

# KS5 Curriculum Overview - Developments in Christian Thought

## Developments in Christian Thought

Topics	Insight	Foundations	Living	Development	Society	Challenges
<b>Focus of Enquiry</b>	An exploration of beliefs, teachings and ideas about human life, the world and ultimate reality	An examination of the origins and development of Christianity, and the sources of wisdom on which it is based	An investigation into the diversity of ethics and practice, including those that shape and express religious identity, the role of the community of believers and key moral principles	The study of significant social and historical developments in Christian thought, including those influenced by ethics, philosophy and studies of religion	An analysis of the relationship between religion and society, including issues related to gender identity, equality and discrimination, the social influence of religious institutions and a comparison of feminist approaches to theology	An examination of the challenges facing religious thought from areas including science, secularisation, migration and multi-cultural societies and changing gender roles
<b>What Content will we Cover?</b>	<p><u>Augustine's Teaching on Human Nature</u></p> <ul style="list-style-type: none"> <li>Human relationships pre- and post- Fall: Augustine's interpretation of The Fall; the state of perfection before the Fall; Adam and Eve's relationship as friends; lust and selfish desires after the Fall</li> <li>Augustine's teachings on Original Sin and its effects on free will and human societies</li> <li>Augustine's teaching on God's grace overcoming sin and rebellious will to achieve the greatest good (<i>summum bonum</i>)</li> <li>An evaluation of the following ideas: the veracity of Augustine's teaching on a historical Fall and Original Sin; whether Augustine's view of human nature is optimistic or pessimistic</li> </ul> <p><u>Death and the Afterlife</u></p> <ul style="list-style-type: none"> <li>Christian teachings on heaven, hell and purgatory, including different interpretations as the afterlife as actual physical places, spiritual states or symbols of moral life on earth</li> <li>Christian teachings on election, including different views on who will be saved according to limited election, unlimited election and universalism</li> <li>Jesus' teaching on the Final Judgement in the Parable of the Sheep and the Goats</li> <li>An evaluation of the following ideas: the timing of God's judgement, the existence of purgatory, the eternal nature of heaven and hell</li> </ul>	<p><u>Knowledge of God's existence</u></p> <ul style="list-style-type: none"> <li>Natural knowledge of God's existence, including an innate human sense of the divine and as seen in the order, design and purpose of creation</li> <li>Revealed knowledge of God's existence, including through faith and God's grace and as revealed knowledge of God in Jesus Christ, the life of the Church and the Bible</li> <li>A comparison and evaluation of the following ideas: reason or faith as a basis for belief in God, the impact of the Fall on natural human knowledge of God, the importance of natural knowledge of God verses revealed knowledge of God</li> </ul> <p><u>The Person of Jesus Christ</u></p> <ul style="list-style-type: none"> <li>The authority of Jesus as the Son of God, including Jesus' divinity as expressed in the knowledge of God, miracles and the resurrection</li> <li>The authority of Jesus as a teacher of wisdom, including Jesus' moral teaching on repentance, forgiveness, inner purity and moral motivation</li> <li>The authority of Jesus as a liberator, including as a liberator of the marginalised and the poor as expressed in his challenges to political and religious authority</li> <li>An evaluation of the following ideas: Jesus as a teacher of wisdom, Jesus as a political liberator, Jesus' relationship with God, whether or not Jesus thought he was divine</li> </ul>	<p><u>Christian Moral Principles</u></p> <ul style="list-style-type: none"> <li>The Bible, as the revelation of God's will, as the only authority for Christian ethical practices</li> <li>The Bible, the Church and human reason as the sources of Christian ethical practices</li> <li>Love (<i>agape</i>) as the only Christian ethical principle in governing Christian practices</li> <li>An evaluation of the following ideas: the distinctiveness of Christian ethics, whether Christian ethics are personal or communal, the effectiveness of the principle of love and the Bible for moral living</li> </ul> <p><u>Christian Moral Action</u></p> <ul style="list-style-type: none"> <li>The teaching and example of Bonhoeffer on the duty to God and duty to the State, including the relationship of Church and State, obedience, leadership and doing God's will, and justification of civil disobedience</li> <li>The teaching and example of Bonhoeffer on the Church as a community and a source of spiritual discipline, including Bonhoeffer's role in the Confessing Church and his own religious community at Finkenwalde</li> <li>The teaching and example of Bonhoeffer on the cost of discipleship, including Bonhoeffer's teaching on costly grace, sacrifice and suffering, and solidarity</li> <li>An evaluation of the following ideas: whether Christians should practise civil disobedience, the possibility of knowing God's will, the relevance and usefulness of Bonhoeffer's theology</li> </ul>	<p><u>Religious Pluralism and Theology</u></p> <ul style="list-style-type: none"> <li>The teaching of contemporary Christian theology on the following means of salvation: exclusivism, inclusivism and pluralism</li> <li>An evaluation of the following ideas: Jesus Christ as the only means of salvation, whether God would deny any human being salvation, the relationship between theological pluralism and Christian beliefs on salvation</li> </ul> <p><u>Religious Pluralism and Society</u></p> <ul style="list-style-type: none"> <li>The development of contemporary multi-faith societies</li> <li>The responses of Christian communities to inter-faith dialogue</li> <li>The scriptural reasoning movement, including its methods and aims and how the mutual study and interpretation of different religions' sacred literature helps understanding conflicting religious truth claims</li> <li>An evaluation of the following ideas: the role of Christian communities in converting people from other faiths and missionary work, the role of inter-faith dialogue in facilitating social cohesion, whether scriptural reasoning relativises religious beliefs</li> </ul>	<p><u>Gender and Society</u></p> <ul style="list-style-type: none"> <li>The effects of changing views of gender and gender roles on Christian thought and practice</li> <li>Christian teaching on the roles of men and women in family and society</li> <li>Christian responses to contemporary secular views about the roles of men and women in family and society, including issues of motherhood and types of families</li> <li>An evaluation of the following ideas: the relationship between Christian teachings and current secular views of gender and gender roles, whether motherhood is liberating or restricting, whether the idea of family is entirely culturally determined</li> </ul> <p><u>Gender and Theology</u></p> <ul style="list-style-type: none"> <li>The reinterpretation of God by Rosemary Radford Ruether, including her discussion of the maleness of Christ, its implications for salvation, Jesus' challenge to the male warrior-messiah expectation, God as the female wisdom principle and Jesus as the incarnation of wisdom</li> <li>The reinterpretation of God by Mary Daly, including the maleness of God, Christianity's 'Unholy Trinity' of rape, genocide and war, and spirituality experienced through nature</li> <li>A comparison and evaluation of the following ideas: Ruether's and Daly's feminist theologies, sexism and patriarchy in Christianity, the role of a male saviour in saving women, whether the Christian God can be presented in female terms</li> </ul>	<p><u>The Challenge of Secularism</u></p> <ul style="list-style-type: none"> <li>The rise of secularism and secularisation</li> <li>The view that God is an illusion and the result of wish fulfilment, with reference to Freud and Dawkins</li> <li>The view that Christianity should play no part in public life, including education, schools, government and the state</li> <li>An evaluation of the following ideas: the relationship between spiritual values and human values, the role of Christianity in causing personal and social problems, the role of Christianity in contributing to society's culture and values, whether secularism and secularisation are opportunities for Christianity to develop new ways of thinking and acting</li> </ul> <p><u>Liberation Theology and Marx</u></p> <ul style="list-style-type: none"> <li>Marx's teaching on alienation and exploitation</li> <li>Liberation theology's use of Marx to analyse the structural causes of social sin that have resulted in poverty, violence and injustice, including capitalism and institutions</li> <li>Liberation theology's teaching on the 'preferential option for the poor'</li> <li>An evaluation of the following ideas: the relationship between Christian theology, atheist secular ideologies and Marxism, the effectiveness of Christianity verses Marxism in tackling social issues, the ethics of Christianity prioritising one group over another</li> </ul>
<b>Skill Development</b>	<p><b>AO1: Knowledge and understanding</b> - Demonstrate, organise and communicate knowledge and understanding, supported by thorough, accurate and precise use of technical terms and vocabulary and with reference to an extensive range of scholarly views, academic approaches and/or sources of wisdom and authority</p> <p><b>AO2: Analysis and evaluation</b> - Critically analyse and give a detailed evaluation of the issue, supported by skilfully and clearly stated, coherently developed and fully justified views to provide a clear line of reasoning</p>					
	Y12 - Term 3	Y12 - Term 3	Y12 - Term 3	Y13 - Term 1	Y13 - Term 1	Y13 - Term 1