resource (edugas.co.uk)	Resource (edugas.co.uk)	Resource (edugas.co.uk)	Resource (edugas.co.uk)	Resource (edugas.co.uk)	Resource (edugas.co.uk)
	1A Arguments for the	3A Challenges to	Theme 2D – Challenges	4A The nature of	Theme 4A – Religious	Revision of all key
	existence of God –	religious belief – the	to religious beliefs – the	religious experience	language – Inherent	concepts from Y12 and
	Inductive – cosmological	Problem of Evil and	Problem of Evil:	with particular	problems of religious	Y13
	Inductive proofs	Suffering	Religious belief as a	reference to:	language	
	and 'a posteriori'	 The types of evil: 	product of the mind	Visions –	 Limitations of 	
	St Thomas	moral and	(Freud)	sensory;	language for	
	Aquinas' first 3	natural	 Freud's theory 	intellectual;	traditional	
	ways	 The logical 	 Evolutionary 	dreams	conceptions of	
	The Kalam	problem of evil	support and	conversion –	God	
	cosmological	with reference to	evidence	individual/comm		
	argument with	Epicurus and	(Darwin)	unal;	Theme 4B – Religious	
	reference to	Mackie	 Challenges 	sudden/gradual	language – Religious	
	William Lane	William Rowe	including lack of	Mysticism –	language as cognitive,	
	Craig	and Gregory S.	anthropological	transcendent;	but meaningless	
		Paul	evidence and	ecstatic and	 Logical 	
	1C Challenges to		psychological	unitive	positivism –	
	inductive arguments	3B Religious responses	evidence	Prayer – types	verification	
	David Hume's	to the Problem of Evil		and stages of	A. J. Ayer on	
	empirical	Augustinian type		prayer according	religious ethical	
	objections and	theodicy –	Theme 2E – Challenges	to Teresa of Avila	language being	
	critique of causes	privation of	to religious beliefs – the	AD Montinal according	meaningless	
	(cosmological)	goodness	Problem of Evil:	4B Mystical experience: • William James'	 Few on falsification 	
	1B Arguments for the	Scientific error	Religious belief as a	four	Criticisms of	
	existence of God –	 Moral contradictions 	product of the mind	characteristics of	verification	
	Inductive – teleological	between Hell	(Jung)	mystical	Criticisms of	
	St Thomas	and an	• Jung's theory	experience:	falsification	
	Aguinas' 5 th way	omnibenevolent	 Religions 	ineffable, noetic,	Taisineation	
	William Paley's	God	necessity for	transient and	Theme 4C – Religious	
	watch analogy		personal growth	passive	language – Religious	
	F. R. Tennant's	3C Religious responses	Challenges	Rudolf Otto – the	language as non-	
	anthropic and	to the Problem of Evil	including lack of	concept of the	cognitive and analogical	
	aesthetic	 Irenaean type 	empirical	numinous;	 Proportionism 	
	arguments	theodicy – vale	evidence for	mysterium	and attribution –	
		of soul making	Jungian concepts	trememdum; the	Aquinas	
		eschatological	and reductionist	human	 Qualifier and 	
	1C Challenges to	justification	views	predisposition	disclosure –	
	inductive arguments			for religious	Ramsey	
	David Hume's		Theme 2F – Challenges	experience	• Challenges	
	problem with		to religious beliefs –	4C Challenges to the	including how far	
	analogies and		Issues relating to the	objectivity and authenticity of religious	analogies can	
	rejection of theistic claims		rejection of religion –	experience	give meaningful	
	Alternative		Atheism	Reference to	insights into	
	scientific		Rejection of the	Caroline Franks	religious language	
	explanations		belief of deities	Davis' objection	ialiguage	
	such as the Big		 Agnosticism and atheism 	Individual	Theme 4D – Religious	
	Bang and		The rise of New	experiences	language –	
	Evolution		Atheism	F		
	1		Auteisiii			

	1			, , , , , , , , , , , , , , , , , , ,	i
		 Scientific 	The impact of	Religious language as	
		progress	religious experience	non-cognitive and	
	1D Deductive arguments	 Religious 	on beliefs/practices	symbolic	
	for the existence of God	responses to the		Functions of	
	– ontological	challenge of New		symbols	
		Atheism		(Randall)	
	Deductive proofs			God as that	
	and the concept	Theme 3D – Religious		which concerns	
	of 'a priori'	Experience – The		us ultimately	
	St Anselm	influence of religious		(Tillich)	
		experience on religious		• Challenges	
	1F Challenges to the	practice and faith		including the	
	ontological argument	Value for		adequacy of	
	Gaunilio and his	religious		symbolism	
		community		,	
	reply to St	 Value for the 		Theme 4E – Religious	
	Anselm	individual		language –	
	1E Developments of the	marriaga		Religious language as	
	ontological argument	Theme 3D – Religious		non-cognitive and	
	ontological argument	Experience – Miracles		mythical	
	Rene Descartes	• Aquinas –		The complex	
	45.01.11	miracles being		form of mythical	
	1F Challenges to the	different from		language	
	ontological argument	usual order		• Challenges	
	Immanuel Kant's	Hume –		including the	
		transgression of		problem of	
	objection	the law of nature		competing myths	
	1E Developments of the	Holland –		competing myths	
	ontological argument			Theme 4F – Religious	
		contingency miracle		language –	
	Norman Malcolm			Religious language as a	
		Swinburne – roligious		language game	
		religious		Religious	
		significance		language as	
		Consideration of		meaningful for	
		reasons why		those who	
		religious		participate in	
		believers accept		same language	
		that miracles		game	
		occur • Evidence from		(Wittgenstein)	
				Non-cognitive	
		sacred writings,		forms of	
		traditions and		language	
		personal			
		experience		_	
		Thomas 25 Dallata a		including the	
		Theme 3F – Religious		rejection of true	
		Experience – A		propositions in	
		comparative study of		religion that can	
		two key scholars from		be empirically verified	
		within and outside of		verified	
		the Christian tradition			
		and their contrasting			

				views on the possibility of miracles • Hume's scepticism of miracles Swinburne's defence of miracles			
What we want our students to do	Demonstrate excellence in these skills:	AO1 Demonstrate knowledge and understanding of religion and belief, including: • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief. AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.	AO1 Demonstrate knowledge and understanding of religion and belief, including: • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief. AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.	AO1 Demonstrate knowledge and understanding of religion and belief, including: • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief. AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.	AO1 Demonstrate knowledge and understanding of religion and belief, including: • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief. AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.	AO1 Demonstrate knowledge and understanding of religion and belief, including: • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief. AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.	AO1 Demonstrate knowledge and understanding of religion and belief, including: • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief. AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.
Key assessment questions:		See here for past paper questions: AS and A Level Religious Studies Eduqas	• See here for past paper questions: AS and A Level Religious Studies Eduqas	See here for past paper questions: AS and A Level Religious Studies Eduqas	• See here for past paper questions: AS and A Level Religious Studies Eduqas	See here for past paper questions: AS and A Level Religious Studies Eduqas	See here for past paper questions: AS and A Level Religious Studies Eduqas

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	Understanding, discerning and responding to philosophical topics Develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies	Understanding, discerning and responding to philosophical topics Develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies	Understanding, discerning and responding to philosophical topics Develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies	Understanding, discerning and responding to philosophical topics Develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies	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	Adopt an enquiring, critical and reflective approach to the study of religion	Adopt an enquiring, critical and reflective approach to the study of religion	Adopt an enquiring, critical and reflective approach to the study of religion	Adopt an enquiring, critical and reflective approach to the study of religion	Adopt an enquiring, critical and reflective approach to the study of religion
		Reflect on and develop their own values, opinions and attitudes	Reflect on and develop their own values, opinions and attitudes	Reflect on and develop their own values, opinions and attitudes	Reflect on and develop their own values, opinions and attitudes	Reflect on and develop their own values, opinions and attitudes	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	Account for the influence of social, religious and historical factors on developments in the study of religions and beliefs	Account for the influence of social, religious and historical factors on developments in the study of religions and beliefs	Account for the influence of social, religious and historical factors on developments in the study of religions and beliefs	Account for the influence of social, religious and historical factors on developments in the study of religions and beliefs	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,	Construct well informed and reasoned arguments about religion and belief,	Construct well informed and reasoned arguments about religion and belief,	Construct well informed and reasoned arguments about religion and belief,	Construct well informed and reasoned arguments about religion and belief,	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	Understand, interpret and evaluate critically religious concepts, texts and other sources	Understand, interpret and evaluate critically religious concepts, texts and other sources	Understand, interpret and evaluate critically religious concepts, texts and other sources	Understand, interpret and evaluate critically religious concepts, texts and other sources	Understand, interpret and evaluate critically religious concepts, texts and other sources
		Identify, investigate and critically analyse questions, arguments, ideas and issues	Identify, investigate and critically analyse questions, arguments, ideas and issues	Identify, investigate and critically analyse questions, arguments, ideas and issues	Identify, investigate and critically analyse questions, arguments, ideas and issues	Identify, investigate and critically analyse questions, arguments, ideas and issues	Identify, investigate and critically analyse questions, arguments, ideas and issues