

# Religious studies A Level (AQA)

## Year 12

### Scheme of Learning 2025 - 2026

Topics by Term	Topic Overview for Year Group					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topics Taught</b>  <b>Overarching Big Questions</b>	<b>Component 1 Philosophy of Religion</b>  <u><b>Section A Philosophy of Religion</b></u> Philosophy Introduction The Design argument The ontological Argument The cosmological argument	<b>Component 1 Philosophy of Religion</b>  <u><b>Section A philosophy of Religion</b></u> Evil and Suffering Religious experience  <u><b>Section B Ethics and Religion</b></u> Normative ethical theories: Introduction Natural moral law	<b>Component 1 Philosophy of Religion</b>  <u><b>Section B Ethics and Religion</b></u> Situation ethics Aristotle's virtue ethics Application of ethical theories to theft and lying Application of ethical theories to human life Application of ethical theories to non-human life	<b>Component 2 Christianity</b>  Sources of wisdom God Self, death, and Afterlife Good conduct and key moral principles Expressions of religious identity Mission and Evangelism	<b>Component 2 Dialogues – Philosophy and Christianity</b> God Self, death afterlife Sources of wisdom and authority Religious Experience Scientific and religious discourses Truth Claims of other religions Miracles  <u><b>Dialogues – Philosophy and Ethics</b></u> Ethics with reference to Kant Teleological in reference to Bentham Character-based and virtue Issues of human life and death Issue of animal life and death Wealth, tolerance and freedom of expression and conscience	<b>Year 12 only – intro to extra philosophers</b> <b>Ancient Philosophy:</b> Socrates Plato Aristotle  <b>Medieval Philosophy:</b> Augustine Boethius Anselm Aquinas  <b>Renaissance Philosophy:</b> Machiavelli Descartes Hobbes Astell

<b>Week Times</b>	<b>6.5 Weeks</b>	<b>7.5 Weeks</b>	<b>6 Weeks</b>	<b>6 Weeks</b>	<b>6 Weeks</b>	<b>7 Weeks</b>
<b>Vital Pre-requisites</b>	<b>Vital Pre-requisites</b>	<b>Vital Pre-requisites</b>	<b>Vital Pre-requisites</b>	<b>Vital Pre-requisites</b>	<b>Vital Pre-requisites</b>	<b>Vital Pre-requisites</b>
	<p>Students must have some knowledge of RE. Entry requirements are that students achieve a grade 5 in both English and RE. This is due to the demanding nature of the course.</p> <p>Students will study difficult texts and will need to write long complex essays. Good use of English and key skills such as writing to argue, analysis of text and breaking down one's argument are essential.</p>	<p>Students must have some understanding of the arguments for the existence of God, design and ontological. They will need to be able to compare these to each other and consider strengths and weaknesses of both.</p> <p>These will also be imperative for their understanding of the problem of evil and religious experience.</p> <p>Students must have some understanding of the normative ethical theories of Natural moral Law and Situation ethics. They will need to be able to compare these to each other and consider strengths and weaknesses of both.</p>	<p>Students must have a good understanding of the normative ethical theories of Natural moral Law and Situation ethics. They will need to be able to compare these to each other and consider strengths and weaknesses of both.</p> <p>Students will apply these theories to theft, murder, capital punishment, euthanasia, and animal rights amongst other things.</p>	<p>Students must have a good understanding of the beliefs, practices and theology. They will use this to explore different views from a Christian perspective on God, Afterlife, sources of authority and religious identity.</p>	<p>Students need to be able to demonstrate knowledge and understanding of the course and to start to see similarities and differences between different topics.</p>	<p>Students should now have a good understanding of the key principles and ideas in philosophy and ethics. This module aims to consolidate their philosophical thinking and widen their understanding of key concepts before embarking on year 2.</p>
<b>Why do we teach this now?</b>	<b>Why do we teach this now?</b>	<b>Why do we teach this now?</b>	<b>Why do we teach this now?</b>	<b>Why do we teach this now?</b>	<b>Why do we teach this now?</b>	<b>Why do we teach this now?</b>
	<p>This is the start of students A-Level in AQA religious studies. The course comprises of 50% religious discourse and 50% philosophy and ethics.</p> <p>Students start to learn the arguments for the existence for God. This will engage them and help introduce philosophy – since much of the course comes from these ideas it is a good place to start.</p>	<p>In philosophy, after the arguments for the existence of God we explore Evil and Suffering, as this topics links to beliefs about God.</p> <p>Students will also consider the extent to which God can be known through religious experience. Students should be confident in exploring, analysing and evaluating philosophical arguments.</p> <p>Students will also learn the Normative Ethical theories – this will be the main area of study for ethics. They will need to know these in depth, to be able to apply them to ethical issues.</p>	<p>Students will also learn the Normative Ethical theories – this will be the main area of study for ethics. They will need to know these in depth, to be able to apply them to ethical issues.</p> <p>Students have learnt the ethical theories and now they will apply them to general topics of theft and murder.</p> <p>Students will also apply them to more specific topics within animal and human ethics.</p>	<p>Students start to explore component 2 religion – our chosen religion is Christianity as it is a follow on from GCSE.</p>	<p>Students have a good knowledge of Christianity by now and look at the dialogue between religion and ethics and religion and philosophy.</p> <p>Focused on a few topics they will explore the conversations had between the disciplines.</p>	<p>At this point in the course, students have time to consolidate their knowledge and to also broaden it by exposure to a number of new philosophers and their key concepts and ideas.</p>

**Term 1 Component 1 Section A Philosophy of Religion -Arguments for the existence of God - Design**

**Key words / concepts for this term:** analogy, anthropic principle, anthropomorphism, a posteriori, inductive, inference, natural theology, omnibenevolent, omnipotent, premise, teleological, a priori, deductive, synthetic, analytic, subject, predicate, necessary, contingent, Brute fact, cosmos, fallacy, fallacy of composition, grace, infinite regress, metaphysical necessity, Occam’s razor, Principle of Sufficient Reason, quark.

**Philosophers studied** – William Paley (1743-1805), David Hume (1711-1776), Anselm (1033-1109), Immanuel Kant (1724-1804), Karl Barth (1886-1968), Thomas Aquinas (1225-1274), F.C Copleston (1907-1994), Bertrand Russell (1872-1970).

Overarching Big Question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<p><b>Can we prove that God exists?</b></p> <p><b>Can we disprove that God exists?</b></p>	1)What is Philosophy?	To understand the basic principles of philosophy.	Students will be able to explain what philosophy is. Students will be able to debate arguments regarding Faith, reason, and proof. Introduction to ‘a posteriori’ and ‘a priori’	<ul style="list-style-type: none"> <li>- Use of the original texts to help higher ability develop their understanding of philosophy.</li> <li>- Break downs of arguments used to help support all students.</li> <li>- Philosophy faces used to ensure arguments are understood.</li> <li>- Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.</li> </ul>	Two formal assessments each term (Mid-term).	<p>Present Paley’s Design argument.</p> <p>Write a 500-word argument against either Paley, Anselm, or Aquinas.</p>	<p><b>SMSC</b> <b>Spiritual</b> – students will explore the possibility of there being a God. They will consider if it is possible to prove that God exists. Moral - <b>Cultural</b> – Students are engaging with some of the great thinkers that shaped western understanding of the world. This deeper understanding enables them to understand western culture. <b>Social</b> – students need to engage in debate with other philosophers and classmate. <b>Protected characteristics</b></p> <ul style="list-style-type: none"> <li>• <b>religion or belief</b> – students explore religious and non-religious belief. This always done in a respectful manner.</li> </ul>
	2) What is the design argument, and does it prove God’s existence?	To understand the design argument as present by William Paley.	Students will be able to explain the design argument. Students will be able to explain what an analogy is. Students will be able to explain the analogy of the watch				
	3) What is the design argument, part 2?	To understand the design argument as present by William Paley.	Students will be able to explain the design argument. Students will be able to explain what an analogy is. Students will be able to explain the analogy of the watch				
	4) Does Hume’s Critic of Paley’s design argument successfully disprove	To understand Hume’s critique of William Paley’s Design argument.	Students will be able to explain why Hume rejects the design argument as proof for the existence of God. Students will be able to explain each of Hume’s critiques.				

God's existence?		Students will need to evaluate which they believe is more plausible.				<p><b>British values</b></p> <p><b>Mutual respect &amp; tolerance of different faiths and beliefs</b></p> <ul style="list-style-type: none"> <li>- students need to listen to others' views that may not be their own. They present their own and challenge each other. Showing tolerance for others and their beliefs.</li> </ul>
5) Does Paley's design argument prove God's Existence?	To explore the strengths & weakness of the design argument.	Students will be able to explain different strengths of the design argument. Students will be able to explain different weaknesses of the design argument. Students can evaluate the design argument and present their own conclusions.				
6) What does the design argument show about the relationship between reason and faith?	To understand the dialogue between the design argument and religion.	Students will need to explain how this argument impacts faith. Students will discuss the idea of proof and consider what this means. Students will consider if religious arguments can be reasonable.				
7) What value does Paley's Design Argument have for religious faith?	To understand the dialogue between the design argument and religion.	Students to consider the relationship between religion and philosophy. Students to be able to explain the consequences of the design argument being false or true.				
8) Assessment	Design argument. 1x10 marker 1x15 marker	To be able to answer a 10 and 15 marker on the arguments for the existence of God.				
9) PIT	To improve work completed in the assessment.	- To be able to use success criteria to improve their work.				

**Term 1 Component 1 Section A Philosophy of Religion -Arguments for the existence of God - Ontological**

**Key words / concepts for this term:** analogy, anthropic principle, anthropomorphism, a posteriori, inductive, inference, natural theology, omnibenevolent, omnipotent, premise, teleological, a priori, deductive, synthetic, analytic, subject, predicate, necessary, contingent, Brute fact, cosmos, fallacy, fallacy of composition, grace, infinite regress, metaphysical necessity, Occam’s razor, Principle of Sufficient Reason, quark.

**Philosophers studied** – William Paley (1743-1805), David Hume (1711-1776), Anselm (1033-1109), Immanuel Kant (1724-1804), Karl Barth (1886-1968), Thomas Aquinas (1225-1274), F.C Copleston (1907-1994), Bertrand Russell (1872-1970).

<b>Overarching Big Question</b>	<b>Big Question</b>	<b>Lesson Objective</b>	<b>Learning Aims/Outcomes</b>	<b>Opportunities for differentiation</b>	<b>Assessment</b>	<b>Homework</b>	<b>Personal Development curriculum links (SMSC, British Values, PSHE)</b>
<b>Can we prove that God exists?</b>  <b>Can we disprove that God exists?</b>	1) What is the ontological argument, and does it prove God exists?	To understand the ontological argument as presented by Anselm.	-To be able to explain the Ontological argument. -To be able to explain their own views on the ontological argument.	<ul style="list-style-type: none"> <li>- Use of the original texts to help higher ability develop their understanding of philosophy.</li> <li>- Break downs of arguments used to help support all students.</li> <li>- Philosophy faces used to ensure arguments are understood.</li> </ul>	Two formal assessments each term (Mid-term).	Present the ontological argument.  Give 5 arguments against the ontological argument.	<b>SMSC</b> <b>Spiritual</b> – students will explore the possibility of there being a God. They will consider if it is possible to prove that God exists. Moral - <b>Cultural</b> – Students are engaging with some of the great thinkers that shaped western understanding of the world. This deeper understanding enables them to understand western culture. <b>Social</b> – students need to engage in debate with other philosophers and classmate.
	2) What is the ontological argument, and does it prove God exists?	To understand the ontological argument as presented by Anselm.	-To be able to explain the Ontological argument. -To be able to explain views on the ontological argument. -To be able to consider strengths and weaknesses of the ontological argument.				
	3) What is Gaunilo’s criticism of Anselm’s argument and his rebuttal?	To explore Gaunilo’s argument against Anselm.	-To be able to explain Gaunilo’s challenge to the ontological argument. -To evaluate the critique				
	4) What is Descartes’ argument and Kant’s	To understand Kant’s argument against the	-To be able to explain Kant’s critique of the ontological argument. -To evaluate the critique.				



**Term 1 Component 1 Section A Philosophy of Religion -Arguments for the existence of God - Cosmological**

**Key words / concepts for this term:** analogy, anthropic principle, anthropomorphism, a posteriori, inductive, inference, natural theology, omnibenevolent, omnipotent, premise, teleological, a priori, deductive, synthetic, analytic, subject, predicate, necessary, contingent, Brute fact, cosmos, fallacy, fallacy of composition, grace, infinite regress, metaphysical necessity, Occam’s razor, Principle of Sufficient Reason, quark.

**Philosophers studied** – William Paley (1743-1805), David Hume (1711-1776), Anselm (1033-1109), Immanuel Kant (1724-1804), Karl Barth (1886-1968), Thomas Aquinas (1225-1274), F.C Copleston (1907-1994), Bertrand Russell (1872-1970).

<b>Overarching Big Question</b>	<b>Big Question</b>	<b>Lesson Objective</b>	<b>Learning Aims/Outcomes</b>	<b>Opportunities for differentiation</b>	<b>Assessment</b>	<b>Homework</b>	<b>Personal Development curriculum links (SMSC, British Values, PSHE)</b>
	1) What is the Cosmological argument, and can it prove God’s existence?	To understand Aquinas’ cosmological argument.	To be able to explain the cosmological argument as presented by Aquinas. To be able to consider strengths and weaknesses of the cosmological argument. To be able to explain if it can prove the existence of God.	<ul style="list-style-type: none"> <li>- Use of the original texts to help higher ability develop their understanding of philosophy.</li> <li>- Break downs of arguments used to help support all students.</li> <li>- Philosophy faces used to ensure arguments are understood.</li> <li>- Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.</li> </ul>	Two formal assessments each term (Mid-term).	Present the cosmological argument.  Give 5 arguments against the cosmological argument.  Explain Humes rejections of the cosmological argument	<p><b>SMSC</b>  <b>Spiritual</b> – students will explore the possibility of there being a God. They will consider if it is possible to prove that God exists.                      Moral -  <b>Cultural</b> – Students are engaging with some of the great thinkers that shaped western understanding of the world. This deeper understanding enables them to understand western culture.  <b>Social</b> – students need to engage in debate with other philosophers and classmate.</p>
	2) What is the Cosmological argument, and can it prove God’s existence?	To understand Aquinas’ cosmological argument.	To be able to explain the cosmological argument as presented by Aquinas. To be able to consider strengths and weaknesses of the cosmological argument. To be able to explain if it can prove the existence of God.				
	3) What is the criticism of Aquinas’ argument from Hume and Russell?	To understand the criticism of the cosmological argument raised by Hume and Russell.	To be able to explain Hume’s criticism of the cosmological argument. To be able to explain Russell’s criticism of the cosmological argument. To evaluate Hume and Russell’s arguments.				

	4) What are the strengths and weaknesses of the cosmological argument?	To explore the strengths and weaknesses of the cosmological argument and justify their own conclusion.	To be able to explain the strengths of the cosmological argument. To be able to explain the weaknesses of the cosmological argument.				<p><b><u>Protected characteristics</u></b></p> <ul style="list-style-type: none"> <li>• <b>religion or belief</b> – students explore religious and non-religious belief. This always done in a respectful manner.</li> </ul>
	5) Does Aquinas' Cosmological argument prove that God exists?	To evaluate if Aquinas' argument proves the existence of God and justify your own conclusions.	To be able to evaluate the cosmological argument. To be come to logical, justified conclusions.				<p><b><u>British values</u></b></p> <p><b>Mutual respect &amp; tolerance of different faiths and beliefs</b> students need to listen to others' views that may not be their own. They present their own and challenge each other. Showing tolerance for others and their beliefs.</p>
	6) What value does Aquinas' argument have for religious faith?	To explore the dialogue between Aquinas' cosmological argument and the Christian faith.	To be able to explain how the Aquinas argument interplays with religion. To be able to explain why Aquinas' argument links to faith.				
	7) Assessment on Cosmological argument	Assessment	Students demonstrate knowledge on the Cosmological argument				
	8) PIT	Individual reasponse	Students can improve on essay-writing				
	9) Review lesson	To review the	To review the cosmological argument				

		cosmological argument	To be able to present the cosmological argument. To be able to present strengths and weaknesses of the cosmological argument. To be able to evaluate the cosmological argument.				
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**Term 2 – Component 1 – Philosophy of Religion - Evil and Suffering**

**Key words / concepts** Causal determinism, compatibilism, libertarianism, millenarianism, panentheism, parapsychology, transcendent,

**Philosophers Studied** – Epicurus (321-270BCE), John Hick (1922-2012), David Griffin (1939-2022), John Mackie (1917-1981), Alvin Plantinga (1932-)

<b>Overarching Big question</b>	<b>Big Question</b>	<b>Lesson Objective</b>	<b>Learning Aims/Outcomes</b>	<b>Opportunities for Differentiation</b>	<b>Assessment</b>	<b>Homework</b>	<b>Personal Development curriculum links (SMSC, British Values, PSHE)</b>
<b>Why is there evil in the world.</b>  <b>Does evil disprove God?</b>	L1) What are Moral and natural Evil?	To explore biblical and secular views on Moral and natural evil.	-To be able to explain what Natural evil is. -To be able to explain what moral evil is. -To be able to explain biblical interpretations of evil.	Use of the original texts to help higher ability develop their understanding of philosophy. Break downs of arguments used to help	One formal assessment each term (Mid-term).	Present the problems of evil.  Present free will argument.  Write your own viewpoint, does evil prove that	<b>SMSC</b> <b>Spiritual</b> – Students are exploring the nature of God and existence. They will reflect (in detail) on the purpose of suffering. <b>Moral</b> – Students will be discussing the morality of God. They will explore where good and evil
	L2) What is the logical problem of	To understand the logical	-To be able to explain the nature of God.				

<p><b>Can God exist if evil does?</b></p> <p><b>What is the purpose of life?</b></p>	evil and why is it a problem for God?	problem of evil.	-To be able to explain why this presents a logical problem of evil. -To be able to explain some solutions to this problem.	<p>support all students. Philosophy faces used to ensure arguments are understood. Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.</p>	<p>God does not exist. – Ensure you at least 3 well argued points.</p>	<p>come from and who is responsible for such evil. <b>Cultural</b> – students will look at social norms in western society with reference to crime and punishment, good and evil and religion. <b>Social</b> – Students will argue for and against philosophers of the past and between themselves. Showing that in a multicultural western society there are different views, but tolerance and debate are important to challenge, debate and grow. <b>Protected characteristics</b></p> <ul style="list-style-type: none"> <li>• <b>age</b></li> <li>• <b>gender reassignment</b></li> <li>• <b>being married or in a civil partnership</b></li> <li>• <b>being pregnant or on maternity leave</b></li> <li>• <b>disability</b></li> <li>• <b>race</b></li> <li>• <b>religion or belief</b></li> <li>• <b>sex</b></li> <li>• <b>sexual orientation</b></li> </ul> <p>The protected characteristics are most likely going to be used as examples of discrimination, evil or</p>
	L3) What is the Evidential problem of evil and why is a problem for God?	To understand the evidential problem of evil.	-To be able to explain the evidential problem of evil. -To be able to use the nature of God to explain this problem. -To evaluate if there is a solution to the evidential problem of evil.			
	L4) What is the free will defence?	To understand the free will defence.	-To be able to explain the free will defence. -To be able to give example of the free will defence. -To evaluate if this saves God from the problem of Evil.			
	L5) What is Mackie’s argument against the free will defence?	To understand Mackie’s argument against the free will defence.	-To be able to explain Mackie’s Rejection of the free will defence argument. -To be able to write the argument philosophically. -To evaluate if this disproves the free will defence.			
	L6) Assessment	To complete an assessment on the following units: Problem of evil Mackie’s argument against the	-To be able to answer questions on the problem of Evil.			

		free will defence.					hatred with reference to good and evil. This is a good platform to discuss some of the issues.
	L7) PIT	To improve their written work.	-To be able to improve their written work using success criteria and writing frames.				
	L8) How does Alvin Plantinga defend the free will defence?	To understand how Alvin Plantinga defends the free will defence argument.	-To be able to explain Plantinga's defence of the free will defence. -To be able to compare with Mackie's argument against the free will defence. -To evaluate how success Plantinga's defence is to defend the free will defence.				<b>British values</b> <b>The rule of law</b> The rule of law will be referred to with regards to good and evil and punishment. <b>Mutual respect &amp; tolerance of different faiths and beliefs</b> Students will explore various religious and non-religious view about good and evil and the nature of God.
	L9) How successful is the free will defence? (Strengths and weaknesses)	To understand the strengths and weaknesses of the free will defence.	-To be able to explain the free will defence. -To be able to explain strengths and weaknesses of the free will defence. -To be able to evaluate if the free will defence is successful in protecting God.				
	L10) What is John Hick's Soul making theodicy and its strengths and weaknesses?	To understand John Hicks Soul making theodicy.	-To be able to understand John Hicks Soul making theodicy. -To explain how this protects God				
	L11) What is the process theology as present by Griffin and its strengths and weaknesses?	To understand what process theology is.	-To be able to explain what process theology is. -To be able to present it as a written argument.				

**Term 2 – Component 1 – Philosophy of Religion – Religious Experience**

**Key words / concepts** – Principle of Credulity; Principle of Testimony; Mysterium Tremendum et fascians; numinous; mysticism; non-sensuous; non-intellectual

**Key Philosophers** - John Hick; Richard Swinburne; Rudolf Otto; William James; Walter Stace

<b>Overarching Big question</b>	<b>Big Question</b>	<b>Lesson Objective</b>	<b>Learning Aims/Outcomes</b>	<b>Opportunities for Differentiation</b>	<b>Assessment</b>	<b>Homework</b>	<b>Personal Development curriculum links (SMSC, British Values, PSHE)</b>
	1) What are religious experiences?	To understand what a religious experience is.	-To be able to explain what is meant by a religious experiences -To be able to give examples of religious experiences	Use of the original texts to help higher ability develop their understanding of philosophy. Break downs of arguments used to help	One formal assessment each term (Mid-term).	Research religious experiences in relation to James' criteria  Researching Persinger's God-helmet	<b>SMSC</b> <b>Spiritual</b> – students will explore religious experience. Does this prove God or is it something else. If it is something else, what is it? Students will reflect on the possibility of the spiritual. <b>Cultural</b> – Student will look at some Christian religious
	2) What are the different types of visions?	To understand the different	-To be able to explain what a vision is.				

	types of vision.	-To be able to explain the three different types of visions. -To be able to give examples.	support all students. Philosophy faces used to ensure arguments are understood. Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.		<p>experiences, which are part of our cultural heritage.</p> <p><b>Social</b> – Students will argue for and against philosophers of the past and between themselves. Showing that in a multicultural western society there are different views, but tolerance and debate are important to challenge, debate and grow.</p> <p><b><u>Protected characteristics</u></b></p> <ul style="list-style-type: none"> <li>• <b>religion or belief</b> students explore religious and non-religious belief. This always done in a respectful manner.</li> </ul> <p><b><u>British values</u></b></p> <p><b>Mutual respect &amp; tolerance of different faiths and beliefs</b></p> <p>Students will explore various religious and non-religious views on religious experience. They will have to challenge views with respect.</p>
3) What is Otto's argument of Numinous Experience?	To understand Otto's argument of numinous experience.	-To be able to explain numinous experiences. -To be able to explain mysterium tremendum et fascinans			
4) Assessment	To complete an assessment on religious experience.	-To be able to complete an assessment on religious experience.			
5) PIT	To improve written work.	-To be able use success criteria and writing frames to improve your written work.			
6) What is Mystical experience? William James	To understand mystical experience.	-To be able to explain Mystical experiences. -To evaluate William James argument.			
7) What are the arguments of non-sensuous and non-intellectual? Walter Stace	To understand the arguments of non-sensuous and non-intellectual.	-To be able to explain non-sensuous and non-intellectual. -To be able to explain the two types of mystical experience extrovertive and introvertive. -To evaluate Walter Stace's argument.			
8) What are the challenges to religious experience?	To understand challenges for religious experience.	-To explain the challenges for religious experiences. -To attempt to overcome these challenges.			

	9) What are the principles of credulity and Testimony? Richard Swinburne	To understand the principles of credulity and testimony.	-To be able to explain the principle of credulity. -To be able to explain the principle of testimony. -To evaluate their effectiveness.				
	10) What influence does religious experience have on religious believers?	To understand the dialogue of religious experience and the religious believer.	-To be able to explain religious experience. -To be able to explain the dialogue between religious experience and religion.				

**Term 2– Section B Ethics and Religion Normative ethical theories: introduction/Natural moral law**

**Key words / concepts** agent, beatific vision, canon law, casuistry, casuistry, consequentialism, cultural relativism, deontology, intrinsic good, Jesuit, magisterium, manualism, rights, seminary, sanctity of life principle, teleological Thomist, virtue

**Philosophers Studied** Cicero(106-43BCE), Thomas Aquinas (1224-1274), Richard A. McCormick (1922-2000)

<b>Overarching Big question</b>	<b>Big Question</b>	<b>Lesson Objective</b>	<b>Learning Aims/Outcomes</b>	<b>Opportunities for Differentiation</b>	<b>Assessment</b>	<b>Homework</b>	<b>Personal Development curriculum links (SMSC, British Values, PSHE)</b>
<b>How should we treat others?  Is there an ethical</b>	1)What is a normative ethical theory and what are the different type?	To understand the different types of normative ethics.	-To be able to explain the three ethical theories are. -To be able to compare the ethical theories. -To be able to evaluate the ethical theories.	- Use of the original texts to help higher ability develop their understanding of philosophy.	One formal assessment each term (Mid-term).	Explain the natural moral law theory.	<b>SMSC</b> <b>Spiritual</b> – Students will consider if spiritual has any bearing on morality.

<p><b>theory we can follow?</b></p> <p><b>Is it possible to do the right thing?</b></p> <p><b>What is Good?</b></p>	2)What is natural moral law? (Aquinas)	To understand what natural law is as presented by Aquinas.	-To be able to explain what natural law is. -To be able to challenge the theory of natural moral law. -To be able to explain the four fold division of law.	<ul style="list-style-type: none"> <li>- Break downs of arguments used to help support all students.</li> <li>- Philosophy faces used to ensure arguments are understood.</li> <li>- Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.</li> </ul>	<p>Come up with 5 arguments against natural moral law.</p> <p>What is situation ethics?</p> <p>Come up with 5 arguments against situation ethics.</p>	<p><b>Moral</b> – Students will consider how we know right from wrong. They will look at three ethical theories which give suggestions on how we should act, Natural moral law, Situation ethics and virtue ethics. Students will have to reflect on their own view and consider contemporary British views and how they compare to each ethical theory.</p> <p><b>Cultural</b> – Students will be studying some of the great thinkers when it comes to ethics and morality. They will consider how this has shaped contemporary western society.</p> <p><b>Social</b> – student will have to debate different ethical theories and with each other. Learning to display tolerance and respect even if their viewpoints differ.</p> <p><b><u>Protected characteristics</u></b></p> <ul style="list-style-type: none"> <li>• <b>religion or belief</b> – students explore religious and non-</li> </ul>
	3)What are the key principles of natural moral law?	To explore natural law in depth to understand the different principles of natural law.	-To be able to explain what is meant by “good is to be done and pursued and evil is to be avoided” -To be able to explain the primary principles. -To evaluate the primary principles.			
	4)What are the key principles of natural moral law?	To explore natural law in depth to understand the different principles of natural law.	-To be able to explain the primary and secondary precepts. -To be able to explain how natural moral law could work in practice.			
	5)How can we evaluate natural moral law?	To evaluate how successful natural law is. Does it work.	-To be able to evaluate NML’s effectiveness. -To assess the strengths & weaknesses of NML. -To Justify views on NML.			
	6)What is the modern-day Catholic interpretation of natural moral law?	To understand the dialogue between natural law and Christianity.	-To be able to explain how NML is used today. -To be able to show why interpretations of NML have changed. -To be able to explain why NML may have change since Aquinas?			
	7)What is proportionalism - how can we evaluate strengths &	To understand what proportionalism is as presented by McCormick.	-To be able to explain proportionalism. -To be able to give examples of proportionalism.			

weaknesses (Richard A McCormick)							religious belief. This always done in a respectful manner.
8) What are the strengths and weaknesses of natural moral law?	To evaluate natural moral law.	-To be able to explain the strengths of natural moral law. -To be able to explain the weaknesses of natural moral law. -To be able to evaluate views and give a justified conclusion.					<b>British values</b> <b>Mutual respect &amp; tolerance of different faiths and beliefs</b> students need to listen to others' views that may not be their own. They present their own and challenge each other. Showing tolerance for others and their beliefs.
9)Assessment	To complete an assessment on the following sections: Natural moral law (Aquinas) Proportionalism	-To be able to complete an assessment on NML.					
10) PIT Lesson	To improve their work on their recent assessment.	-To be able to use a success criteria and writing frames to improve their work.					

**Term 3– Section B Ethics and Religion Normative ethical theories: Situation ethics**

**Key words / concepts** Deontological, Teleological, Character based ethical theories, Absolute, agapeic calculus, antinomianism, autonomy, conative, cryogenics, dilemma, divine command theory, Humanism, intrinsic good, norms, normative ethics, personalism, positivism, predicate, pragmatism, relativism

**Philosophers Studied** John A.T. Robinson (1919-1983), Joseph Fletcher (1905-1991)

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<b>How should we treat others?</b>	1) What are the three approaches to ethics and why does Fletcher reject it?	To understand the three approaches to ethics.	-To be able to explain legalism. -To be able to explain antinomianism. -To be able to explain Situationism.	- Use of the original texts to help higher ability develop their	One formal assessment each term (Mid-term).	Situation ethics is better at dealing with modern	<b>SMSC</b> <b>Spiritual</b> – Students will consider if spiritual has any bearing on morality.

<p><b>Is there an ethical theory we can follow?</b></p>			<p>-To be able to explain why Joesph Fletcher rejects both, legalism and antinomianism.</p>	<p>understanding of philosophy.</p> <ul style="list-style-type: none"> <li>- Break downs of arguments used to help support all students.</li> <li>- Philosophy faces used to ensure arguments are understood.</li> <li>- Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.</li> </ul>		<p>issues than Aristotle's virtue ethics.</p>	<p><b>Moral</b> – Students will consider how we know right from wrong. They will look at three ethical theories which give suggestions on how we should act, Natural moral law, Situation ethics and virtue ethics. Students will have to reflect on their own view and consider contemporary British views and how they compare to each ethical theory.</p> <p><b>Cultural</b> – Students will be studying some of the great thinkers when it comes to ethics and morality. They will consider how this has shaped contemporary western society.</p> <p><b>Social</b> – student will have to debate different ethical theories and with each other. Learning to display tolerance and respect even if their viewpoints differ.</p> <p><b>Protected characteristics</b></p> <ul style="list-style-type: none"> <li>• <b>religion or belief</b> – students explore religious and non-religious belief. This</li> </ul>
<p><b>Is it possible to do the right thing?</b></p>	<p>2) What is situation ethics? (Joseph Fletcher)</p>	<p>To understand what situation ethics is.</p>	<p>-To be able to explain situation ethics. -To be able to present the argument for situation ethics in writing. -To be able to evaluate situation ethics and justify their own views.</p>				
<p><b>What is Good?</b></p>	<p>3) What are fletchers four presuppositions?</p>	<p>To understand the 4 presuppositions.</p>	<p>-To be able to explain pragmatism. -To be able to explain relativism. -To be able to explain positivism. -To be able to explain personalism.</p>				
	<p>4) What are Fletcher's six propositions?</p>	<p>To understand fletchers six propositions.</p>	<p>-To be able to explain the first 3 of fletchers six propositions. -To evaluate if he is right by developing arguments against fletcher.</p>				
	<p>5) What are Fletcher's six propositions?</p>	<p>To understand fletchers six propositions.</p>	<p>-To be able to explain the second 3 of fletchers six propositions. -To evaluate if he is right by developing arguments against fletcher.</p>				
	<p>6) What are the strengths of situation ethics?</p>	<p>To explore strengths of Joesph Fletcher's situation ethics.</p>	<p>-To be able to explain the strengths of situation ethics. -To be able to evaluate the strengths of situation ethics.</p>				

	7) what are the weaknesses of situation ethics	To explore strengths of Joseph Fletcher's situation ethics.	-To be able to explain the weaknesses of situation ethics. -To be able to evaluate the weaknesses of situation ethics.				always done in a respectful manner.
	8) Review of situation ethics	To review Situation ethics.	-To be able to present situation ethics. -To be able to present arguments for and against -To evaluate situation ethics.				<b>British values</b> <b>Mutual respect &amp; tolerance of different faiths and beliefs</b> students need to listen to others' views that may not be their own. They present their own and challenge each other. Showing tolerance for others and their beliefs.
	8) Assessment 6	Situation ethics Joseph Fletcher	-To be able to answer questions on situation ethics.				
	9) PIT	To improve work completed in their assessments.	-To be able to improve their assessment answers using success criteria and writing frames.				

**Term 3 – Section B Ethics and Religion Aristotle's virtue ethics/Application of ethical theories**

**Key words / concepts** – altruism, anthropocentric, dispositions, eudaimonia, function, hierarchy, mean, phronimos, soul, temperance, theoria, virtue, voluntary action

**Philosophers studied** – Aristotle (384-322BCE)

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<b>How should we treat others?</b>  <b>Is there an ethical theory we can follow?</b>	1) What is virtue ethics? (Aristotle)	To understand what virtue ethics is.	-To be able to explain virtue ethics. -To be able to explain which virtues Aristotle believes are worth striving for.	Use of the original texts to help higher ability develop their understanding of philosophy. Break downs of arguments	One formal assessment each term (Mid-term).	"Aristotle's virtues are outdated now and do not have value in today's society" 15 marks.	<b>SMSC</b> <b>Spiritual</b> – students will consider if goodness is intrinsic or something we learn over time. This directly links to morality and questions if we have moral responsibility.

<p><b>Is it possible to do the right thing?</b></p> <p><b>What is Good?</b></p>				<p>used to help support all students. Philosophy faces used to ensure arguments are understood. Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.</p>			<p><b>Moral</b> – Students have explored three ethical theories. They will apply them to theft and lying. This helps them reflect on right and wrong and also consider how there are different views in British society.</p> <p><b>Cultural</b> – Students are looking at some of the greatest thinkers who have helped shaped western society.</p> <p><b>Social</b> – Students will argue for and against philosophers of the past and between themselves. Showing that in a multicultural western society there are different views, but tolerance and debate are important to challenge, debate and grow.</p> <p><b><u>Protected characteristics</u></b></p> <p><b><u>British values</u></b></p> <p><b>The rule of law</b> Students are looking at the issues of lying and theft and therefore will look at the law in the UK. They will reflect on whether it is right to lie or steal.</p> <p><b>Mutual respect &amp; tolerance of different faiths and beliefs</b> Students will explore various religious and non-religious views about</p>
	<p>2) What is the final end, and can we agree with Aristotle? Unpicking Aristotle’s argument principles 1-3</p>	<p>To understand the final end.</p>	<p>-To be able to explain what is meant by final end. -To be able to explain why happiness is considered a good final end.</p>				
	<p>3) What is the function argument &amp; is Aristotle right? Unpicking Aristotle’s argument principles 4</p>	<p>To understand what Aristotle means by function.</p>	<p>-To explain what the soul is. -To explain what the function argument is. -To be able to give examples of the function argument.</p>				
	<p>4) Do we have to do good to be reasonable? Unpicking Aristotle’s argument principles 5</p>	<p>To explain the virtues and why that is good?</p>	<p>-To be able to explain the virtues of the soul. -To be able to explain the difference between rational and non-rational soul.</p>				
	<p>5) How do we perform the virtues well? – The doctrine of the mean Unpicking Aristotle’s</p>	<p>To explain how Aristotle believes we should perform these virtues.</p>	<p>-To be able to explain how we should use the virtues. -To explain how the application of virtues is relative.</p>				



**Term 3 – Section B Ethics and Religion - Application of ethical theories - Humans**

**Key words / concepts** – altruism, anthropocentric, dispositions, eudaimonia, function, hierarchy, mean, phronimos, soul, temperance, theoria, virtue, voluntary action, Deontological, Teleological, Character based ethical theories, Absolute, agapeic calculus, antinomianism, autonomy, conative, cryogenics, dilemma, divine command theory, Humanism, intrinsic good, norms, normative ethics, personalism, positivism, predicate, pragmatism, relativism, agent, beatific vision, canon law, casuistry, casuistry, consequentialism, cultural relativism, intrinsic good, Jesuit, magisterium, manualism, rights, seminary, sanctity of life principle, teleological Thomist, virtue

**Philosophers studied** -Thomas Aquinas (1225-1274CE), Aristotle(384-322BCE), Joesph Fletcher (1905-1991)

<b>Overarching Big question</b>	<b>Big Question</b>	<b>Lesson Objective</b>	<b>Learning Aims/Outcomes</b>	<b>Opportunities for Differentiation</b>	<b>Assessment</b>	<b>Homework</b>	<b>Personal Development curriculum links (SMSC, British Values, PSHE)</b>
<p><b>How should we treat others?</b></p> <p><b>Is there an ethical theory</b></p>	<p>1) Issue 1 Theft How do we apply moral principles to theft?</p>	<p>To understand how moral principles apply to theft.</p>	<p>-To be able to explain natural moral law. -To be able to explain how situation ethics deals with theft. -To be able to explain how virtue ethics deals with theft.</p>	<p>Use of the original texts to help higher ability develop their understanding of philosophy.</p>	<p>One formal assessment each term (Mid-term).</p>	<p>“Abortion is always wrong” (25 marks)  “If you have the money, there is</p>	<p><b>SMSC</b> <b>Spiritual</b> – Students will question if human have greater importance than animals due to being created by God or if we</p>

<b>we can follow?</b>			-To write your own view using ethical theories.	Break downs of arguments used to help support all students. Philosophy faces used to ensure arguments are understood. Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.		nothing wrong with designing a baby”	should have the same status as animals. <b>Moral</b> – Students are going to apply three ethical theories, natural moral law, situation ethics, and virtue ethics to different contemporary ethical issues. These include: <ul style="list-style-type: none"> <li>- Designer babies</li> <li>- Embryo research</li> <li>- Cloning</li> <li>- Abortion</li> <li>- Euthanasia</li> <li>- Capital punishment.</li> </ul> <b>Cultural</b> – Students will look at different cultural views on the following topics: <ul style="list-style-type: none"> <li>- Designer babies</li> <li>- Embryo research</li> <li>- Cloning</li> <li>- Abortion</li> <li>- Euthanasia</li> <li>- Capital punishment.</li> </ul> <b>Social</b> – Students will consider different social arguments on ethical issues. They will compare them to ethical theories and evaluate their own position. <b>Protected characteristics</b> <b>Age</b> – age may be discussed with regards to capital punishment, abortion and so on. <b>Disability</b> – could be of particular interest when looking at abortion.
<b>Is it possible to do the right thing?</b>	2) Issue 2 Lying – How do we apply moral principles to lying?	To understand how moral principles apply to lying.	-To be able to explain how natural moral law deals with lying. -To be able to explain situation ethics deals with lying. -To be able to explain how virtue ethics deals with lying. -To evaluate positions				
<b>What is Good?</b>							
<b>Is abortion ethical.</b>	3) Application of issues of human life and death – Issue 1 Embryo research; cloning “designer babies” How do we apply moral principles to Cloning and designer babies?	To understand how moral principles apply to the ethical issues of embryo research, designer babies and cloning.	-To be able to apply natural law to embryo research, designer babies and cloning. -To be able to apply situation ethics to embryo research, designer babies and cloning. -To be able to apply virtue ethics to embryo research, designer babies and cloning.				
<b>Should we bring back capital punishment?</b>							
<b>Are embryos human?</b>							
<b>What makes a human?</b>							
<b>How should we treat animals?</b>	4) Application of issues of human life and death – Issue 2 Abortion How do we apply Natural moral law to Abortion?	To understand how natural moral law applies to the ethical issue of abortion.	-To be able to apply natural law to abortion. To be able to apply situation ethics to abortion. To be able to apply virtue ethics to abortion.				
<b>Are animals less than human?</b>	5) Application of issues of human life and	To understand how natural moral law	-To be able to apply natural law to euthanasia.				

	<p>death – Issue 3 Euthanasia How do we apply Natural moral law to Euthanasia?</p>	<p>applies to the ethical issue of euthanasia.</p>	<p>To be able to apply situation ethics to euthanasia. To be able to apply virtue ethics to euthanasia.</p>				<p><b>Religion or belief</b> – the ethical theories and religious views are going to be explored throughout the whole topic. <b>Sex gender</b> could be discussed when looking at designer babies.</p>
	<p>6) Application of issues of human life and death – Issue 4 capital punishment. How to apply Natural moral law to Capital punishment</p>	<p>To understand how natural moral law applies to the ethical issue of capital punishment.</p>	<p>-To be able to apply natural law to capital punishment. -To be able to apply situation ethics to capital punishment. To be able to apply virtue ethics to capital punishment.</p>				<p><b>Sexual orientation</b> – may be applicable when discussing capital punishment.</p> <p><b>British values</b> <b>The rule of law</b> – the law of each issue will be explored, including abortion, capital punishment, euthanasia, designer babies, embryo research and cloning.</p> <p><b>Individual liberty</b> - individual liberty will be refer to with reference to abortion and pro-choice arguments.</p> <p><b>Mutual respect &amp; tolerance of different faiths and beliefs</b> Students will be looking at a vast number of viewpoints on four different ethical theories and will need to show respect for each group.</p>

**Term 4 – Section B Ethics and Religion - Application of ethical theories – Non-humans**

**Key words / concepts** – altruism, anthropocentric, dispositions, eudaimonia, function, hierarchy, mean, phronimos, soul, temperance, theoria, virtue, voluntary action, Deontological, Teleological, Character based ethical theories, Absolute, agapeic calculus, antinomianism, autonomy, conative, cryogenics, dilemma, divine command theory, Humanism, intrinsic good, norms, normative ethics, personalism, positivism, predicate, pragmatism, relativism, agent, beatific vision, canon law, casuistry, casuistry, consequentialism, cultural relativism, intrinsic good, Jesuit, magisterium, manualism, rights, seminary, sanctity of life principle, teleological Thomist, virtue

**Philosophers studied** -Thomas Aquinas (1225-1274CE), Aristotle(384-322BCE), Joesph Fletcher (1905-1991)

<b>Overarching Big question</b>	<b>Big Question</b>	<b>Lesson Objective</b>	<b>Learning Aims/Outcomes</b>	<b>Opportunities for Differentiation</b>	<b>Assessment</b>	<b>Homework</b>	<b>Personal Development curriculum links (SMSC, British Values, PSHE)</b>
<p><b>2How should we treat others?</b></p> <p><b>Is there an ethical theory we can follow?</b></p>	<p>1)How does natural moral law deal with issues concerning non-human life? (Animals and food)</p>	<p>To understand how natural moral law deals with issues concerning non-human life.</p>	<p>To be able to apply natural moral law to non-human related ethics. To be able to apply situation ethics to non-human related ethics.</p>	<p>Use of the original texts to help higher ability develop their understanding of philosophy.</p>	<p>One formal assessment each term (Mid-term).</p>	<p>“Abortion is always wrong” (25 marks)</p> <p>“If you have the money, there is</p>	<p><b>SMSC</b> <b>Spiritual</b> – Students will question if human have greater importance than animals due to being created by God or if we should have the same status as animals.</p>

<p><b>Is it possible to do the right thing?</b></p> <p><b>What is Good?</b></p> <p><b>What makes a human?</b></p> <p><b>How should we treat animals?</b></p> <p><b>Are animals less than human?</b></p>			To be able to apply virtue ethics to non-human related ethics.	<p>Break downs of arguments used to help support all students. Philosophy faces used to ensure arguments are understood. Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.</p>		<p>nothing wrong with designing a baby”</p>	<p><b>Moral</b> – Students are going to apply three ethical theories, natural moral law, situation ethics, and virtue ethics to different contemporary ethical issues.</p> <p><b>Cultural</b> – Students will look at different cultural views on the following topics:</p> <ul style="list-style-type: none"> <li>-Use of animals for food</li> <li>-Use of animals in cloning</li> <li>-Use of animals in blood sports</li> <li>-Use of animals in organ transplants</li> </ul> <p><b>Social</b> – Students will consider different social arguments on ethical issues. They will compare them to ethical theories and evaluate their own position.</p> <p><b>Protected characteristics</b></p> <p><b>Age</b> – age may be discussed with regards to capital punishment, abortion and so on.</p> <p><b>Disability</b> – could be of particular interest when looking at abortion.</p> <p><b>Religion or belief</b> – the ethical theories and religious views are going to be explored throughout the whole topic.</p> <p><b>Sex</b> gender could be discussed when looking at designer babies.</p>
	2)How does natural Situation ethics deal with issues concerning non-human life? (Animals in cloning)	To understand how situation ethics deals with issues concerning non-human life.	To be able to apply natural moral law to non-human related ethics. To be able to apply situation ethics to non-human related ethics. To be able to apply virtue ethics to non-human related ethics.				
	3)How does natural Virtue ethics deal with issues concerning non-human life? (Animals in blood sports)	To understand how virtue ethics deals with issues concerning non-human life.	To be able to apply natural moral law to non-human related ethics. To be able to apply situation ethics to non-human related ethics. To be able to apply virtue ethics to non-human related ethics.				
	4) How does natural Virtue ethics deal with issues concerning non-human life? (Animal transplants)		To be able to apply natural moral law to non-human related ethics. To be able to apply situation ethics to non-human related ethics. To be able to apply virtue ethics to non-human related ethics.				

							<p><b>Sexual orientation</b> – may be applicable when discussing capital punishment.</p> <p><b>British values</b></p> <p><b>The rule of law</b> – the law of each issue will be explored, including abortion, capital punishment, euthanasia, designer babies, embryo research and cloning.</p> <p><b>Mutual respect &amp; tolerance of different faiths &amp; beliefs</b></p> <p>Students will be looking at a vast number of viewpoints on four different ethical theories and will need to show respect for each group.</p>
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**Term 4 – Component 2 –Christianity - Sources of authority**

**Key words / concepts** sin, passivity/Anglican Church, Apostles, Apostolic tradition, The Apostolic succession, atonement, canon, denomination, deist, disciples, divinity, ecumenical councils, evangelism, general revelation, gentiles, gospel, holy spirit, incarnation, inspiration, special revelation, sustainer

<b>Overarching Big question</b>	<b>Big Question</b>	<b>Lesson Objective</b>	<b>Learning Aims/Outcomes</b>	<b>Opportunities for Differentiation</b>	<b>Assessment</b>	<b>Homework</b>	<b>Personal Development curriculum links (SMSC, British Values, PSHE)</b>
	1) Sources of authority Why does the Bible hold authority for Christians?	To understand why the Bible holds authority for Christians.	-To be able to explain the importance of the Bible. -To be able to explain why the Bible holds authority for Christians.	Use of the original texts to help higher ability develop their understanding of philosophy. Break downs of arguments used to help support all students.	Two formal assessments each term (Mid-term).	“The Bible shouldn’t hold any authority”	<b>SMSC</b> <b>Spiritual</b> – students will explore religious experience. Does this prove God or is it something else. If it is something else, what is it? Students will reflect on the possibility of the spiritual. <b>Cultural</b> – Student will look at some Christian religious
	2)What are the three different	To understand different	-To be able to explain the different theories				

	theories about the inspiration and authority of the Bible?	views regarding the authority of the Bible.	regarding the authority of the Bible. -To be able to evaluate the authority the Bible holds.	Philosophy faces used to ensure arguments are understood. Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard. -			experiences, which are part of our cultural heritage. <b>Social</b> – Students will argue for and against philosophers of the past and between themselves. Showing that in a multicultural western society there are different views, but tolerance and debate are important to challenge, debate and grow. <b><u>Protected characteristics</u></b> • <b>religion or belief</b> students explore religious and non-religious belief. This always done in a respectful manner.  <b><u>British values</u></b> <b>Mutual respect &amp; tolerance of different faiths and beliefs</b> Students will explore various religious and non-religious views on religious experience. They will have to challenge views with respect.
	3) Sources of authority. Why does the Church hold authority for Christians?	To explore why the church holds authority for Christians.	-To be able to explain different reasons for church authority. -To be able to evaluate the authority of the church.				
	4) What are the different views about the church? Protestant verse Catholic	To explore the different views on the purpose of the church.	-To be able to explain the difference between protestant and catholic. -To be able to explain different view on the church. -To be able to evaluate both protestant and Catholic views.				
	5) Sources of authority Why does Jesus hold authority for Christians?	To explore why Jesus holds authority for Christians.	-To be able to explain the different views of Jesus, Biblical verse historical etc. -To be able to explain why Jesus holds authority for Christians.				

**Term 4 – Component 2 –Christianity - God**

**Philosophical Vocabulary/concpets** altruism, anthropocentric, dispositions, eudaimonia, function, hierarchy, mean, phronimos, soul, temperance, theoria, virtue, voluntary action, Deontological, Teleological, Character based ethical theories, Absolute, agapeic calculus, antinomianism, autonomy, conative, cryogenics, dilemma, divine command theory, Humanism, intrinsic good, norms, normative ethics, personalism, positivism, predicate, pragmatism, relativism, agent, beatific vision, canon law, casuistry, casuistry, consequentialism, cultural relativism, intrinsic good, Jesuit, magisterium, manualism, rights, seminary, sanctity of life principle, teleological Thomist, virtue/ anthropomorphism, atonement, covenant, ex deo, ex nihilo, immanent, incarnate, monotheism, omnipotent, omniscient, pantheon, perichoresis, polytheism, redemption, salvation, salvation history, Shema, Transcendent, Yahweh.

**Philosophical Scholars**

<b>Overarching Big question</b>	<b>Big Question</b>	<b>Lesson Objective</b>	<b>Learning Aims/Outcomes</b>	<b>Opportunities for Differentiation</b>	<b>Assessment</b>	<b>Homework</b>	<b>Personal Development curriculum links (SMSC, British Values, PSHE)</b>
	1) Christian monotheism What is the nature of God?	To understand the nature of God.	To be able to explain monotheism. To be able to explain the nature of God.	Use of the original texts to help higher ability develop their understanding of philosophy. Break downs of arguments used to	Two formal assessments each term (Mid-term).	Christianity is a sexist religion (15marks)	<b>SMSC</b> <b>Spiritual</b> – Students will question if human have greater importance than animals due to being created by God or if we
	2) What is the doctrine of the	To understand the importance of the Trinity.	To be able to explain the trinity.				

Trinity and why is it important?		To be able to explain the importance of the Trinity in Christianity.	<p>help support all students.</p> <p>Philosophy faces used to ensure arguments are understood.</p> <p>Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.</p>	<p>should have the same status as animals.</p> <p><b>Moral</b> – Students are going to apply three ethical theories, natural moral law, situation ethics, and virtue ethics to different contemporary ethical issues including animal ethics.</p> <p><b>Cultural</b> – Students will look at different cultural views on animal ethics.</p> <p><b>Social</b> – Students will consider different social arguments on ethical issues. They will compare them to ethical theories and evaluate their own position.</p> <p><b><u>Protected characteristics</u></b></p> <ul style="list-style-type: none"> <li>• <b>religion or belief – the ethical theories and religious views are going to be explored throughout the whole topic.</b></li> </ul> <p>- <b><u>British values</u></b></p> <p><b>The rule of law</b> – animal laws will be explored to understand how the law treats animals in the UK.</p> <p>- <b><u>Mutual respect &amp; tolerance of different faiths and beliefs</u></b></p>
3) How do Christians understand Jesus as the son of God?	To understand how Jesus is seen as the son of God.	<p>To be able to explain why Christians see Jesus as the son of God.</p> <p>To be able to explain the importance of Jesus as the Son of God.</p> <p>To be able to explain the purpose of Jesus as the Son of God.</p>		
4) Why is God understood as personal, father, love?	To understand how God is seen as personal, the father and love.	<p>To be able to explain why God is understood as a father.</p> <p>To be able to explain the importance of God the Father.</p> <p>To be able to explain why God is love.</p>		
5) what problems arise with understanding God through Anthropomorphic and gender specific language?	To understand the problems that arise from gender specific language in Christianity.	<p>To be able to explain anthropomorphic language.</p> <p>To be able to explain gender language.</p> <p>To be able to explain why this presents a problem.</p>		
6) How do we understand God in Process Theology?	To be able to understand how God is understood by process theologians	To be able to explain how the concept of God in process theologians compares to the traditional view of God		
7) Assessment	To complete an assessment on, nature of God, Church as an authority, Jesus as	To complete an assessment on, nature of God, Church as an authority, Jesus as an		

		an authority, The bible as authority	authority, The bible as authority				Students will be looking at a vast number of viewpoints on animal ethics.
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**Term 4 – Component 2 Christianity - Self, death, and Afterlife (AM)**

**Key words / concepts** Allegory, forms, objective immortality, pantheism, purgatory, reincarnation, subjective immortality, venial sin

<b>Overarching Big question</b>	<b>Big Question</b>	<b>Lesson Objective</b>	<b>Learning Aims/Outcomes</b>	<b>Opportunities for Differentiation</b>	<b>Assessment</b>	<b>Homework</b>	<b>Personal Development curriculum links (SMSC, British Values, PSHE)</b>
<b>What is the purpose of life?</b>  <b>Is there an afterlife?</b>  <b>What is Good?</b>	1)What is the meaning and purpose of life?	To explore the meaning of life.	To be able to explain different views on the meaning of life. To evaluate your own view on meaning of life.	Use of the original texts to help higher ability develop their understanding of philosophy. Break downs of arguments used to help support all students.	One formal assessment each term (Mid-term).	“Jesus did not resurrect, this is impossible. His resurrection is just a story” Discuss (25 marks).	<b>SMSC</b> <b>Spiritual</b> – Students will look at the meaning of life. They will explore if we have a soul and if there is an afterlife. <b>Moral</b> – Students will explore the
	2)Resurrection – what is the soul?	To explore ideas concerning the soul.	To be able to explain what the soul is. To explain different views of the soul.				

<b>Is it possible to resurrect?</b>			To evaluate if the soul exists.	Philosophy faces used to ensure arguments are understood. Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.	What is Good? (15 marks)	relationship between morality and afterlife. They will consider what is meant by “good” and “bad” and if there are any actions that would stop you from gaining afterlife. <b>Cultural</b> – students will look at different cultural and religious views regarding the soul and afterlife. <b>Social</b> – students need to engage in debate with other philosophers and classmates.  <b><u>Protected characteristics</u></b> • <b>religion or belief</b> students explore religious and non-religious belief. This always done in a respectful manner.  <b><u>British values</u></b> <b>Mutual respect &amp; tolerance of different faiths and beliefs</b> Students will explore various religious and
	3) Resurrection – what are the differences between physical and spiritual resurrection?	To understand the key differences between physical and spiritual resurrection.	To be able to explain the resurrection. To be able to explain physical resurrection. To be able to explain spiritual resurrection. To be able to compare the two forms of resurrection.			
	4) What are the different interpretations of Judgement, Heaven, Hell and Purgatory?	To explore different views on afterlife.	To be able to explain what afterlife is. To be able to explain different views on afterlife. To evaluate the possibility of afterlife.			
	5) What are the different interpretations of Judgement, Heaven, Hell and Purgatory?	To explore different views on afterlife.	To be able to explain what afterlife is. To be able to explain different views on afterlife. To evaluate the possibility of afterlife.			
	6) Assessment	To complete an assessment on afterlife.	To be able to complete an assessment on afterlife.			
	7) PIT	To improve your written work.	To be able to use teacher feedback, success criteria and writing frames to improve your written work.			

							non-religious views on religious experience. They will have to challenge views with respect.
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**Term 4– Component 2 Good conduct and moral principles/Expression of religious identity**

**Key words / concepts** denomination, dominion, double predestination, eco-theology, eschatological, foreknowledge, grace, intrinsic value, ius ad bellum, ius in bello, justification, predestination, sanctity, sanctity of life principle, sola fide, stewardship/ Catechism catholic, covenant, credobaptism, ecumenical, ecumenism, epiclesis, fraction, genuflexion, liturgy, ordinances, paedobaptism, sacrament, transubstantiation.

<b>Overarching Big question</b>	<b>Big Question</b>	<b>Lesson Objective</b>	<b>Learning Aims/Outcomes</b>	<b>Opportunities for Differentiation</b>	<b>Assessment</b>	<b>Homework</b>	<b>Personal Development curriculum links (SMSC, British Values, PSHE)</b>
<b>Why is human life important?</b>  <b>Is it ethical to go to war?</b>	1) Good conduct – justification by faith	To be able to explain what Good conduct is and how it links to justification by faith and works	To be able to explain the term justification. To be able to explain justification through faith. To give examples of justification through faith.	Use of the original texts to help higher ability develop their understanding of philosophy. Break downs of arguments used to	One formal assessment each term (Mid-term).	“Weapons of mass destruction can never be justified” (25 marks)	<u><b>SMSC</b></u> <b>Spiritual</b> – Students will explore ideas of humans having an elevated status given by God. <b>Moral</b> – Are we different to humans

<p><b>What rights do animals have?</b></p> <p><b>Do humans have more worth than animals.</b></p>	<p>2) Good conduct – justification by works</p>	<p>To be able to explain what Good conduct is and how it links to justification by faith and works</p>	<p>To be able to explain the term justification. To be able to explain justification through works. To give examples of justification through works. -</p>	<p>help support all students. Philosophy faces used to ensure arguments are understood. Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.</p>		<p>“Humans can do what they like with animals” (25 marks)</p>	<p>and can we do what we like to them. If human life is so special how come, we can take it in certain situations? Students will explore the morality of animal ethics and war. <b>Cultural</b> – Student will explore the cultural impact of War and how the Just war theory has shaped western culture and society. Students will consider different cultural views towards animals. <b>Social</b> – students need to engage in debate with other philosophers and classmates. <b>Protected characteristics</b></p> <ul style="list-style-type: none"> <li>• <b>Age</b> – age will be explored when looking at infant baptism and choice.</li> <li>• <b>religion or belief</b> – students we explore Christian beliefs and rituals.</li> </ul> <p><b>British values</b></p>
<p><b>Should you be made to follow the religion your parents follow.</b></p>	<p>3) What is predestination?</p>	<p>To understand what predestination is.</p>	<p>To be able to explain predestination. To be able to explain your own view on predestination.</p>				
<p><b>What rituals are performed by Christians?</b></p>	<p>4) How can we apply the sanctity of life argument?</p>	<p>To understand the sanctity of life.</p>	<p>To be able to explain the sanctity of life. To critic the sanctity of life argument. To evaluate the sanctity of life argument.</p>				
	<p>5) What is the just war theory?</p>	<p>To understand the just war theory.</p>	<p>To be able to explain the just war theory. To be able to jus ad bellum. To be able to explain jus in bello. To be able to evaluate the Just war theory.</p>				
	<p>6) How can we apply the just war theory to weapons of mass destruction?</p>	<p>To understand the just war theory.</p>	<p>To be able to explain the just war theory. To be able to explain weapons of mass destruction. To be able to apply the just war theory to weapons of mass destruction.</p>				
	<p>7) Why do Christians believe they have dominion over animals?</p>	<p>To understand why Christians, believe humans have</p>	<p>To be able to explain dominion. To be able to explain why Christians believe that we have dominion over animals.</p>				

		dominion over the animals.	To be able to evaluate dominion.				<p><b>The rule of law</b> Student will need to look at human and animal rights and understand the how the law protects both. They need to understand how the law favours humans and why.</p> <p><b>Mutual respect &amp; tolerance of different faiths and beliefs</b> Students will explore various religious and non-religious views. They will have to challenge views with respect.</p>
	8) Why do Christians believe they have Stewardship over animals?	To understand why Christians believe that have stewardship over animals.	To be able to explain Stewardship. To be able to explain Christian beliefs on Stewardship. To be able to evaluate Stewardship.				
	9) Assessment	To complete an assessment	To be able to complete an assessment on good ethical conduct.				
	10) PIT	To improve your written work.	To be able to use teachers' feedback, success criteria and writing frames to improve your work.				

<b>Term 5 – Component 2 Good conduct and moral principles/Expression of religious identity</b>							
<b>Key words / concepts</b> denomination, dominion, double predestination, eco-theology, eschatological, foreknowledge, grace, intrinsic value, ius ad bellum, ius in bello, justification, predestination, sanctity, sanctity of life principle, sola fide, stewardship/ Catechism catholic, covenant, credobaptism, ecumenical, ecumenism, epiclesis, fraction, genuflexion, liturgy, ordinances, paedobaptism, sacrament, transubstantiation.							
<b>Overarching Big question</b>	<b>Big Question</b>	<b>Lesson Objective</b>	<b>Learning Aims/Outcomes</b>	<b>Opportunities for Differentiation</b>	<b>Assessment</b>	<b>Homework</b>	<b>Personal Development curriculum links (SMSC, British Values, PSHE)</b>
	1) What is the significance of baptism in Christianity?	To understand the significance of baptism.	To be able to explain baptism. To be able to explain the significance of baptism.	Use of the original texts to help higher ability develop their understanding of philosophy. Break downs of arguments used to	Two formal assessments each term (Mid-term).	Researching the sacraments of baptism and holy communion	<b>SMSC Spiritual</b> – Students will explore ideas of humans having an elevated status given by God.
	2) Is infant baptism, right? (Arguments in	To explore if infant baptism is ethical.	To be able to explain infant baptism.				

	favour and against infant baptism)		To be able to give arguments for infant baptism. To be able to give arguments against infant baptism. To be able to evaluate if infant baptism is ethical.	help support all students. Philosophy faces used to ensure arguments are understood. Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.			
	3)What is the significance of the holy communion?	To understand the significance of the holy communion.	To be able to explain what the holy communion is. To be able to explain why holy communion has significance for Christians.				
	4) How is holy communion celebrated by different denominations?	To explore how different denominations celebrate the holy communion.	To be able to explain holy communion. To be able to explain how holy communion is celebrated by different denominations.	-			
	5) What is the mission of Evangelism?	To understand what evangelism is.	To be able to explain what mission is in Christianity. To be able to explain evangelism. To be able to explain the significance of evangelism.				
	6)What is the mission to the poor and disadvantaged?	To understand why Christians, help the poor and disadvantaged .	To be able to explain mission. To be able to explain why Christians help the poor and disadvantaged. To be able to explain what makes a person disadvantaged.				
	7)What is the mission to the community of Christians?	To understand the importance of the community of Christians.	To be able to explain mission. To be able to explain the importance of the church community.				
							<p><b>Moral</b> – Are we different to humans and can we do what we like to them. If human life is so special how come, we can take it in certain situations? Students will explore the morality of animal ethics and war.</p> <p><b>Cultural</b> – Student will explore the cultural impact of War and how the Just war theory has shaped western culture and society. Students will consider different cultural views towards animals.</p> <p><b>Social</b> – students need to engage in debate with other philosophers and classmates.</p> <p><b><u>Protected characteristics</u></b></p> <ul style="list-style-type: none"> <li>• <b>Age</b> – age will be explored when looking at infant baptism and choice.</li> <li>• <b>religion or belief</b> – students we explore Christian beliefs and rituals.</li> </ul>

							<p><b>British values</b></p> <p><b>The rule of law</b> Student will need to look at human and animal rights and understand the how the law protects both. They need to understand how the law favours humans and why.</p> <p><b>Mutual respect &amp; tolerance of different faiths and beliefs</b> Students will explore various religious and non-religious views. They will have to challenge views with respect.</p>
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**Term 5 - Component 2 Christianity and Dialogues, Dialogue between Christianity, and philosophy**

**Key words / concepts for this term: All topics in Philosophy included.**

**Philosophers studied – All Philosophers who comment on philosophy included.**

<b>Overarching Big Question</b>	<b>Big Question</b>	<b>Lesson Objective</b>	<b>Learning Aims/Outcomes</b>	<b>Opportunities for differentiation</b>	<b>Assessment</b>	<b>Homework</b>	<b>Personal Development curriculum links (SMSC, British Values, PSHE)</b>
Who is God?	How to approach philosophy and dialogue?	To understand the approach to take to understanding	<ul style="list-style-type: none"> <li>To complete a structure on how to write a 25-mark answer.</li> </ul>	-Use of the original texts to help higher ability develop their understanding of philosophy.	Students will complete one assessment on religious and	Students will be given two pieces of homework	<p><u>SMSC</u></p> <p>Spiritual – students will explore the possibility of there being a God. They will consider if it is</p>

Can we Know God?		the dialogues between religion and philosophy.	<ul style="list-style-type: none"> <li>To explore what is required for a good 25-mark answer. –</li> <li>To revise key topics and write an example plan.</li> </ul>	-Break downs of arguments used to help support all students. -Philosophy faces used to ensure arguments are understood. -Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.	philosophy dialogues. This will comprise of a 25 marker. Students will have 45 minutes to complete this.	relating to the topic they are studying. This can be an essay a research task or a revision task.	possible to prove that God exists. Moral - Cultural – Students are engaging with some of the great thinkers that shaped western understanding of the world. This deeper understanding enables them to understand western culture. Social – students need to engage in debate with other philosophers and classmate. <u>Protected characteristics</u> <ul style="list-style-type: none"> <li>religion or belief – students explore religious and non-religious belief. This always done in a respectful manner.</li> </ul> <u>British values</u> Mutual respect & tolerance of different faiths and beliefs students need to listen to others' views that may not be their own. They present their own and challenge each other. Showing tolerance for others and their beliefs.
What is God Like?							
Does God Exist?							
What is the self?	What do religion and philosophy tell us about God?	To understand discourse on God from both religion and philosophy.	<ul style="list-style-type: none"> <li>To complete a practice question</li> <li>To revise the topic of God particularly religious experience.</li> </ul>				
IS it possible to have afterlife?							
Can we experience God?	What do religion and philosophy tell us about God?	To understand discourse on God from both religion and philosophy.	<ul style="list-style-type: none"> <li>To complete a practice question</li> <li>To revise the topic of God particularly problem of evil</li> <li>To revise the topic of God particularly the doctrine of the trinity.</li> </ul>				
Do miracles happen?	How does religion and philosophy	To understand discourse on self, death and	<ul style="list-style-type: none"> <li>To complete a practice question</li> </ul>				

	deal with the Self, death and afterlife?	afterlife from both religion and philosophy.	<ul style="list-style-type: none"> <li>• To revise the topic of self, death and afterlife.</li> </ul>				
	How does religion and philosophy deal with sources of authority?	To understand discourse on sources of authority from both religion and philosophy.	<ul style="list-style-type: none"> <li>• To complete a practice question</li> <li>• To revise the topic sources of authority within Christianity.</li> </ul>				
	How does religion and philosophy deal with religious experience?	To understand discourse on religious experience from both religion and philosophy.	<ul style="list-style-type: none"> <li>• To complete a practice question</li> <li>• To revise the on religious experience.</li> </ul>				
	What can the relationship between scientific and religious discourse teach us?	To understand discourse on scientific discoveries from both religion and philosophy.	<ul style="list-style-type: none"> <li>• To complete a practice question</li> <li>• To revise the topic science and religion.</li> </ul>				
	How does Christianity deal with the truth claims of other religions?	To understand discourse on other religions from both religion and philosophy.	<ul style="list-style-type: none"> <li>• To complete a practice question</li> <li>• To revise the topic of diversity in religion and a</li> </ul>				

			Christian response.				
	How does religion and philosophy deal with Miracles?	To understand discourse on miracles from both religion and philosophy.	<ul style="list-style-type: none"> <li>To complete a practice question</li> <li>To revise the topic Miracles.</li> </ul>				
	Exam prep	To prepare for the upcoming exam.	<ul style="list-style-type: none"> <li>To complete questions on a practice paper</li> </ul>				
	Exam Prep	To prepare for the upcoming exam.	<ul style="list-style-type: none"> <li>To complete questions on a practice paper</li> </ul>				
	Exam Prep	To prepare for the upcoming exam.	<ul style="list-style-type: none"> <li>To complete questions on a practice paper</li> </ul>				

**Term 5 - Component 2 Christianity and Dialogues, Dialogue between Christianity, and ethics**

**Key words / concepts – All ethical theories discussed in the course.**

**Philosophers Studied – all ethicist and philosophers used int the course.**

<b>Overarching Big question</b>	<b>Big Question</b>	<b>Lesson Objective</b>	<b>Learning Aims/Outcomes</b>	<b>Opportunities for Differentiation</b>	<b>Assessment</b>	<b>Homework</b>	<b>Personal Development curriculum links (SMSC, British Values, PSHE)</b>
How do we know what is Good?	What is Kants deontological approach?	To explore deontology with reference to Kant.	<ul style="list-style-type: none"> <li>To explore deontology using Kant's</li> </ul>	-Use of the original texts to help higher ability develop their	Students will complete one assessment on religious and	Students will be given two pieces of homework	<u>SMSC</u> Spiritual – students will explore the possibility of there being a God. They will

Do we have moral responsibility?			<p>Categorical imperative.</p> <ul style="list-style-type: none"> <li>To be able to explain Kant position.</li> <li>To show how Kants Argument is deontological.</li> </ul>	<p>understanding of philosophy.</p> <p>-Break downs of arguments used to help support all students.</p> <p>-Philosophy faces used to ensure arguments are understood.</p>	<p>ethical dialogues. This will comprise of a 25 marker. Students will have 45 minutes to complete this.</p>	<p>relating to the topic they are studying. This can be an essay a research task or a revision task.</p>	<p>consider if it is possible to prove that God exists.</p> <p>Moral -</p> <p>Cultural – Students are engaging with some of the great thinkers that shaped western understanding of the world. This deeper understanding enables them to understand western culture.</p> <p>Social – students need to engage in debate with other philosophers and classmate.</p> <p><u>Protected characteristics</u></p> <ul style="list-style-type: none"> <li>religion or belief – students explore religious and non-religious belief. This always done in a respectful manner.</li> </ul> <p><u>British values</u></p> <p>Mutual respect &amp; tolerance of different faiths and beliefs</p> <p>students need to listen to others' views that may not</p>
Are we free?							
How should we behave?							
How should we deal with ethical questions concerning animals?	What is Bentham's Utilitarianism and how is it an example of a teleological argument?	To explore the Teleological and consequential ethical arguments with reference to Bentham.	<ul style="list-style-type: none"> <li>To explore teleological arguments using Bentham's Utilitarianism.</li> <li>To be able to explain Bentham's position.</li> <li>To show how Bentham's argument is teleological.</li> </ul>	-Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.			
How should we deal with ethical questions concerning Human life?	What is a Character based ethics?	To explore character-based ethics with reference to Aristotle.	<ul style="list-style-type: none"> <li>To explore character-based arguments using Aristotle's virtue ethics.</li> <li>To be able to explain virtue ethics.</li> <li>To be able to show how virtue</li> </ul>				

			ethics is character based.					be their own. They present their own and challenge each other. Showing tolerance for others and their beliefs.
	How far can Christian ethics be deontological, teleological, consequential, or character based?	To compare Christians ethics with Deontology, Teleology, character based ethics?	<ul style="list-style-type: none"> <li>• To compare Christian ethics to Deontology.</li> <li>• To compare Christian ethics to teleological ethical theories.</li> <li>• To compare Christian ethics to character-based virtue ethics.</li> </ul>					
	What are Christian responses to issues concerning human life and death?	To understand Christian responses to the issues of human life and death.	<ul style="list-style-type: none"> <li>• To be able to explain Christian response to different human ethical issues.</li> </ul>					
	What are Christian responses to animal life and death?	To understand Christian responses to animal life and death.	<ul style="list-style-type: none"> <li>• To be able to explain Christian responses to different animal ethical issues.</li> </ul>					
	What are Christian responses to the issues surrounding wealth, tolerance, and freedom of	To understand Christian responses to issues of wealth, tolerance and	<ul style="list-style-type: none"> <li>• To be able to explain Christian responses to Wealth.</li> </ul>					

	religious expression.	freedom of religious expression.	<ul style="list-style-type: none"> <li>• To be able to explain Christian responses to tolerance.</li> <li>• To be able to explain Christian responses to freedom of religious expression.</li> </ul>				
	What is Christian understandings of free will and moral responsibility?	To understand what Christians believe about free will and moral responsibility.	<ul style="list-style-type: none"> <li>• To be able to explain Christian views on free will.</li> <li>• To be able to explain Christian views on moral responsibility.</li> </ul>				
	What is the Christian understanding of conscience in moral decision making?	To understand what Christians believe about conscience.	<ul style="list-style-type: none"> <li>• To be able to explain what Christians believe about conscience.</li> <li>• To explain how this informs their moral decision making.</li> </ul>				
	What challenges to and support for	To explain different challenges or	<ul style="list-style-type: none"> <li>• To be able to give some</li> </ul>				

	Christian views are there?	support of Christian ethics.	<p>challenges to Christian ethics.</p> <ul style="list-style-type: none"> <li>To be able to give some supportive arguments for Christian ethics.</li> </ul>				
	Is Christianity compatible of those of other ethical perspectives	To understand the arguments that are present due to different ethical perspective.	<ul style="list-style-type: none"> <li>To be able to explain different arguments against Christian ethical perspectives.</li> <li>To be able to explain the challenges that can arise given 21<sup>st</sup> century culture.</li> </ul>				
	What are the strengths and weaknesses of different ethical viewpoints?	To understand the different strengths and weaknesses of different ethical theories.	<ul style="list-style-type: none"> <li>To be able to explain different strengths of ethical theories.</li> <li>To be able to explain different weaknesses of different ethical theories.</li> <li>To be able to evaluate</li> </ul>				

			different ethical theories.				
	What are the implications of Christian ethical teaching for the religion as a whole and sources of authority.	To understand the implications of Christians ethical theories on sources of authority.	<ul style="list-style-type: none"> <li>• To be able to explain the different Christian sources of authority.</li> <li>• To be able to explain what implications these sources of authority have on Christian ethical belief.</li> </ul>				
	Exam Prep	To prepare for the upcoming exam.	To complete questions on a practice paper				
	Exam Prep	To prepare for the upcoming exam.	To complete questions on a practice paper				