

Philosophy, Religion and Ethics – Year 13 A Level Curriculum

EXAM BOARD: AQA

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p><b>Term 1/2</b></p> <p><b>Philosophy</b></p> <ul style="list-style-type: none"> <li>Religious language</li> <li>Miracles</li> <li>Self, Death and the afterlife</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>Divine command theory.</li> <li>Naturalism/ Utilitarianism/ Bentham/Mill.</li> </ul>	<p>Deepen knowledge of beliefs about the afterlife from Y10/11 GCSE course – Religion and Life - Death and the afterlife</p> <p>Deepen prior learning of religious language. Religious language is linked to Meta ethics</p> <p>Links to work from Y12, terms 2/3</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Knowledge and understanding of why the issue of religious language is considered important by philosophers.</li> <li>Be able to examine the nature and existence of the soul</li> <li>To use appropriate vocabulary to examine how the omnipotence of God justify divine command theory</li> </ul> <p><b>End of topic assessment</b> AO1 and AO2</p>	<ul style="list-style-type: none"> <li>To demonstrate knowledge of the verification principle and its implication for religious statements.</li> <li>To understand the criticism of miracles given by philosophers and consider the implications for our understanding of God.</li> <li>To show why the divine command theory fail to provide clear and unambiguous set of moral rules</li> </ul>
<p><b>Term 2/3</b></p> <p><b>Philosophy</b></p> <ul style="list-style-type: none"> <li>Self, Death and the afterlife</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>Bentham and Kant.</li> <li>Free will and responsibility /Hard, soft determinism etc</li> <li>Conscience- religious and non-religious ideas.</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Christianity and Science</li> </ul>	<p>Deepen knowledge of secular ethical theories in terms 2/3</p> <p>Deepen knowledge of Christianity and science from Year 11 GCSE work Religion and life- The origins of the universe</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Knowledge and understanding of the difference between religious and secular ethics</li> <li>Evaluation- be able to evaluate different views on the role of conscience in decision making.</li> </ul> <p><b>End of topic assessment</b> AO1 and AO2</p>	<ul style="list-style-type: none"> <li>Evaluation – be able to evaluate the possibility of continuing personal existence after death.</li> <li>To evaluate the impact of hard determinism on our concept of moral responsibility.</li> </ul>

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p><b>Term 4/5</b> <b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Christianity, gender and sexuality</li> <li>• Christianity, migration and religious pluralism</li> <li>• Christianity and the Challenge of secularisation.</li> </ul>	<p>Deepen knowledge of work on Relationships and families in Year 11</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of different Christian teachings about the roles of men and women in religion.</li> <li>• Evaluation – be able to consider the relationship between religious belief and wealth in modern society</li> <li>• <b>End of topic assessment –</b> AO1 and AO2 questions</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how migration has created multicultural societies</li> <li>• To evaluate Christian responses to issues of freedom of religious expression in society.</li> <li>• To examine why Christians may not be able to claim they have exclusive access to truth about salvation.</li> </ul>
<p><b>Term 5/6</b> <b>Dialogues</b></p> <ul style="list-style-type: none"> <li>• The dialogue between Christianity and Philosophy</li> <li>• The dialogues between Christianity and Ethics.</li> </ul>	<p>Links to a range of work completed in Year 12- Ethical theories, Good conduct and key moral principles Arguments for the existence of God etc</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Be able to draw a distinction between Christian ethics and secular ethics/philosophy</li> <li>• Be cable to critically examine and evaluate whether Christians should not be allowed to freely practice their faith in public, with reference to the dialogue between Christianity and philosophy/ethics.</li> <li>• <b>End of topic assessment –</b> AO1 &amp; AO2 questions</li> </ul> <p>EXAM PERIOD</p>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the arguments from Descartes and other dualists support Christian ideas about life after death.</li> <li>• To examine the extent to which the problem of evil challenge traditional Christian doctrine of the nature of God</li> <li>• To consider the reasons why conscience is a reliable source of authority for Christians</li> </ul>

## Resources and/or activities to support learning

### **Textbook used in lessons:**

AQA A-Level Religious Studies Year 2 by John Frye, Debbie Herring and Mel Thompson Hodder Education

### **Revision books:**

AQA A- level RS- paper 1 Philosophy and Religion and Ethics Sheila Butler- Hodder Education

AQA A -Level RS -Paper 2 Philosophy, ethics, Christianity and Dialogues by Sheila Butler - Hodder Education

Research two of Jesus' miracles from the Gospels. What would a realist and anti-realist view of those miracles?

Make a table of scholars that discuss different concepts of the conscience.

Find out more details about Daniel Dennett's atheist view on the afterlife in 'Consciousness Explained'

Make a timeline of the history of the Church.

Research what the main message is in John Polkinghorne's book: 'Science and Creation: The Search for Understanding'

Join a student forum to discuss difficult theories.

Research further the differences between Bentham and Kant.

Design fact cards for each main scholar in ethics and philosophy then test yourself.

Ensure you have mind maps for every unit of study.

Create a podcast for the unit.