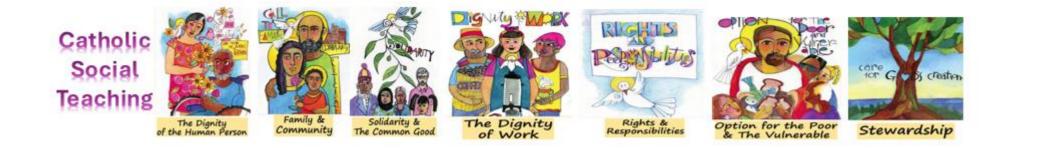
	Subject: A Level	Religious Studies Year: 12 a	nd Year 13 Key Stage 5 Curriculum	Map CORE Exam Specification: Ed	excel GCE A Level Religious Studio	es
Term	Rosary Term	Advent Term	Epiphany Term	Lent Term	Easter Term	Trinity Term
Unit length:	September – October	October – December	January – February	February – March	April – May	June – July
Curriculum	Year 12	Year 12	Year 12	Year 13	Year 13	Year13
The Design	Course content	Course content	Course content	Course content	Course content	Content
Unit title						
Prior Learning	Year 11 Catholic Christianity,	Year 11 Catholic Christianity,	Year 11 Catholic Christianity,	Year 11 Catholic Christianity,	Year 11 Catholic Christianity,	Year 11 Catholic Christianity,
	Year 11 Philosophy and Ethics	Year 11 Philosophy and Ethics	Year 11 Philosophy and Ethics	Year 11 Philosophy and Ethics	Year 11 Philosophy and Ethics	Year 11 Philosophy and Ethics
Links to the RE						
Directory						
Pedagogy	Students must understand:	Students must understand:	Students must understand:	Students must understand:	Students must understand:	Students must understand:
The way the	Philosophy of Religion -	Philosophy of Religion –	Philosophy of Religion –	Philosophy of Religion –	Philosophy of Religion -	Philosophy of Religion -
<u>curriculum is</u>	Philosophical issues and	The nature and influence of religious	Problems of evil and suffering	Religious language	Works of scholars	Influences of developments in
<u>taught</u>	questions	experience				religious belief
						- C
			Religion and Ethics –	Religion and Ethics –	Religion and Ethics –	Religion and Ethics –
	Religion and Ethics –	Religion and Ethics –	Application of ethical theories to	Ethical language	Deontology, Virtue Ethics and the	Medical ethics: beginning and end
	Significant concepts in issues or	A study of three ethical theories	issues of importance		works of scholars	of life issues
	debates in religion and ethics					
Command words			New Testament Studies –	New Testament Studies –	New Testament Studies –	New Testament Studies –
Analysis	New Testament Studies –	New Testament Studies –				Scientific and historicalcritical
Assess	Social, historical and religious	Texts and interpretation of the Person	Interpreting the text and issues of	Ways of interpreting the scripture	Texts and interpretation: the	
Clarify	context of the New Testament	of Jesus	relationship, purpose and authorship		Kingdom of God, conflict, the death	challenges, ethical living and the
Evaluate					and resurrection of Jesus	works of scholars
Explore						
•		<u> </u>				
Adapted resources:	Retrieval practice & Access to prior knowledgeAdapted responses to feedbackTargeted questioningQuality writing skillsSentence startersWAGOLLOpen questionsKey terms					
(Challenge and scaffolds)	Sentence starters			Open questions	Key terms	
	Anthology Modelling / 'I DO' 'WE DO' 'YOU DO' Evaluation Structure slips					
NC/Spec coverage:	Edexcel AS and A level Religious Studies					
Cross-curricular links:	English Language/Literature, History, Geography, Science, Phycology, CORE RE (Faith in Action), Health and Social Care, Sociology, Live Simply, Catholic Social Teaching					
Assessment	An externally assessed written	Section A	The course will be assessed at the end	Consistent use of formative	Type: Formal assessment	A level Edexcel June/July
To evaluate the	examination comprising three	Two extended-response questions	of the year with three 2-hour exam	assessment to track and give clear	Students must answer all	Summer Exams
pace of pupils	sections. Students answer all	Section B	papers, one on each element of the	picture of the level of understanding	questions. The assessment will	
progress, students	questions in Section A, Section	One two-part essay question on an	course.	and possible misconceptions of	consist of exams questions (1), (2),	
outcomes, and	B and Section C	excerpt, sourced from the extracts list.	These are essay-based exam. They are	students learning from the lesson.	(3a), (3b), (4) The paper may	
student's readiness		These are published in the A Level	equally weighed towards the final	Written tasks and oral contributions	include short open, open response	
for the next steps:		Religious Studies Anthology	grade.	Knowledge Check Quizzes	and extended writing questions.	
		Section C	5			
		One extended essay question.				
Growth Milestones	What will pupils know (KNOWLEDGE) What can pupils do (SKILL)					
	,	v, understand, analyse and evaluate the c	ourse content above. By doing so, we aim	for students to:		
		· · · · ·				
	_	eat thinkers, examining their arguments a				
	 Students will be able to articulate the reasons why people believe in God and how belief affects the way they relate to others. Students will understand the reasons why people may be agnostic or atheist and how their lives may differ compared to people who hold religious beliefs. 					
	 Students will understand the re 	easons why people may be agnostic or ath	eist and how their lives may differ compa	irea to people who hold religious beliefs.		

Catholic school/ British values:	Democracy – Students will learn about the role of democracy throughout their studies. They will learn about how citizens can influence the decision making through the democracy through the rule of law – Students will have an appreciation that living under the rule of law protect individual citizens and is essential for their wellbeing and safety. Individual liberty – Students will have an understanding that young people have the right to belong and join groups, if this does not hinder other people from enjoying their rig Mutual respect and tolerance of different faiths and beliefs – An understanding that the freedom to choose and hold other faith and beliefs is protected by law.
Cultural capital:	Students are encouraged to develop a deep sense of understanding about different beliefs and practices. They explore variety of religious belief, practices and traditions sets t in the community they live in. Students use a variety of culture rich sources such as art, music, poetry and literature to build up a rounded cultural capital.
Careers Links: Education, NHS, law, civil service, politics, NGO, politics	Religious Studies is very practical because it involves: The ability to understand how people have thought and acted in different places and times, and the complexity of how social behaviours are shaped by beliefs and values. Studying religion encourages self-awareness, initiative, creativity and teamwork. Religious Studies students are excellent communicators and make great leaders. Learning about different faiths – how they interact, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause Being able to understand different viewpoints and philosophies, from an interdisciplinary perspective—and apply that understanding to find practical solutions. Contextualised critical and analytical skills, applied to the real world, and dealing with issues arising from multiple and conflicting interpretations of texts and traditions with se



nocratic process and the challenges it faces in Britain today.

rights.

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s that has been passed on from generations to generations

se (useful knowledge for team building at work)

sensitivity and empathy