

Subject	Year	Term
Religious Education	12	Summer
<b>Topic</b>		
<b>Gender and Society</b>		
<b>Content (Intent)</b>		
<b>Prior Learning (Topic)</b> GCSE Relationships and equality		
<p>The effects of changing views of gender and gender roles on Christian thought and practice, including:</p> <ul style="list-style-type: none"> <li>• Christian teaching on the roles of men and women in the family and society</li> <li>• Christian responses to contemporary secular views about the roles of men and women in the family and society</li> </ul> <p>Consideration of the issues related to Christian responses to changing views of gender and gender roles, including:</p> <ul style="list-style-type: none"> <li>• whether or not official Christian teaching should resist current secular views of gender</li> <li>• whether or not secular views of gender equality have undermined Christian gender roles</li> <li>• whether or not motherhood is liberating or restricting</li> <li>• whether or not the idea of family is entirely culturally determined</li> </ul>		
<b>Future Learning (Topic)</b> Yr12 Gender and Theology		
<b>How will knowledge and skills be taught? (Implementation)</b>	<b>How will your understanding be assessed &amp; recorded (Impact)</b>	
<p>This topic will involve a large array of pedagogy and include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Teacher led lesson content</li> <li>• Group and independent quizzes</li> <li>• Independent research</li> <li>• Seminar style discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Exam style essay marked against the exam criteria with written and verbal feedback.</li> <li>• Homework. Marked and feedback given.</li> <li>• Verbal responses. Individual and class feedback given.</li> </ul>	
<b>How can parents help at home?</b>		
<ul style="list-style-type: none"> <li>• Discussing the ideas and content at home, especially focusing on incorporating the key ethical terms into vocabulary.</li> <li>• Watch and discuss the videos on the section for this topic on the VLE.</li> </ul>		
<b>Helpful further reading/discussion</b>		
<b>Reading</b> <ul style="list-style-type: none"> <li>• Any of the texts on the KS5 reading list on the Philosophy Fortnight section of the VLE.</li> <li>• Textbook pages on the Gender and Society section of the VLE.</li> <li>• Tong, R (2013) <i>Feminist Thought</i>, Routledge, Chapter 1</li> <li>• McGrath, (2010 5th Edition) <i>A Christian Theology</i>, Wiley-Blackwell, pages 88-89, 336-337</li> </ul>	<b>Vocabulary Lists</b> <ul style="list-style-type: none"> <li>• Feminism</li> <li>• Gender biology</li> <li>• Gender identification</li> <li>• Gender expression</li> <li>• Socialisation</li> <li>• Patriarchal society</li> <li>• False-consciousness</li> <li>• The eternal feminine</li> <li>• Glass ceiling</li> <li>• Domestic haven</li> <li>• Eroticisation</li> <li>• Mulieris Dignitatem</li> <li>• Theotokos</li> <li>• Annunciation</li> </ul>	<b>Careers Links</b> <ul style="list-style-type: none"> <li>• Lawyer</li> <li>• Clergy</li> <li>• Public services</li> <li>• Teacher or lecturer</li> <li>• Politician</li> </ul>

<ul style="list-style-type: none"><li>• Messer, N (2006) <i>SCM Study Guide to Christian Ethics</i>, SCM Press, Chapter 8</li><li>• Ephesians 5:21-33</li></ul>		
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