



Religious Education Curriculum Map

Curriculum Intent Overview							
- What pupils will know and be able to do by the end of KS4/KS5 - I can statement							
- The key knowledge and disciplinary skills AO1 Knowledge and understanding AO2 Analysis and Evaluation							
- How the curriculum builds cultural capital							
- How it prepares pupils for next stages (GCSE/A-Level and beyond)							
- What a Grade 7 / B student looks like in your subject							
	HT1	HT2	HT3	HT4	HT5	HT6	Assessment Criteria
Year 7	Unit: Creation and Covenant Knowledge: God as Creator and the goodness of creation Skills: Describe and explain Christian beliefs about creation Prior/Future links: KS2 Creation stories and links to Year 8 stewardship. Year 10 Unit 1 - Creation	Unit: Prophecy and Promise Knowledge: Abraham, Moses and God’s promises Skills: Describe key biblical figures and explain their importance Prior/Future links: KS2 Old Testament stories and links to Year 8 prophets and Mary	Unit: Galilee to Jerusalem Knowledge: The life and teachings of Jesus Skills: Explore Gospel stories and describe Christian beliefs Prior/Future links: KS2 Gospel learning and links to Year 8 discipleship	Unit: Desert to Garden Knowledge: Lent, Holy Week and Easter Skills: Reflect on sacrifice, forgiveness and hope Prior/Future links: KS2 Easter stories and links to Year 8 Resurrection themes	Unit: To the Ends of the Earth Knowledge: Pentecost and the spread of the Church Skills: Describe the work of the disciples and early Christians Prior/Future links: KS2 Pentecost and links to Year 8 mission	Unit: Dialogue and Encounter Knowledge: Belonging, community and world religions Skills: Compare beliefs and show respect for different faiths Prior/Future links: KS2 learning on religions and links to Year 8 diversity	By end of year pupils can... I can explain key Christian beliefs about God, creation and Jesus using scripture. I can describe how biblical figures responded to God and influenced others. I can evaluate how Christian beliefs and practices influence believers today.
	Assessment: EoT Creation	Assessment: EoT Prophecy	Assessment: EoT Galilee	Assessment: EoT Desert	Assessment: EoT To the Ends	Assessment: EoY General assessment	
Year 8	Unit: Creation and Covenant Knowledge: Creation, stewardship and covenant Skills: Describe, explain and compare Christian beliefs about creation Prior/Future links: KS2 Creation stories and links to Year 9 Imago Dei Year 10 Unit 1 - Creation	Unit: Prophecy and Promise Knowledge: Mary, prophets and God’s promises Skills: Describe and explain key biblical figures and messages Prior/Future links: KS2 Annunciation and links to Year 9 justice themes:	Unit: Galilee to Jerusalem Knowledge: Jesus’ ministry, miracles and discipleship Skills: Explore Gospel stories and explain symbolism Prior/Future links: KS2 Gospel stories and links to Year 9 discipleship	Unit: Desert to Garden Knowledge: Lent, Holy Week and Resurrection Skills: Describe and reflect on themes of sacrifice and hope Prior/Future links: KS2 Easter learning and links to Year 9 salvation themes	Unit: To the Ends of the Earth Knowledge: Pentecost and the early Church Skills: Explore how Christianity spread and explain Christian mission Prior/Future links: KS2 Pentecost and links to Year 9 evangelization	Unit: Dialogue and Encounter Knowledge: World religions, respect and diversity Skills: Compare beliefs and reflect on shared values Prior/Future links: KS2 world faiths and links to Year 9 interfaith dialogue	By end of year pupils can... I can explain Christian beliefs about creation, stewardship and covenant using scripture and Church teaching. I can analyse how Mary, prophets and disciples responded to God’s call and inspired others. I can evaluate how the life, death and resurrection of Jesus

							continue to influence Christians today.
	Assessment: EoT Creation	Assessment: EoT Prophecy	Assessment: EoT Galilee	Assessment: EoT Desert	Assessment: EoT To the Ends	Assessment: EoY General assessment	
Year 9	Unit: Creation and covenant Knowledge: Imago Dei, Human dignity and equality Skills: Reflect analyse and evaluate theological concepts Prior KS2 Creation stories and Bible knowledge links to Catholic Creation yr10	Unit: Prophecy and Promise Knowledge: Inspiring Women in The Bible and the Church Skills: Reflect analyse and Evaluate the Magnificat and justice Themes Prior/Future links: KS2 learning on Mary and the Annunciation Links to Year 10 Church and the KoG Mary as model of Discipleship	Unit: Galilee to Jerusalem Knowledge: Discipleship from Mark and beyond Skills: Explore, Research religious communities, symbolism from history to the Church today KS2 Gospel stories and Mark's Gospel Links to Incarnation Yr10	Unit: Desert to Garden Knowledge: Lent, Holy Week and Easter Skills: Reflect, analyse and evaluate sacrifice and forgiveness Prior/Future links: KS2 Holy Week and Resurrection stories Links to Redemption yr10	Unit: To the Ends of the Earth Knowledge: Pentecost and the mission of the Church Skills: Explore, research and evaluate witness and evangelisation Prior/Future links: KS2 Pentecost and disciples Links to Year 10 The Triune God	Unit: Dialogue and Encounter Knowledge: Interfaith dialogue and diversity Skills: Reflect, analyse and evaluate beliefs and values Prior/Future links: KS2 learning on world faiths and community's links to Judaism teachings in Yr 11	By end of year pupils can... I can explain and support different Christian interpretations of Imago Dei and covenant. I can analyse how inspiring women in the Bible and Church history challenge injustice. I can evaluate the impact of evangelisation in the modern world
	Assessment: EoT Creation	Assessment: EoT Prophecy	Assessment: EoT Galilee	Assessment: EoT Desert	Assessment: EoT To the Ends	Assessment: EoY General assessment	
Year 10	Unit: Catholic Christianity – Creation Knowledge: Forms of expression –art Beliefs and Teachings – Genesis Scripture – origin of the Bible and literary terms Tradition Magisterium Practices – CAFOD Skills: AO1 and AO2 Prior/Future links: Christian Thought – Augustine (KS5) and The	Unit: Catholic Christianity - Incarnation Knowledge: Forms of expression – symbol and incarnation Beliefs and Teachings – title for Jesus Scripture – Beatitudes and the parable of the sheep and the goats Practices – sacraments and imago dei Skills: AO1 and AO2 Prior/Future links: Year 9 – Creation and Covenant Knowledge of God's existence (KS5)	Unit: Catholic Christianity – The Triune God Knowledge: Forms of expression – music and the glory of God Beliefs and Teachings - Nicene Creed, mission and evangelism Scripture – God as a trinity of persons Tradition – St Augustine and C Laguna Magisterium – Councils of Nicaea and Constantinople Skills: AO1 and AO2 Prior/Future links: Knowledge of God's existence (KS5)	Unit: Catholic Christianity – Redemption Knowledge: Forms of expression – architecture and design Beliefs and teachings – salvation Scripture Tradition – salvation metaphors Irenaeus and Anselm Magisterium – conscience Skills: AO1 and AO2 Prior/Future links: Dialogue and Encounter (Y9)	Unit: Catholic Christianity – Church and the Kingdom of God Knowledge: Forms of expression – drama and the faith story Beliefs and Teachings – Lord's prayer and Vatican II Scripture – Mary as a model of discipleship Tradition – Four marks of the Church and apostolic succession Magisterium Skills: AO1 and AO2 Prior/Future links: Year 9 Prophecy and Promise and Dialogue and Encounter	Unit: Catholic Christianity – Eschatology Knowledge: Forms of expression – artefact and eschatology (The Last Judgement) Beliefs and Teachings – Resurrection (1 Cor 15), The four last things Scripture – the rich man and Lazarus Tradition – cosmic reconciliation, Julian of Norwich, Magisterium – Lumen Gentium 48 Skills: AO1 and AO2 Prior/Future links: Death and the afterlife (KS5)	By the end of the year pupils can... AO1 (Creation) I can explain Catholic beliefs about creation using the Genesis accounts. I can describe different ways Catholics interpret Genesis, including literal and symbolic interpretations. I can explain the origins and development of the Bible. I can identify and explain key literary forms found in Scripture. I can explain the roles of Scripture, Tradition and the Magisterium in understanding creation. I can explain Catholic teachings about stewardship and care for creation. I can describe the work of CAFOD and explain how it reflects Catholic beliefs about creation.

	Problem of evil & suffering (KS5)	The person of Jesus Christ (KS5)		Conscience (Ethics) (KS5) Christian moral principles (KS5)		The person of Jesus Christ (KS5)	I can explain how art can communicate beliefs about creation. AO2 I can evaluate whether Genesis should be understood literally. I can analyse the relationship between faith and science in Catholic teaching. I can evaluate the importance of stewardship in modern society. I can justify my own viewpoint using Catholic teachings and evidence. AO1 Incarnation I can explain the meaning of the Incarnation. I can explain the significance of Jesus as fully human and fully divine. I can identify and explain important titles for Jesus (e.g. Messiah, Son of God, Son of Man, Lord). I can explain the teachings of the Beatitudes. I can explain the Parable of the Sheep and the Goats and its significance for Christians. I can explain the concept of <i>Imago Dei</i>. I can explain how the sacraments reflect belief in the Incarnation. I can explain how symbols are used to express beliefs about Jesus. AO2 I can evaluate the importance of the Incarnation for Christians today. I can analyse how Jesus' teachings influence Christian behaviour. I can evaluate whether actions are more important than beliefs in Christianity. I can support my arguments using scripture and Church teaching. AO1 Triune God
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							I can explain the doctrine of the Trinity. I can explain what Catholics mean by one God in three persons. I can explain the significance of the Nicene Creed. I can explain Catholic beliefs about mission and evangelism. I can identify scriptural evidence for belief in the Trinity. I can explain the contributions of St Augustine to understanding the Trinity. I can explain the importance of the Councils of Nicaea and Constantinople. I can explain how music can express the glory of God. AO2 I can evaluate the importance of the doctrine of the Trinity. I can analyse the significance of mission and evangelism in the modern Church. I can evaluate whether the Trinity is essential to Christian belief. I can use theological and scriptural evidence to support my arguments. AO1 Redemption I can explain Catholic beliefs about salvation and redemption. I can explain the significance of Jesus' death and resurrection. I can describe different models of salvation, including the teachings of Irenaeus and Anselm. I can explain Catholic teachings about conscience. I can identify scriptural teachings related to redemption. I can explain how architecture and church
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						design express beliefs about redemption. AO2 I can evaluate the importance of Jesus' death for salvation. I can compare and assess different understandings of salvation. I can evaluate the role of conscience in moral decision-making. I can construct balanced arguments using evidence from scripture and Church teaching. AO1 Church as the Kingdom of God I can explain Catholic beliefs about the Kingdom of God. I can explain the significance of the Lord's Prayer. I can explain the impact of Vatican II on the Church. I can explain how Mary is a model of discipleship. I can identify and explain the Four Marks of the Church. I can explain apostolic succession. I can explain the role of the Magisterium in guiding the Church. I can explain how drama can communicate the Christian faith story. AO2 I can evaluate the importance of the Church in establishing the Kingdom of God. I can analyse the significance of Vatican II for Catholics today. I can evaluate whether Mary is the best model of discipleship. I can justify my viewpoints using Catholic sources of authority. AO1 Eschatology
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							I can explain Catholic beliefs about the Kingdom of God. I can explain the significance of the Lord's Prayer. I can explain the impact of Vatican II on the Church. I can explain how Mary is a model of discipleship. I can identify and explain the Four Marks of the Church. I can explain apostolic succession. I can explain the role of the Magisterium in guiding the Church. I can explain how drama can communicate the Christian faith story. AO2 I can evaluate the importance of the Church in establishing the Kingdom of God. I can analyse the significance of Vatican II for Catholics today. I can evaluate whether Mary is the best model of discipleship. I can justify my viewpoints using Catholic sources of authority.
	Assessment: <i>Creation AQA questions</i>	Assessment: <i>Incarnation AQA questions</i>	Assessment: <i>The Triune God AQA questions</i>	Assessment: <i>Redemption AQA questions</i>	Assessment: <i>Church and the Kingdom of God AQA questions</i>	Assessment: <i>Eschatology AQA questions</i>	Assessment: <i>Paper Catholic Christianity</i>
Year 11	Unit: Judaism - Beliefs Knowledge: Key beliefs – the nature of God. The divine presence (Shekhinah) Beliefs about life after death The nature and role of the Messiah Skills:	Unit: Judaism - Practices Knowledge: The synagogue and worship Public acts of worship Shabbat Tenakh and Talmud Skills: AO1 and AO2 Prior/Future links:	Unit: Themes - Relationships Knowledge: Sex, marriage and divorce Families and gender equality Skills: AO1 and AO2 Prior/Future links:	Unit: Themes - Conflict Knowledge: Religion, violence, terrorism and war Religion and belief in 21 st century conflict Skills: AO1 and AO2 Prior/Future links:	Unit: Paper 1 and Paper 2 Revision Knowledge: Skills: Prior/Future links:		By end of year pupils can... (Link to Grade 7/B) JUDAISM - BELIEFS Nature of God I can describe Jewish beliefs about the nature of God. I can explain what Jews mean when they say God is one. I can explain why Jews believe God is creator, omnipotent,

	AO1 and AO2 Prior/Future links:						omniscient, and benevolent. I can use evidence from the Torah to support beliefs about God The Messiah and the Messianic Age I can explain Jewish beliefs about the Messiah. I can describe the characteristics of the Messiah in Judaism. I can explain what Jews believe will happen in the Messianic Age. I can compare different Jewish views about the Messiah. Covenant with Abraham • I can describe the covenant between God and Abraham. • I can explain why the covenant with Abraham is important for Jews today. • I can use teachings from the Torah to support my explanation of the covenant. Covenant at Sinai • I can describe the covenant made at Mount Sinai. • I can explain the significance of the Ten Commandments. • I can explain how the Sinai covenant influences Jewish life today. The Mitzvot
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							I can define the term <i>mitzvot</i>. I can explain why Jews follow the mitzvot. I can describe examples of mitzvot and their importance. I can explain how following mitzvot strengthens a Jew's relationship with God Life After Death I can explain Jewish beliefs about life after death. I can describe beliefs about judgement. I can explain beliefs about the World to Come (<i>Olam Ha-Ba</i>). I can compare different Jewish beliefs about the afterlife. Free Will and the Problem of Evil I can explain what free will means in Judaism. I can explain why Jews believe humans have free will. I can explain how free will is used to answer the problem of evil and suffering. I can evaluate whether free will successfully explains suffering. Grade 8–9 Challenge Statements I can explain how Jewish beliefs influence ethical decision-making. I can analyse the relationship between covenants, mitzvot, and Jewish identity. I can evaluate the importance of the Messiah in modern Judaism.
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						I can construct balanced arguments using religious teachings and reasoned conclusions JUDAISM – PRACTICES I can describe the purpose of a synagogue. I can explain the importance of the synagogue in Jewish community life. I can identify key features of an Orthodox synagogue. I can identify key features of a Reform synagogue. I can explain the role of the Ark (Aron Hakodesh). I can explain the significance of the Ner Tamid (eternal light). I can explain the purpose of the Bimah. I can describe the roles of the rabbi and cantor. I can compare worship practices in Orthodox and Reform Judaism. I can explain why communal worship is important for Jews. Public Acts of Worship I can explain what public worship is. I can describe the importance of communal prayer in Judaism. I can explain the significance of a minyan. I can describe the structure of synagogue services. I can explain the importance of the Amidah prayer. I can explain the importance of the Shema. I can describe the use of Hebrew in worship.
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							I can explain how public worship strengthens the Jewish community. I can evaluate the importance of public worship for Jews today. Shabbat I can explain the origins of Shabbat in the creation story. I can describe how Shabbat begins and ends. I can explain the significance of Friday night rituals. I can describe the use of candles, wine (Kiddush), and challah bread. I can explain why work is avoided on Shabbat. I can describe activities that are encouraged on Shabbat. I can explain the importance of rest and worship during Shabbat. I can compare Orthodox and Reform approaches to observing Shabbat. I can explain how Shabbat strengthens family and community life. I can evaluate whether Shabbat remains important in modern society. Tenakh and Talmud I can explain what the Tenakh is. I can identify the three sections of the Tenakh: Torah, Nevi'im, and Ketuvim. I can explain why the Torah is important to Jews. I can describe how the Torah is used in worship. I can explain what the Talmud is.
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						I can distinguish between the Mishnah and the Gemara. I can explain the role of the Talmud in Jewish life. I can describe how Jews study sacred texts. I can explain why the Tenakh and Talmud provide guidance for Jewish living. I can evaluate which is more important for Jewish practice: the Torah or the Talmud Themes – Family I can describe marriage as a lifelong commitment between two people. I can explain why marriage is important for many religious believers. I can explain Christian teachings about marriage. I can give reasons why some people choose to get married. I can give reasons why some people choose not to get married. I can define divorce as the legal ending of a marriage. I can explain Christian views on divorce, including different denominations' beliefs. I can explain arguments for and against divorce. I can explain how religious teachings influence views on divorce. I can evaluate whether divorce should be allowed. Themes - War I can explain Christian beliefs about peace. I can explain why some Christians are pacifists. I can describe the work of Christian pacifist
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							organisations such as Quakers. I can explain Christian teachings about violence. I can explain Christian attitudes towards self-defence. I can explain the Just War Theory. I can give examples of conditions for a Just War. I can explain Christian attitudes towards war. I can compare pacifist and non-pacifist Christian views. I can evaluate whether war can ever be justified. I can explain what weapons of mass destruction are. I can explain Christian attitudes towards nuclear weapons. I can explain arguments for and against nuclear deterrence. I can use Christian teachings to support views on nuclear weapons. I can evaluate whether weapons of mass destruction should ever be used. I can explain why forgiveness is important in Christianity. I can explain Christian teachings about forgiveness. I can explain reconciliation and why it matters. I can describe examples of reconciliation in action. I can explain the importance of loving enemies.
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							I can apply Christian teachings to situations involving conflict. I can evaluate whether forgiveness is always possible.
	Assessment: <i>Jewish Beliefs AQA questions</i>	Assessment: <i>Jewish Practices AQA questions</i>	Assessment: <i>Themes AQA questions</i>	Assessment: <i>Themes AQA questions</i>			
Year 12 https://www.ocr.org.uk/Images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf Mark Scheme H573/02 Religion and ethics June 2023	Philosophy Unit: Philosophical Language and Thought Knowledge: Ancient philosophical influences Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis : Links to GCSE RE Unit 1 Creation. Future links: philosophical language Ethics Unit: Natural Law Knowledge: Aquinas' natural law Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: Links to GCSE RE Conscience and Creation Christian Thought Unit: Augustine's Teaching on Human Nature Knowledge: Human relationships pre- and	Philosophy Unit: Philosophical Language and Thought Knowledge: Soul, body and mind Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: Links to GCSE RE Unit 1 Creation. Future links: philosophical language Ethics Unit: Situation Ethics Knowledge: Fletcher's situation ethics, including: agape & the six propositions Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: Links to GCSE RE and GCSE/BTEC Business Studies Christian Thought Unit: Death and the afterlife	Philosophy Unit: Existence of God Knowledge: Arguments based on observation Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: Links to GCSE RE – Unit 1-6 Ethics Unit: Kantian Ethics Knowledge: duty, the hypothetical imperative, the categorical imperative and its three formulations, the three postulates Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: Links to GCSE RE Christian Thought Unit: Knowledge of God's existence Knowledge: knowledge	Philosophy Unit: Existence of God Knowledge: Arguments based on reason Skills: A01 candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: Links to GCSE RE - Unit 1-6 Ethics Unit: Utilitarianism Knowledge: utility, the hedonic calculus, act utilitarianism & rule utilitarianism Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: Links to GCSE RE Christian Thought Unit: The person of Jesus Christ Knowledge: who is Jesus and nature of Jesus Skills: A01 Candidates may demonstrate	Philosophy Unit: God and the World Knowledge: Religious Experience Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: Links to GCSE RE - Unit 1-6 Ethics Unit: Euthanasia Knowledge: sanctity of life, quality of life, voluntary euthanasia and non-voluntary euthanasia Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: Links to GCSE RE Christian Thought Unit: Christian Moral Principles Knowledge: ethics of Christianity Skills: A01 Candidates may demonstrate	Philosophy Unit: God and the World Knowledge: The problem of evil Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: Links to GCSE RE - Unit 1-6 Ethics Unit: Business Ethics Knowledge: corporate social responsibility, whistle blowing etc Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: Links to GCSE RE, GCSE/BTEC Business Studies and A Level Business Christian Thought Unit: Christian Moral Action Knowledge: ethics of Christianity Skills: A01 Candidates	By end of year pupils can... (Link to Grade 7/B) I can explain Augustine's understanding of human nature before and after the Fall. I can evaluate challenges to traditional beliefs about the afterlife. I can analyse the relationship between faith and reason. I can evaluate whether religious experiences provide reliable evidence for God's existence. I can construct nuanced arguments that consider multiple viewpoints. I can explain concepts such as corporate social responsibility and whistleblowing. I can construct sophisticated evaluative essays that demonstrate independent judgement.

	post-Fall Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: KS3 and KS4 RE	Knowledge: Heaven, Hell and Purgatory Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: KS3 and KS4 RE	of God and creation Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: KS3 and KS4 RE	knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: KS3 and KS4 RE	knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: KS3 and KS4 RE	may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: KS3 and KS4 RE	I can write coherent essays that demonstrate both A01 knowledge and A02 evaluation.
	Assessment: OCR Philosophy: Philosophical Language and Thought Ethics: Natural Law Christian Thought: Augustine's Teaching on Human Nature	Assessment: OCR Philosophy: Philosophical Language and Thought Ethics: Natural Law Christian Thought: Death and the afterlife	Assessment: OCR Philosophy: Existence of God Ethics: Situation Ethics Christian Thought: Knowledge of God's existence	Assessment: OCR Philosophy: Existence of God Ethics: Kantian Ethics Christian Thought: The person of Jesus Christ	Assessment: OCR Philosophy: God and the World Ethics: Utilitarianism Christian Thought: Christian Moral Principles	Assessment: OCR Philosophy: God and the World Ethics: Business Ethics Christian Thought: Christian Moral Action	
Year 13 https://www.ocr.org.uk/Images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf Mark Scheme H573/02 Religion and ethics June 2023	Philosophy Unit: Theological and Philosophical Development Knowledge: The nature or attributes of God Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: Links to GCSE RE Ethics Unit: Meta Ethics Knowledge: naturalism, intuitionism and emotivism Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links:	Philosophy Unit: Theological and Philosophical Development Knowledge: Religious language: negative, analogical or symbolic Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: Links to GCSE RE Ethics Unit: Meta Ethics Knowledge: naturalism, intuitionism and emotivism Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links:	Philosophy Unit: Religious Language: Negative, Analogical or Symbolic Knowledge: Twentieth century perspectives and philosophical comparisons Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: Links to GCSE RE Ethics Unit: Conscience Knowledge: Aquinas' theological approach and Freud's psychological approach Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links:	Philosophy Unit: Religious Language: Negative, Analogical or Symbolic Knowledge: The nature or attributes of God Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: Links to GCSE RE Ethics Unit: Conscience Knowledge: Aquinas' theological approach and Freud's psychological approach Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links:	Philosophy Unit: Religious Language: Twentieth Century Perspectives Knowledge: The nature or attributes of God Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: Links to GCSE RE Ethics Unit: Sexual Ethics Knowledge: premarital and extramarital sex and homosexuality Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links:	Philosophy Unit: Religious Language: Twentieth Century Perspectives Knowledge: The nature or attributes of God Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links: Links to GCSE RE Ethics Unit: Sexual Ethics Knowledge: premarital and extramarital sex and homosexuality Skills: A01 Candidates may demonstrate knowledge and understanding A02 Candidates may demonstrate evaluation and analysis Prior/Future links:	By end of year pupils can... (Link to Grade 7/B) I can explain different understandings of God's nature, including classical and modern interpretations. I can write coherent essays that demonstrate both A01 knowledge and A02 evaluation. I can explain Aquinas' theory of analogy and distinguish between analogy of attribution and proportion. I can compare the effectiveness of negative, analogical and symbolic approaches. I can explain verification and falsification

	Christian Thought Unit: Religious Pluralism Knowledge: philosophical religious views Skills: AO1 Candidates may demonstrate knowledge and understanding AO2 Candidates may demonstrate evaluation and analysis Prior/Future links: KS3 and KS4 RE	Christian Thought Unit: Theological and Philosophical Development Knowledge: philosophical religious views Skills: AO1 Candidates may demonstrate knowledge and understanding AO2 Candidates may demonstrate evaluation and analysis Prior/Future links: KS3 and KS4 RE	and analysis Prior/Future links: Links to KS3 Autumn 1 and GCSE Re Christian Thought Unit: Religious Language: Negative, Analogical or Symbolic Knowledge: key terminology connected to religion Skills: AO1 Candidates may demonstrate knowledge and understanding AO2 Candidates may demonstrate evaluation and analysis Prior/Future links: KS3 and KS4 RE	Links to KS3 Autumn 1 and GCSE Re Christian Thought Unit: Religious Language: Negative, Analogical or Symbolic Knowledge: key terminology connected to religion Skills: AO1 Candidates may demonstrate knowledge and understanding AO2 Candidates may demonstrate evaluation and analysis Prior/Future links: KS3 and KS4 RE	Christian Thought Unit: Religious Language: Twentieth Century Perspectives Knowledge: key terminology connected to religion Skills: AO1 Candidates may demonstrate knowledge and understanding AO2 Candidates may demonstrate evaluation and analysis Prior/Future links: KS3 and KS4 RE	Christian Thought Unit: Religious Language: Twentieth Century Perspectives Knowledge: key terminology connected to religion Skills: AO1 Candidates may demonstrate knowledge and understanding AO2 Candidates may demonstrate evaluation and analysis Prior/Future links: KS3 and KS4 RE	approaches to religious language. I can explain the contributions of key scholars to meta-ethical debate. I can identify similarities and differences between theological and psychological approaches. I can assess the strengths and weaknesses of theological and psychological approaches. I can evaluate whether traditional teachings remain relevant in contemporary society. I can demonstrate detailed and accurate knowledge of scholars, theories and concepts across Philosophy, Ethics and Christian Thought. I can consistently use specialist vocabulary accurately and confidently. I can compare, contrast and synthesise different viewpoints. I can critically analyse arguments rather than simply describe them. I can evaluate evidence and
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							scholarship before reaching a judgement. I can develop balanced arguments that consider multiple perspectives.
	Assessment: <u>Philosophy</u> : Theological and Philosophical Development <u>Ethics</u> : Meta Ethics <u>Christian Thought</u> : Religious Pluralism	Assessment: <u>Philosophy</u> : Theological and Philosophical Development <u>Ethics</u> : Meta Ethics <u>Christian Thought</u> : Religious Pluralism	Assessment: <u>Philosophy</u> : Religious Language: Negative, Analogical or Symbolic <u>Ethics</u> : Conscience <u>Christian Thought</u> : Gender and society	Assessment: <u>Philosophy</u> : Religious Language: Negative, Analogical or Symbolic <u>Ethics</u> : Conscience <u>Christian Thought</u> : The challenges of secularism	Assessment: <u>Philosophy</u> : Religious Language: Twentieth Century Perspectives <u>Ethics</u> : Sexual Ethics <u>Christian Thought</u> : Liberation Theology and Marx	Assessment: <u>Philosophy</u> : Religious Language: Twentieth Century Perspectives <u>Ethics</u> : Sexual Ethics <u>Christian Thought</u> : Liberation Theology and Marx	

Key links:

A Level:

[OCR A Level Religious Studies H573 Specification](#)[h](#)

Philosophy: [Mark Scheme H573/01 Philosophy of religion](#)

Christian Thought: [Mark Scheme H573/03 Developments in Christian thought](#)

Ethics: [Mark Scheme H573/02 Religion and ethics June 2023](#)

Revision and exam questions: [A Level Philosophy & Religious Studies](#)

GCSE

[GCSE Religious Studies 8063 | Specification | Subject Content | Component 1 Catholic Christianity | AQA](#)

Assessment objectives:

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Religious Studies B specifications and all exam boards.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of religion and beliefs including:
 - beliefs, practices and sources of authority
 - influence on individuals, communities and societies
 - similarities and differences within and/or between religions and beliefs.
- AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

KS3