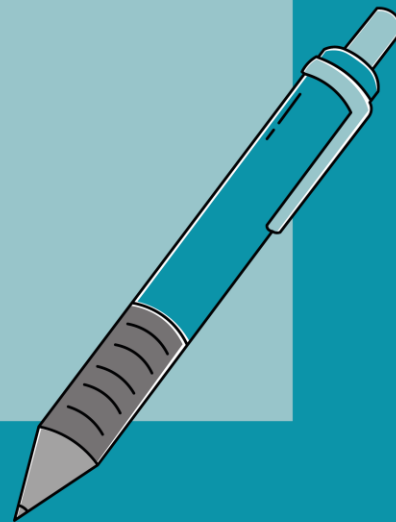


RE CURRICULUM OVERVIEW

RE KS3 and KS4 overview



Manchester
Communication
Academy



Year 7	Autumn /Spring
Topic name	Religion and worldviews- What are they?
Declarative knowledge	<ul style="list-style-type: none"> • Key facts (place of worship, holy book, key festivals, names of followers, symbol) about the religions, (Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi). • Key terminology (atheist, theist, agnostic, fact, belief, Dharmic, Abrahamic, worldview, omnipotent, omnibenevolent etc.). • Discussion of the 'concept' or religion. • Seven Dimensions of Religion according to Ninian Smart. • Explore the differing views surrounding what the purpose of religion is • The Golden Rule. • Attributes of God (Christian and Islam). • Organised and personal worldviews (The way each person sees the world).
Procedural knowledge	<p>Accurately applying and demonstrating understanding of the key terminology in answers both verbally and written.</p> <p>Demonstrating understanding of worldviews, Applying Ninian's smarts 7 dimensions of religion to scenarios</p> <p>Demonstrating their application of knowledge through both oral and written responses using relevant examples from scripture and/or other external sources.</p>
Outcomes/Assessment	<p>'Big Test' - which will test knowledge of: General key facts of religion Key terminology Worldviews Understanding and knowledge of religion</p> <p>The above is tested through multiple-choice questions, short knowledge and understanding questions and an extended piece of writing.</p>
Prior knowledge	<p>Our main feeder school follows the Manchester Agreed Syllabus, so students will have encountered learning about Christians, Muslims, Hindus and Jewish people. In Yr3, they look at what different people believe about God. In Yr5, they should have come across the key terminology atheist/theist/agnostic both of which are built upon in this unit.</p>
Future learning	<p>Knowledge in this unit will be a springboard to the other units studied across Ks3. The next unit in Yr7 consists of an in depth study of Sikhi, which builds upon the knowledge of religion looked at in this unit. The key terminology learnt from this unit will be constantly referred to and is necessary to access future units across KS3 and KS4 RE.</p>
Why is this being studied?	<p>This unit allows students to explore their place and position in the world around them and to see the relevance to their lives. The Manchester Agreed Syllabus says that students should encounter religion and non-religious worldviews and understand how beliefs influence the values and lives of individuals and groups and how they have an impact on wider current affairs, this the foundation to allowing that to occur.</p>

Year 7	Spring/Summer
Topic name	What does it mean to be a Sikh?
Declarative knowledge	<ul style="list-style-type: none"> • Disappearance of Guru Nanak and his revelation. • The 10 Gurus and the impact they made to Sikhi. • The formation of the Khalsa, focussing on the why and how the Khalsa was formed, and the impact it had on Sikhi. This will include the Panj Pyare, Amrit ceremony, Vaisakhi and the 5 K's. • Sewa (selfless service) • Different forms of Sewa, (Tan, Man, Dhan and Khalsa Aid) • The Langar-how this shows Sewa and expresses the Sikh core values. • The importance of equality within Sikhi • The Guru Granth Sahib • The Gurdwara, (its features and how it expresses Sikh beliefs)
Procedural knowledge	<p>Making a justified decision as to which Guru was the most important and explaining why.</p> <p>To describe and articulate the formation of the Khalsa and its significance upon Sikhi.</p> <p>Demonstrate understanding of Sikh core beliefs and accurately use these to support/justify responses.</p> <p>Demonstrate understanding and significance of Sewa to Sikhi.</p>
Outcomes/Assessment	<p>Small Test, an extended piece of writing which asks '<i>Was Guru Gobind Singh the most important Guru?</i>' Developing their reasoning and explanation skills.</p> <p>Big Test, using a range of different question style to test across all the declarative and procedural knowledge taught on this unit.</p>
Prior knowledge	Students will have an awareness of what a religion is and what a Dharmic religion is from the Religion and Worldviews unit taught in the Autumn term. Building upon this knowledge further with this as an in-depth study of a Sikhi, (Dharmic faith).
Future learning	In the next unit students, consider the enquiry 'Should religious buildings be sold to feed the starving?' The declarative knowledge learnt in this unit will be built upon in the next unit. For example, the Gurdwara and the importance of equality taught by Guru Nanak and Sewa. Students will also be drawing upon knowledge from this unit for the two units taught in Yr9- 'Is religion a power of peace or conflict?' and 'How should we make decisions?'
Why is this being studied?	The Manchester Agreed Syllabus states that students should be taught knowledge, skills and understanding through learning about Sikhs. This scheme allows this requirement to be met, and helps to provide students with a broad religious education at KS3. Our main feeder primary school are not required to teach Sikhi at KS1/KS2, so we feel we are providing a new opportunity for students to study this Dharmic faith and believe it is vital to teach in order to be representative of our students and the wider community.

Year 8	Autumn/Spring
Topic name	Should religious buildings be sold to feed the starving?
Declarative knowledge	<ul style="list-style-type: none"> • Features of the religious buildings (Church, Gurdwara and Mosque). • Purposes of worship and different types of worship. • Zakat • Quranic teachings about charity • What Islamic Relief is and what it does? • Sikh's three duties- Nam Japna, Kirt Karna and Vand Chakna.
Procedural knowledge	<p>Demonstrating understanding of how Christians, Muslims and Sikhs worship in churches.</p> <p>To explain how welcoming and charitable actions can be seen as worship by Sikhs, Muslims and Christians.</p> <p>Infer meaning/come to decisions through scriptural analysis.</p> <p>Making justified decisions about the relative importance of worship and charity.</p> <p>Analyse whether religious buildings should be sold to feed the starving</p>
Outcomes/Assessment	Big Test, using a range of different question style to test across all the declarative and procedural knowledge taught on this unit. This will include an extended piece of writing.
Prior knowledge	Students will have explored what a religion is, the purpose of a religion and looked at various teachings and beliefs which can be utilised across this topic. Students will already have knowledge of the Church, Gurdwara and Mosque from KS2 and Yr7 as well as an awareness of worship and how it is conducted in different religions. Students will also build upon the knowledge and awareness of a religions purpose and role in society.
Future learning	The need for charities and their charitable work for some people in the world has already given students the awareness of suffering in the world. This will be utilised in their next enquiry 'Why is there suffering? Are there any good solutions?'
Why is this being studied?	This unit is part of the Manchester Agreed Syllabus, which implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Year 8	Spring/Summer
Topic name	Why is there suffering? Are there any good solutions?
Declarative knowledge	<ul style="list-style-type: none"> • Natural and Moral Evil with examples • What influences people's behaviour • The problem of Evil- The inconsistent triad • The Story of the Fall: Genesis 3 (Christianity) • Story of Job (Christianity) • Parable of the sheep and the goats-Matthew 25:31-46 (Christianity) • The Four Sights (Buddhism) • The Four Noble Truths (Buddhism) • The Eightfold Path (Buddhism) • Humanism views on suffering
Procedural knowledge	<p>Demonstrating understanding of how Christians and Buddhists believe there is evil & suffering in the world.</p> <p>Infer meaning/come to decisions through scriptural analysis.</p> <p>Making justified decisions about who is to blame for the evil and suffering in the world.</p> <p>To analyse whether there are any good solutions to the problem of evil.</p>
Outcomes/Assessment	Big Test, using a range of different question style to test across all the declarative and procedural knowledge taught on this unit. This will include an extended piece of writing.
Prior knowledge	<p>Students will have an awareness of the suffering present in the world and the work charities to try to remove this.</p> <p>The nature of God (characteristics of God).</p> <p>How to analyse religious scripture/teachings.</p>
Future learning	This unit will help prepare students who intend to take GCSE RE to have a firm foundation of some of the Christian beliefs & practices such as the story of 'The Fall' and applying religious beliefs to the thematic studies. It will also lead into their next enquiry 'How should we make decisions?'
Why is this being studied?	This unit is part of the Manchester Agreed Syllabus, which implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Year 9	Autumn/Spring
Topic name	Is religion a power for peace or a cause of conflict in the world today?
Declarative knowledge	<ul style="list-style-type: none"> • Exploring the term 'conflict' and examples of it (war, bullying, stress, irritation, completion etc.) • Matthew 5:21-26, 38-48 • Luke 23:32-43 • Matthew 7:12- The Golden Rule • Events in Jesus life to emphasise he is a peacemaker- (sermon on the mount, his ministry, treatment of his disciples, crucifixion and reconciliation) • Knowledge of a Christian charity and its work, (Pax Christi) • Just War Theory • Jihad including Greater and Lesser Jihad • Events in Muhammad's life to emphasise his stance on peace. • Knowledge of a Muslim charity and its work, (Islamic Relief/Muslim Aid/Muslims Hands) • Luton's annual peace walk • The work and impact of Christian and Muslim Peacemakers (Dr Martin Luther King/Malala)
Procedural knowledge	<p>To demonstrate understanding of peace-making within Christianity.</p> <p>To demonstrate understanding of peace-making within Islam.</p> <p>Infer meaning/come to decisions through scriptural analysis.</p> <p>Making justified decisions about whether religion is a power for peace or a cause of conflict?</p>
Outcomes/Assessment	<p>Small test, is religion a power for peace or a cause of conflict in the world today?</p> <p>Big test, using a range of different question style to test across all the declarative and procedural knowledge taught on this unit. This will include an extended piece of writing.</p>
Prior knowledge	Students will be able to draw upon their knowledge about the purpose of religion, and the knowledge that they already have on Christianity and Islam from previous schemes. The Golden Rule. Knowledge of how to analyse religious scripture and teachings.
Future learning	This unit will help prepare students who intend to take GCSE RE to have a firm foundation for the thematic study of Religion, Peace and Conflict as well as the practices part for both Christianity and Islam beliefs.
Why is this being studied?	There can be misconceptions about religion being the source of conflict around the world, often from what they have seen in the media including social media. This provides students the chance to learn facts/teachings direct from the religion and also showcase the purpose of religion that often isn't portrayed in the media. This unit is part of the Manchester Agreed Syllabus, which implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Year 9	Spring/Summer
Topic name	How should we make ethical decisions?
Declarative knowledge	<ul style="list-style-type: none"> • Understanding of what ethics is and where it comes from (views of John Locke, altruism, absolutism, relativism). • Heinz Dilemma. • Friedrich Nietzsche: Exploring his quote 'God is dead, and we have killed him'. • Ethical Theory: Utilitarianism (Hedonic Calculus/principle of utility/higher & lower pleasures). • Philippa Foot and the runaway train thought experiment. • Ethical Theory: Situation Ethics. • Animal Rights (Speciesism, Peter Singer).
Procedural knowledge	<p>Demonstrate understanding of ethics and the varying views as to how we know what is right and wrong? Make a justified decision about what Heinz should do. Analysing Nietzsche's famous quote and its impacts. To describe and articulate how the ethical theories work and how they are applied to ethical dilemmas. Being able to articulate the thought experiment and justifying their decision as to the outcome. To explain speciesism and how this would influence a person's behaviour. Making justified decisions about how we should make/reach ethical decisions.</p>
Outcomes/Assessment	Big test, using a range of different question style to test across all the declarative and procedural knowledge taught on this unit. This will include an extended piece of writing.
Prior knowledge	Knowledge of religious teachings about beliefs about behaviour. They will have also encountered other ethical dilemmas and made justified decisions.
Future learning	This unit will help prepare students who intend to take GCSE RE to have the skills to make justified decisions about ethical issues and this can be transferred to the thematic units studied across the GCSE.
Why is this being studied?	It gives students the opportunity to consider their own sense of morality and consider what influences and guides their own decision making in their lives, and gives them the tools to make justified decisions about future dilemmas. This scheme also implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address. This means they can develop the understanding and skills needed to appreciate varied responses to these questions, as well as develop responses of their own.

Year 10	Autumn 1
Topic name	Christian Beliefs and Teachings
Declarative knowledge	<p>The nature of God/God as omnipotent, loving and just, and the problem of evil and suffering/ the oneness of God and the Trinity: Father, Son and Holy Spirit. Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). Different Christian beliefs about the afterlife and their importance, including resurrection and life after death; judgement, heaven and hell.</p> <p>Jesus Christ and salvation- Beliefs and teachings about: the incarnation and Jesus as the Son of God/the crucifixion, resurrection and ascension/sin, including original sin/the means of salvation, including law, grace and Spirit/the role of Christ in salvation including the idea of atonement.</p>
Procedural knowledge	<p>Application of relevant scripture</p> <p>Describe and articulate Christian beliefs and teachings.</p> <p>Making justified decisions based on analysis of Christian beliefs and teachings.</p>
Outcomes/Assessment	Exam style assessment.
Prior knowledge	Students have previously studied Christian beliefs and practices in a number of different contexts in KS3 e.g. in the 'Why is there suffering?' and 'Is religion a power for peace or conflict?' schemes of work.
Future learning	This unit enables students to make links and connections with another Abrahamic faith, Islam which is our next specific religion to study.
Why is this being studied?	AQA RE GCSE requirement. Christianity is also the official religion of the UK and therefore this allows students to understand the context of UK society.

Year 10	Autumn 2 /Spring 1
Topic name	Islam
Declarative knowledge	<p>Key Beliefs- The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences./ Tawhid (the Oneness of God), Qur'an Surah 112./ The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence./Angels, their nature and role, including Jibril and Mika'il./Predestination and human freedom and its relationship to the Day of Judgement./Aakhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.</p> <p>Authority- Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. The holy books:Qur'an: revelation and authority, the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority, the imamate in Shi'a Islam: its role and significance.</p>
Procedural knowledge	<p>Application of relevant scripture</p> <p>Describe and articulate Muslim beliefs and teachings.</p> <p>Making justified decisions based on analysis of Muslim beliefs and teachings.</p>
Outcomes/Assessment	Exam style assessment.
Prior knowledge	Students have previously studied Muslim beliefs in a number of different contexts in KS3 e.g. in the 'Should religious buildings be sold to help the poor?' and 'Is religion a power for peace or conflict?' schemes of work.
Future learning	This unit provides a solid foundation for students to appreciate the thematic studies later on in the course by developing a core understanding of Muslim beliefs.
Why is this being studied?	AQA RE GCSE requirement. This unit is also crucial because it is a key faith within our MCA community and therefore is representative of many of our students.

Year 10	Spring 2
Topic name	Religion, Peace and Conflict
Declarative knowledge	<p>Students must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: 1. Violence. 2. Weapons of mass destruction. 3. Pacifism.</p> <p>Religion, violence, terrorism and war. The meaning and significance of: peace/justice/forgiveness/reconciliation/Violence, including violent protest/Terrorism/Reasons for war, including greed, self-defence and retaliation/The just war theory, including the criteria for a just war/Holy war/Pacifism.</p> <p>Religion and belief in 21st century conflict. Religion and belief as a cause of war and violence in the contemporary world/ Nuclear weapons, including nuclear deterrence/The use of weapons of mass destruction/Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching/Religious responses to the victims of war including the work of one present day religious organisation.</p>
Procedural knowledge	<p>Explanation of contrasting beliefs on key issues.</p> <p>Making justified decisions.</p>
Outcomes/Assessment	Exam style assessment (PPEs)
Prior knowledge	Students have previously studied 'Is religion a power for peace or conflict' in year 9. In this unit students considered this question from a Christian and an Islamic perspective.
Future learning	This thematic study enables students to practice making meaningful links between future ethical and moral questions from the perspective of religious and world views.
Why is this being studied?	AQA GCSE requirement.

Year 10	Summer
Topic name	Christian practices
Declarative knowledge	<p>Practices- Worship and festivals- Different forms of worship and their significance:/liturgical, non-liturgical and informal, including the use of the Bible/ private worship/Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer/The role and meaning of the sacraments/the meaning of sacrament/the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism/the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning/The role and importance of pilgrimage and celebrations including/two contrasting examples of Christian pilgrimage: Lourdes and Iona/the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.</p> <p>The role of the church in the local and worldwide community- The role of the Church in the local community, including food banks and street pastors/The place of mission, evangelism and Church growth/The importance of the worldwide Church including: working for reconciliation, how Christian churches respond to persecution, the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</p>
Procedural knowledge	<p>Application of relevant scripture Describe and articulate Christian practices Making justified decisions based on analysis of Christian practices.</p>
Outcomes/Assessment	Exam style assessment.
Prior knowledge	Students have previously studied Christian beliefs and practices in a number of different contexts in KS3 e.g. in the ‘Why is there suffering?’ and ‘Is religion a power for peace or conflict?’ schemes of work. They have also studied Christian beliefs earlier in year 10.
Future learning	This unit enables students to make links and connections with another Abrahamic faith, Islam which is our next area of study.
Why is this being studied?	AQA RE GCSE requirement. Christianity is also the official religion of the UK and therefore this allows students to understand the context of UK society.

Year 11	
Topic name	Religion, Crime and Punishment
Declarative knowledge	<p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: 1. Corporal punishment. 2. Death penalty. 3. Forgiveness.</p> <p>Religion, crime and the causes of crime- 1. Good and evil intentions and actions, including whether it can ever be good to cause suffering. 2. Reasons for crime, including: poverty, upbringing mental illness, greed and hate, opposition to an unjust law. Views about people who break the law for these reasons. Views about different types of crime, including hate crimes, theft and murder.</p> <p>Religion and punishment- The aims of punishment, including retribution, deterrence, reformation. The treatment of criminals, including prison, corporal punishment, community service, forgiveness, the death penalty. Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</p>
Procedural knowledge	<p>Explanation of contrasting beliefs on crime and punishment and how these beliefs differ.</p> <p>Making justified decisions.</p>
Outcomes/Assessment	Exam style assessment (PPEs)
Prior knowledge	Students have previously considered other thematic questions such as 'Religion, Peace and Conflict' which also requires students to think critically from a number of different perspectives.
Future learning	This thematic study enables students to practice making meaningful links between future ethical and moral questions from the perspective of religious and world views.
Why is this being studied?	AQA GCSE requirement. These thematic elements of study also allow students to see relevant modern day issues from a number of perspectives therefore helping them to become more considerate members of society.

Year 11	Autumn
Topic name	Religion and life
Declarative knowledge	<p>Contrasting beliefs on three issues- Abortion, Euthanasia and Animal Experimentation.</p> <p>The origins and value of the universe including religious teachings about the origins of the universe, and different interpretations of these, the relationship between scientific views, such as the Big Bang theory, and religious views. The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. The use and abuse of the environment, including the use of natural resources, pollution. The use and abuse of animals, including: animal experimentation and the use of animals for food.</p> <p>The origins and value of human life including religious teachings about the origins of human life, and different interpretations of these, the relationship between scientific views, such as evolution, and religious views. The concepts of sanctity of life and the quality of life. Abortion, including situations when the mother's life is at risk. Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. Euthanasia- beliefs about death and an afterlife, and their impact on beliefs about the value of human life.</p>
Procedural knowledge	<p>Explanation of contrasting beliefs on key issues including Christianity (as a requirement of the GCSE).</p> <p>Making justified decisions.</p>
Outcomes/Assessment	Exam style assessment (PPEs)
Prior knowledge	Students have previously examined how different faiths respond to key world issues in particular studied 'how should we make ethical decisions' in year 9 which provides a foundational understanding of key ideas within this unit.
Future learning	As well as considering other thematic units later on in the course, students will study Islamic practices to further develop their knowledge of a key religion in depth.
Why is this being studied?	AQA GCSE requirement. This unit also engages pupils in systematic enquiry into significant human questions which religion and worldviews address

Year 11	Autumn/Spring
Topic name	Islamic Practices
Declarative knowledge	<p>Worship- Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam). Shahadah: declaration of faith and its place in Muslim practice. Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer.</p> <p>Duties and festivals Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5. Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam. Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance. Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad. Festivals/commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.</p>
Procedural knowledge	<p>Application of relevant scripture Describe and articulate Muslim practices. Making justified decisions based on analysis of Muslim practices.</p>
Outcomes/Assessment	Exam style assessment.
Prior knowledge	Students have previously studied Muslim beliefs in a number of different contexts in KS3 e.g. in the 'Should religious buildings be sold to help the poor?' and 'Is religion a power for peace or conflict?' schemes of work.
Future learning	Students will move on to their final unit of the GCSE course, 'The existence of God and revelation'.
Why is this being studied?	AQA RE GCSE requirement. This unit is also crucial because it is a key faith within our MCA community and therefore is representative of many of our students.

Year 11	Spring
Topic name	The existence of God and revelation
Declarative knowledge	<p>Students should study religious teachings, and religious and philosophical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and non-religious beliefs such as atheism and humanism: 1. Visions. 2. Miracles. 3. Nature as general revelation.</p> <p>Philosophical arguments for and against the existence of God</p> <ul style="list-style-type: none"> • The Design argument, including its strengths and weaknesses. • The First Cause argument, including its strengths and weaknesses. • The argument from miracles, including its strengths and weaknesses, and one example of a miracle. • Evil and suffering as an argument against the existence of God. • Arguments based on science against the existence of God. <p>The nature of the divine and revelation</p> <ul style="list-style-type: none"> • Special revelation as a source of knowledge about the divine (God, gods or ultimate reality) including visions and one example of a vision. • Enlightenment as a source of knowledge about the divine. • General revelation: nature and scripture as a way of understanding the divine. • Different ideas about the divine that come from these sources: <ul style="list-style-type: none"> ○ omnipotent and omniscient ○ personal and impersonal ○ Immanent and transcendent. • The value of general and special revelation and enlightenment as sources of knowledge about the divine, including: <ul style="list-style-type: none"> ○ the problems of different ideas about the divine arising from these experiences

	<ul style="list-style-type: none"> ○ alternative explanations for the experiences, and the possibility that the people who claimed to have them were lying or mistaken.
Procedural knowledge	Explanation of contrasting beliefs on key issues including Christianity (as a requirement of the GCSE). Making justified decisions.
Outcomes/Assessment	Exam style assessment (PPEs)
Prior knowledge	Students have studied all requirements of the GCSE course for AQA and can use this to consider philosophical ideas.
Future learning	This unit allows provides an opportunity for those interested in studying Philosophy at A Level or Degree to engage with this area of thought.
Why is this being studied?	AQA GCSE requirement.