

De Lisle College Curriculum

“Rooted and grounded in Love”.

A Level Religious Studies



Intent – ‘**Rooted** and grounded in Love’

Intent – Rooted

Religious Studies at Key Stage Five is delivered via two pathways:

Religion, Philosophy and Ethics (RPE) which is taught in tutor groups to the whole of Year 12 and 13.

Religious Studies A Level, which is selected as an A Level option by students.

The intent of the A Level Religious Studies curriculum is to develop students into critical, reflective and independent thinkers who can engage confidently with complex philosophical, ethical and religious issues. Through the study of **Philosophy of Religion, Ethics, and Christianity**, students gain a deep understanding of religious beliefs, practices and their influence on individuals and societies.

The curriculum is designed to:

- Develop rigorous analytical and evaluative skills through the exploration of diverse religious, philosophical and ethical perspectives.
- Encourage students to question assumptions, construct well-reasoned arguments and evaluate differing viewpoints using evidence and scholarship.
- Foster intellectual curiosity about fundamental questions concerning meaning, purpose, morality, belief and human existence.
- Enable students to understand Christianity in its historical, theological and contemporary contexts while appreciating the diversity of religious and non-religious worldviews.
- Build academic literacy through engagement with key texts, scholars and theological concepts.
- Prepare students for higher education and future careers by developing transferable skills in critical thinking, communication, research and debate.
- Promote respect, empathy and cultural understanding in an increasingly diverse and interconnected world.

Ultimately, the Eduqas A Level Religious Studies curriculum aims to empower students to become thoughtful, informed and reflective members of society who can engage with challenging moral, philosophical and religious questions with confidence and integrity.



Religious Studies

Year 12



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

In Christianity themes of social justice are explored through the person of Jesus and the teaching of Scripture. Jesus' compassion for the marginalised shows solidarity and the value of subsidiarity. By considering marginalised voices in the discussion of God, subsidiarity is shown. The value of faith and works encourages the understanding that humans have a duty to work for the Common Good.

In Philosophy the existence of God is explored through the beauty of creation, engaging with the idea of the Common Good. The use of human intelligence to discern God's existence is a demonstration of human dignity. The responses to evil and suffering, namely the development of second order goods indicates the need for solidarity, human dignity and the common good. The responses to the challenges made of religious belief allow for all voices to be heard – subsidiarity.

In Ethics, morality as key to human flourishing is explored, showing the inherent dignity of all people. The teachings from the Beatitudes encourage preferential option for the poor. Natural Moral Law shows that God's order for society is an indication that all are created imago Dei and so have intrinsic dignity.

Advent 1	Christianity: Religious Figures and Sacred Texts / Philosophy: Arguments for God's existence / Ethics: Ethical Thought	Advent 2	Christianity: Religious Figures and Sacred Texts / Philosophy: Arguments for God's existence and the Problem of Evil and Suffering / Ethics: Ethical Thought
Description	Introduction to A Level Religious Studies – overview lessons to help to give foundations to each of the three strands of the course. Christianity: The person of Jesus - Gospel accounts of his birth. Jesus' resurrection – two contrasting ideas about the relation of the resurrection event to history. The Bible as a source of wisdom and authority in daily life – using teaching from the Scriptures themselves to understand the meaning of the Bible. Philosophy of Religion: inductive arguments for God's existence (cosmological and teleological arguments). These arguments are based on the evidence found in the world that supports belief in God and conclude that the universe	Description	Christianity: The Bible as a source of wisdom and authority – how the Canon of the Bible was formed and how it was used in the Early Church. Two contrasting views of Jesus – Crossan who saw Jesus as a social revolutionary and Wright who saw Jesus as the true Messiah. Philosophy of Religion: deductive arguments for God's existence – the ontological argument which is based on the definition of God. The challenges to religious belief from the problem of evil and suffering including the response from theodicies. Religious Ethics: Ethical thought – how do people form a sense of what is morally good? For example, through God's command or via self-interest.

	contains evidence for the existence of God. Religious Ethics: Ethical thought – how do people form a sense of what is morally good? For example, through God’s command or via self-interest.		
Lent 1	Christianity: Religious Concepts and Religious Life / Philosophy: Challenges to Religious Beliefs / Ethics: Deontological Ethics	Lent 2	Christianity: Religious Concepts and Religious Life / Philosophy: Religious Experience / Ethics: Deontological Ethics
Description	Christianity: The nature of God – is God male? Can God suffer? The concept of the Trinity, the foundation of this doctrine and the role of it in Christian belief. The belief in Atonement, Jesus as Christus Victor, the death of Jesus as substitution and the death of Jesus as a moral example. Philosophy of Religion: Challenges to religious belief from psychology, considering the perspectives of Freud and Jung and from atheism, including New Atheism. Religious Ethics: Deontological Ethics – Natural Moral Law, the belief that God’s universal law is made known to all people to be always applied in all situations. modern developments of Natural Moral Law and proportionalism.	Description	Christianity: Religious life – what is the difference between faith and works? The model of the community of believers in the New Testament and its meaning for Churches today, key moral Christian principles, such as truth, conscience and love of neighbour. Philosophy of Religion: Religious Experience – the types of religious experience – e.g. visions, conversion. Religious Ethics: Deontological Ethics – Natural Moral Law, the belief that God’s universal law is made known to all people to be always applied in all situations. modern developments of Natural Moral Law and proportionalism.
Pentecost 1	Christianity: Significant social and historical developments in religious thought / Philosophy: Religious Experience / Ethics: Deontological Ethics	Pentecost 2	Christianity: Significant social and historical developments in religious thought / Philosophy: Religious Experience / Ethics: Teleological Ethics
Description	Christianity: Attitudes towards wealth within Christianity – considering those who see it as a blessing and those who advocate stewardship. The changes the Christian Church has seen in the UK in recent years, with a focus on migration. Philosophy of Religion: Religious Experience – analysis of experience. Religious Ethics: Deontological Ethics – Natural Moral Law, the belief that God’s universal law is made known to all people to be always applied in all situations. modern developments of Natural Moral Law and proportionalism.	Description	Christianity: The growth of feminist theology and the changing role of men and women, considering the ways in which female roles have changed in Christianity, along with feminist theologians such as Mary Daly. Philosophy of Religion: Different definitions of miracles offer different perspectives on the possibility of miracles. Religious Ethics: Teleological Ethics - Utilitarianism from Bentham and Mill.

Religious Studies

Year 13



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

In Christianity students examine both difference and unity in belief, showing the Common Good and the dignity of all people. In exploring themes such as Liberation Theology, students encounter the concept of the preferential option for the poor, essential for maintaining human dignity as well as an act of stewardship.

In Philosophy students explore the varieties of ways in which God can be encountered, a sign of subsidiarity. This is seen in the multi-faith examples of religious experience particularly. In exploring religious language, the Common Good – the beauty and goodness of creation is a sign of the goodness of the Creator. Religious Language is seen as a way of building up solidarity and participation in society.

In Ethics students explore the concept of justice through situation ethics, that Jesus had love for all and that love leads to justice – signs of the Common Good and dignity of all people. In exploring the idea of predestination and free will, students consider the importance of goodness, where this goodness and human free will are a sign of human dignity.

Advent 1	Christianity: Significant social and historical developments in religious thought / Philosophy: Religious Experience / Ethics: Teleological Ethics	Advent 2	Christianity: Religious practices that shape religious identity / Philosophy: Religious Language / Ethics: Ethical Thought
Description	Christianity: The changes in society – increasing secularism and the impact of this on the Church. The challenges from science to religious belief – such as the challenges from Dawkins and McGrath’s views on the compatibility of religion and science. The challenges from pluralism and diversity within Christianity. Philosophy of Religion: Religious Experience – miracles and analysis of the evidence for miracles. Religious Ethics: Teleological Ethics – Situation Ethics.	Description	Christianity: Diversity in Christianity in baptism, Eucharist and through the celebrations of the feasts of Christmas and Easter. The Ecumenical movement. Philosophy of Religion: The inherent problems of religious language; the challenges of using words about the divine. Cognitive religious language. The verification and falsification principles. Religious Ethics: Meta-ethical thought from intuitionism, emotivism and naturalism.

Lent 1	Christianity: Religious practices that shape religious identity / Philosophy: Religious Language / Ethics: Determinism and Free Will	Lent 2	Revision
Description	Christianity: The growth of the Charismatic Movement and responses to this. The response to poverty and injustice through Liberation Theology. Philosophy of Religion: Non-cognitive religious language, such as the use of analogy, symbolism and language games. Religious Ethics: The concepts of predestination and determinism, as well as the belief in Free Will and the impact of this on human responsibility.	Description	Philosophy of Religion: Revision Religious Ethics: Revision Christianity: Revision
Pentecost 1	COURSE COMPLETED	Pentecost 2	COURSE COMPLETED
Description	N/A	Description	N/A