

## Year 11 Theology and Philosophy

In Theology and Philosophy at Key Stage 4, learning is further extended from Key Stage 3 to deepen knowledge and understanding of the relationship between religious people and their common and divergent views within their respective traditions by way of how beliefs and teachings are understood and expressed in everyday life and situations. Students follow the AQA Route A GCSE Religious Studies Course (2016). Students are given opportunities to explore the fact that the major religious tradition of Great Britain is Christianity, but that religious belief in the UK is also diverse and includes other religious - most notably, Islam - as well as non-religious worldviews, such as atheism and humanism. Students also are exposed to philosophico-ethical themes in contemporary society, applying beliefs to current, real life/world issues. There is much scope to develop their previous Key Stage ability to construct well-argued, well-informed, balanced and structured written/oral arguments, demonstrating their depth and breadth of understanding in the subject. By the end of Key Stage 4, and owing to the foundations laid at Key Stage 3, students will demonstrate a deeper understanding of Christian and Islamic beliefs, teachings and practices and how these can differ depending upon specific denominations within each religion. Students will identify places of religious significance around the world and the importance of those historically as places of pilgrimage, in addition to confidently articulating justified opinions on ethical issues, giving personal, religious and non-religious views. Students will be able to explain in detail how religious teachings in both Christianity and Islam can be applied to contemporary moral and philosophical issues such as euthanasia, abortion, abuse of the world, and the use of capital punishment. They will know how religious organisations support the global problems of injustice and poverty and link theological teachings to these issues.

Methods of deepening and securing knowledge:	
Retrieval Practice	Retrieval practice is evident through starter and plenary tasks to link prior learning and current learning, as well as in retrieval Knowledge Organisers. 12-mark Essay Knowledge Organisers. SENeca online assignments for both Papers 1 and 2.
Elaboration	Table team challenges allow for incremental levels of knowledge to be secured and encourage enthusiastic, collaborative learners.
Language for Learning	We monitor students' subject-specific vocabulary through 'Language for Learning Word Decoding' etymology/morphology exercises, and we embed literacy and reading into every learning theme, building opportunities for extended writing and enabling students to fully explore complex theological and philosophical systems and ideas that evolve from them.
Concrete Examples	Concrete examples in the form of contemporary moral dilemmas and issues apply theological positions to real-life philosophical problems.
"Becoming the Examiner"	Post-examination exercises enable students to review their examination papers alongside sample answers and mark schemes in order to improve their examination script in green ink; and students are aware that, even if top marks have been awarded, there is always room for a furthering of knowledge.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<b>Worship in Christianity (Paper 1 - ABU)</b>	<b>Role of the Church (Paper 1 - ABU)</b> - Food pastors and street pastors	<b>Worship in Islam (Paper 1 - ABU)</b>	<b>Religion, Crime and Punishment (Paper 2)</b> <b>Paper 2 (ABU)</b>	<b>Revision of Programme of Study</b> <b>Paper 1 (ABU)</b>	Enrichment sessions: (ABU/JRC)

	<ul style="list-style-type: none"> <li>- Worship: liturgical and non-liturgical</li> <li>- Importance of prayer (the 'Our Father' Prayer)</li> <li>- Sacraments (7 sacraments and 2 gospel sacraments)</li> <li>- The Sacrament of Holy Baptism</li> <li>- The Sacrament of the Holy Eucharist</li> <li>- Holy Eucharist across the different Christian traditions</li> <li>- Pilgrimage</li> <li>- Festivals (Christmas, Easter),</li> <li>- Mission and evangelism</li> <li>- Church growth</li> </ul>	<p>Importance of the worldwide church</p> <ul style="list-style-type: none"> <li>- Christian persecution</li> <li>- The Church's response to poverty</li> </ul> <p><b>Religion, Peace and Conflict (Paper 2 - ABU)</b></p> <ul style="list-style-type: none"> <li>- Peace, justice, forgiveness and reconciliation</li> <li>- Violence, violent protest and terrorism</li> <li>- Reason for war</li> <li>- Nuclear war and WMD</li> <li>- The Just War</li> <li>- Holy War and Religion as a Cause of Violence</li> <li>- Pacifism and Peacemaking</li> <li>- Religious Responses to War</li> </ul>	<ul style="list-style-type: none"> <li>- The 5 Pillars, the 10 obligatory acts and Shahadah</li> <li>- Salah: The daily prayers</li> <li>- Sawm: Fasting during Ramadan</li> <li>- Zakah (and Khums): almsgiving</li> <li>- Hajj: pilgrimage (origins and significance)</li> <li>- Hajj: How it is performed</li> <li>- Jihad: greater and lesser</li> <li>- Festivals of id-ul-Fitr and id-ul Adha</li> <li>- Festival of Ashura (day of remembrance)</li> </ul>	<ul style="list-style-type: none"> <li>- Good intent, Crime and punishment</li> <li>- Reasons for crime</li> <li>- Attitude to lawbreakers and different types of crime</li> <li>- Theories and aims of punishment</li> <li>- Religious attitudes to suffering and causing suffering to Others</li> <li>- Treatment of criminals – prison, corporal punishment, community service</li> <li>- Religious attitudes to forgiveness</li> <li>- Religious attitudes to the death penalty</li> </ul>	<ul style="list-style-type: none"> <li>- Christian beliefs</li> <li>- Christian practices</li> <li>- Islamic beliefs</li> <li>- Islamic practices</li> </ul> <p><b>Paper 2 (ABU)</b></p> <ul style="list-style-type: none"> <li>- Relationships and family</li> <li>- Religion and life</li> <li>- Peace and conflict</li> <li>- Religion, crime and punishment</li> </ul>	<ul style="list-style-type: none"> <li>- Ethical dilemmas: "Up for debate"</li> </ul>
Assessment	- 12 mark essay	- 4 and 5 mark exam questions	- 12 mark essay	- 4 and 5 mark exam questions	- 12 mark essay	
CEIAG <i>(Careers that are linked to that topic)</i>	Teaching professions, medical and caring professions, law and the police service, community liaison, welfare and social work, civil service and Ministry of Defence, journalism, recruitment, counselling					

#### Independent Learning:

Independent learning is integral to learning. It is planned to be challenging and relevant to each programme of study, with tasks used for a variety of purposes including consolidating learning, preparation for a following class, deepening the knowledge gained in learning themes and preparation for examinations (using specific retrieval Knowledge Organisers). Exam preparation tasks are shared and discussed in 'Table Teams' in the deadline lesson and relevant links are made to prior and future learning, alongside peer assessment. Yellow feedback sheets that are then used for student improvement. Independent learning receives generous verbal and written feedback from both 'Table Teams' and teaching staff including strategies for improvement. Other tasks include researching sources of authority and wisdom and providing a written critique of these sources. SENeca online assignments are completed for both Papers 1 and 2.