



## Year 13 RE



Learning	Loving	Living
Key Knowledge Link apply and adapt Build knowledge and skills Self-regulated, reflective independent Know what they are good at and what to improve Stretched, challenged supported Wider ideas culture and the world Use technology flexibly and responsibly	Well informed global citizens Believe they can make a difference Shape community and school Care about the environment and each other Responsible for their own behaviour Grow spiritually Respect and tolerance Charity, volunteering and fundraising	Wider learning Leadership, teamwork, collaboration Success for all abilities Value creative subjects Interactions with the world of work Safety, mental and physical health Equipped for their unique future Apply to the world beyond
Curriculum Intent		
<p><b><u>Provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</u></b></p> <ul style="list-style-type: none"> <li>• Students are taught about different theories and issues, allowing them to reflect upon their own views which they can use to inform their opportunities, responsibilities and experiences in later life, as well as those of others.</li> <li>• Students are given the opportunity to think independently, as well as work collaboratively with their peers.</li> <li>• Students are given opportunities to reflect on their learning, and practice memory retrieval.</li> <li>• Students are encouraged to develop their critical analysis and evaluation skills to enable them to form and express their own opinions, whilst remaining respectful to the views of others.</li> <li>• Students are empowered to think critically.</li> <li>• Students are taught about different theories and issues, allowing them to reflect upon their own values and principles, and different values and principles which might be held by people they meet later in life</li> <li>• Students are given the opportunity to think independently, as well as work collaboratively with their peers.</li> <li>• Students are given opportunities to reflect on their learning, and practice memory retrieval.</li> <li>• Students are encouraged to develop their critical analysis and evaluation skills to enable them to form and express their own opinions, whilst remaining respectful to the views of others.</li> </ul> <p><b><u>Clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.</u></b></p> <ul style="list-style-type: none"> <li>• Students are studying for OCR Religious Studies A Level. They cover the Year 2 content in Year 13 and also revision of Year 12 and Year 13 towards the end of the course.</li> </ul>		



- Students continually develop essay writing skills e.g. essay planning, explaining key ideas and evaluation.
- Students are given clear Learning Objectives and are armed with the skills to achieve these – e.g. through class discussions and lesson PowerPoints
- There is feedforward on all assessments and so students are aware of what they need to do to improve. They are encouraged to reflect upon all feedback given.
- Students have an assessment after each topic as well as other timed essays in class. This allows students to build on their knowledge and understanding of writing in exam conditions.
- The OCR specification is used to show students all they need to know by the end of the year and all students have copies of this.
- Use of essay question booklets to show students a large sample of questions for each topic, which is used in class and at home
- Students are aware of their TMG and have a clear understanding of their strengths and areas of improvement through the use of the assessment folders and feedforward on all assessments.
- Clear outline of assessment requirements and regular testing of their knowledge.

**Is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.**

- Within the topics, links are made with key thinkers who have been studied in a different module of the course, or earlier within the same module.
- Regular reminders of essay technique and opportunities to practice this in lessons e.g. through completing essay plans; writing a section of an essay.
- Ample revision time at the end of the course for all modules.

**Has high ambition for all pupils**

- High expectations of work and active participation in lessons
- Differentiation and support provided e.g. revision notes for all topics
- Resources for independent study provided e.g. essay questions booklets for all topics and access to all lessons and resources via teams
- Feed forward after end of topic assessments / mock exams.
- High level of questioning in lessons
- Stretch tasks provided in lessons
- Challenging assessment tasks are used within each unit so by the end students have attempted 2-3 assessments on the majority of topics.

NB: Ethics is taught by APP, Philosophy is taught by HDG and Developments is taught by WIL.



Term	Topic NB To include Spaced memory retrieval	No. of Lessons	Assessment
Autumn 1	<p><b><u>ETHICS</u></b>  <b>Introduction to A2 ethics</b></p> <p><b><u>Ethical Language – Meta-Ethics</u></b>            Students will learn about three meta-ethical theories: Ethical naturalism, Intuitionism, and Emotivism. They will explain what each theory suggests about the role of ethical language, and analyse and evaluate the validity of each approach, referring to key philosophers (both those who support each theory, and those who critique it).</p> <p><b><u>Significant Ideas – Conscience</u></b>            Students will compare and contrast the views of Aquinas and Freud on the nature, role, and purpose of the conscience. They will analyse and evaluate the validity of each theory of conscience, using the ideas of other relevant philosophers.            Spaced memorial retrieval takes the form of regular recap, making links between different parts of the topic, and revision prior to assessments.</p> <p><b><u>(Revision for assessment week)</u></b></p> <p><b><u>PHILOSOPHY</u></b>  <b><u>RELIGIOUS LANGUAGE: NEGATIVE, ANALOGICAL OR SYMBOLIC</u></b>            In this topic students study the via negative, the via positive and symbols as methods of speaking meaningfully about God. They then evaluate these theories to assess their success at allowing God to be spoken about with meaning. Students evaluate what they have previously learnt in this topic and have a revision lesson on this.</p>	<p>1</p> <p>10</p> <p>4 (&amp;5 next half term)</p> <p>1-2 lessons</p> <p>7 lessons</p>	<p>Homework essay            Timed essay</p> <p>Timed essay</p>



	<p><b><u>RELIGIOUS LANGUAGE: TWENTIETH CENTURY PERSPECTIVES AND PHILOSOPHICAL COMPARISONS</u></b></p> <p>Logical positivism, language games and falsification. As well as an evaluation of religious language</p> <p>Introduction to Nature of God topic</p> <p>For all modules: Spaced memorial retrieval takes the form of regular recap, making links between different parts of the topic, and revision prior to assessments.</p>	<p>9 lessons</p> <p>1 lesson</p>	<p>Timed essay</p>
Autumn 2	<p><b>NOTE: This half term includes Year 13 assessment week</b></p> <p><b><u>ETHICS</u></b></p> <p><b><u>Significant Ideas – Conscience</u></b></p> <p>Students will compare and contrast the views of Aquinas and Freud on the nature, role, and purpose of the conscience. They will analyse and evaluate the validity of each theory of conscience, using the ideas of other relevant philosophers. Spaced memorial retrieval takes the form of regular recap, making links between different parts of the topic, and revision prior to assessments.</p> <p><b><u>Developments in Ethical Thought – Sexual ethics</u></b></p> <p>Students will consider ethical issues surrounding pre-marital sex, extra-marital sex, and homosexuality, and the religious and secular responses to those issues. They will apply Natural Law, Situation Ethics, Kantian Ethics, and Utilitarianism to these issues, and evaluate the usefulness of each theory as a way of making moral judgements. Spaced memorial retrieval takes the form of regular recap, making links between different parts of the topic, and revision prior to assessments.</p>	<p>5</p> <p>10</p>	<p>Homework essay</p> <p>Timed essay</p>



	<p><b><u>PHILOSOPHY</u></b>  <b><u>CONT.....THE NATURE OR ATTRIBUTES OF GOD</u></b>          Within this topic, students study the omniscience and omnipotence of God. They study this in relation to free will and evaluate them. They go on to formulate their opinions on these attributes of God. Students evaluate what they have previously learnt in this topic and have a revision lesson on this. They also are assessed on what they have learnt</p> <p><b><u>DEVELOPMENTS</u></b>          Recap of AS topics (independent learning during teacher absence)</p> <p><b><u>GENDER AND SOCIETY (WIL)</u></b>          The role of men and women in the family and in society.</p> <p><b><u>GENDER AND THEOLOGY (HDG)</u></b>          A comparison of Ruether’s and Daly’s feminist theologies</p> <p>For all modules: Spaced memorial retrieval takes the form of regular recap, making links between different parts of the topic, and revision prior to assessments.</p>	<p>10 lessons including an assessment</p> <p>6</p> <p>4 (&amp;1 next half term)</p> <p>2 (&amp;4 next half term)</p>	<p>Assessed essay</p> <p>Essay</p> <p>Essay</p>
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Spring 1	<p><b><u>Mock exams this half term – some lessons will be used for revision / mocks</u></b></p> <p><b><u>DEVELOPMENTS :</u></b>  <b><u>GENDER AND THEOLOGY (HDG)</u></b>          (Finishing the topic)</p> <p><b><u>GENDER AND SOCIETY (WIL)</u></b>          (Recap / assessment)</p> <p><b><u>THE CHALLENGE OF SECULARISM (HDG)</u></b>          Issues raised by Freud and Dawkins regarding whether or not belief in God is an illusion, and secular humanist views about the role of religion in society.</p> <p><b><u>PLURALISM AND THEOLOGY (WIL)</u></b>          Evaluating the approaches of exclusivism, inclusivism, and pluralism</p> <p><b><u>MARX AND LIBERATION THEOLOGY (HDG)</u></b>          Analysis and evaluation of liberation theology.</p> <p><b><u>PLURALISM AND SOCIETY (WIL)</u></b>          Issues of interfaith dialogue, and the response of Christianity to multifaith societies.</p>	3-5  4 lessons  1 lessons  5 lessons  4 lessons  2 lessons (&1 next half term)	Essay   Homework essay   Essay
Spring 2	<p><b><u>MARX AND LIBERATION THEOLOGY (HDG)</u></b>          Analysis and evaluation of liberation theology.</p>	1 lesson	



	<p><b>NOTE – In 2022, revision in Spring 2 and Summer 1 has been adapted following the release of advance information about the Summer exams. Revision will focus on the topics identified by OCR.</b></p> <p><b><u>REVISION</u></b></p> <p>Philosophy – nature / attributes of God, ancient philosophical influences, problem of evil, arguments based on observation</p> <p>Ethics – euthanasia, conscience, sexual ethics, meta-ethics</p>	<p>14 lessons</p> <p>13 lessons</p>	<p>Homework essays</p>
<p>Summer 1</p>	<p><b><u>Mocks at the start of this half term – some lessons used for revision /mocks</u></b></p> <p><b><u>REVISION</u></b></p> <p>Ethics – spaced memory retrieval on sexual ethics, meta-ethics</p> <p>Developments – Gender and Theology, Person of Jesus, Christian moral action, knowledge of God’s existence</p> <p><b>INDEPENDENT REVISION / TEACHER CHOICE REVISION</b></p> <p><b>STUDY LEAVE</b></p> <p>For all modules: Spaced memorial retrieval takes the form of regular recap, making links between different parts of the topic, and revision prior to assessments.</p>	<p>2 lessons</p> <p>11 lessons</p> <p>c.8 lessons</p>	<p>Mock exam</p>