A Level Religious Studies– The challenge of secularism

West Kirby Grammar School

Learning about this topic is important because: Secularism raises questions about the role of religion in contemporary society and whether religion remains relevant.

This builds on: Knowledge of God's Existence. The Person of Jesus Christ. Religious Pluralism and Society. Gender and Society. Christian Moral Action. Philosophical challenges to religious belief. Historical developments in Christianity and modern society.

We will learn:

- The rise of secularism and secularisation, and the views that God is an illusion and the result of wish fulfilment and Christianity should play no part in public life.
- The views of Freud and Dawkins that society would be happier without Christianity as it is infantile, repressive and causes conflict.
- The views of secular humanists that Christian belief is personal and should play no part in public life, including:

education and schools

government and the state

We will discuss:

• whether or not spiritual values are just human values • whether or not there is evidence that Christianity is a major cause of personal and social problems • whether secularism and secularisation are opportunities for Christianity to develop new ways of thinking and acting • whether Christianity is, or should be, a significant contributor to society's culture and values

We will develop/practise skills including:

AO1 – Knowledge and Understanding

- Demonstrate detailed knowledge and understanding of secularism and scholarship.
- Explain key concepts and use specialist terminology accurately.
- Apply philosophical, theological and sociological concepts to contemporary society.
- Select and organise relevant material to develop coherent lines of argument.

AO2 – Analysis and Evaluation

- Analyse and evaluate arguments and interpretations.
- Compare religious and secular responses to contemporary issues.
- Assess strengths, weaknesses and scholarly criticisms.
- Develop reasoned, evidence-based judgements and justified conclusions.
- Communicate balanced arguments clearly and logically.

Some of the vocabulary that we will use includes:

Patriarchy, feminism, equality, sex, gender, liberation.

You could learn more about this topic by reading:

Freud, S. The Future of an Illusion

Dawkins, R. The God Delusion, Chapter 9

Ford, D. (2011) The Future of Christian Theology, Wiley-Blackwell, Chapters 3 and 6

British Humanist Society, https://humanism.org.uk/

Dawson, C. (1956) 'The Challenge of Secularism' in Catholic World, also online http://www.catholiceducation.org/en/education/catholic-contributions/the-challenge-of-secularism.html

A Level Religious Studies– Augustine's Teaching on Human Nature

West Kirby Grammar School

Learning about this topic is important because: Augustine's teachings underpin Christian beliefs about sin, salvation and human nature and have had a profound influence on Western theology.

This builds on: Biblical teachings, The Problem of Evil, Human nature and free will.

We will learn:

- Humanity made in the image of God.
- Original righteousness.
- The Fall.
- Original sin.
- Concupiscence.
- Free will and grace.
- Pelagius and Augustine.
- Strengths and criticisms of Augustine's views.

We will discuss:
Whether or not Augustine's teaching on a historical Fall and Original Sin is wrong • Whether or not Augustine is right that sin means that humans can never be morally good • Whether or not Augustine's view of human nature is pessimistic or optimistic • Whether or not there is a distinctive human nature

We will develop/practise skills including:
AO1 – Knowledge and Understanding

- Demonstrate detailed knowledge and understanding of Augustine's teachings and scholarship.
- Explain key concepts and terminology accurately.
- Apply theological concepts to Christian beliefs.
- Select and organise relevant material to develop coherent lines of argument.

AO2 – Analysis and Evaluation

- Analyse and evaluate arguments and interpretations.
- Assess strengths, weaknesses and scholarly criticisms.
- Compare Augustine with alternative perspectives.
- Develop reasoned, evidence-based judgements and justified conclusions.
- Communicate balanced arguments clearly and logically.

Some of the vocabulary that we will use includes:
Imago Dei, Fall, original sin, concupiscence, grace, free will,cupiditas.

You could learn more about this topic by reading:
Augustine City of God, Book 14, Chapters 16–26 & Confessions, Book 8
Chapman, G. (1994) Catechism of the Catholic Church paras.
McGrath, A. E. (2010 5th Edition) Christian Theology, Wiley-Blackwell, pages 348–355, 371–372
Romans 7:15–20, Galatians 5:17
T Wiley, Original Sin: Origins Developments, Contemporary Meanings (Paulist: New York, 2002) pp 56–76
H Chadwick. Augustine: A Very Short Introduction (OUP: Oxford, 1986) chapter 10

A Level Religious Studies– Christian moral action

West Kirby Grammar School

Learning about this topic is important because: Christian moral action explores how beliefs and principles are put into practice and how Christians respond to social and ethical issues.

This builds on: Christian moral principles. Ethical theories. Christian teachings.

We will learn:
The teaching and example of Dietrich Bonhoeffer on:

- Duty to God and duty to the State.
- Bonhoeffer's teaching on the relationship of Church and State including:
  obedience, leadership and doing God's will.
- Justification of civil disobedience
- Church as community and source of spiritual discipline
- Bonhoeffer's role in the Confessing Church and his own religious community at Finkenwalde
- the cost of discipleship
- Bonhoeffer's teaching on ethics as action, including:
  'costly grace'
  sacrifice and suffering.
- Solidarity

We will discuss:
whether or not Christians should practise civil disobedience • whether or not it is possible always to know God's will • whether or not Bonhoeffer puts too much emphasis on suffering • whether or not Bonhoeffer's theology has relevance today.

AO1 – Knowledge and Understanding

- Demonstrate detailed knowledge and understanding of Christian moral action and scholarship.
- Explain key concepts and terminology accurately.
- Apply theological concepts to practical ethics.
- Select and organise relevant material to develop coherent lines of argument.

AO2 – Analysis and Evaluation

- Analyse and evaluate arguments and interpretations.
- Compare different Christian approaches to moral action.
- Assess strengths, weaknesses and scholarly criticisms.
- Develop reasoned, evidence-based judgements and justified conclusions.
- Communicate balanced arguments clearly and logically.

Some of the vocabulary that we will use includes:
Discipleship, social justice, liberation theology, agape, vocation, responsibility, stewardship.

You could learn more about this topic by reading:

Bonhoeffer, D. (1951) Letters and Papers from Prison

(1937) The Cost of Discipleship, Chapter 1

Romans 13:1–7

Barmen Declaration (www.sacredtexts.com/chr/barmen.htm)

Luke 10:38–42

	F Schlongensiepen. Dietrich Bonhoeffer 1906-1945: Martyr, Thinker Man of Resistance (T&T Clark: London, 2010) C J Green. The Bonhoeffer Reader (Fortress: Minneapolis, 2013) J Lawrence. Bonhoeffer: A Guide for the Perplexed (T&T Clark: London, 2010) J W De Gruchy. The Cambridge Companion to Dietrich Bonhoeffer (CUP: Cambridge, 1999) D Bonhoeffer. Life Together and Prayerbook of the Bible (Augsburg Fortress: Minneapolis, 2005
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A Level Religious Studies– Christian moral principles

West Kirby Grammar School

Learning about this topic is important because: Christian moral principles provide the foundations for Christian ethical teaching and influence responses to contemporary issues.	
This builds on: Biblical teachings. The person of Jesus Christ. Ethical theories.	
We will learn: • The diversity of Christian moral reasoning and practices and sources of ethics, including: • the Bible as the only authority for Christian ethical practices • Bible, Church and reason as the sources of Christian ethical practices • love (agape) as the only Christian ethical principle which governs Christian practice. We will discuss: whether or not Christian ethics are distinctive • whether or not Christian ethics are personal or communal • whether or not the principle of love is sufficient to live a good life • whether or not the Bible is a comprehensive moral guide	We will develop/practise skills including: AO1 – Knowledge and Understanding • Demonstrate detailed knowledge and understanding of Christian moral principles. • Explain key concepts and terminology accurately. • Apply theological concepts to ethical issues. • Select and organise relevant material to develop coherent lines of argument. AO2 – Analysis and Evaluation • Analyse and evaluate arguments and interpretations. • Compare Christian principles with secular approaches. • Assess strengths, weaknesses and scholarly criticisms. • Develop reasoned, evidence-based judgements and justified conclusions. • Communicate balanced arguments clearly and logically.
Some of the vocabulary that we will use includes: Agape, sanctity of life, stewardship, justice, dignity, dominion, quality of life.	You could learn more about this topic by reading: Exodus 20:1–17, 1 Corinthians 13:1–7 Messer, N. (2006) SCM Study Guide to Christian Ethics, SCM Press Barton. Understanding Old Testament Ethics (Westminster: London, 2003) J Barr. The Scope and Authority of the Bible (SCM: London, 1980) J Barton Ed. The Cambridge Companion to Biblical Interpretation (CUP: Cambridge, 1998) S E Gillingham. One Bible Many Voices (SPCK: London, 1998) Study of the Christian Idea of Love; Part II The History of the Christian Idea of Love, trans. P.S. Watson. Harper & Row., 24 Deus Caritas Est Benedict XVI Amoris Laetitia Pope Francis C. S Lewis. The Four Loves (Fount: London, 1963)

A Level Religious Studies– Gender and Society

West Kirby Grammar School

Learning about this topic is important because: Gender and theology investigates how religious beliefs have shaped understandings of gender and how feminist theology challenges traditional interpretations.

This builds on : Christian teachings about human relationships and equality. Christian Moral Principles. Christian Moral Action. Religious Pluralism and Society. Historical and contemporary understandings of gender roles. Ethical debates concerning justice and human dignity.

We will learn:

- The effects of changing views of gender and gender roles on Christian thought and practice, including:
  Christian teaching on the roles of men and women in the family and society including reference to: Ephesians 5:22–33 and Mulieris Dignitatem 18–19
- Christian responses to contemporary secular views about the roles of men and women in the family and society
- The ways in which Christians have adapted and challenged changing attitudes to family and gender, including issues of:
  motherhood/parenthood
  different types of family

We will discuss:
• whether or not official Christian teaching should resist current secular views of gender • whether or not secular views of gender equality have undermined Christian gender roles • whether or not motherhood is liberating or restricting • whether or not the idea of family is entirely culturally determined

We will develop/practise skills including:

AO1 – Knowledge and Understanding

- Demonstrate detailed knowledge and understanding of gender theories and scholarship.
- Explain key concepts and use specialist terminology accurately.
- Apply sociological and theological concepts to issues concerning gender and equality.
- Select and organise relevant material to develop coherent lines of argument.

AO2 – Analysis and Evaluation

- Analyse and evaluate arguments and interpretations.
- Compare traditional and contemporary understandings of gender roles.
- Assess strengths, weaknesses and scholarly criticisms.
- Develop reasoned, evidence-based judgements and justified conclusions.
- Communicate balanced arguments clearly and logically.

Some of the vocabulary that we will use includes:
Patriarchy, feminism, equality, sex, gender, liberation.

You could learn more about this topic by reading: Tong, R. (2013) Feminist Thought, Routledge, Chapter 1, McGrath, A. E. (2010 5th Edition) Christian Theology, Wiley-Blackwell, pages 88–89, 336–337 . Messer, N. (2006) SCM Study Guide to Christian Ethics, SCM Press, Chapter 8. Ephesians 5:21–33 , Luke 24:9–12, Acts 16:13–15; Russell, L. and Clarkson, J. Dictionary of Feminist Theologies (Mowbray, 1996). Ruether, R. Women and Redemption (SCM Press: London, 1998) Ruether, R. Sexism and God-Talk (SCM Press: London 1983) , P. Trible. Texts of Terror (Fortress: Philidelphia, 1984), L. S. Cahil. Sex Gender and Christian Ethics (CUP: Cambridge: 1996, M. Daly. Beyond God the Father

A Level Religious Studies– Gender and Theology

West Kirby Grammar School

Learning about this topic is important because: Gender and theology investigates how religious beliefs have shaped understandings of gender and how feminist theology challenges traditional interpretations.

This builds on: Gender and Society. The Person of Jesus Christ. Knowledge of God's Existence. Christian Moral Principles. Christian Moral Action. Historical and contemporary interpretations of scripture and tradition.

We will learn:

• The reinterpretation of God by feminist theologians, including:

- the teaching of Rosemary Radford Ruether and Mary Daly on gender and its implications for the Christian idea of God
- Ruether's discussion of the maleness of Christ and its implications for salvation including:
- Jesus' challenge to the male warrior messiah expectation
- God as the female wisdom principle
- Jesus as the incarnation of wisdom
- Daly's claim that 'if God is male then the male is God' and its implications for Christianity, including:
  Christianity's 'Unholy Trinity' of rape, genocide and war
  Spirituality experienced through nature

We will discuss: • a comparison of Ruether's and Daly's feminist theologies - sexism and patriarchy in Christianity, as it has developed in the mainstream Churches - whether Christianity can be changed or should be abandoned • whether or not Christianity is essentially sexist • whether or not a male saviour can save women • whether or not only women can develop a genuine spirituality • whether or not the Christian God can be presented in female terms

AO1 – Knowledge and Understanding

- Demonstrate detailed knowledge and understanding of feminist theology and scholarship.
- Explain key concepts and use specialist terminology accurately.
- Apply theological concepts to questions concerning gender and religious belief.
- Select and organise relevant material to develop coherent lines of argument.

AO2 – Analysis and Evaluation

- Analyse and evaluate arguments and interpretations.
- Compare traditional and feminist approaches to theology.
- Assess strengths, weaknesses and scholarly criticisms.
- Develop reasoned, evidence-based judgements and justified conclusions.
- Communicate balanced arguments clearly and logically.

Some of the vocabulary that we will use includes:
Patriarchy, feminism, androcentric, liberation, symbolism.

You could learn more about this topic by reading: Radford Ruether, R. Sexism and God-Talk, Chapter 9
Daly, M. Beyond God the Father, Chapter 4
Phyllis Trible, P. (1984) Texts of Terror, Fortress Press, Introduction and Chapter 2
Wilcockson, M. (2010) Social Ethics, Hodder Education, Chapter 2, Luke 24:9–12 • Acts 16:13–15
N. K. Watson. Feminist Theology (Eerdmans: Grand Rapids, 2003)
D. Sawyer, and M. Collier (Editors). Is There a Future for Feminist Theology? (Sheffield Academic Press: Sheffield 1999)
V. Woolf. A Room of One's Own

A Level Religious Studies– Gender and Theology

	M. Atwood. The Handmaids Tale (Random House: London, 2005

A Level Religious Studies– Knowledge of God's Existence

West Kirby Grammar School

Learning about this topic is important because: This topic explores whether God can be known and how religious language and revelation contribute to understanding God.

This builds on: Arguments for God's existence. Religious experience. Philosophy of language.

We will learn:

- Natural knowledge of God's existence:

- as an innate human sense of the divine
- as seen in the order of creation

- Revealed knowledge of God's existence:

-through faith and God's grace –
- revealed knowledge of God in Jesus Christ

- The Bible as a source of authority.
- The person of Jesus as revelation.
- General and special revelation.
- Different ways of knowing God.

We will discuss:
whether or not God can be known through reason alone • whether or not faith is sufficient reason for belief in God's existence • whether or not the Fall has completely removed all natural human knowledge of God • whether or not natural knowledge of God is the same as revealed knowledge of God • whether or not belief in God's existence is sufficient to put one's trust in him

We will develop/practise skills including:
AO1 – Knowledge and Understanding

- Demonstrate detailed knowledge and understanding of sources of knowledge about God.
- Explain key concepts and terminology accurately.
- Apply theological concepts to religious belief.
- Select and organise relevant material to develop coherent lines of argument.

AO2 – Analysis and Evaluation

- Analyse and evaluate arguments and interpretations.
- Compare revealed and natural theology.
- Assess strengths, weaknesses and scholarly criticisms.
- Develop reasoned, evidence-based judgements and justified conclusions.
- Communicate balanced arguments clearly and logically.

Some of the vocabulary that we will use includes:
Revelation, natural theology, revealed theology, authority, scripture, incarnation.

You could learn more about this topic by reading:
Calvin, J. Institutes of the Christian Religion I.I and I.II
Psalm 19:1, Romans 1:19–20, Acts 17:16–34, Matthew 11:27, John 1:1 , John 14:9, Hebrews 1:1–2 , Philipians 2:6–8 ,
P Helm. Calvin: A Guide for the Perplexed (Contuinuum: London, 2008)

	E Dowey Jr. The Knowledge of God in Calvin's Theology 3rd Ed. (Eerdmans: Michigan, 1994) D L Migliore. Faith Seeking Understanding: An Introduction to Christian Theology (2nd Ed) (Grand Rapids: Michigan, 2004) pp 20–43. J Macquarrie. Principles of Christian Theology (SCM: London, 1977) pp 43–58 A McGrath. Christian Theology: An Introduction

A Level Religious Studies– Liberation Theology and Marx

West Kirby Grammar School

Learning about this topic is important because. Liberation Theology explores how Christian beliefs can be applied to issues of poverty, injustice and oppression.

This builds on :Christian Moral Principles. Christian Moral Action. The Challenge of Secularism. Religious Pluralism and Society. Gender and Society. Biblical teachings concerning justice and the Kingdom of God. Issues of poverty, inequality and oppression. Christian responses to social and political change.

We will learn:

- The relationship of liberation theology and Marx, including:
- Marx's teaching on alienation and exploitation
- liberation theology's use of Marx to analyse social sin
- liberation theology's teaching on the 'preferential option for the poor'

We will discuss:

• whether or not Christian theology should engage with atheist secular ideologies • whether or not Christianity tackles social issues more effectively than Marxism • whether or not liberation theology has engaged with Marxism fully enough • whether or not it is right for Christians to prioritise one group over another

We will develop/practise skills including:

AO1 – Knowledge and Understanding

- Demonstrate detailed knowledge and understanding of Marx's critique of religion, Liberation Theology and relevant scholarship.
- Explain key concepts and use specialist terminology accurately.
- Apply theological, philosophical and sociological concepts to contemporary issues concerning poverty, inequality and oppression.
- Demonstrate understanding of the ideas of Karl Marx, Gustavo Gutiérrez and other key scholars.
- Explain the relationship between Christian teachings and social justice.

AO2 – Analysis and Evaluation

- Analyse and evaluate arguments and interpretations concerning Marxism and Liberation Theology.
- Compare Marx's critique of religion with Christian understandings of social responsibility and justice.
- Assess the strengths, weaknesses and scholarly criticisms of Liberation Theology.
- Evaluate whether Liberation Theology represents an authentic expression of Christianity or an inappropriate politicisation of religion.
- Make synoptic connections with Christian Moral Action, The Challenge of Secularism, and Gender and Society.

Some of the vocabulary that we will use includes:

Alienation, praxis, oppression, liberation, Marxism, social justice, preferential option for the poor.

You could learn more about this topic by reading:

Boff, L. and Boff, C. (1987) Introducing Liberation Theology, Burns and Oates Gutierrez, G. (1974/2000) A Theology of Liberation, Wilcockson, M. (2011) Christian Theology, Hodder Education, Chapter 7, R. Gibellini. The Liberation Theology Debate (SCM: London, 1981)

A Level Religious Studies– Religious Pluralism and society

West Kirby Grammar School

Learning about this topic is important because: Religious diversity raises questions about tolerance, identity and the role of religion in modern society.	
This builds on: Christian teachings about salvation and the uniqueness of Christ. The Person of Jesus Christ. Knowledge of God's Existence. Religious Pluralism and Theology. Christian moral action and social responsibility. Contemporary issues concerning diversity and multiculturalism.	
We will learn: • The development of contemporary multi-faith societies • Christian responses to, including: responses of Christian communities to inter-faith dialogue • the scriptural reasoning movement We will discuss: • whether or not inter-faith dialogue has contributed practically towards social cohesion • whether or not Christian communities should seek to convert people from other faiths • whether or not scriptural reasoning relativises religious beliefs • whether or not Christians should have a mission to those of no faith	We will develop/practise skills including: AO1 – Knowledge and Understanding • Demonstrate detailed knowledge and understanding of religious pluralism in contemporary society and scholarship. • Apply theological and sociological concepts to issues concerning religious diversity. • Select and organise relevant material to develop coherent lines of argument. AO2 • Analyse and evaluate arguments and interpretations. • Compare different responses to religious diversity and multiculturalism. • Assess strengths, weaknesses and scholarly criticisms. • Develop reasoned, evidence-based judgements and justified conclusions.
Some of the vocabulary that we will use includes: Pluralism, tolerance, multiculturalism, diversity, dialogue.	You could learn more about this topic by reading: P. Hedges and A. Race (Ed). Christian Approaches to Other Faiths (SCM: London, 2008) D Pratt. The Church and Other Faiths: The World Council of Churches, the Vatican and Interreligious Dialogue (European University Studies, P Lang: Bern, 2010) D Ford, The Future of Christian Theology (Wiley-Blackwell: Oxford, 2011) The Doctrine Commission of the Church of England, The Mystery of Salvation (Church House Publishing, 1995) Chapter 7 Pope Paul VI (1965) Nostra Aetate; Declaration on the relation of the Church to non-Christian religions.

A Level Religious Studies– Religious Pluralism and society

West Kirby Grammar School

A Level Religious Studies– Religious pluralism and theology

West Kirby Grammar School

Learning about this topic is important because: Religious pluralism examines how Christianity understands the existence of other faiths and their relationship to salvation.	
This builds on: The person of Jesus Christ. Salvation. Christian doctrine.	
We will learn: • Exclusivism. • Inclusivism. • Pluralism. • Karl Rahner. • John Hick. • The uniqueness of Christ. • Salvation and revelation. We will discuss: • whether or not if Christ is the 'truth' there can be any other means of salvation • whether or not a loving God would ultimately deny any human being salvation • whether or not all good people will be saved • whether or not theological pluralism undermines central Christian beliefs	We will develop/practise skills including: AO1 – Knowledge and Understanding • Demonstrate detailed knowledge and understanding of theories of religious pluralism and scholarship. • Explain key concepts and use specialist terminology accurately. • Apply theological concepts to questions concerning salvation and revelation. • Select and organise relevant material to develop coherent lines of argument. AO2 – Analysis and Evaluation • Analyse and evaluate arguments and interpretations. • Compare exclusivist, inclusivist and pluralist approaches. • Assess strengths, weaknesses and scholarly criticisms. • Develop reasoned, evidence-based judgements and justified conclusions. • Communicate balanced arguments clearly and logically.
Some of the vocabulary that we will use includes: Exclusivism, inclusivism, pluralism, anonymous Christian, salvation, revelation	You could learn more about this topic by reading: Hick, J. (1995) God and the Universe of Faiths, SCM Press, Chapters 1 and 10 McGrath, A. E. (2010 5th Edition) Christian Theology, Wiley-Blackwell, Chapter 17, D'Costa, G. (2009) Christianity and World Religions, Wiley-Blackwell, Chapter 5, Webster. J (editor). The Cambridge Companion to Karl Barth (CUP, 2000) Chapter 15 (by J.A. di Noia) on Barth's theology of religion. Grenz, S. and Olsen, R. 20th Century Theology: God in a Transitional Age (IVP 1992) pages 238–264 (Rahner), Hick, J. God Has Many Names (Macmillan, 1980), Sinkinson, C. The Universe of Faiths: A Critical Study of John Hick's Religious Pluralism (Paternoster Press, 2001)

A Level Religious Studies– The Person of Jesus Christ

West Kirby Grammar School

Learning about this topic is important because: The identity and significance of Jesus are central to Christian theology and influence beliefs about salvation and the nature of God.

This builds on: Knowledge of God's existence. Biblical teachings. Christian doctrines.

We will learn:

- **Jesus as Son of God -with reference to Mark 6:47–52 and John 9:1–41**
- **Jesus as Messiah.**
- **Jesus as Saviour.**
- **Jesus as teacher of wisdom -with reference to Matthew 5:17–48 and Luke 15:11–32**
- **Jesus as liberator -with reference to Mark 5:24–34 and Luke 10:25–37**
- **The Incarnation.**
- **Different understandings of Jesus.**
- **Historical and theological perspectives.**

We will discuss:
whether or not Jesus was only a teacher of wisdom • whether or not Jesus was more than a political liberator • whether or not Jesus' relationship with God was very special or truly unique • whether or not Jesus thought he was divine

We will develop/practise skills including:

AO1 – Knowledge and Understanding

- **Demonstrate detailed knowledge and understanding of Christian beliefs about Jesus.**
- **Explain key concepts and terminology accurately.**
- **Apply theological concepts to Christian doctrine.**
- **Select and organise relevant material to develop coherent lines of argument.**

AO2 – Analysis and Evaluation

- **Analyse and evaluate arguments and interpretations.**
- **Compare different understandings of Jesus.**
- **Assess strengths, weaknesses and scholarly criticisms.**
- **Develop reasoned, evidence-based judgements and justified conclusions.**
- **Communicate balanced arguments clearly and logically.**

Some of the vocabulary that we will use includes:
Incarnation, Messiah, Son of God, salvation, resurrection, atonement.

You could learn more about this topic by reading:
McGrath, A. (2011) Theology: The Basics, Blackwell, Chapter 4, Theissen, G. (2010) The Shadow of the Galilean, SCM Press Chapman, G. (1994) Catechism of the Catholic Church paras. 422–478
J Macquarrie. Principles of Christian Theology (SCM: London, 1977) pp 268-327
J Pelikan. Jesus Through the Centuries (YUP: Yale, 1999)
R Bultmann. Jesus and the Word (Scribner: New York, 1980
J Hick. The Myth of God Incarnate (SCM: London, 2012 re-issue)
G Gutierrez. A Theology of Liberation (SCM: London, 2010)
J Sobrino. The Principle of Mercy: Taking the Crucified People from the Cross (Orbis: New York, 1994)

	L Boff. Jesus Christ Liberator: A Critical Christology for Our Time (Orbis: New York, 1978) J Cone. God of the Oppressed (Orbis: New York, 1977) pp99–126, St Pope John Paul II Reconciliatio et Paenetentia