

Philosophy, Religion and Ethics – Year 12 A Level Curriculum

EXAM BOARD: AQA

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p><b>Term 1&amp;2</b></p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Sources of wisdom and authority</li> <li>God</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>Normative ethical theories: introduction</li> <li>Normative ethical theories: Natural moral law</li> <li>Normative ethical theories: Situation ethics</li> </ul>	<p>Consolidate learning from Year10 and Y11 (Christian beliefs and practices)</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Knowledge and understanding of sources of authority in Christianity, including, The Bible Jesus, The Church, God etc</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Knowledge and understanding of religious and secular ethical theories</li> <li>Evaluation – Be able to evaluate which ethical theory does provide helpful guidance in making moral decisions.</li> </ul> <p><b>End of unit assessment</b></p>	<p>To use appropriate religious vocabulary to examine the nature of God in Christianity.</p> <p>To understand why different Christians might come to different conclusions on ethical issues.</p> <p>To explore whether religious ethics is compatible with secular ethics</p>
<p><b>Term 2/3</b></p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>God</li> <li>Self, death and afterlife</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>Normative ethical theories: Aristotle’s Virtue ethics</li> <li>Application of issues theft /lying</li> </ul> <p>Applied to Natural Moral Law, Situation Ethics and Virtue Ethics.</p> <ul style="list-style-type: none"> <li>Application of ethical theories to non-Human life and death</li> </ul>	<p>Links to work on Religion and life in year 11</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Knowledge and understanding of God: as Personal, as Father and God as Love</li> <li>Knowledge and understanding of the key issues of human life and death: Embryo research, Abortion, Euthanasia and capital punishment</li> <li>Evaluation – Be able to evaluate significant moral issues raised by issues relating to the use of animals.</li> <li><b>End of topic assessment:</b></li> <li>AO1 and AO2 questions</li> </ul>	<p>To evaluate different Christian teachings about Judgement, heaven, hell and purgatory</p> <p>To communicate reasons why natural moral law may be the best theory when dealing with the issue of abortion.</p> <p>To accurately apply virtue ethics to issues of non-Human life and death.</p>
<p><b>Term 4/5</b></p>			

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Good conduct and key moral principles</li> <li>• Expressions of religious identity</li> </ul> <p><b>Philosophy</b></p> <ul style="list-style-type: none"> <li>• Arguments for the existence of God: The Design Argument.</li> <li>• Arguments for the existence of God: The Ontological Argument</li> <li>• Arguments for the existence of God: The Cosmological Argument.</li> </ul>	<p>Links to work on Religion and life in Year 11- Abortion &amp; Euthanasia</p>	<ul style="list-style-type: none"> <li>• Be able to communicate reasons why good moral conduct is important to Christians.</li> <li>• Evaluation- be able to evaluate the significance of Christian Baptism</li> <li>• Knowledge of all aspects of William Paley’s analogical argument</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the design argument, including its strengths and weaknesses</li> <li>• To know and understand the criticisms of the design argument from David Hume</li> </ul>
<p><b>Term 5/6</b></p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Expressions of religious identity</li> </ul> <p><b>Philosophy</b></p> <ul style="list-style-type: none"> <li>• Religious experience</li> <li>• Evil and Suffering</li> </ul>	<p>Links to work on Christian practices in Year 10 - Baptism</p> <p>Links to work on Religion, crime and punishment in Year 11 GCSE</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Evaluation- be able to evaluate the significance of Holy Communion</li> <li>• Be able to examine the nature of religious experience</li> <li>• Evaluation: be able to evaluate challenges to religious experience and some responses to these challenges</li> </ul> <p>End of unit assessment – closed book AO1 and AO2 questions</p> <p><b>MOCKS</b></p>	<ul style="list-style-type: none"> <li>• Consider the strengths and weaknesses of Process Theology as presented by Griffin.</li> <li>• Examine the mission of the Church</li> </ul>

### Resources and/or activities to support learning

Textbook used in lessons: AQA A-Level Religious Studies For A-Level Y1 and AS by John Freye

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

- Watch:

<https://youtu.be/KnOSxZd2D0w>

Write notes on The bible as a source of wisdom. Make a table of Jesus miracles

-Research more facts about Thomas Aquinas and his precepts.

-Find out about the virtues taught by Aristotle.

**Scholar:**

-Watch then make notes.

<https://youtu.be/qcvX2qfdHkA>

- Research further Griffins process theology.

Research the stature and nature of William Paley (1743-1805). What were his religious beliefs?

-Read an extract of David Hume's book 'Dialogues Concerning Natural Religion' (1779). How did his criticisms of Design Arguments influence Paley?

-Research the similarities of religious belief between Gaunilo of Marmoutiers and Anselm.

-Read an extract of Dostoyevsky's 1880 novel 'The Brothers of Karamazov' that deals with the central themes of the problem of evil

-Find out about the work of English philosopher Alfred North Whitehead (1861-1947) whose ideas about God and the world influenced Process Theology.

-What does William James write about in Chapter 11 of his book 'The Varieties of Religious Experience'