

Religion, Philosophy and Ethics Year 9					
Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Abortion</b> <ul style="list-style-type: none"> <li>• What is abortion?</li> <li>• When does life begin?</li> <li>• Abortion Scenarios</li> <li>• Attitudes to abortion</li> <li>• Religious responses to abortion</li> </ul>	<b>Animal Rights</b> <ul style="list-style-type: none"> <li>• What is animal rights?</li> <li>• What are the different animal rights issues?</li> <li>• Animal Experimentation</li> <li>• Animal Testing</li> <li>• Dominion and Stewardship</li> </ul>	<b>Existence of God</b> <ul style="list-style-type: none"> <li>• Is God real?</li> <li>• Who is God?</li> <li>• The Problem of Evil and Suffering</li> <li>• Teleological Argument</li> <li>• Cosmological Argument</li> <li>• Miracles</li> <li>• Religion vs Science</li> </ul>	<b>Death and the Afterlife</b> <ul style="list-style-type: none"> <li>• Is there life after death?</li> <li>• Heaven/Hell</li> <li>• Religious Experiences</li> <li>• Religious responses to life after death</li> </ul>	<b>Poverty and Wealth</b> <ul style="list-style-type: none"> <li>• What do we mean by poverty?</li> <li>• What are the causes of world poverty?</li> <li>• How do charities stop poverty?</li> <li>• Religious responses to Poverty</li> </ul>	<b>Ethical/Philosophical Questions</b> <ul style="list-style-type: none"> <li>• Nature vs. Nurture</li> <li>• Identity</li> <li>• The value of human life</li> <li>• What is a human worth?</li> <li>• How free are we?</li> <li>• The Meaning of Life</li> </ul>

Religion, Philosophy and Ethics Year 10						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Knowledge content</b>	<b>Christianity Beliefs and Teachings:</b> <ul style="list-style-type: none"> <li>• Nature of God</li> </ul>	<b>Christianity Practices:</b> <ul style="list-style-type: none"> <li>• Worship</li> <li>• Prayer</li> </ul>	<b>Islam Beliefs and Teachings:</b> <ul style="list-style-type: none"> <li>• Six articles of faith in</li> </ul>	<b>Islam Beliefs and Teachings/Islam Practices</b> <ul style="list-style-type: none"> <li>• Angels</li> </ul>	<b>Islam Practices</b> <ul style="list-style-type: none"> <li>• Mosque</li> <li>• Ten obligatory acts of</li> </ul>	<b>Relationships and Families</b> <ul style="list-style-type: none"> <li>• The nature of families (Nuclear, Extended etc.)</li> <li>• Marriage</li> </ul>

	<ul style="list-style-type: none"> <li>• The Problem of Evil and Suffering</li> <li>• Trinity</li> <li>• Creation</li> <li>• Afterlife/ Resurrection</li> <li>• Judgement/ Heaven and Hell</li> <li>• The incarnation</li> <li>• Crucifixion</li> <li>• Salvation</li> <li>• Sin</li> </ul>	<ul style="list-style-type: none"> <li>• Sacraments</li> <li>• Baptism</li> <li>• Eucharist</li> <li>• Pilgrimage</li> <li>• Christmas</li> <li>• Easter</li> <li>• The role of the Church</li> <li>• Mission</li> <li>• Evangelism</li> </ul>	<p>Sunni Islam</p> <ul style="list-style-type: none"> <li>• Five roots of Usul-ad-Din in Shia Islam</li> <li>• Nature of Allah</li> <li>• Risalah (authority)</li> <li>• Prophets (Ibrahim, Muhammad (pbuh))</li> <li>• The Qur'an</li> <li>• Holy Texts</li> </ul>	<ul style="list-style-type: none"> <li>• Akhirah (Life after death)</li> <li>• Al-Qadr (Predestination)</li> <li>• Judgement</li> </ul> <p>Paradise and hell (Jannah and Jahannam)</p> <p><b>Practices</b></p> <ul style="list-style-type: none"> <li>• The five pillars</li> <li>• Salah (Prayer)</li> <li>• Sawm (Fasting)</li> <li>• Zakah (alms)</li> <li>• Hajj (pilgrimage)</li> </ul>	<p>Shi'a Islam</p> <ul style="list-style-type: none"> <li>• Jihad</li> <li>• Eid-ul-Fitr</li> <li>• Eid-ul-Adha</li> <li>• Ashura</li> </ul>	<ul style="list-style-type: none"> <li>• Adultery</li> <li>• Divorce/re-marriage</li> <li>• Cohabitation</li> <li>• Homosexuality/Same-Sex Marriage</li> <li>• Age of Consent</li> <li>• Celibacy</li> <li>• Pre-marital Sex</li> <li>• Contraception</li> <li>• Gender Equality</li> </ul>
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### Religion, Philosophy and Ethics Year 11

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Knowledge content</b>	<p><b>Religion and Life:</b></p> <ul style="list-style-type: none"> <li>• Scientific Truth vs. Religious Truth</li> </ul>	<p><b>Religion and Life/Religion, Peace and Conflict</b></p> <ul style="list-style-type: none"> <li>• Animal Rights/Animal Experimentation</li> </ul>	<p><b>Religion, Peace and Conflict/ Religion</b></p> <ul style="list-style-type: none"> <li>• Meaning and Significance of Justice</li> </ul>	<p><b>Religion, Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>• Treatment of Criminals</li> <li>• Community Service</li> </ul>	<p><b>Revision</b></p> <p><b>Exam Season: Lessons will be revision</b></p>	<p><b>Revision</b></p> <p><b>Exam Season: Lessons will be revision based allowing for the re-visiting of past material.</b></p>

	<ul style="list-style-type: none"> <li>• The origins of the universe</li> <li>• Science vs Religion</li> <li>• Abuse of the Environment</li> <li>• Global Warming and Climate Change</li> <li>• Deforestation</li> <li>• Use and abuse of natural resources</li> <li>• Caring for the world</li> </ul>	<ul style="list-style-type: none"> <li>• Value of Human Life</li> <li>• Abortion</li> <li>• Euthanasia</li> <li>• Death and the Afterlife</li> </ul> <p><b>Religion, Peace and Conflict</b></p> <ul style="list-style-type: none"> <li>• Meaning and Significance of Justice</li> <li>• Forgiveness and Reconciliation</li> <li>• Violence and Violent Protest</li> </ul>	<ul style="list-style-type: none"> <li>• Forgiveness and Reconciliation</li> <li>• Violence and Violent Protest</li> </ul> <p><b>Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>• <b>Types of Crime</b></li> <li>• <b>Causes of Crime</b></li> <li>• <b>Good and Evil</b></li> <li>• <b>Aims of Punishment</b></li> <li>• <b>Religious attitudes to suffering</b></li> </ul>	<ul style="list-style-type: none"> <li>• Corporal Punishment</li> <li>• Death Penalty</li> </ul>	<p><b>based allowing for the re-visiting of past material. There will also be time assigned to Essay Writing and honing Exam Technique.</b></p>	<p><b>There will also be time assigned to Essay Writing and honing Exam Technique.</b></p>
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# PHILOSOPHY AND ETHICS Year 12

	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 1</b>
<b>Knowledge content</b>	<p><b>Philosophy of Religion:</b></p> <p><b>Ancient Philosophical Influences:</b> The philosophical views of Plato</p> <ul style="list-style-type: none"> <li>• understanding of reality</li> <li>• the Forms</li> <li>• the analogy of the cave</li> </ul> <p>• The philosophical views of Aristotle</p> <ul style="list-style-type: none"> <li>• understanding of reality</li> <li>• the four causes</li> <li>• the Prime Mover</li> </ul> <p><b>Mind, Body and Soul:</b></p> <ul style="list-style-type: none"> <li>• Aristotle and Plato's understanding of the soul</li> <li>• metaphysics of consciousness, including: substance dualism (Rene Descartes) and materialism</li> </ul>	<p><b>Philosophy of Religion</b></p> <p><b>Arguments from Reason:</b> The Ontological argument:</p> <ul style="list-style-type: none"> <li>• Anselm</li> <li>• Gaunilo's criticisms</li> <li>• Kant's criticisms</li> </ul> <p><b>Religious Experience:</b></p> <ul style="list-style-type: none"> <li>• Mystical Experience</li> <li>• Conversion Experience</li> <li>• William James' understanding of Religious Experience</li> <li>• Differing understandings of Religious Experience</li> </ul> <p><b>Problem of Evil:</b></p> <ul style="list-style-type: none"> <li>• J.L. Mackie and the Inconsistent Triad</li> </ul>	<p><b>Philosophy of Religion:</b></p> <p><b>Attributes of God:</b> developments in the understanding of:</p> <ul style="list-style-type: none"> <li>• Omnipotence</li> <li>• Omniscience</li> <li>• Benevolence</li> <li>• eternity</li> <li>• free will</li> </ul> <p>With reference to the perspectives and beliefs of Boethius, Anselm, Swinburne. Each philosopher will then be evaluated.</p> <p><b>Religious Language (Two units)</b></p> <ul style="list-style-type: none"> <li>• The Apophatic way – The Via Negativa; Moses Maimonides</li> <li>• The Cataphatic Way – The Via Positiva; Thomas Aquinas</li> <li>• Symbol; Paul Tillich; Paul Tillich</li> <li>• Logical Positivism; AJ</li> </ul>	<p><b>Religion and Ethics:</b></p> <p><b>Natural Law:</b></p> <ul style="list-style-type: none"> <li>• Thomas Aquinas(History and key events)</li> <li>• The Primary and Secondary Precepts</li> <li>• The Four Tiers of Law</li> <li>• The Doctrine of Double Effect.</li> </ul> <p><b>Situation Ethics:</b></p> <ul style="list-style-type: none"> <li>• Joseph Fletcher (History and Key events)</li> <li>• Agape Love</li> <li>• The Six Propositions</li> <li>• The Four Working Presuppositions and Principles</li> <li>• Conscience</li> </ul> <p><b>Kantian Ethics:</b></p> <ul style="list-style-type: none"> <li>• Immanuel Kant (History and Key Events)</li> <li>• Duty and Good Will</li> </ul>	<p><b>Religion and Ethics:</b></p> <p><b>Utilitarianism:</b></p> <ul style="list-style-type: none"> <li>• Jeremy Bentham and John Stuart Mill (History and key events)</li> <li>• The Principle of Utility</li> <li>• The Hedonic Calculus (Bentham)</li> <li>• John Stuart Mill's Utilitarianism</li> <li>• Act and Rule Utilitarianism</li> </ul> <p><b>Euthanasia</b></p> <ul style="list-style-type: none"> <li>• Sanctity of Life</li> <li>• Quality of Life</li> <li>• Personhood</li> <li>• Autonomy</li> <li>• Natural Law and Situation Ethics applied to Euthanasia</li> </ul>	<p><b>Religion and Ethics:</b></p> <p><b>Meta Ethics:</b></p> <ul style="list-style-type: none"> <li>• Naturalism</li> <li>• Emotivism</li> <li>• Prescriptivism</li> <li>• Intuitionism</li> </ul> <p><b>Conscience</b></p> <ul style="list-style-type: none"> <li>• Freud's understanding of the Conscience; The Id, The Super-Ego, The Ego</li> <li>• Aquinas' understanding of the Conscience; Ratio, Synderesis, Conscientia</li> </ul> <p><b>Sexual Ethics</b></p> <ul style="list-style-type: none"> <li>• Pre-marital and Extra-marital sex</li> <li>• Christian attitudes to Sexual Issues.</li> </ul> <p>The application of the four normative ethical theories (Natural Law,</p>

	<p>(Gilbert Ryle, Richard Dawkins)</p> <p><b>Arguments from Observation</b></p> <ul style="list-style-type: none"> <li>• The Teleological Argument (William Paley and Thomas Aquinas' Fifth Way)</li> <li>• The Cosmological Argument (Aquinas' Three Ways)</li> <li>• Hume's six criticisms of these arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Augustine's use of original perfection and the Fall</li> </ul> <p>Hick's reworking of the Irenaean theodicy</p>	<p>Ayer's Verification Principle</p> <ul style="list-style-type: none"> <li>• Wittgenstein's Language Games</li> <li>• The Falsification Symposium; Mitchell, Hare and Flew.</li> </ul>	<ul style="list-style-type: none"> <li>• Hypothetical and Categorical Imperative</li> <li>• The Three Formulas</li> <li>• The Three Postulates</li> </ul>	<p><b>Business Ethics</b></p> <ul style="list-style-type: none"> <li>• Corporate Social Responsibility</li> <li>• Whistleblowing</li> <li>• Good Ethics is Good Business</li> <li>• Globalisation</li> <li>• Kantian Ethics and Utilitarianism applied to Business Ethics</li> </ul>	<p>Situation Ethics, Kantian Ethics, Utilitarianism) to Sexual Ethics.</p>
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**PHILOSOPHY AND ETHICS Year 13**

	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 1</b>
<b>Knowledge content</b>	<p><b>Developments in Christian Thought:</b></p> <p><b>Augustine and Human Nature:</b></p> <ul style="list-style-type: none"> <li>• Augustine’s interpretation of Genesis 3 (the Fall)</li> <li>• Original Sin and its effects on the will and human societies</li> <li>• God’s grace</li> </ul> <p><b>Death and the Afterlife:</b> Christian teaching on:</p> <ul style="list-style-type: none"> <li>• heaven</li> <li>• hell</li> <li>• purgatory</li> </ul> <p>Are they literal paces or merely symbolic?</p> <ul style="list-style-type: none"> <li>• Election; Limited,</li> </ul>	<p><b>Person of Jesus Christ:</b> Jesus Christ’s authority as:</p> <ul style="list-style-type: none"> <li>• the Son of God</li> </ul> <p>With reference to Mark 6:47–52 and John 9:1–41</p> <ul style="list-style-type: none"> <li>• a teacher of wisdom</li> </ul> <p>With reference to Matthew 5:17–48 and Luke 15:11–32</p> <ul style="list-style-type: none"> <li>• a liberator</li> </ul> <p>With reference to Mark 5:24–34 and Luke 10:25–37</p> <p><b>Christian Moral Principles and Action (Two Units):</b></p> <ul style="list-style-type: none"> <li>• the Bible as the only authority for Christian ethical practices</li> </ul>	<p><b>Gender and Theology/Society (Two Units)</b></p> <p>The effects of changing views of gender and gender roles on Christian thought and practice, including:</p> <ul style="list-style-type: none"> <li>• Christian teaching on the roles of men and women in the family and society</li> <li>• Christian responses to contemporary secular views about the roles of men and women in the family and society</li> </ul>	<p><b>Liberation Theology and Marx</b></p> <p>The relationship of liberation theology and Marx, including:</p> <ul style="list-style-type: none"> <li>• Marx’s teaching on alienation and exploitation</li> <li>• liberation theology’s use of Marx to analyse social sin</li> </ul> <p>liberation theology’s teaching on the ‘preferential option for the poor’</p> <p><b>Exam Practice:</b> Students will be using lesson time to practice Exam writing in 40</p>	<p><b>Exam Season:</b> Students will be on exam leave. Lessons will be revision based allowing for the re-visiting of past material. There will also be time assigned to Essay Writing and honing Exam Technique.</p>	<p><b>Exam Season:</b> Students will be on exam leave. Lessons will be revision based allowing for the re-visiting of past material. There will also be time assigned to Essay Writing and honing Exam Technique.</p>

	<p>Unlimited and The Universalist Belief.</p> <ul style="list-style-type: none"> <li>In-depth Study of the Parable of the Sheep and the Goats</li> </ul> <p><b>Knowledge of God's Existence:</b> Natural knowledge of God's existence:</p> <ul style="list-style-type: none"> <li>innate human sense of the divine</li> <li>as seen in the order of creation</li> </ul> <p>Revealed knowledge of God's existence:</p> <ul style="list-style-type: none"> <li>through faith and God's grace</li> <li>revealed knowledge of God in Jesus Christ</li> </ul>	<ul style="list-style-type: none"> <li>Bible, Church and reason as the sources of Christian ethical practices</li> <li>love (agape) as the only Christian ethical principle which governs Christian practices</li> </ul> <p>The teaching and example of Dietrich Bonhoeffer on:</p> <ul style="list-style-type: none"> <li>Duty to God and duty to the State</li> <li>Church as community and source of spiritual discipline</li> <li>The cost of discipleship</li> </ul> <p><b>Religious Pluralism (Two Units):</b> The teaching of contemporary Christian</p>	<p>Studied with reference to Ephesians 5:22–33 and The Mulieris Dignitatem 18–19.</p> <p>The re-interpretation of God by feminist theologians. Students will study:</p> <ul style="list-style-type: none"> <li>Rosemary Radford Reuther. Jesus' challenge to the Davidic Messiah.</li> <li>Mary Daly; The Unholy Trinity of Rape, Genocide and War</li> </ul> <p><b>The Challenge of Secularism:</b> The rise of secularism and secularisation, and the views that:</p> <ul style="list-style-type: none"> <li>God is an illusion and the result of</li> </ul>	<p>minutes. Furthermore, students will be revisiting prior content in preparation for their forthcoming exams.</p>		
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		<p>theology of religion on:</p> <ul style="list-style-type: none"><li>• Exclusivism</li><li>• Inclusivism</li><li>• Pluralism</li><li>• the development of contemporary multi-faith societies</li></ul> <p>Christian responses to:</p> <ul style="list-style-type: none"><li>• responses of Christian communities to inter-faith dialogue</li><li>• the scriptural reasoning movement</li></ul>	<p>wish fulfilment. With reference to the views of Dawkins and Freud.</p> <ul style="list-style-type: none"><li>• Christianity should play no part in public life</li></ul>			
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