

| Subject   | Year   | Term   |
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| Religious Education   | 12   | Summer   |
| Topic   |  |  |
| Theology – Christian Moral Action   |  |  |
| Content (Intent)  |  |  |
| <p><b>Prior Learning (Topic)</b> GCSE Christianity, Yr12 Natural Moral Law, Yr13 Situation Ethics, Yr12 Christian Moral Principles</p>  |  |  |
| <p>The teaching and example of Dietrich Bonhoeffer on:</p> <ul style="list-style-type: none"> <li>• Duty to God and duty to the State</li> <li>• Church as community and source of spiritual discipline</li> <li>• The cost of discipleship</li> <li>• Consideration of issues related to diversity of Christian moral principles, including:               <ul style="list-style-type: none"> <li>- whether or not Christian ethics are distinctive</li> <li>- whether or not Christian ethics are personal or communal</li> <li>- whether or not the principle of love is sufficient to live a good life</li> <li>- whether or not the Bible is a comprehensive moral guide</li> </ul> </li> </ul> <p>Consideration of issues related to diversity of Christian moral principles, including:</p> <ul style="list-style-type: none"> <li>- whether or not Christian ethics are distinctive</li> <li>- whether or not Christian ethics are personal or communal</li> <li>- whether or not the principle of love is sufficient to live a good life</li> <li>- whether or not the Bible is a comprehensive moral guide</li> </ul> |  |  |
| <p><b>Future Learning (Topic)</b> Yr12 Knowledge of God, Yr13 Pluralism in society, Yr13 Liberation Theology</p>  |  |  |
| How will knowledge and skills be taught? (Implementation)   | How will your understanding be assessed & recorded (Impact)  |  |
| <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>  |  |
| How can parents help at home?   |  |  |
| <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>   |  |  |
| Helpful further reading/discussion  |  |  |
| Reading   | Vocabulary Lists   | Careers Links  |
| <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 Christian Moral Actions section of the VLE.</li> <li>• Romans 13:1-7</li> </ul>  | <ul style="list-style-type: none"> <li>• Discipleship</li> <li>• Cheap grace</li> <li>• Costly grace</li> <li>• Passion</li> <li>• Solidarity</li> <li>• Secular pacifism</li> <li>• Consequential ethics</li> <li>• Liberal societies</li> <li>• World come of age</li> <li>• The Western Void</li> </ul> | <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> |

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| <ul style="list-style-type: none"><li>• Barmen Declaration<br/>(<a href="http://www.sacred-texts.com/chr/barmen.htm">www.sacred-texts.com/chr/barmen.htm</a>)</li><li>• Luke 10:38-42</li></ul> | <ul style="list-style-type: none"><li>• Religionless Christianity</li><li>• No rusty swords</li><li>• Barmen Declaration</li><li>• Theology of crisis</li><li>• Post-Christian society</li><li>• Moral relativism</li></ul> |  |
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