

Progression Model - Year 7

Module Title: 'In the beginning...'	Module Title: 'The Sheep and the Goat'	Module Title: 'On the road to Emmaus'
<b>Learning Intent for this module:</b> <i>Much like with the Bible, learners begin Key Stage 3 by looking at how God's nature is revealed to us through the creation narratives and through the covenants we enter into with Him. Students build core knowledge of key sources, such as Genesis 1, and develop disciplinary skills such as the ability to compare and interpret, through looking at divergent Christian attitudes towards this key source. Building on substantive knowledge about God's nature, learners make links between the promises God made in the Old Testament and how these promises and prophecies came true through Jesus Christ.</i>	<b>Learning Intent for this module:</b> <i>Following the liturgical calendar, learners explore the narrative of Jesus' life. Students begin the cycle with how the school's Mercy Ethos responds to those who are in need at Christmas and what the Gospels teach us about His birth. Students build key substantive knowledge of how Jesus' ministry began, the miraculous works and examples of His life, and His passion and resurrection. Disciplinary knowledge is developed through exploring the different ways the Gospels are interpreted and applied to sacraments such as the Anointing of the Sick and the Sacrament of Reconciliation.</i>	<b>Learning Intent for this Module:</b> <i>Building upon key events from Jesus' life taught in cycle 2, such as the Last Supper, students will explore how practices such as the Eucharist were developed and agreed upon. Disciplinary knowledge is developed through comparing and interpreting the different Christian attitudes towards the sacrament of the Eucharist and Mass. Learners will be given the opportunity to explore the life of Catherine McAuley and make links between the school's Mercy Tradition and the belief that the Eucharist is the "Source and Summit of the Christian life" (CCC).</i>
<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>• The way the Bible is used as a source of wisdom and authority</li> <li>• The difference between the Old and New Testament</li> <li>• How different Christian groups interpret the Bible</li> <li>• Ways scripture is used in practice</li> <li>• How God reveals Himself to the world</li> <li>• The divergent Christian and non-Christian attitudes to creation</li> <li>• How revelation and creation makes us act in the world</li> </ul>	<b>Key content to be learned:</b> <ul style="list-style-type: none"> <li>• Jesus' relationship with the poor and marginalised</li> <li>• What Jesus taught in the Parable of Sheep and Goats</li> <li>• The meaning and purpose of Anointing of the Sick and how it can affect our actions in society</li> <li>• The importance of Lent in the Catholic Church</li> <li>• Why prayer, charity and fasting are important for our relationship with God</li> <li>• Links between Holy Week and the Old Testament</li> </ul>	<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>• The nature and purpose of the Magisterium</li> <li>• How Church teachings are formed</li> <li>• The meaning and purpose of the Eucharist</li> <li>• The way the sacrament of the Eucharist effects our actions in society</li> <li>• Divergent Christian attitudes to the Eucharist</li> <li>• Why divergent attitudes to Church practices and rites exist</li> <li>• Features of the Catholic Mass</li> <li>• How the church building facilitates worship</li> </ul>
<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Key Task 1 Theme: The Bible</li> <li>• Key Task 2 Themes: Creation / Revelation</li> <li>• Summative assessment themes: stewardship, The Gospels, Imago Dei</li> </ul>	<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Key Task 1 Themes: Jesus and the Poor</li> <li>• Key Task 2 Themes: Parable of Sheep and Goats / Jesus and the sick</li> <li>• Summative assessment themes: Jesus and women, Lent, Preferential Option for the Poor</li> </ul>	<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Key Task 1 Themes: Magisterium / Eucharist</li> <li>• Key Task 2 Themes: Mass</li> <li>• Summative assessment themes: The Eucharist in the Early Church period, church design, Charity (SVP)</li> </ul>

Progression Model - Year 8

<b>Module Title:</b>  <i>'For God so loved the world'</i>	<b>Module Title:</b>  <i>'A renewed personal encounter with Jesus Christ'</i>	<b>Module Title:</b>  <i>'Love your neighbour as you love yourself'</i>
<b>Learning Intent for this module:</b> <i>Following our curriculum spiral structure, learners will return to the concept of the nature of God in greater depth, allowing them to make links between concepts taught in Year 7 and Year 8. Students will be given the opportunity to build substantive knowledge of the teachings found in the Nicæan Creed, whilst thinking about how these teachings reflect key practices found in the Catholic Church. Specific focus will be placed on the concept of "omni-benevolence", for example, how Jesus' sacrifice and God's offer of reconciliation highlight this part of His nature.</i>	<b>Learning Intent for this Module:</b> <i>Learners will take an in-depth look at the key stories from the life of Jesus. Substantive knowledge of Jesus' parables and teachings (such as those found in the Sermon on the Mount) will be developed, whilst links will be made to how Jesus' words and message can be lived out in today's society. Students will develop disciplinary knowledge by taking an ethical approach to Jesus' teachings and applying them to modern issues. Links are made to the key points in the Church's liturgical calendar - most notably Lent and Easter.</i>	<b>Learning Intent for this module:</b> <i>After exploring Christian beliefs about how God's love and nature are shown in the Gospels and through the Church, students will develop an understanding of what Muslims believe about Allah and how their beliefs affect their practice. Learners will build substantive knowledge of the Five Pillars of Islam and Islamic celebrations, such as Eid. From this, students will look at how Britain can be considered a multi-faith and multi-ethnic society, including how the Catholic Church recognises the importance of freedom of religious belief and inter-faith dialogue.</i>
<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>• What Christians believe about God and how the Bible and Creed show this.</li> <li>• Reasons people choose to believe in God and reasons people choose not to believe in God.</li> <li>• The importance of prayer and turning prayer into action.</li> <li>• Examples of Catholics responding to their belief in God</li> <li>• What love is and how Biblical love compares to a modern day understanding of it</li> <li>• Jesus and his example of the ultimate sacrifice</li> <li>• What the Sacrament of Reconciliation is and why it is so important for Catholics</li> </ul>	<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>• Different Parables from Jesus (e.g. the Parable of the Unmerciful Servant) and how they effect a Christians life today</li> <li>• Key Christian beliefs (such as the Incarnation) and what the Gospels teach about these</li> <li>• How the life and actions of Jesus Christ continue to inspire Christians do build God's Kingdom on Earth</li> </ul>	<b>Key content to be learned:</b> <ul style="list-style-type: none"> <li>• Key Islamic beliefs about the nature of God and the Prophet Muhammad</li> <li>• The Five Pillars of Islam and their impact on the lives of Muslims today</li> <li>• Islamic celebrations and how they enrich a multi-faith society</li> <li>• What human rights are and why they are important for a vibrant multi-faith society</li> <li>• Church teachings on poverty, the dignity of every person and how it is everyone's responsibility to remove inequalities</li> </ul>
<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Key Task 1 Themes: God / Agape</li> <li>• Key Task 2 Themes: Love / Sacrifice</li> <li>• Key assessment: MCQ's, Prayer, Reconciliation</li> </ul>	<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Key Task 1 Themes: Human Dignity / CAFOD</li> <li>• Key Task 2 Themes: Kingdom and Heaven / Incarnation</li> <li>• Key assessment: MCQ's, Parable of the Unmerciful Servant, Passion of Christ</li> </ul>	<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Explain Key Task 1 Themes: Muhammad / 5 pillars</li> <li>• Key Task 2 Themes: Poverty / Human Rights</li> <li>• Key assessment: MCQ's, Human Dignity, wealth creation</li> </ul>

Progression Model - Year 9

<b>Module Title:</b>  <i>'The Good News about Jesus Christ, the Son of God'</i>	<b>Module Title:</b>  <i>'I am the Way, the Truth and the Life'</i>	<b>Module Title:</b>  Judaism - Exodus
<b>Learning Intent for this module:</b> <i>Following our learner's journey exploring key events in the life of Jesus and Church tradition, they develop greater disciplinary knowledge through an in-depth examination of Mark's Gospel, with a specific focus on authorship and the reliability of source material. Atheist and humanist views are introduced here, with students able to analyse the miracles of Jesus from these perspectives. Students are also given the chance to build substantive knowledge of how the Church responds to these philosophical challenges to its core beliefs.</i>	<b>Learning Intent for this module:</b> <i>Building on the philosophical challenges to scripture found in cycle 1 and beliefs about God's nature from Years 7 and 8, students consider wider theological and philosophical challenges to belief, such as 'The Problem of Evil'. Students will focus here on different ethical frameworks, such as Situation Ethics, Utilitarianism, and Natural Law, giving them the opportunity to develop disciplinary knowledge, such as comparison and interpretation. Procedural knowledge will be developed here, as students will be offered the chance to apply this knowledge to extended writing, to form a sophisticated style of evaluation and analysis.</i>	<b>Learning Intent for this Module:</b> <i>Following and building upon student understanding of Christian and Islamic beliefs and practices from Years 7 and 8, students explore core beliefs found in the third Abrahamic faith, Judaism. Links are made between Christian attitudes towards the Nature of God and the commonality of scripture. Learners are given the opportunity to consider how mainstream Jewish beliefs affect their practice. As a result, students may draw on disciplinary skills developed in the prior unit (i.e. ethical thought) to navigate the challenges Jews may face in their daily lives as a consequence of their beliefs.</i>
<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>Who St. Mark was and what the Church teaches about Mark's Gospel</li> <li>Jesus' miracles and what Christians today can learn from them.</li> <li>What it means to be a disciple of Jesus today.</li> <li>How Jesus treated woman and what it teaches Christians today</li> </ul>	<b>Key content to be learned:</b> <ul style="list-style-type: none"> <li>What evil is and how Catholics respond to it</li> <li>Practical examples of the work of charities like CAFOD</li> <li>Key events in Jesus' life and how they can help Catholics in their response to evil</li> <li>What the term 'ethics' means and examples of different ethical theories</li> <li>The link between ethical theories and their understanding of 'evil'.</li> </ul>	<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>What Jews consider to be the nature of the Almighty</li> <li>How God's presence on earth influences belief</li> <li>The impact &amp; meaning of the covenant with Moses and Abraham</li> <li>Divergent Jewish practices such as Bar Mitzvah and Brit Milah - with particular emphasis on how they link to the covenants with Moses and Abraham</li> <li>How Jewish lives are effected by their belief in God</li> <li>The features of synagogue worship</li> <li>The significance of Jewish festivals</li> </ul>
<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>Key Task 1 Themes: Women / Last Days of Jesus</li> <li>Key Task 2 Themes: Discipleship</li> <li>Key assessment: MCQ's, Mark, Miracles of Jesus</li> </ul>	<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>Key Task 1 Themes: Problem of evil / CAFOD</li> <li>Key Task 2 Themes: Deontological ethics / consequentialism</li> <li>Key assessment: MCQ's, Natural Law, Situation Ethics</li> </ul>	<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>Key Task 1 Themes: Almighty / Brit Milah</li> <li>Key Task 2 Themes: Abraham / Moses</li> <li>Key assessment: past paper exam</li> </ul>

Progression Model - Y10

Module Title: Origins and Meaning	Module Title: Good and Evil	Module Title: Life and Death
<b>Learning Intent for this module:</b> <i>In this unit, learners will explore the concept of Imago Dei and reflect on how this teaching impacts Catholic attitudes to issues such as creation, the environment, sanctity of life, and charity. Building on substantive knowledge from Key Stage 3, students will be offered the chance to compare foundational Catholic theology to the views expressed by Jews and atheists. Opportunities to develop philosophical and ethical skills are embedded across this unit, which will offer students the chance to become reflective about their own beliefs and attitudes to faith in action.</i>	<b>Learning Intent for this module:</b> <i>Building on the concept of Imago Dei from cycle 1, students explore philosophical questions surrounding the nature of good and evil and what these concepts mean if we are truly made in God's image. Building on substantive knowledge from Year 9, students are to take an in-depth look at the divergent theological and philosophical responses to evil, including papal encyclicals. Finally, students will develop an understanding of practical ways of responding to evil, such as following the example of Jesus.</i>	<b>Learning Intent for this Module:</b> <i>Following their focus on good and evil in the previous unit, students will apply their theological understanding to specific issues such as euthanasia and life after death. Students will be given the opportunity to reflect on these issues and to continue to hone substantive and procedural knowledge formed in Key Stage 3 and 4 (e.g. extended writing with successful analysis and evaluation). Students will look at expressions of belief in eternal life through artefacts and sacraments, whilst reflecting philosophically on the questions of meaning and purpose that these express.</i>
<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>• Christian attitudes to creation</li> <li>• Contrasting scientific and religious attitudes to creation</li> <li>• Divergent attitudes to abortion and sanctity of life</li> <li>• The nature of the Bible as a source of revelation</li> <li>• How religious art &amp; symbols points to deeper truths about the Christian faith</li> <li>• How the concept of Imago Dei influences Christian practices, attitudes to charity, and inter-faith dialogue</li> </ul>	<b>Key content to be learned:</b> <ul style="list-style-type: none"> <li>• The philosophical attitudes surrounding the problem of evil.</li> <li>• Christian attempts to reconcile God's nature with the existence of evil in the world.</li> <li>• The nature and developments of the Trinity.</li> <li>• The nature of Jesus and the Incarnation can be used as a response to evil and suffering.</li> <li>• Divergent Christian practices that attempt to respond to evil and suffering in the world.</li> </ul>	<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>• What it means to 'die well'.</li> <li>• Different attitudes to euthanasia/assisted suicide</li> <li>• Quality of life vs Sanctity of Life</li> <li>• The divergent attitudes to the belief that death is not the end.</li> <li>• The meaning of the Paschal Candle and how it may influence belief in life after death.</li> <li>• The meaning of Sarcophagi and how it may influence belief in life after death.</li> </ul>
<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Key Task 1 Themes: Sanctity of Life / Evangelism</li> <li>• Key Task 2 Themes: Creation / Symbols</li> <li>• Key Assessment: Past Paper Exam.</li> </ul>	<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Key Task 1 Themes: Problem of Evil / trinity</li> <li>• Key Task 2 Themes: Incarnation / Jesus</li> <li>• Key Assessment: Past Paper Exam.</li> </ul>	<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Key Task 1 Themes: Prayer / Magisterium</li> <li>• Key Task 2 Themes: Dying well / life after death</li> <li>• Key assessment: full mock exam</li> </ul>

Progression Model - Y11

Module Title: Life and Death / Sin and Forgiveness	Module Title: Sin and Forgiveness / Contrasting Christian and Jewish Views	Module Title: Retrieval
<b>Learning Intent for this module:</b> <i>Continuing with the theme of life and death, students will explore how the funeral rite expresses beliefs about eternal life, whilst making links to key symbols that express belief in life after death. This theme allows students to consider the different theories of punishment used inside and outside the Church and reflects on how beliefs about life after death are linked to capital punishment. Finally, students will explore whether all people deserve salvation and whether this is offered to all. This will allow students to develop key disciplinary skills in ethical and philosophical thought.</i>	<b>Learning Intent for this module:</b> <i>Finally, students will reflect on church design and how it reflects Catholic beliefs, whilst also making links between what can be found inside the church and the Church's mission itself. Learners will then return to key themes studied across the GCSE and ensure that they are able to transfer this knowledge to new contexts. Synoptic links will be built across key themes in the course to allow for schematic structures to be strengthened and for students to develop confidence in their understanding of the course.</i>	<b>Learning Intent for this Module:</b> <i>Students will return to the key themes studied across the GCSE to ensure that they are able to transfer this knowledge to new contexts. Learners will make links between imago dei, evil, suffering, and punishment.</i>
<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>• What happens at a Catholic funeral and ways it expresses belief in life after death.</li> <li>• How prayer is used at Catholic funerals.</li> <li>• Different theories and rationale's for punishment</li> <li>• What different Christian and non-Christian groups teach about the death penalty</li> <li>• How Jesus offered us salvation</li> <li>• How Mary is a model of the Church</li> <li>• How the Church is the body of Christ</li> <li>• Divergent attitudes to whether salvation can be achieved outside the Church</li> </ul>	<b>Key content to be learned:</b> <ul style="list-style-type: none"> <li>• How church buildings and our actions lead to salvation</li> <li>• The importance of evangelism</li> <li>• The impact of the teaching of Imago Dei for Christians and Jews.</li> <li>• Divergent Christian, Jewish, and atheist attitudes to creation.</li> <li>• Jewish and Christian attitudes and practices of prayer.</li> <li>• Features of worship in Christianity and Judaism.</li> <li>• Festivals in Christianity and Judaism.</li> <li>• What is meant by Imago Dei.</li> </ul>	<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>• Forms of evil and the responses to them.</li> <li>• Different theories and approaches to punishment.</li> <li>• Key sources of authority used by Catholics to guide them.</li> <li>• Divergent attitudes to key sources.</li> <li>• How the Church acts in the world, such as charity and evangelism.</li> <li>• What the Church teaches about eternal life and how it shows this belief.</li> <li>• What the Church teaches about salvation and how it shows this through symbols and artefacts.</li> </ul>
<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Key Task 1 Theme: Funeral / Artefacts</li> <li>• Key Task 2 Themes: Punishment / The Church</li> <li>• Key Assessment: Full mock paper.</li> </ul>	<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Key Task 1 Themes: Salvation / Evangelism</li> <li>• Key Task 2 Themes: Imago Dei / Creation</li> <li>• Key Assessment: Full mock paper.</li> </ul>	<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Key Task 1 Themes: Art / Nature of God</li> <li>• Key Task 2 Themes: Life after death / salvation</li> <li>• GCSE Exams</li> </ul>

Progression Model - Y12

<b>Module Title:</b>  Sacred and Secular Laws	<b>Module Title:</b>  Moral and Ethical Life	<b>Module Title:</b>  Modern Christian issues
<b>Learning Intent for this module:</b> <i>Students will build on knowledge of the Bible developed in Key Stages 3 and 4 and explore how the Bible can be considered a source of moral authority by examining the life of Jesus and the commands God revealed through scripture. Students will make links from scripture to Church tradition (notably Thomas Aquinas) and apply their understanding to modern issues such as abortion and euthanasia. Students will build upon procedural AO1 and AO2 knowledge from GCSE whilst also accessing Tier 3 philosophical vocabulary to support their progress with key disciplinary knowledge (e.g., philosophical thought).</i>	<b>Learning Intent for this module:</b> <i>Continuing with the theme of scripture and its impact, students will look in-depth at the concepts of Atonement; they will also develop their disciplinary and substantive knowledge through exploring feminist interpretations of the Bible. Learners will consider how scripture impacts philosophical thought, most notably through looking at the teleological theory of Situation Ethics. The module will be an opportunity to apply student knowledge of Christian teachings, as developed across Key Stages 3, 4 and 5, to ethical issues such as nuclear war and animal research.</i>	<b>Learning Intent for this Module:</b> <i>Students will consider challenges to the existence of God through the presence of evil and sin in the world. Learners will explore religious pluralism and its impact on beliefs about God and practices, such as the Eucharist. Finally, links will be made between faith and practice to festivals such as Easter and Christmas.</i>
<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>• Whether morality is what God commands</li> <li>• How virtues can help you live a moral life</li> <li>• How Jesus' Birth narratives differ</li> <li>• The importance and impact of Jesus' Resurrection</li> <li>• What different religious groups believe about Jesus</li> <li>• What the influence of the early church is (in Acts of the Apostles)</li> <li>• How the Bible is a source of wisdom and authority</li> <li>• The issues surrounding language about God</li> <li>• How God's laws and precepts are the basis of morality</li> <li>• How Aquinas' Natural Law can be applied to abortion and voluntary euthanasia</li> <li>• Monotheistic claims of the doctrine of the Trinity</li> </ul>	<b>Key content to be learned:</b> <ul style="list-style-type: none"> <li>• How agape is used as the basis of morality</li> <li>• How Situation Ethics can be applied to homosexual and polyamorous relationships</li> <li>• How happiness can be used as the basis of morality</li> <li>• How Act and Rule Utilitarianism can be applied to animal experimentation for medical research and the use of nuclear weapons as a deterrent</li> <li>• What the nature of God is and how can Christians understand this through Atonement</li> <li>• Faith and works are both aspects of justification</li> <li>• How the New Testament provides a model for the Christian community of believers</li> <li>• How Christians live by key moral principles, such as love thy neighbour</li> <li>• Religious identity through diversity in baptism</li> </ul>	<b>Key content to be learned:</b> <ul style="list-style-type: none"> <li>• How objective moral laws are understood</li> <li>• How sin and free will affects Christians</li> <li>• The challenges religion faces from secularism and pluralism</li> <li>• How theoretical beliefs about the Eucharist affect different denominations</li> <li>• The importance of Easter and Christmas</li> <li>• How inductive arguments can prove the existence of God</li> <li>• How inductive arguments can be challenged</li> <li>• How deductive arguments can prove the existence of God</li> <li>• How deductive arguments can be challenged</li> <li>• How to explain the Problem of Evil</li> <li>• Divergent responses to the Problem of Evil</li> </ul>
<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Key Task 1 Theme: Divine Command Theory / Resurrection</li> <li>• Key Task 2 Theme: Resurrection narratives</li> <li>• Summative assessment: Full exam paper</li> </ul>	<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Key Task 1 Theme: Utilitarianism / Atonement</li> <li>• Key Task 2 Theme: The Trinity / Key Moral Principles</li> <li>• Summative assessment: Full exam paper</li> </ul>	<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Key Task 1 Theme: Intuitionism</li> <li>• Key Task 2 Theme: Christmas</li> <li>• Summative assessment: Full mock exam paper</li> </ul>



Progression Model - Y13

Module Title:	Module Title:	Module Title:
God's influence on the universe	The existence of God	Religious Language and Retrieval
<b>Learning Intent for this module:</b> <i>Students will examine the role free will plays in the world and, specifically, on forms of absolute morality, such as Natural Law. Students will make links between the laws of God and creation and consider whether our actions are determined by God's will. Key knowledge of normative and meta-ethical theories from Year 12 will be built upon.</i>	<b>Learning Intent for this module:</b> <i>After focusing upon creation, students question whether God created the universe, and if so, why do evil and suffering exist? They will discover challenges and counterarguments, including religious experience and secularism. To discuss this confidently, students will examine the role of religious language and whether it may be considered fact or not.</i>	<b>Learning Intent for this Module:</b> <i>During this revision period, students will focus on content and skills revision. Students will examine the key components of an AO1 and AO2 exam question and complete retrieval activities and practice exam questions to fully prepare for their final external exams. Students will return to the key themes studied across the A Level to ensure that this knowledge is secure and can be transferred to new contexts.</i>
<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>• The message and form of the early Church</li> <li>• How different groups understand the concept of free will</li> <li>• How Natural Law can be developed and applied to immigration and capital punishment</li> <li>• Whether objective moral laws exist independently of human beings</li> <li>• Whether religious language can be seen in can be seen in scientific terms</li> </ul>	<b>Key content to be learned:</b> <ul style="list-style-type: none"> <li>• Whether religious belief is a product of the human mind</li> <li>• How atheists reject religion and religious counter-arguments</li> <li>• How religious experience influences religious practice and faith</li> <li>• How different groups define miracles</li> <li>• How inherent problems with religious language affects believers and non-believers</li> <li>• How religious language may be considered cognitive, but meaningless</li> <li>• The rise of secularism across the UK</li> <li>• The political and ethical foundations of liberation theology</li> </ul>	<b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>• How religious language is considered non-cognitive</li> <li>• How religious language is a language game</li> <li>• Challenges to normative ethical theories</li> <li>• The challenges faced by teleological ethical theories</li> <li>• Challenges to meta-ethics and religious language</li> <li>• How effective arguments for and against the existence of God are</li> <li>• The influence of the Bible and Jesus on Christian life</li> </ul>
<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Key Task 1 Theme: Free Will / early Church</li> <li>• Key Task 2 Theme: Cosmological Argument / Migration</li> <li>• Summative assessment: Full exam paper</li> </ul>	<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Key Task 1 Theme: Freud and Jung / Challenges from science</li> <li>• Key Task 2 Theme: Religious Experience / Exclusivism</li> <li>• Summative assessment: Full exam paper</li> </ul>	<b>Key tasks for this module:</b> <ul style="list-style-type: none"> <li>• Key Task 1 Theme: Religious Language</li> <li>• Key Task 2 Theme: Religious Language</li> <li>• Summative assessment: Full exam paper</li> </ul>