

# Curriculum Map: Year 13 Religious Studies-Islam

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5
<b>Topic</b>	Islam, Gender and Sexuality	Islam and Science	Islam and the challenge of secularisation	Islam, Migration and Religious Pluralism	Preparation for the Exam
<b>Intent</b>	Students will be able to consider the Quranic view of gender in Islam and consider how these views might have changed over time considering social and historical factors. Examine Islamic attitudes about celibacy, marriage, homosexuality and transgender.	Students will be able to consider Islam's contribution to science. Analyse Darwin's theory and consider Islamic responses. Consider Muslims as having a duty to science and consider the arguments for and against genetic engineering in Islam.	Students will be able to explore the difficulties that Islam faces as a result of secularisation. Consider the application of Islamic attitudes and teachings in relation to contemporary issues.	Students will be able to explain how migration has led to a multi faith and c-multicultural Britain and consider the challenges of the preservation of Islam in relation to this.	Students will be able to revisit all units of work from Y12 and Y13 and be able to draw on knowledge from all units in their response to exam style questions.
<b>Key Knowledge</b>	Different views about the role of women in Islam historically and today, Examination of Islamic views on those that are celibate, homosexual, transgender and marriage.	Islamic contribution the sciences. Explanation of foetal development in the Quran, evolution, Darwin, Maurice Bucaille, genetic engineering in science and in Islam.	Secularisation, the different Islamic attitudes towards capital punishment. Preservation of Islamic identity, differences of opinion in relation to modern democratic processes.	Diversity of belief and practice of Islam within the UK. Blackburn as an example of segregation, Bradford synagogue as an example of pluralism.	Revisit all knowledge from previous units and knowledge of exam technique.
<b>Key Skills</b>	Read and interpret for meaning. Analyse differences of opinion. Support opinions with authorities. Select appropriate information.	Read and interpret for meaning. Analyse differences of opinion. Support opinions with authorities. Select appropriate information.	Read and interpret for meaning. Analyse differences of opinion. Support opinions with authorities. Select appropriate information.	Read and interpret for meaning. Analyse differences of opinion. Support opinions with authorities. Select appropriate information.	Break down exam questions to understand meaning and being able to draw on knowledge from all units of work to support their responses.
<b>Key Vocabulary</b>	Gender, women, oppression, liberation, empowerment, Shariah, feminism, Qasim Amin, Amina Wadud, celibacy, marriage transgender, homosexuality.	Alaqa, Albert Einstein, steady state theory, Stephen Hawking, Theory of relativity, expanding and oscillating universe, evolution, Maurice Bucaille, genetic engineering.	Materialism, atheism, science, public and private spheres, Tariq Ramadhan, Ash-Sharabasi, identity, dress, prayer and worship, democracy, oppression in society, liberation theology,	Secularisation, migration, multiculturalism, pluralism, Freedom of Religion (Article 9), Inclusivism, exclusivism, freedom of religious expression, Sunni, Shia, Ahmadi, Salafi.	Revision of all key vocabulary from all Y12 and Y13 units of work.
<b>Key Reading</b>	Surah 4:1, Surah 7:189, Surah 4:124 Qassim Amin-Liberation of Women	Surah 23, Surah 4:1, Surah, 38:71-72, Surah 7:14, Surah 18:37, Surah 41:11	<u>-The Guardian: can religion be replaced?</u> <u>-Islamic Liberation Theology</u>	Blackburn case study, Bradford Synagogue case study, Surah 3:85,	Revise all notes from all topics. Model answers.
<b>End Point</b>	Students will be able to appropriately select, and apply their knowledge to explanation and discuss style questions using exam technique.	Students will be able to appropriately select, and apply their knowledge to explanation and discuss style questions using exam technique.	Students will be able to appropriately select, and apply their knowledge to explanation and discuss style questions using exam technique.	Students will be able to appropriately select, and apply their knowledge to explanation and discuss style questions using exam technique.	Students are confidently able to select a range of knowledge from all unit that enable them to answer both explain and discuss questions under timed conditions.
<b>Form of Assessment</b>	Regular explain and discuss style exam questions.	Regular explain and discuss style exam questions.	Regular explain and discuss style exam questions.	Regular explain and discuss style exam questions.	3 hour exam (2 x a and 2 x b questions).

<b>Enrichment Opportunities</b>	London - Trip to London central Mosque (on the specification) External speakers				
<b>Leadership Opportunities</b>	Student research tasks and feedback presentations.				

## Curriculum Map: Year 13 Religious Studies- Philosophy and Ethics

	Half Term 1	Half Term 2 (Part 1)	Half Term 2 (Part 2)	Half Term 4 (Part 1)	Half Term 4 (Part 2)	Half Term 5
<b>Topic</b>	Religious Language	Miracles	Self, death and afterlife	Meta Ethics The Conscience	Free will and moral responsibility Bentham and Kant	Dialogues (Synoptic unit also used as revision)
<b>Intent</b>	<i>To explain the nature of debates surrounding the meaningfulness of religious language, whether the challenges to the meaningfulness of religious language are successful.</i>	<i>To consider realist and anti-realist views on the nature of miracles. To evaluate the religious and non-religious challenges that miracles present and the significance of these views for religion.</i>	<i>To consider the nature and existence of the soul and the relationship between the soul and body. To consider whether it is possible to 'live on' after death.</i>	<i>To consider the question of what makes something morally good through the exploration of meta ethical theories. To consider questions of the nature and value of conscience from religious, sociological and psychological perspectives</i>	<i>To consider the nature of free will and moral responsibility  To consider the different ethical views of Bentham and Kant and how consistent these views are with religious views</i>	<i>To combine and contrast the learning from the Islam section of the specification with philosophical and</i>

						<i>ethical theories . To consider the relationship between Islam, philosophy and ethics. To what extent do they agree or disagree with each other?</i>
<b>Key Knowledge</b>	Whether language should be viewed as cognitively or non-cognitively Verification and falsification principles Bliks - Hare Language games – Wittgenstein Symbolic language – Tillich Analogical – Aquinas The Via Negativa The strengths and weaknesses of these views	Different understandings of the concept of a ‘miracle’ Realist and anti-realist views Violation of natural law or natural event Comparison on why Hume and Wiles reject miracles The significance of these views for religion	The nature and existence of the soul Descartes’ argument for the existence of the soul The body/Soul relationship The possibility of continuing personal existence after death	<b>Meta ethics:</b> Divine command theory Naturalism: Utilitarianism Non-naturalism: Intuitionism The strengths and weaknesses of these ideas  <b>The conscience:</b> Religious and non-religious ideas about the conscience The role of the conscience regarding telling lies, adultery The value of the conscience as a moral guide	<b>Free will and moral responsibility:</b> Free will Understanding the difference between right and wrong Libertarianism Compatibilism Hard determinism <b>Bentham and Kant</b> Comparison of the key ideas of Bentham and Kant How far these ideas are consistent with religious moral decision making	<b>The dialogue between Philosophy and Islam on:</b> God self, death and afterlife sources of wisdom and authority religious

						<p>experience the relationship between scientific and religious discourses the truth claims of other religions miracles .</p> <p><b>The dialogue between ethics and Islam on:</b></p> <p>Whether Islam can be deontological, teleological, consequential, or character based Muslim response to:</p>
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						<p>the issues of human life and death and issues of animal life and death prescribed for study. Muslim responses to issues surrounding wealth, tolerance and freedom of religious expression. Muslim understandings of free will and moral responsibility, and the value of the conscience</p>
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<b>Key Skills</b>	Read and interpret for meaning. Analyse differences of opinion. Support arguments with philosophical and ethical viewpoints. Select appropriate information. Evaluate arguments. Reach justifiable conclusions	Read and interpret for meaning. Analyse differences of opinion. Support arguments with philosophical and ethical viewpoints. Select appropriate information. Evaluate arguments. Reach justifiable conclusions	Read and interpret for meaning. Analyse differences of opinion. Support arguments with philosophical and ethical viewpoints. Select appropriate information. Evaluate arguments. Reach justifiable conclusions	Read and interpret for meaning. Analyse differences of opinion. Support arguments with philosophical and ethical viewpoints. Select appropriate information. Evaluate arguments. Reach justifiable conclusions	Read and interpret for meaning. Analyse differences of opinion. Support arguments with philosophical and ethical viewpoints. Select appropriate information. Evaluate arguments. Reach justifiable conclusions	Read and interpret for meaning. Analyse differences of opinion. Support arguments with philosophical and ethical viewpoints. Select appropriate information. Evaluate arguments. Reach justifiable conclusions
<b>Key Vocabulary</b>	Cognitive/Non-cognitive Language games Bliks Verification/falsification Via Negativa Analogical Synthetic	Realist Anti-realist Miracle Violation of natural law	Soul Material Dualism/Monism Descartes Dual aspect monism	Conscience Sociological Prudence Benevolence	Free will Determinism Compatibilism Libertarianism Moral responsibility Utilitarianism Hedonistic calculus Categorical imperative	(All key terms thus far)

<b>Key Reading</b>	AQA A Level Religious Studies – Frye Wittgenstein: <a href="https://plato.stanford.edu/entries/wittgenstein/#TracLogiPhil">https://plato.stanford.edu/entries/wittgenstein/#TracLogiPhil</a>	AQA A Level Religious Studies – Frye Hume - 'Of Miracles' <a href="http://honors.utk.edu/wp-content/uploads/sites/11/2016/04/Hume-Of-Miracles.pdf">http://honors.utk.edu/wp-content/uploads/sites/11/2016/04/Hume-Of-Miracles.pdf</a> Wiles: <a href="https://peped.org/philosophicalinvestigations/extract-6-maurice-wiles-miracles-as-immoral-acts/">https://peped.org/philosophicalinvestigations/extract-6-maurice-wiles-miracles-as-immoral-acts/</a>	AQA A Level Religious Studies – Frye Descartes – Meditations on first philosophy: <a href="https://www.earlymoderntexts.com/assets/pdfs/descartes1641.pdf">https://www.earlymoderntexts.com/assets/pdfs/descartes1641.pdf</a>	AQA A Level Religious Studies – Frye Bentham Utilitarianism: <a href="https://www.reed.edu/humanities/hum220/syllabus/2010-11/Bentham-Principles.pdf">https://www.reed.edu/humanities/hum220/syllabus/2010-11/Bentham-Principles.pdf</a>	AQA A Level Religious Studies – Frye Kant and the categorical imperative: <a href="https://123philosophy.files.wordpress.com/2019/08/kant-the-good-will-and-the-categorical-imperative.pdf">https://123philosophy.files.wordpress.com/2019/08/kant-the-good-will-and-the-categorical-imperative.pdf</a>	AQA A Level Religious Studies – Frye
<b>End Point</b>	Students can explain and evaluate the nature of religious language	Students can explain the definitions of miracles and reflect on their value for faith today	Students can explain Descartes' ideas about the existence of the soul and reflect on the existence of the afterlife and to what extent there is survival of the 'person'	Students can explain the nature and meaning of 'good' and the extent to which moral values are facts Students can explain the nature of the conscience and evaluate the value of the conscience	Students can explain the nature of free will and the extent to which human life is determined Students can highlight major differences between the ethical theories of Bentham and Kant and their value for religious principles today	
<b>Form of Assessment</b>	10 mark explain 15 mark evaluation question	10 mark explain 15 mark evaluation question	10 mark explain 15 mark evaluation question	10 mark explain 15 mark evaluation question	10 mark explain 15 mark evaluation question	10 mark explain 15 mark evaluation question
<b>Enrichment Opportunities</b>	<b>External speakers</b>					
<b>Leadership Opportunities</b>	<b>Student research tasks and feedback presentations.</b>					