



HALF TERM 2 OCT - DEC	Area of Study – Christian Moral Principles	Area of Study – Death and the Afterlife	Area of Study – Religious Pluralism and Theology	Area of Study – Religious Pluralism and Society
<b>TOPIC (S)</b>  <b>OCR Development in Christian Thought</b>	<b>Core knowledge</b> – understanding of Christian authorities. Knowledge of different denominations and impact of the Reformation. Catholic v Protestant sources of authorities and the impact this has on the differing Christian doctrines, teachings and experiences.	<b>Core knowledge</b> – understanding of differing beliefs of eschatology, knowledge of Christian understanding, differing interpretations of heaven and hell, significance of the Gospel accounts of resurrection and the concept of purgatory, election and grace and the Parables of the Ten Virgins, Sheep and Goats and Talents.	<b>Core knowledge</b> – understanding of the various approaches to salvation and its meaning, consideration of various versions ranging from Christian exclusivism, inclusivism and pluralism, awareness of Church developments in this sector and the problems raised within that development in relation to authenticity or progression.	<b>Core knowledge</b> – awareness of multi-faith society and its development, nature of Christian interaction with differing faiths from the perspectives of exclusivism, inclusivism and pluralism, nature of missionary work and Church approaches to it.
<b>Assessment / Feedback Opportunities</b>	<ul style="list-style-type: none"> <li>Consistent use of formative assessment within lesson</li> <li>Written tasks and oral contributions</li> <li>Summative essays</li> </ul>			
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>Knowledge of societal approaches to death</li> <li>Impact of multi faith societies and differing views held within</li> <li>Significance of tolerance and respect within relations</li> <li>Questions of the role the Church holds and its responsibilities to its members and to others</li> <li>Nature of gender and the development of perspectives towards the subject</li> <li>Significance in understanding the key dynamics within such sensitive and personal areas</li> </ul>			
<b>SMSC / Promoting British Values</b> (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> <li>Tolerance and respect for all</li> <li>Religious freedom</li> <li>Democracy</li> <li>Liberty and individual thought</li> </ul>			
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>Any Philosophy of Religion text</li> <li>OCR endorsed materials</li> <li>Knowledge focused publications</li> </ul>			
<b>Key Vocabulary</b>	See unit key word worksheet			
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>Homework</li> <li>Wider individual research</li> </ul>			
<b>Careers</b>	Anything people related, for example the Police, the NHS, law, customer service. Highly regarded at Russell Group universities and leads to many academic undergraduate degree level courses.			



HALF TERM 1 SEPT - OCT	Area of Study – Conscience	Area of Study – Sexual Ethics
<b>TOPIC (S)</b>  <b>OCR Ethics</b>	<p><b>Conscience-</b> Aquinas' theological approach to conscience, Freud's psychological approach to conscience, comparing Aquinas and Freud, and conscience link to reason or unconscious mind.</p> <p><b>Philosophers/ Key people</b> – Thomas Aquinas, Sigmund Freud</p> <p><b>Lessons =</b></p> <p><b>Lessons =</b></p>	<p><b>Sexual Ethics – premarital and extramarital sex; homosexuality; homosexuality from a Christian point of view; changing Christian moral thought on homosexuality; secular thinking on sexual ethics; the application of ethical theories to sexual ethics.</b></p> <p><b>Philosophers/ Key people</b> – Catechism of the Catholic Church, JS Mill, Joseph Fletcher, Immanuel Kant, Jeremy Bentham.</p> <p><b>Lessons =</b></p>
<b>Assessment / Feedback Opportunities</b>	<ul style="list-style-type: none"> <li>• Consistent use of formative assessment within lesson</li> <li>• Written tasks and oral contributions</li> <li>• Summative essays</li> </ul>	
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>• Knowledge of moral judgements</li> <li>• Teleological approaches</li> <li>• Absolute, relative morals</li> <li>• Understanding of the world and community</li> <li>• Philosophy and psychology influences</li> <li>• Church views on morals</li> <li>• Development of own beliefs/ thoughts</li> </ul>	
<b>SMSC / Promoting British Values</b> (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> <li>• Tolerance/respect</li> <li>• Freedom</li> <li>• Democracy and the law</li> <li>• Liberty and individual thought</li> </ul>	
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>• Any Philosophy of Religion text</li> <li>• OCR endorsed materials</li> <li>• Knowledge focused publications</li> </ul>	
<b>Key Vocabulary</b>	See unit key word worksheet	
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Wider individual research</li> </ul>	
<b>Careers</b>	Anything people related, for example the Police, the NHS, law, customer service. Highly regarded at Russell Group universities and leads to many academic undergraduate degrees level courses.	