

KS5 Curriculum Overview: Christian Thought: Component 3 (Year 13) and Philosophy of Religion (Year 13)

Rationale: OCR A Level Religious Studies will encourage learners to...

- develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop knowledge and understanding appropriate to a specialist study of religion
- 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 the world, cultures and beliefs
- reflect on and develop their own values, opinions and attitudes in the light of their study

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Autumn 1	<p>Religious Pluralism – The teaching of contemporary Christian Theology of religion on exclusivism, inclusivism and pluralism</p> <p>Religious Pluralism and Society – The developments of multi-faith societies, Christian responses to, including responses of Christian communities to inter-faith dialogue and The Scriptural reasoning movement</p>	<p>Students complete essay/exam question, <u>'To what extent does a theologically pluralist approach undermine the central doctrines of Christianity?'</u></p> <p>Students complete essay/exam question, <u>'Evaluate the claim that migration is the primary cause of multi-faith societies.'</u></p>	<p>Wider reading</p> <p>Revision and review activities</p>	<p>SOL</p> <p>Power points for each lesson</p> <p>A wide variety of books to support extra reading</p> <p>Websites</p>	<p>Theological pluralism, Marx, Gender and Theology</p> <p>Skills:</p> <p>Knowledge</p> <p>Expression</p> <p>Application</p> <p>Evaluation</p>	<p>Guided reading tasks</p> <p>Independent study reading tasks</p> <p>Text book support from OCR</p> <p>Extracts taken directly from philosophical texts</p>
Autumn 2	<p>Gender and Society – The effects of changing views of gender and gender roles on Christian thought and practice including Christian teaching on the roles of men and women in the family and society</p>	<p>Students complete essay/exam question <u>'There is no such thing as an ideal Christian family.'</u> Discuss</p> <p>Students complete essay/exam question <u>'To what</u></p>	<p>Wider reading</p> <p>Revision and review activities</p>	<p>SOL</p> <p>Power points for each lesson</p> <p>A wide variety of books to support extra reading</p> <p>Websites</p>	<p>Theological pluralism, Marx, Gender and Theology</p> <p>Skills:</p> <p>Knowledge</p> <p>Expression</p> <p>Application</p> <p>Evaluation</p>	<p>Guided reading tasks</p> <p>Independent study reading tasks</p> <p>Text book support from OCR</p> <p>Extracts taken directly from philosophical texts</p>

	Gender and Theology – The reinterpretation of God by feminist theologians including the teaching of Radford, Ruether and Daly on gender and its implications for the Christian idea of God	<u>extent does it matter whether God is presented in male or female terms?</u>				
Spring 1	<p>The challenge of secularism – The rise of secularism and secularisation and the view that God is an illusion and the result of wish fulfilment</p> <p>Liberation Theology and Marx – The relationship of LT and Marx including Marx's teaching on alienation and exploitation</p>	<p>Students complete essay/exam question '<u>To what extent are spiritual values just human values?</u>'</p> <p>Students complete essay/exam question '<u>To what extent should theology be about changing the world not interpreting it?</u>'</p>	<p>Wider reading</p> <p>Revision and review activities</p>	<p>SOL</p> <p>Power points for each lesson</p> <p>A wide variety of books to support extra reading</p> <p>Websites</p>	<p>Theological pluralism, Marx, Gender and Theology</p> <p>Skills: Knowledge Expression Application Evaluation</p>	<p>Guided reading tasks</p> <p>Independent study reading tasks</p> <p>Text book support from OCR</p> <p>Extracts taken directly from philosophical texts</p>
Spring 2	<p>The nature or attributes of God – Understanding of the attributes: Omnipotence, Omniscience and Omni benevolence</p> <p>Religious Language – The Via Negativa, The Via Positiva, Symbol, Logical Positivism, Wittgenstein's views on language games</p>	<p>Students complete essay/exam question '<u>To what extent is it true to say God knows everything?</u>'</p> <p>Students complete essay/exam question '<u>Assess the belief that talk about God is meaningless.</u>' <u>Discuss</u></p>	<p>Wider reading</p> <p>Revision and review activities</p>	<p>SOL</p> <p>Power points for each lesson</p> <p>A wide variety of books to support extra reading</p> <p>Websites</p>	<p>Theological pluralism, Marx, Gender and Theology</p> <p>Skills: Knowledge Expression Application Evaluation</p>	<p>Guided reading tasks</p> <p>Independent study reading tasks</p> <p>Text book support from OCR</p> <p>Extracts taken directly from philosophical texts</p>