

Religious studies A Level (AQA)

Year 13

Scheme of Learning 2025 - 2026

Mr M Labrou – Acting Head of Humanities

Topics by Term	Topic Overview for Year Group					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics Taught	Component 1: Philosophy of Religion and Ethics	Component 1: Philosophy of Religion and Ethics	Component 1: Philosophy of Religion and Ethics	Component 2 Christianity and Dialogues	Component 2 Christianity and Dialogues	N/A
Overarching Big Questions	Religious language (AJM) Introduction to meta ethics (Teacher 2)	Miracles (AJM) Free will and moral responsibility (Teacher 2)	Self, death, and afterlife (AJM) Conscience (Teacher 2) Bentham and Kant (Teacher 2)	Christianity, gender, and sexuality (AJM) Christianity and Science (Teacher 2) Christianity and the challenge of secularism. (Teacher 2) Christianity, migration, and religious pluralism (AJM)	Dialogue between Christianity and philosophy. (AJM) Dialogue between Christianity and ethics (Teacher 2)	
Week Times	6.5 Weeks	7.5 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks

Vital Pre-requisites	Vital Pre-requisites	Vital Pre-requisites	Vital Pre-requisites	Vital Pre-requisites	Vital Pre-requisites	Vital Pre-requisites
	<p>Students will need to have literacy, oracy and analytical skills to dissect a new concept.</p> <p>Students will need to be critical and challenge the theories they are presented with.</p>	<p>Students will need to have literacy, oracy and analytical skills to dissect a new concept.</p> <p>Students will need to will need to understand meta ethics as this links to discussions concerning free will and moral responsibility.</p> <p>Students will need to have their own definition of freedom and free will to be able to explore free will and moral responsibility.</p>	<p>Students should know of basic beliefs in Christianity concerning the afterlife, such as souls, heaven, and Hell, Purgatory and judgement day. (GCSE)</p> <p>Students will need to have literacy, oracy and analytical skills to dissect a new concept.</p> <p>Students will need to bring their own cultural capital to challenge religious and secular beliefs concerning the self, death and afterlife.</p> <p>Students will have to create and try to answer thought experiments within utilitarianism and therefore will need an understanding of thought experiments and how they work.</p>	<p>Student should have an idea on gender roles within the religious tradition of Christianity. (GCSE)</p> <p>Student should have an idea on sexuality within the religious tradition of Christianity. (GCSE)</p> <p>Students should have some understanding of different denominations within Christianity.</p>	<p>Student will need to be able to recall information from each of their topic in philosophy so they can analyse the discourse of philosophy and religion. This will include but is not limited to:</p> <ul style="list-style-type: none"> - Religious experience - Arguments for the existence of God - Miracles - Religious language - The self - Afterlife - Sexuality - Gender <p>Student will need to be able to recall information from each of their topic in ethics so they can analyse the discourse of ethics and religion. This will include but is not limited to:</p> <ul style="list-style-type: none"> - Normative ethical theories - Meta ethics - Utilitarianism - Conscience 	
Why do we teach this now?	Why do we teach this now?	Why do we teach this now?	Why do we teach this now?	Why do we teach this now?	Why do we teach this now?	Why do we teach this now?
	<p>This represents the second year of the 2 year course. Students will continue their studies into philosophy by starting with religious language – this is the first topic as it bleeds into the others.</p> <p>Students will continue their ethics topic by looking at meta ethics from a broad perspective and then going into more detail throughout the course.</p>	<p>Now students have studied religious language, the self and the afterlife they are able to explore miracles. Studying many of the previous topics will help their understanding, such as religious experience.</p> <p>For ethics students will explore the idea of free will and moral responsibility they will need to understand meta ethics to do this. They will explore weather freedom is real</p>	<p>Students will explore the ideas of the self, death and afterlife. Having an understanding of religious language, Religious experience and miracles help to tackle this difficult topic.</p> <p>After exploring libertarianism, determinism this will lead students onto utilitarianism in Bentham and Kant. This is the natural progression of the</p>	<p>Here students will go back to component 2 and move away from philosophy and ethics and towards religion.</p> <p>The focus will be heavily on religious views which will help students see connects and start to explore the dialogue between philosophy, ethics and religion.</p>	<p>This is the last unit for a reason student need to have a developed understanding of the ethics, philosophy and religion to be able to look at the dialogue.</p> <p>Student will focus on the discourse between each of the disciples and focus on exam skill in essay writing.</p>	

		and the consequences of moral responsibility.	argument and why they are taught this way.				
Term 1 Component 1 Section A Philosophy of Religion and Ethics – Religious language (AJM)							
Key words / concepts for this term: Logical positivism, Analogy, Apophatic theology, Blik, Cognitive, Eschatological verification, Eschatology, Falsification principle, Kataphatic theology, language game, metaphysics, non-cognitive, supernatural, verification principle, via negativa							
Philosophers studied – Ludwig Wittgenstein (1889-1951), Moritz Schlick (1882-1936), A.J. Ayer (1910 – 1989), Karl Popper 1902-1994, Antony Flew (1923 – 2010), John Hick (1922-2012), R.M. Hare (1919-2002), Thomas Aquinas (1225-1274), Maimonides (1135-1204), Paul Tillich (1886-1965).							
Overarching Big Question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
What is religious language? How should we understand religious language? What are the different interpretations? What implications does language have on people?	What is the Background of Religious language?	To be able to understand the problems with religious language.	<ul style="list-style-type: none"> - Students will be able to explain the problems with religious language. - Students will be able to explain logical positivism. - Students will be able to explain the synthetic and analytic propositions 	<ul style="list-style-type: none"> -Use of the original texts to help higher ability develop their understanding of philosophy. -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. 	Students will complete one assessment on religious language. This will comprise of a 10 marker and a 15 marker. Students will have 45 minutes to complete this.	Students will be given two pieces of homework relating to the topic they are studying. This can be an essay a research task or a revision task.	SMSC Spiritual – students will explore the possibility of there being a God. They will consider if it is 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. Protected characteristics
	Should language be viewed cognitively or non-cognitively?	To understand the difference between cognitive and non-cognitive language.	<ul style="list-style-type: none"> - Students will be able to explain what is means to understand religious language cognitively. - Students will be able to explain what is means to understand religious language non- cognitively. - Students will be able to explain the difference between 				

			cognitive and non-cognitive.				
What are the challenges of the verification and falsification principles to the meaningfulness of religious language?	To understand the verification and falsification principles and the challenges faced.		<ul style="list-style-type: none"> - Students will be able to explain the verification principle. - Students will be able to explain the falsification principle. - Students will be able to explain the challenges faced by both. 				<ul style="list-style-type: none"> • religion or belief – students explore religious and non-religious belief. This always done in a respectful manner.
What is eschatological verification? - with reference to Hick.	To understand Eschatological verification.		<ul style="list-style-type: none"> - Student will be able to explain the eschatological verification. - Student will be able to explain hicks Parable of the celestial city. - To evaluate the strengths and weaknesses of Hicks Eschatological verification. 				<p><u>British values</u></p> <p>Mutual respect & tolerance of different faiths and beliefs</p> <p>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>
How do we evaluate Hare's Religious language as an expression of a blik?	To understand what blik is and to be able to evaluate its strengths and weaknesses.		<ul style="list-style-type: none"> - To be able to explain Blik - To be able to explain the parable of the lunatic. - To be able to evaluate Hare's argument. 				
Is language just a game? – with	To understand Wittgenstein's		<ul style="list-style-type: none"> - To be able to explain language games. 				

reference to Wittgenstein.	argument ; language games.	<ul style="list-style-type: none"> - To be able to explain the implications this has on religious language. - To be able to evaluate religious language as language games. 				
So should religious language be viewed cognitively or non-cognitively?	To evaluate cognitive and non-cognitive arguments on religious language.	<ul style="list-style-type: none"> - To be able to explain cognitive arguments. - To be able to explain non cognitive arguments. - Students to be able to justify their own believe on which is better. 				
Assessment – 45 minutes x2 questions both on religious language	To complete an assessment on religious language.	<ul style="list-style-type: none"> - To be able to answer a 10 marker on religious language. - To be able to write a 15 marker on religious language. 				
Is religious language analogical? Aquinas	To be able to understand Aquinas' argument on religious language that religious language is understood analogically.	<ul style="list-style-type: none"> - To be able to understand and use the terms univocal and equivocal. - To explain the analogy of attribution. - To explain the analogy of proportionality. 				

	What is the Via Negativa?	To understand the via negativa and its implications.	<ul style="list-style-type: none"> - To be able to explain and use the term Apophatic and kataphatic. - To be able to explain the negative way when referring to religious language. - To evaluate the strengths and weaknesses of this approach. 				
	Is religious language symbolic? Tillich	To understand Tillich's view that religious language is symbolic.	<ul style="list-style-type: none"> - To be able to explain Tillich's argument on symbolism and religious language. - To be able to explain the strengths and weaknesses of Tillich's argument. - Students to be able to justify their own view. 				
	Evaluating Religious language – how should religious language be understood?	To evaluate religious language and come to justified conclusion.	<ul style="list-style-type: none"> - To be able to recall arguments on how religious language should be understood. - To be able to evaluate different arguments. - For students to make their own justified conclusion. 				

Term 1 Component 1 Section A Philosophy of Religion and Ethics – Introduction to Meta ethics (Teacher 2)

Key words / concepts Ethical naturalism, Ethical non-cognitivism, ethical non-naturalism, first order questions, intuitionism, meta ethics, naturalistic fallacy, neo-naturalism, normative ethics, religious ethics, second order questions, secular ethics.

Philosophers Studied -John Calvin (1509 – 1564), Karl Barth (1886-1968), John Bentham (1748-1832), John Stuart Mill (1806-1873), G.E. Moore (1873-1958), W.D. Ross (1877-1971)

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
What is meta ethics? How should we act? How do we know what is Good?	What is Divine command theory?	To understand what the divine command theory is.	<ul style="list-style-type: none"> - To be able to explain what divine command theory is. - To explain John Calvin’s argument. - To explain Karl Barth’s argument 	-Use of the original texts to help higher ability develop their understanding of philosophy. -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.	Students will complete one assessment on Meta Ethics. This will comprise of a 10 marker and a 15 marker. Students will have 45 minutes to complete this.	Students will be given two pieces of homework relating to the topic they are studying. This can be an essay a research task or a revision task.	SMSC Spiritual – students will explore the possibility of there being a God. They will consider if it is 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. Protected characteristics
	What are the strengths of Divine command theory?	To understand the key strengths of divine command theory.	<ul style="list-style-type: none"> - To be able to explain the key strengths of divine command theory. - To evaluate their own view on divine command theory. 				
	What are the weaknesses of the divine command theory?	To understand the key weaknesses of divine command theory.	<ul style="list-style-type: none"> - To be able to explain the key strengths of divine command theory. - To evaluate their own view on divine command theory. 				
	What is Ethical naturalism?	To understand ethical naturalism?	<ul style="list-style-type: none"> - To be able to explain what ethical naturalism. - To evaluate ethical naturalism. 				
	What is Bentham’s utilitarianism?	To understand utilitarianism.	<ul style="list-style-type: none"> - To be able explain Bentham’s utilitarianism. 				

			<ul style="list-style-type: none"> - To be able to use Moore's definition. 				
	What is intuitionism?	To understand intuitionism.	<ul style="list-style-type: none"> - To be able to explain intuitionism. - To be able to apply this to the trolley problem. - To be able to explain Ross' argument. 				
	What are the strengths of non-naturalism/intuitionism?	To evaluate non-naturalism and intuitionism.	<ul style="list-style-type: none"> - To be able to evaluate the strengths of non-naturalism/intuitionism. 				
	What are the weaknesses of non-naturalism/intuitionism?	To evaluate non-naturalism and intuitionism.	<ul style="list-style-type: none"> - To be able to evaluate the weaknesses of non-naturalism/intuitionism. 				

Term 2 Component 1 Section A Philosophy of Religion and Ethics – Miracles (AJM)

Key words / concepts for this term: Anti realism, Realism

Philosophers studied – John Hick (1922-2012), Paul Tillich (1886-1965) R.F Holland (1923-2013), David Hume (1711-1776), Maurice wiles (1923 – 2005).

Overarching Big Question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<p>What is a miracle?</p> <p>How do we define Miracles?</p> <p>Are miracles possible?</p> <p>Is there another explanation for miracles?</p>	<p>What is realism when understanding miracles?</p>	<p>To understand a realist view on miracles.</p>	<ul style="list-style-type: none"> - To be able to explain what realism is. - To be able to use examples of realism. - To be able to evaluate this approach. 	<p>-Use of the original texts to help higher ability develop their 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>-Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.</p>	<p>Students will complete one assessment on miracles. This will comprise of a 10 marker and a 15 marker. Students will have 45 minutes to complete this.</p>	<p>Students will be given two pieces of homework relating to the topic they are studying. This can be an essay a research task or a revision task.</p>	<p>SMSC Spiritual – students will explore the possibility of there being a God. They will consider if it is 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. Protected characteristics</p> <ul style="list-style-type: none"> • religion or belief – students explore religious and non-religious belief. This always done in a respectful manner. <p>British values Mutual respect & tolerance of different faiths and beliefs</p>
	<p>Is natural law descriptive or probabilistic?</p>	<p>To be able to understand the interpretation of natural law.</p>	<ul style="list-style-type: none"> - To be able to explain how laws of nature can be understood to be descriptive. - To be able to explain how laws of nature can be understood to be probabilistic. - To be able to explain how these interpretations change our understanding of laws of nature. 				
	<p>What is anti – realism when understanding miracles?</p>	<p>To be able to understand Paul Tillich’s anti realist argument.</p>	<ul style="list-style-type: none"> - To be able to explain what anti realism is. - To be able to explain Tillich’s anti realist argument. - To be able to evaluate his argument. 				

What is anti – realism when understanding miracles?	To be able to understand Rf Holland’s anti realist argument.	<ul style="list-style-type: none"> - To be able to explain what anti realism is. - To be able to explain Holland’s anti realist argument. - To be able to evaluate his argument. 				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 Humes critique on miracles?	To understand Humes argument against miracles.	<ul style="list-style-type: none"> - To be able to explain Hume’s view on knowledge. - To be able to explain Hume’s definition of miracles. - To be able to explain Hume’s argument against miracles in the form of witness testimony. 				
What is Humes critique on miracles?	To understand Humes argument against miracles.	<ul style="list-style-type: none"> - To be able to explain Hume’s argument from psychology. - To be able to evaluate Hume’s critique on miracles. 				
What is Wiles’ critique of miracles.	To understand Wiles’ critique on miracles.	<ul style="list-style-type: none"> - To be able to explain Wiles critique on miracles. - To be able to explain why God doesn’t act in the world. - To be able to explain why this is problematic if he did. 				
What is the significance of these critiques on religion?	To understand Wiles’	<ul style="list-style-type: none"> - To explain what role evil must play in his argument. 				

		critique on miracles.	<ul style="list-style-type: none"> - To be able to explain his conclusion that God is not immanent. - To evaluate Wiles view on miracles. 				
	Assessment on Miracles – X2 questions 1x 10 marks and 1 x 15 marks.	To complete an assessment on religious language.	<ul style="list-style-type: none"> - To be able to answer a 10 marker on miracles. - To be able to write a 15 marker on miracles. 				
	What was Plato's argument on the soul?	To understand Plato's argument on the soul.	<ul style="list-style-type: none"> - To be able to explain Plato's dualism. - To be able to explain the implication of this view. - To be able to evaluate this view 				
	What was Aristotle's view on the soul?	To understand Aristotle's view on the soul.	<ul style="list-style-type: none"> - To be able to explain Aristotle's view on the soul. - To evaluate Aristotle's view on the soul. - To be able to compare Aristotle and Plato's arguments 				
	Introduction Descartes argument on the soul	To be able to explain Descartes argument for the soul.	<ul style="list-style-type: none"> - To be able to explain the three proofs. - To be able to evaluate if the three proofs work. - To summarise Descartes argument. 				

Term 2 Component 1 Section A Philosophy of Religion and Ethics – Free will and moral responsibility (Teacher 2)

Key words / concepts – Behavioural psychology, casual determinism, compatibilism, determinism, hard determinism, incompatibilism, just deserts, libertarianism, physiology, psychological determinism, scientific determinism, theological determinism, therapeutic punishment,

Philosophers Studied Epicurus (341-270 BCE), Baruch Spinoza (1632-1677), Burrhus Frederic Skinner (1904-1990), Benjamin Libet (1916 – 2007), David Hume (1711-1776)

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
	How do we understand what is moral?	To understand the conditions for moral responsibility.	<ul style="list-style-type: none"> - to be able to explain free will. - To be able to explain the difference between right and wrong. - to be able to explain the sources of a person’s moral awareness. 	-Use of the original texts to help higher ability develop their understanding of philosophy. -Break downs of arguments used to help support all students. -Philosophy faces used to ensure arguments are understood. -Continual use of	Students will complete one assessment on Free will and moral responsibility. This will comprise of a 10 marker and a 15 marker. Students will have 45 minutes to complete this.	Students will be given two pieces of homework relating to the topic they are studying. This can be an essay a research task or a revision task.	SMSC Spiritual – students will explore the possibility of there being a God. They will consider if it is 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.
	What is hard determinism?	To understand hard determinism.	<ul style="list-style-type: none"> - To be able to explain what hard determinism is. - To be able to explain reductionism. - To explain the argument that freedom could just be our ignorance. (Spinoza) 	Whiteboards and visualisers to ensure knowledge and written work is up to standard.			Protected characteristics <ul style="list-style-type: none"> • religion or belief – students explore religious

	What is scientific determinism?	To understand scientific determinism.	<ul style="list-style-type: none"> - To be able to explain scientific determinism. - Explain how we can avoid scientific determination. - To evaluate scientific determination. 				<p>and non-religious belief. This always done in a respectful manner.</p> <p><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.</p>
	What is psychological determinism?	To understand psychological determinism including behaviourism.	<ul style="list-style-type: none"> - To be able to explain psychological determinism. - To be able to explain behaviourism. - To be able to evaluate psychological determinism. 				
	What is theological determinism?	To understand theological determinism.	<ul style="list-style-type: none"> - To be able to explain theological determinism. - To be able to compare theological determinism with psychological, scientific, and hard determinism. - To be able to evaluate hard determinism. 				

	What is libertarianism and the limitations of the approach?	To understand libertarianism and the limitations of others.	<ul style="list-style-type: none"> - To be able to explain libertarianism. - To be able to explain the limitations of libertarianism. - To be able to evaluate libertarianism. 				
	What is compatibilism.	To understand compatibilism.	<ul style="list-style-type: none"> - To be able to explain compatibilism. - To be able to explain how human freedom and moral responsibility are compatible with determinism. - To be able to evaluate compatibilism. 				
	Assessment	To complete an assessment on determinism, libertarianism, and compatibilism.	<ul style="list-style-type: none"> - To be able to answer a 10 marker on determinism, libertarianism, and compatibilism. - To be able to write a 15 marker on determinism, 				

			libertarianism, compatibilism.				
	What are the approaches to socially deviant behaviour.	To understand the different approaches to socially deviant behaviour.	<ul style="list-style-type: none"> - To explain the two approaches to socially deviant behaviour. - To explain the consequences of these views. - To evaluate these views. 				
	What is the consequence for moral responsibility when hard determinism is applied?	To understand the consequences of moral responsibility when applying hard determinism.	<ul style="list-style-type: none"> - To be able to explain the consequences of moral responsibility when applying hard determinism. - To be able to how one may deal with this? - To reflect if this effects your view. 				
	What is the consequence for moral responsibility when libertarianism is applied?	To understand the consequences of moral responsibility when applying libertarianism.	<ul style="list-style-type: none"> - To be able to explain the consequences of moral responsibility when applying libertarianism. - To be able to how one may deal with this? 				

			<ul style="list-style-type: none"> - To reflect if this effects your view. 				
	What is the consequence for moral responsibility when compatibilism is applied?	To understand the consequences of moral responsibility when applying compatibilism	<ul style="list-style-type: none"> - To be able to explain the consequences of moral responsibility when applying compatibilism. - To be able to how one may deal with this? - To reflect if this effects your view. 				
	How is conscience understood as a behaviour developed through social interaction?	To understand Kohlberg's argument that conscience is behaviour developed through social interaction.	<ul style="list-style-type: none"> - To be able to explain Kohlberg's argument. - To be able to apply this to a dilemma. - To evaluate your own view on this argument. 				
	How is conscience understood as an aspect of the super ego?	To understand how conscience can be understood through the super ego.	<ul style="list-style-type: none"> - To be able to explain the super ego. - To be able to show how conscience can be understood through the super ego. 				

			<ul style="list-style-type: none"> - To be able to evaluate the argument of understanding conscience through the super-ego. 				
	How can conscience be understood as sanctions or social conditioning?	To understand how conscience can be understood as sanctions or social conditioning.	<ul style="list-style-type: none"> - To be able to explain social conditioning. - To be able to explain how conscience can be understood through social conditioning. - To be able to evaluate your own view on this argument. 				

Term3 – Component 1 Philosophy of Religion and Ethics Self, death, and afterlife (AJM)

Key words / concepts for this term: Dual aspect Monism, First person, Forms, Functionism, Interactionism, Introspection, Multiple realisability, neuroscience, nous, panpsychism, physicalism, psyche, qualia, radical, scepticism, thumos.

Philosophers studied – Plato (428/427- 348/347 BCE), Aristotle (384-322 BCE), Rene Descartes (1596-1650), John Hick (1922-2012), H.H Price (1899 – 1984), Richard Swinburne (B.1934) Ian Stevenson (1918-2007), Daniel Dennett (B.1942).

Overarching Big Question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
What are humans? Do we have a soul? What makes the Self? Is the afterlife possible?	What are the problems with Descartes dualism?	To understand problems with Descartes argument.	<ul style="list-style-type: none"> - To be able to explain the ghost machine (gilbert Ryle) - To be able to explain how the soul substance doesn't solve the problem. - To be able to explain Humes argument against Descartes. 	-Use of the original texts to help higher ability develop their understanding of philosophy. -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.	Students will complete one assessment on the self, death, and afterlife. This will comprise of a 10 marker and a 15 marker. Students will have 45 minutes to complete this.	Students will be given two pieces of homework relating to the topic they are studying. This can be an essay a research task or a revision task.	SMSC Spiritual – students will explore the possibility of there being a God. They will consider if it is 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. Protected characteristics <ul style="list-style-type: none"> • religion or belief – students explore religious and non-religious belief. This always done in a respectful manner. British values Mutual respect & tolerance of different faiths and beliefs students need to listen to others' views that may not be
	What is Descartes interactionism?	To understand interactionism .	<ul style="list-style-type: none"> - To be able to explain interactionism. - To be able to evaluate interactionism. 				
	What is Physicalism?	To understand physicalism.	<ul style="list-style-type: none"> - To be able to explain physicalism. - To be able to evaluate physicalism. - To be able to compare physicalism to interactionism. 				

	What is Functionalism?	To understand functionalism	<ul style="list-style-type: none"> - To be able to explain functionalism? - To be able to apply functionalism. - To be able to compare functionalism, physicalism, and interactionism. 				their own. They present their own and challenge each other. Showing tolerance for others and their beliefs.
	What is dual aspect monism?	To understand dual aspect monism.	<ul style="list-style-type: none"> - To be able to explain dual aspect monism. - To be able to evaluate the strengths and weaknesses of dual aspect monism. - To be able to compare dual aspect monism, functionalism, physicalism, and interactionism. 				
	How can we understand personal identity as physical, involving spatiotemporal continuity of the body and the brain?	To understand arguments for continuity of the body and brain after death.	<ul style="list-style-type: none"> - To be able to explain Campbell's argument - To be evaluate views on continuity of the body and brain after death. 				

	How can we understand personal identity as metaphysical, involving continuity of consciousness?	To understand arguments for continuity of the consciousness after death.	<ul style="list-style-type: none"> - To be able to explain the bundle theory. - To be able to evaluate views on the continuity of the consciousness after death. - To compare continuity of the body and brain in comparison to the consciousness after death. 				
	Assessment	To complete an assessment on Self, death, and afterlife.	<ul style="list-style-type: none"> - To be able to answer a 10 marker on self, death, and afterlife. - To be able to write a 15 marker on self, death, and afterlife. 				
	Is it possible for a physical existence after death?	To understand the arguments for the physical existence after death.	<ul style="list-style-type: none"> - To be able to explain arguments for physical existence after death. - To be able to explain arguments against the 				

			<p>physical existence after death.</p> <ul style="list-style-type: none"> - To evaluate these theories/arguments. 				
	Is it possible to have existence after death of a conscious self?	To understand arguments for and against the existence of a conscious self after death.	<ul style="list-style-type: none"> - To be able to explain Plato's arguments of natural immortality of the soul. - To be able to explain Price's argument on disembodied souls. - To be able to explain Swinburne's light bulb argument. 				
	Is reincarnation of the soul possible?	To understand reincarnation and arguments for or against.	<ul style="list-style-type: none"> - To be able to explain reincarnation. - To be able to explain arguments for reincarnation. - To be able to explain arguments against reincarnation. 				
	Is near death experience	To understand near death experiences	<ul style="list-style-type: none"> - To be able to explain what a 				

	proof of life after death?	and how they may be considered proof of life after death.	<p>near death experience is.</p> <ul style="list-style-type: none"> - To be able to explain negative and positive interpretations of near-death experiences. - To evaluate the argument that near death experience are proof for afterlife. 				
	Is it possible for psychological continuity after death?	To understand arguments for psychological continuity after death.	<ul style="list-style-type: none"> - To be able to explain the bundle theory. - To be able to explain Dennett's survival by uploading brain information to a different platform. - To evaluate the possibility of psychological continuity and after death. 				

Term3 – Component 1 Philosophy of Religion and Ethics Conscience (Teacher 2), Bentham and Kant (Teacher 2)

Key words / concepts Autonomous, Authoritarian conscience, conscientia, eros, humanistic conscience, innate (conscience), super ego, synderesis, Thanatos / Act Utilitarianism Autonomy Categorical imperative, Maxim, noumenal, ontology, Ought implies can, Phenomenal, postulate, prima facie duties, summum bonum, synthetic a priori, universalisability, utility, volition.

Philosophers Studied Lawrence Kohlberg (1927-1987), Sigmund Freud (1856 – 1939), Emile Durkheim (1858-1917), Erich Fromm (1900-1980), Friedrich Schleiermacher (1768 – 1834), Joseph Butler (1692-1752), Joseph Fletcher (1905-1991), William Holman Hunt (1827-1910), Anselm (1033-1109), Aquinas (1224-1274), Joesph Fletcher (1905-1991)/ **Jeremy Bentham (1748-1832), Immanuel Kant (1724-1804),**

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
What is our conscience? Why does this matter? What consequence does this have for our morality?	How can the conscience be understood authoritarian and the humanistic?	To understand how conscience can be understood as authoritarian and humanistic.	<ul style="list-style-type: none"> - To be able to understand how conscience can authoritarian. - To be able to explain humanistic conscience. - To be able to evaluate Fromm’s arguments. 	-Use of the original texts to help higher ability develop their understanding of philosophy. -Break downs of arguments used to help support all students. -Philosophy faces used to ensure arguments are understood.	Students will complete one assessment on Conscience. This will comprise of a 10 marker and a 15 marker. Students will have 45 minutes to complete this.	Students will be given two pieces of homework relating to the topic they are studying. This can be an essay a research task or a revision task.	SMSC Spiritual – students will explore the possibility of there being a God. They will consider if it is 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. Protected characteristics <ul style="list-style-type: none"> • religion or belief – students
	How can conscience be understood through religion?	To understand how conscience can be understood through religion.	<ul style="list-style-type: none"> - To be able to explain conscience as the innate voice of God. Anselm - To explain the problems with conscience being the view of God. - To explain conscience as God-given faculty for reason (Aquinas). 	-Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.			

	<p>What role does conscience play in making moral decisions? Telling lies and breaking promises.</p>	<p>To understand the role conscience plays lying.</p>	<ul style="list-style-type: none"> - To be able to explain Aquinas' using reason as conscience. - To be able to explain the sociological view of conscience. - To be able to explain Freud's psychological understanding of conscience. 				<p>explore religious and non-religious belief. This always done in a respectful manner.</p>
	<p>What role does conscience play in making moral decisions? Adultery.</p>	<p>To understand the role conscience plays in adultery.</p>	<ul style="list-style-type: none"> - Explain the use of reason as conscience. - To explain the use of conscience as agape love (Fletcher). - To explain the conscience as social conditioning. 				<p>British values 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.</p>
	<p>What value does conscience have as a moral guide?</p>	<p>To understand how conscience has in guiding humans.</p>	<ul style="list-style-type: none"> - Explain the different views on using the conscience for morality. - Evaluate the different approaches. 				
	<p>Assessment on Conscience</p>	<p>To complete an assessment on Conscience.</p>	<ul style="list-style-type: none"> - To be able to answer a 10 marker on conscience. 				

			<ul style="list-style-type: none"> - To be able to write a 15 marker on conscience. 				
	What is Bentham's Act Utilitarianism?	To understand Bentham's act utilitarianism.	<ul style="list-style-type: none"> - To be able to explain the premise that people are motivated to seek pleasure and avoid pain. - To be able to explain the premise that the desire to pursue pleasure and to avoid pain leads us to the principle of Utility. 				
	What is Bentham's Act Utilitarianism?	To understand Bentham's act utilitarianism.	<ul style="list-style-type: none"> - To be able to explain the premise that we should seek maximum happiness for the maximum number of people involved. - To be able to explain that pleasure can be measured through the hedonic calculus. 				
	How can we evaluate	To evaluate Bentham's act utilitarianism.	<ul style="list-style-type: none"> - To be able to give strengths 				

Bentham's Act utilitarianism?		Bentham's Act utilitarianism. <ul style="list-style-type: none"> - To be able to give weaknesses to Bentham's Act utilitarianism. 				
What is Kant's categorical Imperative?	To understand Kant's argument for categorical imperative.	<ul style="list-style-type: none"> - To be able to explain the premise of good will. - To be able to explain the premise of moral obligation. - To be able to explain that we have a duty to do what is right. 				
What is Kant's categorical Imperative?	To understand Kant's argument for categorical imperative.	<ul style="list-style-type: none"> - To explain the categorical imperative. - To be able to explain the three formulations of the categorical imperative – universalisability, practical imperative, the kingdoms end. 				
How can we evaluate Kant's categorical imperative?	To evaluate Kant's categorical imperative.	<ul style="list-style-type: none"> - To be able to evaluate Kant's categorical imperative. - To be able to explain some strengths. 				

			<ul style="list-style-type: none"> - To be able to explain some weaknesses. 				
	How consistent does Bentham's act utilitarianism align with religious moral decision making?	To analyse how consistently Bentham's act utilitarianism aligns with religious moral decision making.	<ul style="list-style-type: none"> - To be able to compare religious views on decision making with act utilitarianism. 				
	How consistent does Kant's categorical imperative align with religious moral decision making?	To analyse how consistently Kant's categorical imperative aligns with religious moral decision making.	<ul style="list-style-type: none"> - To be able to compare religious views on decision making with Kant's categorical imperative. 				
	Evaluation of Kant and Bentham.	To evaluate Kant and Bentham's arguments.	<ul style="list-style-type: none"> - To be able to explain your view on Bentham and Kant's argument. - To be able to evaluate which best deals with moral decisions. - To critic both arguments. 				

Term 4 - Component 2 Christianity and Dialogues, Christianity, gender, and sexuality (AJM), Christianity, migration, and religious pluralism (AJM)

Key words / concepts for this term: Androgynous, Anglican Communion, Biblical criticism, celibacy, Christian complementarians, Christian egalitarians, Consecration, Feminist theology, Fundamentalism, general synod, irredeemably sexist, liberal theology, ordinand, ordination Patriarchal, priesthood of all believers, protestant reformation, sacrament / Anonymous Christians, Ecumenism, Evangelism, Exclusivism, Extra Ecclesiam nulla salus, inclusivism, interdenominational relations, interfaith relations, Luke/Acts, Migration, multicultural, religious pluralism, secular state, see, universalism.

Philosophers studied – Hildegard of Bingen (1098-1179), Karl Barth (1886-1968), Florence Li Tim-Oi (1907-1992), Daphne Hampson (1944-), Rosemary Radford Ruether (1936-) / Karl Rahner (1904-1984), John Hick (1922-2012),

Overarching Big Question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<p>What is Gender?</p> <p>What rights do women have in the church?</p> <p>Should there be true gender equality?</p> <p>Can you change your gender?</p> <p>What is sexuality?</p> <p>Is it okay to be gay?</p> <p>Why is marriage significant?</p> <p>Does science negate the need for God?</p>	<p>What is the Influence on the place of women in church society?</p>	<p>To understand the role of women in church and society.</p>	<ul style="list-style-type: none"> - To be able to explain women roles in the church before the 19th century. - To be able to explain the development of women roles within the church during the 20th and 21st century. 	<p>-Use of the original texts to help higher ability develop their 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>-Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.</p>	<p>Students will complete one assessment on Science This will comprise of a 25 marker. Students will have 45 minutes to complete this.</p>	<p>Students will be given two pieces of homework relating to the topic they are studying. This can be an essay a research task or a revision task.</p>	<p>SMSC</p> <p>Spiritual – students will explore the possibility of there being a God. They will 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>Protected characteristics</p> <ul style="list-style-type: none"> • religion or belief – students explore religious and non-religious belief. This always done in a respectful manner. <p>British values</p> <p>Mutual respect & tolerance of different faiths and beliefs</p>
	<p>Why has there been a development of reform and criticism of the bible?</p>	<p>To understand development of criticism of the bible and reformation.</p>	<ul style="list-style-type: none"> - To be able to explain interpretation of the bible. - To be able to explain some key criticism of the Bible. - To be able to explain Karl Barth argument against criticism of the bible. 				
	<p>What does Gender equality look</p>	<p>To understand different arguments for and</p>	<ul style="list-style-type: none"> - To be able to explain some 				

	like in the Church?	against gender equality in Christianity.	<p>biblical quotes for gender equality.</p> <ul style="list-style-type: none"> - To be able to explain some biblical quotes against gender equality. - To critically examine Timothy 2:8-15. 				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 Feminist theology?	To understand different arguments for feminist theology.	<ul style="list-style-type: none"> - To be able to explain some debates for female ordination. - To be able to explain Hampson argument on gender. - To be able to explain Rosemary Radford Ruether's argument on gender. 				
	What do Christians believe about Celibacy?	To understand Christian views on celibacy.	<ul style="list-style-type: none"> - To be able to explain celibacy. - To be able to explain if celibacy is natural. - To be able to explain if living a celibate life undermines or undervalues procreation and family. 				

	What does Christianity teach about Homosexuality?	To understand Christian teachings about homosexuality.	- To be able to explain some Christians responses to homosexuality.				
	What does Christianity teach about Transgender?	To understand Christian teachings about transgender.	- To be able to explain some Christian responses to transgender.				
	What does Christianity teach about Marriage?	To understand Christian teachings about marriage.	- To be able to explain some Christian responses to marriage.				
	Assessment – gender and sexuality.	To complete an assessment on gender and sexuality.	- To be able to answer a 25 marker on gender and sexuality.				
	What is the Historical background of how migration has created multicultural societies, which include Christianity?	To understand the historical background to multiculturalism.	- To be able to explain British diversity. - To be able to explain human rights and the influence they have had on multiculturalism. - To be able to explain how migration has led to multiculturalism.				
	What are the Christian attitudes to others faiths?	To understand the different Christian attitudes to other faiths.	- To be able to explain exclusivism.				

			<ul style="list-style-type: none"> - To be able to explain inclusivism. - To analyse the biblical reference John 14.6. 				
	What are Christians attitudes to other denominations?	To understand the different Christian attitudes to other denominations.	<ul style="list-style-type: none"> - To be able to explain the history behind different denominations. - To be able to reasons for division within Christianity. - To be able to explain the following Protestant evangelical churches, The church of England and ecumenism. 				
	Pluralism with reference to Hick	To be able to understand John Hicks argument.	<ul style="list-style-type: none"> - To be able to explain universalism. - To be able to explain why Hick believed everyone could be saved. - To be able to evaluate Hicks argument on pluralism. 				

Term 4 - Component 2 Christianity and Dialogues, Christianity, and Science (Teacher 2) Christianity and the challenge of secularism. (Teacher 2)

Key words / concepts – Big Bang, Creationism empiricism, Genetic engineering, human Genome Project, Intelligent design, multiverse theory, natural selection. Progressive creationism, providence, quantum mechanics, rationalism, scientism, six day creationism, therapeutic genetic engineering / Capitalism, Communism, Humanism, Irrational, Liberationist, materialism, prosperity Gospel, Secular

Philosophers Studied – Charles Darwin (1809-1882), John Polkinghorne (B.1930), Paul Tillich (1886-1965). / Ludwig Feuerbach (1804-1872), Richard Dawkins (1941-), McGrath (1953), Gustavo Gutierrez (b.1928), Leonardo Boff (B. 1938), Oscar Romero (1917-1980),

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
Is science the new God? Is Knowledge in God more important than Knowledge in Science? What is Pluralism?	How do new scientific discoveries of quantum theory and neuroscience influence Christianity?	To understand how science has influenced Christianity.	<ul style="list-style-type: none"> - To be able to explain Quantum theory. - To be able to explain neuroscience. - To be able to explain how these have influenced Christianity. 	-Use of the original texts to help higher ability develop their understanding of philosophy. -Break downs of arguments used to help support all students. -Philosophy faces used to ensure arguments are understood.	Students will complete one assessment on gender and sexuality. This will comprise of a 25 marker. Students will have 45 minutes to complete this.	Students will be given two pieces of homework relating to the topic they are studying. This can be an essay a research task or a revision task.	SMSC Spiritual – students will explore the possibility of there being a God. They will consider if it is 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. Protected characteristics <ul style="list-style-type: none"> • religion or belief – students explore religious and non-
	How has Science become a stimulus for Christian ethical thinking?	To understand how science has brought about issues for Christianity and how Christians deal with them.	<ul style="list-style-type: none"> - To be able to explain the ethical issues that have been raised through modern medicine. - To be able to explain the problems posed by evolution. - To be able to explain how science has affected 	-Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.			

			environmental ethics.				religious belief. This always done in a respectful manner.
What is the God of the gaps Theory.	To explain the God of the gaps Theory.	<ul style="list-style-type: none"> - To be able to explain the God of the gap's theory. - To be able to explain how this presents a problem for Christians. - To be able to explain how Christianity deal with issue. 					<p><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.</p>
How does Christianity respond to Darwin's evolution?	To understand how Christianity response to the evolution theory.	<ul style="list-style-type: none"> - To be able to explain different responses to the theory of evolution. - To evaluate these responses. 					
How does Christianity respond to big bang?	To understand how Christianity response to the big bang theory.	<ul style="list-style-type: none"> - To be able to explain different responses to the big bang theory. - To evaluate these responses. 					
What is John Polkinghorne's argument that science and	To understand John Polkinghorne's argument.	<ul style="list-style-type: none"> - To be able to explain Polkinghorne's argument. 					

	Christianity are compatible?		<ul style="list-style-type: none"> - To be able to evaluate its effectiveness. 				
	Assessment on Science and religion	To complete an assessment on science and religion	<ul style="list-style-type: none"> - To be able to answer a 25 marker on science and religion. 				
	What is the challenge of secularisation to Christianity?	To understand some of the challenges secularism presents to Christianity.	<ul style="list-style-type: none"> - To be able to explain some reason why secularism is a problem for Christians and how have they dealt with it. 				
	What is the rise of militant atheism: the view that religion is irrational?	To understand why militant atheism presents a problem for Christians.	<ul style="list-style-type: none"> - To explain Richard Dawkins argument against religion. - To understand Marxist views against religion? - To evaluate why atheism is on the rise. 				
	How does Christianity respond to secular values of wealth and possessions.	To understand how Christianity responds to secular values of wealth and possessions.	<ul style="list-style-type: none"> - To be able to explain how Christians deal with wealth. - To be able to explain how Christians deal with possessions. 				

			<ul style="list-style-type: none"> - To explain what this looks like in modern society. 				
	What is McGrath and Collicutt McGrath's defence of Christianity in the Dawkins delusion?	To understand the defence of God – McGrath and McGrath.	<ul style="list-style-type: none"> - To be able to explain how McGrath and McGrath defend God in the God delusion. - To explain if you this this is rational or irrational. - To evaluate who is right Dawkins or McGrath and McGrath? 				
	Why is there an emergence of new forms of expression?	To understand why new movements of expression have started and understand why these are significant for Christians.	<ul style="list-style-type: none"> - To be able to explain new forms of expression. - To be able to explain the house church movement. - To explain why these movements have happened. 				
	How does Christianity work with society for change for poor and oppressed?	To understand how Christianity relies on and works with the	<ul style="list-style-type: none"> - To be able to Explain secular ownership of Christianity. 				

		society is in embraced in.	<ul style="list-style-type: none">- To be able to Explain the liberalist approach.- To be able to Explain how the teaching of Christianity encourages Christians to engage with their communities.				
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Term 5 - Component 2 Christianity and Dialogues, Dialogue between Christianity, and philosophy. (AJM)

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

Philosophers studied – All Philosophers who comment on philosophy included.

Overarching Big Question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
Who is God? Can we Know God? What is God Like? Does God Exist? What is the self?	How to approach philosophy and dialogue?	To understand the approach to take to understanding the dialogues between religion and philosophy.	<ul style="list-style-type: none"> - To complete a structure on how to write a 25-mark answer. - To explore what is required for a good 25-mark answer. – - To revise key topics and write an example plan. 	-Use of the original texts to help higher ability develop their understanding of philosophy. -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.	Students will complete one assessment on religious and philosophy dialogues. This will comprise of a 25 marker. Students will have 45 minutes to complete this.	Students will be given two pieces of homework relating to the topic they are studying. This can be an essay a research task or a revision task.	SMSC Spiritual – students will explore the possibility of there being a God. They will consider if it is 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. Protected characteristics <ul style="list-style-type: none"> • religion or belief – students explore religious and non-religious belief. This always done in a respectful manner. British values 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.
	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"> - To complete a practice question - To revise the topic of God particularly religious experience. 				
	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"> - To complete a practice question - To revise the topic of God particularly problem of evil - To revise the topic of God particularly the 				

			doctrine of the trinity.				Showing tolerance for others and their beliefs.
	How does religion and philosophy deal with the Self, death and afterlife?	To understand discourse on self, death and afterlife from both religion and philosophy.	<ul style="list-style-type: none"> - To complete a practice question - To revise the topic of self, death and afterlife. 				
	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"> - To complete a practice question - To revise the topic sources of authority within Christianity. 				
	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"> - To complete a practice question - To revise the on religious experience. 				
	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"> - To complete a practice question - To revise the topic science and religion. 				
	How does Christianity deal with the truth claims	To understand discourse on other religions	<ul style="list-style-type: none"> - To complete a practice question 				

	of other religions?	from both religion and philosophy.	<ul style="list-style-type: none"> - To revise the topic of diversity in religion and a 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"> - To complete a practice question - To revise the topic Miracles. 				
	Exam prep	To prepare for the upcoming exam.	<ul style="list-style-type: none"> - To complete questions on a practice paper 				
	Exam Prep	To prepare for the upcoming exam.	<ul style="list-style-type: none"> - To complete questions on a practice paper 				
	Exam Prep	To prepare for the upcoming exam.	<ul style="list-style-type: none"> - To complete questions on a practice paper 				

Term 5 - Component 2 Christianity and Dialogues, Dialogue between Christianity, and ethics (Teacher 2)

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

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

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<p>How do we know what is Good?</p> <p>Do we have moral responsibility?</p> <p>Are we free?</p> <p>How should we behave?</p> <p>How should we deal with ethical questions concerning animals?</p> <p>How should we deal with ethical questions concerning Human life?</p>	<p>What is Kants deontological approach?</p>	<p>To explore deontology with reference to Kant.</p>	<ul style="list-style-type: none"> - To explore deontology using Kant’s Categorical imperative. - To be able to explain Kant position. - To show how Kants Argument is deontological. 	<p>-Use of the original texts to help higher ability develop their 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>-Continual use of Whiteboards and visualisers to ensure knowledge and written work is up to standard.</p>	<p>Students will complete one assessment on religious and ethical dialogues. This will comprise of a 25 marker. Students will have 45 minutes to complete this.</p>	<p>Students will be given two pieces of homework relating to the topic they are studying. This can be an essay a research task or a revision task.</p>	<p>SMSC</p> <p>Spiritual – students will explore the possibility of there being a God. They will 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>Protected characteristics</p> <ul style="list-style-type: none"> • religion or belief – students explore religious and non-religious belief. This always done in a respectful manner.
	<p>What is Bentham’s Utilitarianism and how is it an example of a teleological argument?</p>	<p>To explore the Teleological and consequential ethical arguments with reference to Bentham.</p>	<ul style="list-style-type: none"> - To explore teleological arguments using Bentham’s Utilitarianism. - To be able to explain Bentham’s position. - To show how Bentham’s argument is teleological. 				
	<p>What is a Character based ethics?</p>	<p>To explore character-based ethics with reference to Aristotle.</p>	<ul style="list-style-type: none"> - To explore character-based arguments using 				

			<p>Aristotle's virtue ethics.</p> <ul style="list-style-type: none"> - To be able to explain virtue ethics. - To be able to show how virtue ethics is character based. 				<p>British values 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.</p>
	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"> - To compare Christian ethics to Deontology. - To compare Christian ethics to teleological ethical theories. - To compare Christian ethics to character-based virtue ethics. 				
	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"> - To be able to explain Christian response to different human ethical issues. 				
	What are Christian responses to animal life and death?	To understand Christian responses to animal life and death.	<ul style="list-style-type: none"> - To be able to explain Christian responses to different 				

			animal ethical issues.				
	What are Christian responses to the issues surrounding wealth, tolerance, and freedom of religious expression.	To understand Christian responses to issues of wealth, tolerance and freedom of religious expression.	<ul style="list-style-type: none"> - To be able to explain Christian responses to Wealth. - To be able to explain Christian responses to tolerance. - To be able to explain Christian responses to freedom of religious expression. 				
	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"> - To be able to explain Christian views on free will. - To be able to explain Christian views on moral responsibility. 				
	What is the Christian understanding of conscience in moral decision making?	To understand what Christians believe about conscience.	<ul style="list-style-type: none"> - To be able to explain what Christians believe about conscience. - To explain how this informs their moral decision making. 				

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

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