

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

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 democratic process and the challenges it faces in Britain today. 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 rights. 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 that has been passed on from generations to generations 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 (useful knowledge for team building at work) 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 sensitivity and empathy

