ST BERNARD'S
HIGH SCHOOL

Curriculum Guide
Religious Studies
2026 - 27



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Curriculum Intent

We aim to provide students with the opportunity to understand and experience the breadth and depth of the Roman Catholic tradition, to enable students to deepen their religious understanding and to be able to communicate it effectively an to bring clarity to the relationship between faith, life and culture. Underpinning their studies are the principles of Catholic Social Teaching; the dignity of every human being; solidarity and the preferential option for the poor; striving for the Common Good; peace; stewardship and the dignity of work and participation. We also seek to raise awareness of other Christian traditions and different religious traditions in our society so that our students can understand and respect them. Religious Studies at St Bernard's aims to enable students to engage in learning that helps develop their faith as well as acquire knowledge necessary to make academic progress and to provide a curriculum that presents opportunities to explore values and virtues that support the ethos of the school including service, respect and justice.

Head of Religious Studies Department

Mrs T Abel

Year 7

Religious Education is a subject that requires a depth of knowledge and academic skills which we seek to develop across Key Stage 3. We aim to add to students' knowledge in a coherent, developmental way.

Topics covered in Year 7: Introduction to St. Bernard's; Creation and Covenant; The Bible; Jesus; The Eucharist; The Holy Spirit; Hinduism.

Number of lessons per fortnight: 3

Skills developed: Students will develop the skills necessary to be able to ask and consider answers to questions about meaning and purpose in life, issues of right and wrong and what it means to be human. They will also understand the impact of religious belief on individuals, communities and societies, and be able to show understanding of religious ideas different to their own. They will use their skills of reflection and critical thinking when deciding how to act in accordance with an informed conscience. They will be able to express their ideas with clarity and creativity.

Classes: Students are taught in mixed ability classes

Essential equipment: Good News Bible/scissors/glue/highlighters/green pen/whiteboard pen

Extracurricular and enrichment opportunities: Trip to Neasden Temple in Summer Term.

Students have the opportunity to join the Youth SVP group (Thursday lunchtime)

Careers curriculum: showcasing, through real world examples, how the critical thinking, communication, and empathy gained in RE can be applied to various sectors like social work, law, healthcare, education, and charity work.

	Content studied	**Literacy focus**	**What parents can do to help**
Autumn Term	Introduction to RE and St. Bernard's • Who was St Bernard of Clairvaux? • Who is Jesus? • What can we find inside a church? • What is Mass? • What are the Sacraments? • What are the origins and structure of the Bible? **Creation and Covenant** • God's Revelation in the Bible • What does Genesis 1 and 2 teach about creation? • What are the scientific theories about how the universe began? • How do Catholics respond to scientific theories? • What makes humans special? • What are Catholic Social Teachings? • What is the true meaning of Advent and Christmas?	New key vocabulary Locating and reading Bible references. Using a point→develop structure when answering assessment style questions	Assist student with revision at home prior to in-class assessments. This might include: - Learning meanings and spellings of key terms - Creating quiz/flash cards of key information covered in lesson. Practice looking up Bible verses as home Discuss what we have done in lessons and ask student to consider their own beliefs
Spring Term	**Prophecy and Promise (The Bible)** • How should we read the Bible? • How is the Bible inspired?	New key vocabulary	Assist student with revision at home prior to in-class assessments. This might include:

	• What is the importance of scripture, tradition and magisterium? • How is scripture used in the Mass? • How is scripture used in the Rosary? • What is the Book of Kells? • What are biblical idioms? **Galilee to Jerusalem (Jesus)** • What is the Incarnation? • Who is Jesus, the Son of God? • The heresy of Arius • Who is Jesus, the Son of Man? • Who is Jesus the Son of David and the Lord? • What is the Trinity? • How is Jesus the perfect human?	Locating and reading Bible references. Comprehension – making links to scripture and what is said during Mass and the Rosary Using a point→develop structure when answering assessment style questions	- Learning meanings and spellings of key terms - Creating quiz/flash cards of key information covered in lesson. Practice looking up and reading Bible verses as home. When reading Bible verses talk about what they mean, or what the stories are teaching Discuss what we have done in lessons and ask student to consider their own beliefs
Summer Term	**Desert to Garden (The Eucharist)** • What is the Paschal Mystery and why is the Last Supper important? • What is the Eucharist and why does it have many names? • How is Jesus present in the Eucharist? • What is the structure of Mass? • How does Mass compare in different denominations? • How do Catholics carry Jesus into the world? **To the Ends of the Earth (The Holy Spirit)** • What are the symbols of the Holy Spirit? • What is Pentecost? • Why is confirmation important? • How does the Holy Spirit influence Christians? • Why are there many Christian denominations? **Dialogue and Encounter (Hinduism)** • How does the Hindu creation story compare to Christianity? • Who are the Hindu gods? • What symbols are used in Hinduism? • What is Reincarnation? • What is Diwali?	New key vocabulary, particularly in relation to Hinduism in Summer 2 Using a point→develop structure when answering assessment style questions	Assist student with revision at home prior to in-class assessments. This might include: - Learning meanings and spellings of key terms - Creating quiz/flash cards of key information covered in lesson. Practice looking up Bible verses as home and discuss their meaning Discuss what we have done in lessons and ask student to consider their own beliefs

Helpful books/websites:

www.cafod.org.uk/education

www.youtube.com/@BibleProject

YouCat – The Youth Catechism **Homepage - YOUCAT**

Opportunities for wider reading/research:

Vatican documents on www.vatican.va:
Gaudium et spes
Evangelium Vitae (25 March 1995) | John Paul II
Lumen gentium
Sacrosanctum Concilium

www.cafod.org.uk/education

Year 8

Religious Education is a subject that requires a depth of knowledge and academic skills which we seek to develop across Key Stage 3. We aim to add to students' knowledge in a coherent, developmental way.

Topics covered in Year 8: The Fall and conscience; prophecies and parables; The Kingdom of God; Eschatology; suffering; Lent and the Easter Triduum; Resurrection and life after death; the Ukrainian Greek Catholic Church; Islam.

Number of lessons per fortnight: 3

Skills developed: Students will develop the skills necessary to be able to ask and consider answers to questions about meaning and purpose in life, issues of right and wrong and what it means to be human. They will also understand the impact of religious belief on individuals, communities and societies, and be able to show understanding of religious ideas different to their own. They will use their skills of reflection and critical thinking when deciding how to act in accordance with an informed conscience. They will be able to express their ideas with clarity and creativity.

Classes: Students are taught in mixed ability classes.

Essential equipment: Good News Bible/scissors/glue/highlighters/green pen/whiteboard pen

Extracurricular and enrichment opportunities: Students have the opportunity to join the Youth SVP group (Thursday lunchtime)

In Culture Week, students have the opportunity to explore alternative beliefs and practices.

Careers curriculum: showcasing, through real world examples, how the critical thinking, communication, and empathy gained in RE can be applied to various sectors like social work, law, healthcare, education, and charity work.

	Content studied	**Literacy focus**	**What parents can do to help**
Autumn Term	**Creation and Covenant** • What is the Fall and how does it relate to sin? • Why does God have commands and rules? • What is Fratelli Tutti? • What is the conscience? • Why is Baptism important? **Prophecy and Promise** • What Is a prophetic text? • How do prophecies call to care for the poor? • How did prophecies warn people? • How were parables used as prophecies? • Who are the 'faithful few'? • How do prophecies show God as just? • What prophets can you find in Islam?	New key vocabulary Locating and reading Bible references. Using a point→develop structure when answering assessment style questions Using quotes in assessment style questions	Assist student with revision at home prior to in-class assessments. This might include: - Learning meanings and spellings of key terms - Creating quiz/flash cards of key information covered in lesson. Practice looking up Bible verses as home and discuss their meaning Discuss what we have done in lessons and ask student to consider their own beliefs
Spring Term	**Galilee to Jerusalem (The Kingdom of God)** • How should we read the Bible? • What is the Kingdom of God and why is it important?	New key vocabulary Considering how the Bible can be interpreted (Comprehension)	Assist student with revision at home prior to in-class assessments. This might include: - Learning meanings and spellings of key terms

	• Who did Jesus encounter and how did He treat them? • How do parables link to Eschatology? • What were Jesus' miracles? • What is the Sacrament/Anointing the Sick? **Desert to Garden (Jesus and Suffering)** • Why do we suffer? • Is there meaning to suffering? • Why is Jesus called the suffering servant? • What is the Sacrament of Reconciliation? • How do Christians prepare for Lent? • What is the Easter Triduum?	Using a point→develop structure when answering assessment style questions Using quotes in assessment style questions	- Creating quiz/flash cards of key information covered in lesson. Practice looking up Bible verses as home and discuss their meaning Discuss what we have done in lessons and ask student to consider their own beliefs
Summer Term	**To the Ends of the Earth (Life After Death)** • What is resurrection? • What happened to Jesus' body? • What are the Catholics beliefs about life after death? • How does baptism link to life after death? • What are the Catholic Funeral Rites? **Dialogue and Encounter (Islam)** • What was Vatican II and Ecclesiam Suam? • What is the Ukrainian Greek Catholic Church? • What are the 5 Pillars of Islam and why are they important?	New key vocabulary Considering how the Bible can be interpreted (Comprehension) Using a point→develop structure when answering assessment style questions Explaining two points of views in assessment style questions Using quotes in assessment style questions	Assist student with revision at home prior to in-class assessments. This might include: - Learning meanings and spellings of key terms - Creating quiz/flash cards of key information covered in lesson. Practice looking up Bible verses as home and discuss their meaning Discuss what we have done in lessons and ask student to consider their own beliefs

Helpful books/websites:

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www.cafod.org.uk/education

Year 9

Religious Education is a subject that requires a depth of knowledge and academic skills which we seek to develop across Key Stage 3. We aim to add to students' knowledge in a coherent, developmental way.

Topics covered in Year 9: Sanctity of life, morality and ethical issues around the start of life; the importance of women in the Bible, Discipleship, Covenant and Redemption; The Church and its commitment to the Common Good; Judaism.

Number of lessons per fortnight: 3

Skills developed: Students will develop the skills necessary to be able to ask and consider answers to questions about meaning and purpose in life, issues of right and wrong and what it means to be human. They will also understand the impact of religious belief on individuals, communities and societies, and be able to show understanding of religious ideas different to their own. They will use their skills of reflection and critical thinking when deciding how to act in accordance with an informed conscience. They will be able to express their ideas with clarity and creativity. Students will be ready for the demands of further study in Religious Education and have the foundation of skills in order to approach their Key Stage 4 studies.

Classes: Students are taught in mixed ability classes.

Essential equipment: Good News Bible/scissors/glue/highlighters/green pen/whiteboard pen.

Extracurricular and enrichment opportunities: Students have the opportunity to join the Youth SVP group (Thursday lunchtime)

In Culture Week, students have the opportunity to explore alternative beliefs and practices.

Careers curriculum: showcasing, through real world examples, how the critical thinking, communication, and empathy gained in RE can be applied to various sectors like social work, law, healthcare, education, and charity work.

	Content studied	**Literacy focus**	**What parents can do to help**
Autumn Term	**Creation and Covenant** • What does Genesis teach about human life? • What is *imago Dei* and why is sanctity of life important? • What does St Paul teach about dignity and how does this relate to the Sacrament of Marriage? • What's the value of morality and freedom • What ethical question are raised by IVF? **Prophecy and Promise (Important women)** • How can we read the Bible allegorically? • Who was Hannah and why is she important? • Why is God's choice of Mary important and what does it mean to say she is a virgin? • What is the Magnificat and how does it inspire the oppressed? • How do Marian titles fulfil Mary's prophecy and how did holy	New key vocabulary Considering how the Bible can be interpreted (Comprehension) Using a point→develop structure when answering assessment style questions Explaining two points of views in assessment style questions Embedding quotes in assessment style questions Structuring answers to ensure development of points and clarity.	Assist student with revision at home prior to in-class assessments. This might include: - Learning meanings and spellings of key terms - Creating quiz/flash cards of key information covered in lesson. Practice looking up Bible verses as home and discuss their meaning Discuss what we have done in lessons and ask student to consider their own beliefs

	women keep alive the hope of salvation?		
Spring Term	**Galilee to Jerusalem (Discipleship)** • What does the Gospel of Mark teach about discipleship? • What are the costs and rewards of discipleship? • How did the disciples sometimes fail? • How were women important to Jesus and how did they demonstrate discipleship • What is a vocation and how does this link to the Sacrament of Holy Orders? **Desert to Garden (Covenant and Redemption)** • What were the Temple in Jerusalem and Herod's Temple? • What is redemption and why was Jesus' sacrifice necessary? • What is the New Covenant and how is Jesus both High Priest and Temple? • Can all sins be forgiven? • How does art depict reconciliation?	New key vocabulary Using a point→develop structure when answering assessment style questions Explaining two points of views in assessment style questions Embedding and explaining quotes in assessment style questions Structuring answers to ensure development of points and clarity	Assist student with revision at home prior to in-class assessments. This might include: - Learning meanings and spellings of key terms - Creating quiz/flash cards of key information covered in lesson. Practice looking up Bible verses as home and discuss their meaning Discuss what we have done in lessons and ask student to consider their own beliefs. Encourage students to revise independently in preparation for GCSE. This might include regularly re-visit key terms and create revision material as each topic comes to an end.
Summer Term	**To the Ends of the Earth (The Church)** • What does the Bible teach about the Early Church? • What do Catholics believe about the Church on Earth? Is it holy and who leads it? • What do Catholics believe about the Church in heaven and purgatory? • How do Catholics show devotion to saints and angels during the liturgy and prayer? • How are saints represented in art and should they be? **Dialogue and Encounter** • What does meeting God in friend and stranger mean? • How do Caritas, SVP and CAFOD show commitment to the common good? • Intro to key concepts in Judaism	New key vocabulary Reading scripture Using a point→develop structure when answering assessment style questions Explaining two points of views in assessment style questions Embedding and explaining quotes in assessment style questions Structuring answers to ensure development of points and clarity	Assist student with revision at home prior to in-class assessments. This might include: - Learning meanings and spellings of key terms - Creating quiz/flash cards of key information covered in lesson. Practice looking up Bible verses as home and discuss their meaning Discuss what we have done in lessons and ask student to consider their own beliefs Encourage students to revise independently in preparation for GCSE. This might include regularly re-visit key terms and create revision material as each topic comes to an end.

Helpful books/websites:

www.cafod.org.uk/education

YouCat – The Youth Catechism **Homepage - YOUCAT**

www.youtube.com/@BibleProject

Opportunities for wider reading/research:

Vatican documents on www.vatican.va:
Gaudium et spes
Evangelium Vitae (25 March 1995) | John Paul II
Lumen gentium
Sacrosanctum Concilium

www.cafod.org.uk/education

Year 10

This subject is a compulsory GCSE subject.

Through their preparation for GCSE, students are encouraged to build on the knowledge and skills developed at Key Stage 3 including those which underpin Catholic Social Teaching such as the dignity of every human being, working for the common good and the poor and encouraging peace. This enables them to present informed responses to different religious beliefs and practices, and to critically evaluate the beliefs and practices of Catholic Christianity and Judaism. This will prepare them for life in a multi-faith society, and to appreciate the demands of religious commitment in everyday life. Religious Education at St Bernard's aims to enable students to engage in learning that helps develop their faith as well as acquire knowledge necessary to make academic progress and to provide a curriculum that presents opportunities to explore values and virtues that support the ethos of the school including respect, service and justice.

Religious Education is a subject that requires a depth of knowledge and academic skills which we seek to continue to develop throughout Key Stage 4. We aim to add to students' knowledge in a coherent, developmental way. Throughout the course and at points during lessons, knowledge and content are revisited to help embed learning and assess understanding. This is particularly important where prior knowledge is being used as a foundation for new learning or to develop knowledge in greater depth. For example, when exploring issues of human rights and social justice, teachings from the creation accounts in Genesis, about humans being made in the image of God and having inherent dignity, are drawn upon.

At Key Stage 4, across 2 years, all students complete the AQA Religious Studies B syllabus, completing papers in Catholic Christianity (50%) and Themes (25%) and Judaism (25%). Students are made aware of the knowledge and skills needed to make progress throughout the course with regular reference to sources of authority, relevant scripture and how to answer the different styles of questions that seek to test their knowledge, understanding and evaluation skills.

Topics covered in Year 10: Judaism – Jewish practices and beliefs and teachings; Catholic Christianity – Creation, Incarnation, The Triune God; Themes – Religion, relationships and families.

Number of lessons per fortnight: 3

Skills developed: Students will have developed the skills to be able to ask and consider answers to questions about meaning and purpose in life, issues of right and wrong and what it means to be human. They will also understand the impact of religious belief on individuals, communities and societies, and be able to show understanding of religious ideas different to their own. They will use their skills of reflection and critical thinking as well as develop analytical and evaluative skills. They will be able to express their ideas with clarity and creativity. Ultimately, the outcome of excellent Religious Education is that students will become religiously literate and engaged young people who have the knowledge, understanding and skills to think ethically and reflect spiritually.

Classes: Students are taught in sets.

Essential equipment: Green pen, highlighters, scissors, glue, whiteboard pen

Extracurricular and enrichment opportunities: Year 10 trip to local synagogue/Students have the opportunity to join the Youth SVP group (Thursday lunchtime)

Careers curriculum: Links to where Religious Studies can take you – skills acquired including critical and analytical thinking, our moral obligation to promote human welfare, the ability to take on board others' views and the ability to justify a line of argument are all vital in careers in areas such as: Law; Education; Business; Humanitarian work; writing & journalism and Politics.

	Content studied	**Literacy focus**	**What parents can do to help**
Autumn Term	Judaism: Practices, including daily life, rituals and festivals. Judaism: Beliefs and Teachings, including beliefs about God, key figures such as Moses and	New key vocabulary linked to Judaism. Structuring answers to ensure development of points and clarity.	Encourage students to regularly re-visit key terms and create revision material as each topic comes to an end.

	Abraham, life after death and key moral principles		
Spring Term	Catholic Christianity: Creation, including art that depicts creation, natural law and stewardship. Catholic Christianity: Incarnation, including teachings on Jesus as God incarnate, the moral teachings of Jesus, *imago Dei* and abortion.	New key vocabulary Structuring answers to ensure development of points and clarity.	Encourage students to regularly re-visit key terms and create revision material as each topic comes to an end. Re -visit previous topics in preparation for mock examination.
Summer Term	Catholic Christianity: The Triune God, including teachings about the Trinity, Baptism and Prayer. Theme A: Religion, relationships and families, including human sexuality, marriage, and teachings on equality of men and women.	New key vocabulary Structuring answers to ensure development of points and clarity.	Encourage students to regularly re-visit key terms and create revision material as each topic comes to an end.

Helpful books/websites:

AQA Religious Studies B Revision Guide (ISBN: 9780198422877)

Mr McMillan revision (for AQA Religious Studies B) clips on YouTube - @MrMcMillanREvis

AQA Religious Studies B textbook on Kerboodle - Kerboodle - Sign In

Opportunities for wider reading/research:

Homepage - YOUCAT

The work of CAFOD on sustainability - Sustainable Development Goals (www.cafod.org.uk/about-us/policy-and-research/sustainable-development-goals)

www.cafod.org.uk/education

Vatican documents on www.vatican.va:
Gaudium et spes
Evangelium Vitae (25 March 1995) | John Paul II
Lumen gentium
Sacrosanctum Concilium

Year 11

This subject is a compulsory GCSE subject.

Through their preparation for GCSE, students are encouraged to build on the knowledge and skills developed at Key Stage 3 including those which underpin Catholic Social Teaching such as the dignity of every human being, working for the common good and the poor and encouraging peace. This enables them to present informed responses to different religious beliefs and practices, and to critically evaluate the beliefs and practices of Catholic Christianity and Judaism. This will prepare them for life in a multi-faith society, and to appreciate the demands of religious commitment in everyday life. Religious Education at St Bernard's aims to enable students to engage in learning that helps develop their faith as well as acquire knowledge necessary to make academic progress and to provide a curriculum that presents opportunities to explore values and virtues that support the ethos of the school including respect, service and justice.

Religious Education is a subject that requires a depth of knowledge and academic skills which we seek to continue to develop throughout Key Stage 4. We aim to add to students' knowledge in a coherent, developmental way. Throughout the course and at points during lessons, knowledge and content are revisited to help embed learning and assess understanding. This is particularly important where prior knowledge is being used as a foundation for new learning or to develop knowledge in greater depth. For example, when exploring issues of human rights and social justice, teachings from the creation accounts in Genesis, about humans being made in the image of God and having inherent dignity, are drawn upon.

At Key Stage 4, across 2 years, all students complete the AQA Religious Studies B syllabus, completing papers in Catholic Christianity (50%) and Themes (25%) and Judaism (25%). Students are made aware of the knowledge and skills needed to make progress throughout the course with regular reference to sources of authority, relevant scripture and how to answer the different styles of questions that seek to test their knowledge, understanding and evaluation skills.

Topics covered in Year 11: Themes – Religion, human rights and social justice; Catholic Christianity – Redemption, Church and the Kingdom of God, and Eschatology.

Number of lessons per fortnight: 3

Skills developed: Students will have developed the skills to be able to ask and consider answers to questions about meaning and purpose in life, issues of right and wrong and what it means to be human. They will also understand the impact of religious belief on individuals, communities and societies, and be able to show understanding of religious ideas different to their own. They will use their skills of reflection and critical thinking as well as develop analytical and evaluative skills. They will be able to express their ideas with clarity and creativity. Students wishing to take their studies further in Religious Education will be equipped for the demands of the subject at Key Stage 5. Ultimately, the outcome of excellent Religious Education is that students will become religiously literate and engaged young people who have the knowledge, understanding and skills to think ethically and reflect spiritually.

Classes: Students are taught in sets.

Essential equipment: Green pen, highlighters, scissors, glue, whiteboard pen

Extracurricular and enrichment opportunities: Trip to the Jewish Museum in London/ Students have the opportunity to join the Youth SVP group (Thursday lunchtime)

Careers curriculum: Links to where Religious Studies can take you – skills acquired including critical and analytical thinking, our moral obligation to promote human welfare, the ability to take on board others' views and the ability to justify a line of argument are all vital in careers in areas such as: Law; Education; Business; Humanitarian work; writing & journalism and Politics.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	Theme C: Religion, human rights and social justice, including wealth creation and exploitation,	New key vocabulary	Encourage students to regularly re-visit key terms and create

	teachings on poverty and teachings on equality and justice. Catholic Christianity: Redemption, including teachings on the role of Jesus in restoration through sacrifice, salvation and conscience.	Structuring answers to ensure development of points and clarity.	revision material as each topic comes to an end. Re -visit previous topics in preparation for mock examination after October half term.
Spring Term	Catholic Christianity: Church and the Kingdom of God, including pilgrimage, justice, peace and reconciliation, and kingdom values and charity. Catholic Christianity: Eschatology, including teachings on life after death cosmic reconciliation and the care of the dying and euthanasia.	New key vocabulary Structuring answers to ensure development of points and clarity.	Encourage students to regularly re-visit key terms and create revision material as each topic comes to an end. Re -visit previous topics in preparation for mock examination in February.
Summer Term	Revision in class, covering topics from Year 10 and Year 11. Students will receive workbooks of past questions for as much practice as possible.	Refining exam technique - structuring answers to ensure development of points and clarity in timed conditions.	Encourage students to complete past questions in workbooks to refine examination technique and revise for the public examinations using the revisions material offered.

Helpful books/websites:

AQA B Religious Studies Revision Guide (ISBN: 9780198422877)

Mr McMillan revision (for AQA Religious Studies B) clips on YouTube - @MrMcMillanREvis

Opportunities for wider reading/research:

Homepage - YOUCAT

The work of CAFOD on sustainability - Sustainable Development Goals (www.cafod.org.uk/about-us/policy-and-research/sustainable-development-goals)

www.cafod.org.uk/education

Vatican documents on www.vatican.va:
Gaudium et spes
Evangelium Vitae (25 March 1995) | John Paul II
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Year 12

At A Level we provide students with the skills and opportunities to develop logical and critically evaluative approaches to a wide range of religious, ethical and philosophical issues. Students also develop high-level literacy skills through the careful construction of written work that is evaluative and persuasive.

Topics covered in Year 12: Arguments for the existence of God; Ethical Theories; Application of ethical theories to War and Peace and Sexual Ethics; Social, historical and religious context of the New Testament; texts and interpreting the person of Jeus; ways of interpreting Scripture; the problem of evil and suffering; environmental ethics; religious experience

Number of lessons per fortnight: 5

Skills developed: Learners at KS5 develop a range of skills including deep analysis of philosophical and ethical issues, which enable them to respond meaningfully to worldwide issues and eternal theological problems such as Environmental Ethics, matters of life and death and key questions around our origins. They will be able to capitalise upon skills initiated in KS4, being able to analyse sources and evaluate viewpoints which form the core of this subject.

Essential equipment: 3 folders (one for each part of the course: Philosophy of Religion, Ethics and Textual Studies), lined paper, dividers for folders, highlighters, green pen, whiteboard pen.

Extracurricular and enrichment opportunities: Cross curricular trip abroad to a place of religious significance/ Students have the opportunity to join the Youth SVP group (Thursday lunchtime)

Careers curriculum: Links to where Religious Studies can take you – skills acquired including critical and analytical thinking, the ability to justify, anticipate responses and develop a convincing line of argument are all vital in careers in areas such as: Law; Education; Business; Humanitarian work; writing & journalism and Politics.

	Content studied	**Literacy focus**	**What parents can do to help**
Autumn Term	<u>Ethics</u> • A study of three ethical theories (Utilitarianism, Situation Ethics and Natural Moral Law) • Application of ethical theories to issues of importance (War & Peace and Sexual Ethics) <u>Philosophy of Religion</u> • Philosophical Issues and Questions (Design, Cosmological and Ontological Arguments) <u>Textual Studies</u> • Social, historical and religious context of the New Testament (Prophecy and the 1st Century World)	How to construct A-Level answers (8, 12, 10 and 20 mark questions). Use of key terminology in written work.	Encourage students to create revision material as each topic is covered. Encourage use of 'what to read/watch/listen to' lists to further understanding.
Spring Term	<u>Textual Studies</u> • Texts and interpretation of the Person of Jesus <u>Philosophy of Religion</u> • Problems of Evil and Suffering	Use of key terminology in written work. How to respond with concise and coherent answers.	Encourage students to be actively revising for upcoming mock examinations between Easter and May half term.

	Ethics Environmental Ethics and Equality		Use past questions on the Edexcel website to practise exam technique.
Summer Term	Philosophy of Religion • The nature and influence of Religious Experience Textual Studies • Interpreting the Text and issues of relationship, purpose and authorship • Ways of interpreting scripture	Use of key terminology in written work. How to respond with concise and coherent answers.	

What to read:

Read a quality newspaper such as The Guardian, The Daily Telegraph, The Times, The I. Look for articles relating to ethical issues. Consider the point of view of the writer and any of the different arguments and ideas expressed.

A Little History of Philosophy – Nigel Warbuton.

The Puzzle of… - Peter Vardy – this series of non-fiction books is about issues in religion and philosophy, very readable and you don't have to be an expert to enjoy them. You can dip in and out of different chapters rather than having to start at the beginning and work through to the end.

Introducing the New Testament – John Drane

Sophie's World – Jostein Gaarder

Things to watch:

Gospel of John Summary: A Complete Animated Overview – www.youtube.com/watch?v=G-2e9mMf7E8

Philosophy Revision Videos – **https://www.youtube.com/playlist?list=PLGCa2kw07x09m5VrQX6mYhUEh0vZdW9Ly**

Ethics Revision Videos –

https://www.youtube.com/playlist?list=PLGCa2kw07x08GKERZIKNVuB_GvtgoOtCR

Philosophy and Ethics Revision Videos-**https://www.youtube.com/@PhilosophyVibe/playlists**

All kinds of films and series have philosophical and religious ideas in them, so follow your own interests! You could try these, or choose something else, but try and use them as a stimulus for thinking and writing, rather than just sitting in front of them:

The Good Place – helpful in understanding topics in ethics.

The Matrix – Good to understand the ideas of Plato

My Sister's Keeper – useful in terms of many philosophical issues

The Truman Show – Free will, relationship between a 'creator and the created'

Jesus of Nazareth – Youtube – entire series.

Things to listen to:

Podcasts covering philosophical and ethical scholars and dilemmas **- https://thepanpsycast.com/home**

Year 13

At A Level we provide students with the skills and opportunities to develop logical and critically evaluative approaches to a wide range of religious, ethical and philosophical issues. Students also develop high-level literacy skills through the careful construction of written work that is evaluative and persuasive.

Topics covered in Year 13: Interpreting scripture; scientific and historical critical challenges, ethical living and the works of New Testament scholars; critiques of religious belief; life after death; religion and science debates; the nature and influence of religious experience; Deontology and Virtue Ethics; Medical Ethics.

Number of lessons per fortnight: 5

Skills developed: Learners at KS5 develop a range of skills including deep analysis of philosophical and ethical issues, which enable them to respond meaningfully to worldwide issues and eternal theological problems such as Environmental Ethics, matters of life and death and key questions around our origins. They will be able to capitalise upon skills initiated in KS4, being able to analyse sources and evaluate viewpoints which form the core of this subject.

Essential equipment: 3 folders (one for each part of the course: Philosophy of Religion, Ethics and Textual Studies), lined paper, dividers for folders, highlighters, green pen, whiteboard pen.

Extracurricular and enrichment opportunities: Students have the opportunity to join the Youth SVP group (Thursday lunchtime).

Careers curriculum: Links to where Religious Studies can take you – skills acquired including critical and analytical thinking, the ability to justify, anticipate responses and develop a convincing line of argument are all vital in careers in areas such as: Law; Education; Business; Humanitarian work; writing and journalism and Politics.

	Content studied	**Literacy focus**	**What parents can do to help**
Autumn Term	<u>Philosophy</u> • Works of scholars – critiques of religious belief. • Influences of developments in religious belief - life after death, religion and science debates. • The nature and influence of religious experience. <u>New Testament</u> • Interpreting the text and issues of relationship, purpose and authorship. • Ways of interpreting Scripture.	How to construct A-Level answers (30 mark questions). Use of key terminology in written work.	Encourage students to create revision material as each topic is covered. Encourage use of 'what to read/watch/listen to' lists to further understanding and aid revision. Active revision at home for mock examinations in November.
Spring Term	<u>Ethics</u> • Deontology, Virtue Ethics and the works of scholars. • Medical ethics: beginning and end of life issues. • Meta-ethics and morality. <u>Philosophy</u> • Religious Language <u>New Testament</u>	Use of key terminology in written work. How to construct concise and coherent answers in timed conditions.	Encourage students to create revision material as each topic is covered. Encourage use of 'what to read/watch/listen to' lists to further understanding and aid revision. Use of Edexcel website for past questions to improve exam technique.

	• Scientific and historical critical challenges, ethical living and the works of scholars.		
Summer Term	Revision in class, covering topics from Year 12 and Year 13. Exam practice through completion of past questions.	How to construct concise and coherent answers in timed conditions.	Encourage completion of past questions to aid revision at home.

What to read:

Read a quality newspaper such as The Guardian, The Daily Telegraph, The Times, The I. Look for articles relating to ethical issues. Consider the point of view of the writer and any of the different arguments and ideas expressed.

A Little History of Philosophy – Nigel Warbuton.

The Puzzle of… - Peter Vardy – this series of non-fiction books is about issues in religion and philosophy, very readable and you don't have to be an expert to enjoy them. You can dip in and out of different chapters rather than having to start at the beginning and work through to the end.

Introducing the New Testament – John Drane

Sophie's World – Jostein Gaarder

Things to watch:

Gospel of John Summary: A Complete Animated Overview – www.youtube.com/watch?v=G-2e9mMf7E8

Philosophy Revision Videos – **https://www.youtube.com/playlist?list=PLGCa2kw07x09m5VrQX6mYhUEh0vZdW9Ly**

Ethics Revision Videos –

https://www.youtube.com/playlist?list=PLGCa2kw07x08GKERZIKNVuB_GvtgoOtCR

Philosophy and Ethics Revision Videos-**https://www.youtube.com/@PhilosophyVibe/playlists**

All kinds of films and series have philosophical and religious ideas in them, so follow your own interests! You could try these, or choose something else, but try and use them as a stimulus for thinking and writing, rather than just sitting in front of them:

The Good Place – helpful in understanding topics in ethics.

The Matrix – Good to understand the ideas of Plato

My Sister's Keeper – useful in terms of many philosophical issues

The Truman Show – Free will, relationship between a 'creator and the created'

Jesus of Nazareth – Youtube – entire series.

Things to listen to:

Podcasts covering philosophical and ethical scholars and dilemmas **- https://thepanpsycast.com/home**