## Philosophy, Ethics and Religion Intent

It is our intent for Philosophy Ethics and Religion to engage, inspire and challenge. Through the study of key religions and ethical and philosophical issues, we hope that our students will develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. Greater awareness about the faith of others is crucial as we enter the 21st century in the UK because ignorance is a major contributor to prejudice and even to conflict. We hope that students will understand how these beliefs influence people in their behaviour and practices. Throughout all key stages we explore challenging issues surrounding a diverse community including, Islamophobia, Homophobia, Racism, Xenophobia and Religious and Cultural Intolerance. By studying this we also aim to make students aware of the various challenges facing minority groups. Our intention is to equip students with the skills to engage with an increasingly diverse world, with the aim of fostering mutual respect and harmony by celebrating diversity and fostering respect for different identities.

We promote critical thinking and create opportunities for students to develop their skills of empathy, dialogue, interpretation, and analysis that are invaluable in both personal and professional contexts. We ensure that we equip them with the knowledge and skills to consider and answer a variety of challenging questions. We aim to improve their religious literacy in the hope that they understand how belief systems differ and how those distinct from their own shape other people's attitudes, values, and experiences. We want them to consider and respond to a range of important questions related to their own spiritual development and fundamental questions concerning the meaning and purpose of life. For example, how did the universe begin, is there life after death and can war ever be justified? We want them to know how Philosophy, Ethics and Religion promotes discernment and enables them to combat prejudice by challenging negative perceptions of religion and key misconceptions. We encourage students to consider the provenance of the information they read and receive in order to make them more discerning about the weight it carries.

We are committed to providing a supportive and stimulating learning environment where every student can explore and grow.

**PER Implementation Statement**

Our curriculum is based on the new Essex Agreed Syllabus for Religious Education, "A Religious Education for the Future." It embodies an approach that values lived experiences and diversity within and between religious and belief traditions, encouraging children and young people to engage critically with the big questions in life. In this syllabus, PER is rooted in three key disciplines: theology, philosophy, and the human/social sciences.

- **Theology** can be explained by the phrase "thinking through believing." It involves asking questions that believers would ask, exploring questions and answers that arise from inside religions and worldviews.
- **Philosophy** can be summed up as "thinking through thinking." It requires pupils to think like philosophers, examining concepts through a philosophical lens. Pupils will explore questions and answers concerning the nature of knowledge, existence, and morality.
- **Human/Social Sciences** can be explained by "thinking through living." Pupils will explore questions and answers related to the impact of religions and worldviews on people and their lives.

All staff in the department recognize and understand that outstanding teaching and learning are at the heart of a successful curriculum. They are committed to collaborative planning and sharing resources, which leads to a continually updated and engaging curriculum.

The focus is on religious beliefs and the abstract features of religion (concepts, ideas, values, ethical stances, etc.). The syllabus promotes a multi-disciplinary study of religion and worldviews, developing students' knowledge, critical faculties, and curiosity about the world in which they live. It prepares them for life within the large and diverse County of Essex and the wider world, where they will encounter a vast range of ideas and beliefs.

In developing an understanding of and respect for people of different faiths, PER makes an important contribution to community cohesion. The programmes of study for KS3 cover content related to most of the major world faiths, though the department focuses on Christianity, Islam, and Sikhism as well the exploration of secular as well as religious worldviews.

Pupils' progress is assessed in relation to the purpose and aims of the subject. One of the aims is how well pupils can hold balanced and well-informed conversations about religion and worldviews, essentially measuring their religious literacy. Attainment and progress are therefore linked to the multi-disciplinary approach to PER advocated throughout this syllabus. We use assessment intelligently and purposefully to ensure it also fulfils the purpose of supporting teaching and learning and promoting progress for all children. Assessment processes and structures provide support and guidance, helping teachers make informed decisions about future teaching and addressing misconceptions and areas of weakness. End-of-unit assessments can be both formative and summative. Structures are in place to ensure that all students can access the curriculum offered. Meaningful feedback and feedforward tasks enable students to understand how to improve their answers and make further progress.

Learning is embedded through the development of knowledge and skills over time. The department has taken a conscious decision to teach a variety of revision skills and dedicate time to developing this important transferable skill. All lessons start with a recap task to either ensure continual recap of basic knowledge from previous work, or to reflect on some of the issues discussed in previous lessons.

Aspects of the GCSE topics are introduced during KS3 as introductory topics and then built upon in KS4. For example, Islam and Christianity in Year 7, aspects of the Relationships and Equality module in Year 9, and the skills developed throughout KS3. Written tasks and "thinking hard" questions are used to develop their understanding of command words and their ability to give developed and reasoned answers as well as answer exam-style questions. Aspects of A level topics such as life and death, origins of the universe, key ethical issues, and core Christian beliefs are covered in KS3 and KS4, serving as building blocks for the A level curriculum. The essay skills taught at GCSE, especially the skill of appraisal, are further developed at A Level in both AO1 and AO2 question styles.

Our PER and Religious Studies curriculum provides important perspectives on human culture, everyday life, and a range of national and global political and social issues. It also equips our students with valuable transferable employability skills, such as the ability to:

- Think clearly and logically.
- Interpret and synthesize information.
- Communicate and express ideas and information.
- Organize and work to deadlines.

- Empathize with and understand the views and practices of others.
- Engage with others.
- Work independently

In lessons, opportunities are provided to ensure that students can communicate articulately and confidently in various forms. Discussions, debates, and paired work are used to encourage active participation and deeper understanding. The focus is on developing students' abilities to think critically and make informed judgments. Furthermore, it ensures that students acquire the essential communication skill of listening. By incorporating films, documentaries, news articles, and relevant clips, we bring religious stories, practices, and ethical issues to life. Inviting guest speakers, organising workshops, and trips help enrich the experiences of students. By using a variety of effective questioning techniques, we aim to challenge and encourage students to a higher order of thinking.

# Curriculum Unit Overview

Religious Studies" Ethics YEAR 12

| What are we learning? | Our intention - What knowledge, understanding and skills will we gain?[1] | Evaluation and assessment methods | Implementation | What additional resources are available? |
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| Normative Ethical Theories – Introduction: Absolute and Relativist.<br><br>Paper 1 ETHICS | **Knowledge:** What normative ethics are, and key words used to explain them – teleological, deontological, consequentialists. What absolutism and relativism are and the differences between the two. The strengths and weaknesses of follow them for ethical decisions.<br><br>**Understanding:** Students will be introduced to key terminology to build up their understanding of how philosophical arguments are formed and use this to apply the theory not just state it. Students will analyse the two arguments well enough to be able to evaluate them.<br><br>**Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and | • Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.<br>• Students will show a logical chain of reasoning in their presentation of the argument.<br>• Subject specific terminology will be used correctly throughout an essay.<br>• Students will show joined up thinking, whereby details from other units are employed in the argument.<br>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.<br>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves. | At GCSE and Year 9 students learn about different denominations of Christianity –Liberal Protestants and Evangelical/Catholic. It shows them Christians who are absolute and those who are relativist in their views on key ethical areas. At GCSE they also learn about Humanists and Situation Ethics which again shows them a relativist view. | AQA A-level Religious Studies Year 1: Including AS<br><br>My Revision Notes AQA A-level Religious Studies: Paper 1 Philosophy of Religion and Ethics.<br><br>The Puzzle of Ethics – Peter Vardy<br><br>An Introduction to Moral Philosophy and Moral Education – R. Barrow |

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| | moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians | | | |
| Normative Ethical Theories: Natural Moral Law<br><br>Paper 1 ETHICS | **Knowledge:** Who Aristotle was and what he says about Natural Law.<br>Who Aquinas was and how he developed natural law. What interior and exterior acts, real and apparent goods and primary and secondary precepts are. The hierarchy of laws and use of reason in decision making. Students will know it is a religious, absolute theory and the key strengths and weakness of following it as a theory.<br><br>**Understanding:** Students will be introduced to key terminology to build up their understanding of how this ethical argument was formed and developed and use this to apply the theory not just state it. Students will analyse the arguments well enough to be able | • Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.<br>• Students will show a logical chain of reasoning in their presentation of the argument.<br>• Subject specific terminology will be used correctly throughout an essay.<br>• Students will show joined up thinking, whereby details from other units are employed in the argument.<br>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed. | Students build upon and apply their basic knowledge of Absolutism here.<br><br>Students refer to views of Catholicism they learnt during their Christian Beliefs and Living the Christian life modules at GCSE. | AQA A-level Religious Studies Year 1: Including AS<br><br>My Revision Notes AQA A-level Religious Studies: Paper 1 Philosophy of Religion and Ethics<br><br>Ethics for A level Chapter 4. Aquinas's Natural Law Theory: |

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| | to evaluate and apply it to ethical situations.<br><br>**Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians | • Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves. | | |
| Normative Ethical Theories: Situation Ethics<br><br>Paper 1 ETHICS | **Knowledge:** Who Joseph Fletcher is and how he developed situation ethics. What agape love is and how important Jesus is in decision making. The three approaches to ethics, the four presuppositions and the six propositions. Then the strengths and weaknesses of the theory. Students will know it is a religious, relativist theory<br><br>**Understanding:** Students will be introduced to key terminology to build up their understanding of how this ethical argument was | • Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.<br>• Students will show a logical chain of reasoning in their presentation of the argument.<br>• Subject specific terminology will be used correctly throughout an essay. | In Year 7 students learn about the loving nature, views, and teachings of Christianity.<br>In Year 8 students learn about the positive impact of religion through love and equality.<br>In Year 9 students learn specifically about situation ethics when covering key aspects of relationships and equality. | AQA A-level Religious Studies Year 1: Including AS<br><br>My Revision Notes AQA A-level Religious Studies: Paper 1 Philosophy of Religion and Ethics<br><br>http://www.rsrevision.com/ A level/ethics/situation ethics/ |

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| | formed and developed and use this to apply the theory not just state it. Students will analyse the arguments well enough to be able to evaluate and apply it to ethical situations.<br><br>**Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians | • Students will show joined up thinking, whereby details from other units are employed in the argument.<br>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.<br>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves. | At GCSE students cover situation ethics and Humanism directly throughout all modules.<br><br>Students build upon and apply their basic knowledge of relativism here. | |

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| Normative Ethical Theories – Virtue Ethics: Aristotle<br><br>Paper 1 ETHICS | **Knowledge:** How Aristotle developed his virtue ethics. Eudemonia and how to reach it. The function argument, use of reason, four cardinal virtues, development virtues over time, the golden mean and habituation. Key modern virtue ethicists like Foot. The strengths and weaknesses of this as a theory. Students will know it is a secular, relativist theory<br><br>**Understanding:** Students will be introduced to key terminology to build up their understanding of how this ethical argument was formed and developed and use this to apply the theory not just state it. Students will analyse the arguments well enough to be able to evaluate and apply it to ethical situations.<br><br>**Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing | • Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.<br>• Students will show a logical chain of reasoning in their presentation of the argument.<br>• Subject specific terminology will be used correctly throughout an essay.<br>• Students will show joined up thinking, whereby details from other units are employed in the argument.<br>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.<br>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves. | Students build upon and apply their basic knowledge of Relativism here.<br><br>They will use their knowledge of previous theories to help with the evaluation of this theory. For example, comparing the strengths and weaknesses of an absolute religious theory vs a relativist secular theory. | AQA A-level Religious Studies Year 1: Including AS<br><br>My Revision Notes AQA A-level Religious Studies: Paper 1 Philosophy of Religion and Ethics<br><br>http://www.bbc.co.uk/ethics/introduction/virtue.shtml |

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| | coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians | | | |
| Application of Ethical Theories: Theft & Lying<br><br>Paper 1 ETHICS | **Knowledge:** The difference between legal and ethical theft and lying and the issues that come with that.<br>What Natural Law, Situation Ethics and Virtue Ethics believe and argue about theft and lying.<br>Key examples of theft and lying situations to apply to these theories.<br>Evaluation of whether the theories are good to follow and whether they give satisfactory answers.<br><br>**Understanding:** Students will be introduced to key terminology to build up their understanding of the key issues that come with morality surrounding lying and theft and and use this to apply the theory not just state it. Students will analyse these issues well enough to be able to evaluate and apply them to ethical theories. They must understand how theories can be good to follow but not give a satisfactory answer and vice versa. | • Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.<br>• Students will show a logical chain of reasoning in their presentation of the argument.<br>• Subject specific terminology will be used correctly throughout an essay.<br>• Students will show joined up thinking, whereby details from other units are employed in the argument.<br>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.<br>• Examples are used appropriately and in a sophisticated manner. They | Students apply their knowledge, understanding and analysis of key theories and Absolutism/Relativism here. | AQA A-level Religious Studies Year 1: Including AS<br><br>My Revision Notes AQA A-level Religious Studies: Paper 1 Philosophy of Religion and Ethics |

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| | **Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians | support a point rather than stand as a point themselves. | | |
| Application of Ethical Theories – Human life and death:<br><br>Embryo research<br><br>Abortion<br><br>Voluntary Euthanasia<br><br>Capital Punishment | **Knowledge:** The science and legality behind these issues. The ethical issues it brings up – when life begins, why you are researching etc. The secular and religious views. What Natural Law, Situation Ethics and Virtue Ethics believe and argue about them. Key examples of ethical situations to apply to these theories. Evaluation of whether the theories are good to follow and whether they give satisfactory answers.<br><br>**Understanding:** Students will be introduced to key terminology to | • Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.<br>• Students will show a logical chain of reasoning in their presentation of the argument.<br>• Subject specific terminology will be used correctly throughout an essay.<br>• Students will show joined up thinking, whereby | Students apply their knowledge, understanding and analysis of key theories and Absolutism/Relativism here.<br><br>At GCSE students cover some key legal, ethical, and religious aspects of abortion and euthanasia – in the Christianity Life after Death Module.<br><br>Students will transfer the relevant key words, | AQA A-level Religious Studies Year 1: Including AS<br><br>My Revision Notes AQA A-level Religious Studies: Paper 1 Philosophy of Religion and Ethics<br><br>Gattaca – Film<br><br>The Island – Film<br><br>Media server documentary – Ireland's guilty secret.<br><br>Media server documentary – Simon's choice |

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| Paper 1<br>ETHICS | build up their understanding of the key issues that come with morality surrounding these ethical issues and and use this to apply the theory not just state it. How A Christian may approach these issues vs a secular ethicist. Students will analyse these issues well enough to be able to evaluate and apply them to ethical theories. They must understand how theories can be good to follow but not give a satisfactory answer and vice versa.<br><br>**Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians | details from other units are employed in the argument.<br>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.<br>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves. | issues, and teachings from previous applied ethical topics. For example, sanctity of life Vs quality of life.<br><br>At GCSE students cover some key legal, ethical, and religious aspects of capital punishment. | Media server documentary – Inside Death Row with Trevor McDonald |

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| Application of Ethical Theories – Non-Human life and death:<br><br>Animals as food<br><br>Animals in scientific procedures<br><br>Blood sports<br><br>Animals as source of organs for transplant<br><br>Paper 1 ETHICS | **Knowledge:** The ethics and legality behind using animals for human gain. The ethical issues it brings up – moral status of animals, how are you farming etc. The secular and religious views of animals for human gain. What Natural Law, Situation Ethics and Virtue Ethics believe and argue about it. Key examples of animals as food situations to apply to these theories. Evaluation of whether the theories are good to follow and whether they give satisfactory answers.<br><br>**Understanding:** Students will be introduced to key terminology to build up their understanding of the key issues that come with morality surrounding animals as human gain and use this to apply the theory not just state it. How A Christian may approach these issues vs a secular ethicist. Students will analyse these issues well enough to be able to evaluate and apply them to ethical theories. They must understand how theories can be good to follow but not give a satisfactory answer and vice versa.<br><br>**Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and | • Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.<br>• Students will show a logical chain of reasoning in their presentation of the argument.<br>• Subject specific terminology will be used correctly throughout an essay.<br>• Students will show joined up thinking, whereby details from other units are employed in the argument.<br>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.<br>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves. | At GCSE students cover some key legal, ethical, and religious aspects of the treatment of animals – in the Christianity Life after Death Module.<br><br>Students apply their knowledge, understanding and analysis of key theories and Absolutism/Relativism here.<br><br>Students will transfer the relevant key words, issues, and teachings from previous applied ethical topics. For example, how the animal is treated/used. | AQA A-level Religious Studies Year 1: Including AS<br><br>My Revision Notes AQA A-level Religious Studies: Paper 1 Philosophy of Religion and Ethics<br><br>Dominion – documentary<br><br>Maximum Tolerated Dose – documentary<br><br>Black Fish – Netflix documentary |

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| | balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians | | | |
| Sources of Wisdom and Authority<br><br>Paper 2 THEOLOGY | **Knowledge:** Know which Christian denominations believe which authority is key and why.<br>The Church – Catholics, apostolic tradition, interpret the Bible, voice of God chosen.<br>The Bible – sola scripture, word of God vs interpretation of Humans, Martin Luther, and protestants.<br>Jesus – contradictions in his teachings, son of man vs son of God and his teachings are the Church and Bible.<br>Key teachings and strengths and weaknesses to evaluate these key ideas.<br><br>**Understanding:** Students will explore why there are different views on authority in the Christian faith and the impact on believers. They will understand why and how Christians believe different authorities and apply key teachings to analyse each authority. | • Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.<br>• Students will show a logical chain of reasoning in their presentation of the argument.<br>• Subject specific terminology will be used correctly throughout an essay.<br>• Students will show joined up thinking, whereby details from other units are employed in the argument.<br>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.<br>• Examples are used appropriately and in a sophisticated manner. They | At GCSE students are introduced through the Living the Christian life and Christian beliefs modules key aspects of Christian authority – the role of the Church, the teachings of Jesus and the importance of the Bible.<br><br>During KS3 students are also introduced to key elements of the Christian faith and the role and importance of these in their decision and how they live their lives. For example, how key teachings from the Bible impact their decisions towards charity. | AQA A-level Religious Studies Year 1: Including AS<br><br>My Revision Notes AQA A-level Religious Studies: Paper 2 Study of Christian Dialogues |

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| | **Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians | support a point rather than stand as a point themselves. | | |
| Good conduct and Key moral principles<br><br>Paper 2 THEOLOGY | **Knowledge:** Justification by works, faith and faith and works and predestination Why Christians follow these ideas, the teachings to back them up and the strengths and weaknesses of each one as an idea. Know what the sanctity of life is, whether Christians always follow it and how their belief in it impacts their lives. Know the just war theory – jus ad bellum and bello. Apply this knowledge to wars and examples in History. Use of WMDs and how this links to sanctity of life and just war theory. Know some key Christian arguments for the treatment of the environment– dominion, | • Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.<br>• Students will show a logical chain of reasoning in their presentation of the argument.<br>• Subject specific terminology will be used correctly throughout an essay.<br>• Students will show joined up thinking, whereby details from other units are employed in the argument. | At GCSE students cover some key legal, ethical, and religious aspects of the treatment of the environment and sanctity of life– in the Christianity Life after Death Module.<br><br>At GCSE students cover some key legal, ethical, and religious aspects of war – in the Islam Peace and Conflict module. In Year 8 students look at just war theory in the impact of religion. | AQA A-level Religious Studies Year 1: Including AS<br><br>My Revision Notes AQA A-level Religious Studies: Paper 2 Study of Christian Dialogues<br><br>https://www.iep.utm.edu/justwar/<br><br>https://www.iep.utm.edu/envi-eth/ |

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| | stewardship, traditional vs modern views.<br><br>**Understanding:** Students will explore why Christians have different views on sanctity of life, the environment and war. – and the impact this has on their faith. They will understand how Christian respond to these ethical areas through key teachings and evaluation. They will understand how these ley beliefs impact their lives and their choices.<br><br>**Skills:**<br>Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians | • Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.<br>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves. | | |

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| Bentham & Kant<br><br>Paper 1 ETHICS | **Knowledge:** Who Bentham was and how he developed Utilitarianism. Hedonic calculus, act utilitarianism, ethics is about maximum happiness for maximum people.<br>Who Kant was and how he developed Kantian Ethics. Reason, maxims, categorical and hypothetical imperative, duty and three key beliefs in God.<br>Students will be able to compare these theories and highlight the strengths and weakness of following each one. Also apply the theories to ethical dilemmas.<br><br>**Understanding:** Students will be introduced to key terminology to build up their understanding of how these ethical arguments were formed and developed and use this to apply the theory not just state it. Students will analyse the arguments well enough to be able to evaluate and them to ethical situations. They will be able to identify the key similarities and differences.<br><br>**Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically | • Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.<br>• Students will show a logical chain of reasoning in their presentation of the argument.<br>• Subject specific terminology will be used correctly throughout an essay.<br>• Students will show joined up thinking, whereby details from other units are employed in the argument.<br>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.<br>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves. | At GCSE students are introduced to Utilitarianism (Bentham) – in the Living the Christian life Module.<br><br>Students build upon and apply their knowledge of Absolutism and relativism here. | AQA A-level Religious Studies Year 2<br><br>My Revision Notes AQA A-level Religious Studies: Paper 1 Philosophy of Religion and Ethics<br><br>https://www.jstor.org/stable/2175975?seq=16#metadata_info_tab_contents<br><br>Ethics for A level Chapter 2. Kantian ethics<br><br>Ethics for A level Chapter 1. Utilitarianism |

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| | and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians | | | |

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| Introduction to meta-ethics: The meaning of rights and wrong.<br><br>Paper 1 ETHICS | **Knowledge:** Know meta-ethics is the language of morality, compared to normative ethics which are the guides to morality. Know the key arguments for whether ethical language has true meaning and how we can talk about morality.<br>Divine command theory – Good is what God says, the God dilemma, contradictions in divine commands.<br>Utilitarianism, how good is what the majority of people feel happy about.<br>Intuitionism, how good is us following our intuition.<br>They know the key strengths and weaknesses of these theories and whether they argue we can have ethical meaning or not.<br><br>**Understanding:** Students will be introduced to key terminology to build up their understanding of how these ethical arguments were formed and developed. Students will analyse the arguments well enough to be able to evaluate whether moral language can have meaning.<br><br>**Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing | • Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.<br>• Students will show a logical chain of reasoning in their presentation of the argument.<br>• Subject specific terminology will be used correctly throughout an essay.<br>• Students will show joined up thinking, whereby details from other units are employed in the argument.<br>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.<br>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves. | Links are made with the Philosophy side of the course here through the Religious language module. For example, the concept of falsification and verification.<br><br>Students refer to their knowledge of Utilitarianism here. | AQA A-level Religious Studies Year 2<br><br>My Revision Notes AQA A-level Religious Studies: Paper 1 Philosophy of Religion and Ethics<br><br>https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780195325911.001.0001/oxfordhb-9780195325911-e-1 |

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| | their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians | | | |

**Curriculum Unit Overview**

Religious Studies" Ethics YEAR 13

| What are we learning? | What knowledge, understanding and skills will we gain?[2] | Evaluation and assessment methods | Implementation | What additional resources are available? |
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| Free Will and Moral responsibility<br><br>Paper 1 ETHICS | **Knowledge:** Key words of of Free will, determinism, libertarianism, predestinationism and compatiblism. Students will then need to know the key arguments and philosophers (Hume, Skinner, Freud, Spinoza for example) within each of these sections. Students will need to what could determine us or make us free. Students will need to know how and whether we ate morally responsible. Finally, students must know the strengths and weaknesses of the above theories and philosophers to evaluate them.<br><br>**Understanding:** Students will be introduced to key terminology to build up their understanding of how these ethical arguments were formed and developed. Students will analyse the arguments well enough to be able to evaluate them with confidence. They will understand whether humans are morally responsible and how this impacts their ability to be held accountable.<br><br>**Skills:** Define key terms; demonstrate independence; challenge the views of others; analyse and explain key theories, apply understanding to new contexts; evaluate key issues. Place and apply the theory in the wider ethical context. | • Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.<br>• Students will show a logical chain of reasoning in their presentation of the argument.<br>• Subject specific terminology will be used correctly throughout an essay.<br>• Students will show joined up thinking, whereby details from other units are employed in the argument.<br>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.<br>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves. | In Year 8 students cover a topic called reality where they are introduced to the idea of free will, whether we have any and what the impacts of this are.<br><br>At GCSE in the Crime and Punishment module students learn about the concept of predestinationism – looking at whether we are determined on our actions or have free will and the impact this has on our moral responsibility.<br><br>Links are made to Plato in the Philosophy side of the course here – the concept of reality and takin charge of our knowledge and lives. | AQA A-level Religious Studies Year 2<br><br>My Revision Notes AQA A-level Religious Studies: Paper 1 Philosophy of Religion and Ethics<br><br>Free Will: A Very Short Introduction – T. Pink<br><br>How Free are you? – Ted Honderich |

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| Conscience<br><br>Paper 1<br>ETHICS | **Knowledge:** The different religious and secular views of what a conscience is, how it works and where it comes from– Kohlberg, Aquinas, Butler, Newman, Freud, Fromm, Durkheim. The strengths and weaknesses of how valid each theory is and following each theory. The role of conscience when making moral decisions such as adultery and telling lies. The value of a conscience as a moral guide.<br><br>**Understanding:** Students will be introduced to key terminology to build up their understanding of how these ethical arguments were formed and developed. Students will analyse the arguments well enough to be able to evaluate them with confidence. They will understand what a conscience is, how and whether it works and whether it can be used a a successful moral guide. They will understand to difference between a religious and secular approach to conscience and how this impacts the evaluation of a conscience.<br><br>**Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians | • Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.<br>• Students will show a logical chain of reasoning in their presentation of the argument.<br>• Subject specific terminology will be used correctly throughout an essay.<br>• Students will show joined up thinking, whereby details from other units are employed in the argument.<br>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.<br>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves. | Students who study Psychology will cover some of the same key scholars – Freud and Piaget.<br><br>Students will refer to their understanding of religious conscience from the theology module on Good Moral Conduct. | AQA A-level Religious Studies Year 2<br><br>My Revision Notes AQA A-level Religious Studies: Paper 1 Philosophy of Religion and Ethics<br><br>http://jakedoesrevision.blogspot.com/2013/01/a2-religious-studies-conscience.html |

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| Christianity, gender, and sexuality<br><br>Paper 2 THEOLOGY | **Knowledge:** The historical and social factors that have influenced developments in Christian thinking about gender and sexuality. The key debates surrounding issues on women in the church and women leaders of the church, marriage and divorce, homosexuality, and transgender and sexual relationships. They will know key debates of Hampson and Ruether. Finally, they will know key teachings and religious passages to explain these ideas.<br><br>**Understanding:** Students must understand how different time periods have influenced views of women and sexuality. They must understand how social factors play a key role in the changing nature of women and sexuality. They will understand biblical criticisms, challenges to traditional passages such as Timothy, the changing roles of women outside of religion and the rights given to women by secular governments. They must understand different views about celibacy, marriage, homosexuality, and transgender issues.<br><br>**Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians | • Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.<br>• Students will show a logical chain of reasoning in their presentation of the argument.<br>• Subject specific terminology will be used correctly throughout an essay.<br>• Students will show joined up thinking, whereby details from other units are employed in the argument.<br>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.<br>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves. | In Year 9 students cover the idea of sexism, and homophobia in their equality module. They also cover the concepts of marriage and divorce as well as sexual relationships in their Relationships module.<br><br>At GCSE students cover in the Living the Christian life module the roles of men and women, in the family and Church as well as views on discrimination. They also cover views of marriage, divorce, homosexuality and sexual relationships in the Marriage and the family module. | AQA A-level Religious Studies Year 2<br><br>My Revision Notes AQA A-level Religious Studies: Paper 2 Study of Christian Dialogues |

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| Christianity and the challenge of secularisation<br><br>Paper 2 THEOLOGY | **Knowledge:** They will have knowledge of the key reasons Christianity/traditional Christianity is on the decline. How Christianity is replaced as the source of truth and morality in society, how religion has moved to the private sector not group or public space. The rise of militant atheism and key arguments from Dawkins and Hitchens. They also need to know the Christian responses to these issues and an evaluation of whether Christianity has decline or simply evolved.<br><br>**Understanding:** Students will need to understand the key argument surrounding the decline of Christianity and the churches response. They must understand the views of materialistic secular values, the emergence of new forms of expression and the social relevance of Christian liberationist.<br><br>**Skills:** Communication skills – listening, oral, written, debating Empathy – intercultural sensitivity Justifying points of view – analysing synthesising and reasoning skills, referencing scripture Written skills (point, develop, appraisal, justifying views with comprehensive and balanced conclusions) Expressing their own insights into religious and moral questions and issues Critically and personally evaluating religious questions using evidence Using correct vocabulary Contextualising, analysing and synthesising their understandings of religion, philosophy and ethics Showing coherent understanding and accounting for religion Explaining and interpreting religion in depth and diversity Refer to key scholars and theologians | • Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.<br>• Students will show a logical chain of reasoning in their presentation of the argument.<br>• Subject specific terminology will be used correctly throughout an essay.<br>• Students will show joined up thinking, whereby details from other units are employed in the argument.<br>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.<br>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves. | Throughout GCSE Students are introduced to Religious and Secular arguments for key ethical debates – abortion and euthanasia for example. So, they are aware of the debates between religions and secular organisations.<br><br>At GCSE students cover the decrease in faith, religious ceremonies, and group worship – but also how the Church responds to this. They do his through the Living the Christian life module – in particular, the Future of the church lessons. | AQA A-level Religious Studies Year 2<br><br>My Revision Notes AQA A-level Religious Studies: Paper 2 Study of Christian Dialogues<br><br>Media Server Documentary – The battle for Christianity |