

Autumn Term	Spring Term	Summer Term
<p>Key knowledge: Philosophy</p> <p>Ancient philosophical influence - Plato</p> <ul style="list-style-type: none">• The philosophical views of Plato, in relation to: understanding of reality• the Forms• the analogy of the cave• The philosophical views of Aristotle, in relation to: understanding of reality• the four causes• the Prime Mover <p>Ancient philosophical influence - Aristotle</p> <ul style="list-style-type: none">• The philosophical views of Aristotle, in relation to: understanding of reality• the four causes• the Prime Mover <p>Soul, mind and body</p> <ul style="list-style-type: none">• Plato’s view of the soul as the essential and immaterial part of a human temporarily united with the• body <p>Aristotle:</p> <ul style="list-style-type: none">• Aristotle’s view of the soul as the form of the body including:<ul style="list-style-type: none">- The way the body behaves and lives- Something which cannot be separated from the body <p>Descartes:</p> <ul style="list-style-type: none">• Rene Descartes’ proposal of material and spiritual substances as a solution to the mind/soul and• body problem <p>Materialism:</p> <ul style="list-style-type: none">• Richard Dawkins: The idea that the mind and consciousness can be fully explained by physical or	<p>Key knowledge: Philosophy</p> <p>The existence of God: arguments based on observation</p> <ul style="list-style-type: none">• Details of the teleological/design argument as proposed by:• St Thomas Aquinas’ fifth way• William Paley’s analogy of the watchmaker• Details of the cosmological argument as proposed by:• St Thomas Aquinas’ first three ways Key criticisms of the teleological arguments with reference to:• David Hume’s criticisms of these arguments for the existence of God from natural religion.• The challenge of evolution <p>The existence of God: arguments based on reason.</p> <ul style="list-style-type: none">• Details of the ontological argument including reference to: Anselm’s two forms of the argument Gaunilo’s criticisms of Anselm (perfect island criticism)• Kant’s criticisms (reference to Descartes version of the ontological	<p>Key Knowledge: Philosophy</p> <p>Religious Experience</p> <ul style="list-style-type: none">• Examples of mystical and conversion experiences and views about these, including:• views and main conclusions of William James• As union with a greater power• Psychological effect such as illusion• The product of a physiological effect <p>The Problem of evil</p> <ul style="list-style-type: none">• The problem of evil and suffering:• Including its logical (the inconsistency between divine attributes and the presence of evil) and evidential (the evidence of so much terrible evil in the world) aspects• Augustine’s use of original perfection and the Fall• Hick’s reworking of the Irenaean theodicy which gives some purpose to natural evil in enabling human beings to reach divine likeness

<p>material interactions</p> <ul style="list-style-type: none">• Gilbert Ryle: The rejection of the soul as a spiritual substance					
<p>Pupils will be able to:</p> <p>Plato</p> <p>Analyse and evaluate Plato’s Form of the Good and Aristotle’s Prime Mover</p> <p>Plato’s reliance on reason (rationalism) and Aristotle’s use of the senses (empiricism) in their attempts to make sense of reality.</p> <p>Soul, mind and body</p> <p>Analyse and evaluate materialist criticism of dualism, and dualist responses to materialism.</p> <p>Analyse and evaluate whether the concept of ‘soul’ is best understood metaphorically or as a reality.</p> <p>Analyse and evaluate the idea that the mind-body distinction is a category error.</p>	<p>Key Vocabulary:</p> <p>Plato</p> <p>Metaphysics</p> <p>A priori</p> <p>Logical Reasoning</p> <p>Theory of the Forms</p> <p>Form of the Good</p> <p>Analogy of the Cave</p> <p>Empiricism</p> <p>Four Causes</p> <p>Teleology</p> <p>Unmoved Mover</p> <p>Actuality</p> <p>Potentiality</p> <p>Soul, mind and body</p> <ul style="list-style-type: none">• Soul• Mind• Body• Dualism• Monism• Hierarchy of the soul• Nutritive Soul• Sensitive Soul• Rational Soul• Substance Dualism• Cartesian Dualism• Hard Materialism	<p>Pupils will be able to:</p> <p>The existence of God: arguments based on observation</p> <p>Analyse and evaluate whether <i>a posteriori</i> or <i>a priori</i> is the more persuasive style of argument.</p> <p>Analyse and evaluate whether or not teleological arguments can be defended against the challenge of ‘chance’</p> <p>Analyse and evaluate whether cosmological arguments simply jump to the conclusion of a transcendent creator, without sufficient explanation</p> <p>Analyse and evaluate whether or not there are logical fallacies in these arguments that cannot be overcome</p> <p>The existence of God: arguments based on reason</p> <p>Analyse and evaluate whether <i>a posteriori</i> or <i>a priori</i> is the more persuasive style of argument.</p> <p>Analyse and evaluate</p>	<p>Key Vocabulary:</p> <p>The existence of God: arguments based on observation</p> <ul style="list-style-type: none">• A Priori• A Posteriori• Telos• Teleological Argument• Design Argument• Design Qua Purpose• Watchmaker Analogy• Inductive Argument• Cosmological Argument• Unmoved Mover• Uncaused Cause• Necessary Being• Contingent Being <p>The existence of God: arguments based on reason</p> <ul style="list-style-type: none">• Ontological Argument• Deductive Argument• Premise• Proslogion• Predicate• Analytic Statement• Synthetic Statement	<p>Pupils will be able to:</p> <p>Religious Experience</p> <p>Analyse and evaluate issues related to arguments for the existence of God based on reason, including: whether personal testimony or witness is enough to support the validity of religious experiences</p> <p>whether or not corporate religious experiences might be considered more reliable or valid than individual experiences</p> <p>whether or not religious experience provides a basis for belief in God or a greater power</p> <p>The Problem of evil</p> <p>Analyse and evaluate issues related to the problem of evil, including: Whether or not Augustine’s view of the origins of moral and natural evils is enough to spare God from blame for evils in the world.</p> <p>Whether or not the need to create a ‘vale of soul-making’ can justify the existence or extent of evils.</p> <p>Which of the logical or evidential aspects of the problem of evil pose the greater challenge to belief.</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none">• Mystical Experience• Conversion Experience• Intellectual vision• Imaginary vision• Corporeal vision• Rudolph Otto• Numinous• William James• Passive• Ineffable• Noetic• Transient• Volitional (Gradual)• Self-surrender• Logical Positivism• Direct verification• Indirect verification <p>The Problem of evil</p> <ul style="list-style-type: none">• Problem of evil• theodicy• negative theodicy• Augustine• Augustinian tradition• Natural Evil• Moral Evil• Evidential problem of evil• Logical problem of evil• Free will defence• John Hick’s vale of soul• making theodicy• Irenaean theodicy• Inconsistent triad• Epicurean Paradox• “infinite goodness”.• privation

		whether or not existence can be treated as a predicate Analyse and evaluate whether or not the ontological argument justifies belief. Analyse and evaluate whether or not there are logical fallacies in this argument that cannot be overcome.		Whether or not it is possible to successfully defend monotheism (belief in one God) in the face of evil	<ul style="list-style-type: none">“original sin”
Key knowledge: Ethics Natural Law <ul style="list-style-type: none">Origins of the significant concept of <i>telos</i> in Aristotle and its religious development in the writing of AquinasThe four tiers of law - Eternal Law, Divine Law, Natural Law and Human Law. What they are and how they are relatedSynderesisThe five primary preceptsThe secondary preceptsThe Doctrine of Double Effect Situation Ethics <ul style="list-style-type: none">Fletcher’s situation ethics including the origins of <i>agape</i> in the New Testament and its religious development in the writing of Joseph Fletcherthe six propositionsthe four working principles		Key knowledge: Applied Ethics - Euthanasia <ul style="list-style-type: none">Sanctity of Life: The religious origins of this concept (that human life is made in God’s image and is therefore sacred in value)Quality of Life: The secular origins of this significant concept (that human life has to possess certain attributes in order to have value)Voluntary Euthanasia: What it is (that a person’s life is ended at their request or with their consent) and its use in the case of incurable or terminal illnessNon-Voluntary Euthanasia: What it is (that a person’s life is ended without their consent but with the consent of someone representing their interests) and its use in the case of a patient who is in a persistent vegetative state Kantian Ethics <p>Origins of the concept of duty (acting morally according to the good regardless of consequences) in deontological and absolutist approaches to ethics</p> <p>The hypothetical imperative - What it is (a command to act to achieve a desired result) and why it is not the imperative of morality</p> <p>The categorical imperative - What it is (a command to act that is good in itself regardless of consequences) and why it is the imperative of morality based on:</p>		Key Knowledge: Utilitarianism <p>The Principle of Utility - The use of the significant concept of utility (seeking the greatest balance of good over evil, or pleasure over pain) in teleological and relativist approaches to ethics</p> <p>The Hedonic Calculus - What it is (calculating the benefit or harm of an act through its consequences) and its use as a measure of individual pleasure</p> <p>Act Utilitarianism - What it is (calculating the consequences of each situation on its own merits) and its use in promoting the greatest amount of good over evil, or pleasure over pain</p> <p>Rule Utilitarianism - What it is (following accepted laws that lead to the greatest overall balance of good over evil, or pleasure over pain) and its use in promoting the common good</p> Business Ethics <p>Corporate social responsibility - what it is (that a business has responsibility towards the community and environment) and its application to stakeholders, such as employees, customers, the local community, the country as whole and governments</p> <p>Whistle-blowing - what it is (that an employee discloses wrongdoing to the employer or the public) and its application to the contract between employee and employer</p>	

		<p>1. Formula of the law of nature (whereby a maxim can be established as a universal law)</p> <p>2. Formula of the end in itself (whereby people are treated as ends in themselves and not means to an end)</p> <p>3. Formula of the kingdom of ends (whereby a society of rationality is established in which people treat each other as ends and not means)</p> <p>The three postulates - What they are and why in obeying a moral command they are being accepted:</p> <p>1. Freedom</p> <p>2. Immortality</p> <p>3. God</p>	<p>Good ethics is good business - what it is (that good business decisions are good ethical decisions) and its application to shareholders and profit-making</p> <p>Globalisation - what it is (that around the world economies, industries, markets, cultures and policy-making is integrated) and its impact on stakeholders</p>		
<p>Pupils will be able to:</p> <p>Natural Law</p> <p>Analyse and evaluate aspects of Natural Law including:</p> <p>whether or not natural law provides a helpful method of moral decision-making</p> <p>whether or not a judgement about something being good, bad, right or wrong can be based on its success or failure in achieving its <i>telos</i></p> <ul style="list-style-type: none">• whether or not the universe as a whole is designed with a <i>telos</i>, or human nature has an orientation towards the good• whether or not the doctrine of double effect can be used to justify an action, such as killing someone as an act of self-defence <p>Situation Ethics</p> <p>Analyse and evaluate aspects of Situation Ethics including</p> <p>whether or not situation ethics provides a helpful method of moral decision-making</p> <ul style="list-style-type: none">• whether or not an ethical	<p>Key Vocabulary:</p> <ul style="list-style-type: none">• Ethics• Telos• Synderesis• Deontological• Eudaimonia• Teleological• Efficient Cause• Material Cause• Formal Cause• Final Cause• Absolute• Virtue• Double Doctrine Effect• Rational Principle <p>Situation Ethics</p> <ul style="list-style-type: none">• Agape• Intrinsic• Legalism• Antinomianism• Conscience• Pragmatism• Relativism• Personalism• Positivism	<p>Pupils will be able to:</p> <p>Euthanasia</p> <p>Analyse and evaluate: the application of natural law and situation ethics to euthanasia</p> <p>whether or not the religious concept of sanctity of life has any meaning in twenty-first century medical ethics</p> <p>whether or not a person should or can have complete autonomy over their own life and decisions made about it</p> <p>whether or not there is a moral difference between medical intervention to end a patient's life and medical non-intervention to end a patient's life</p> <p>Kantian Ethics</p> <p>Analyse and evaluate issues raised by Kant's approach to ethics, including:</p> <p>whether or not Kantian ethics provides a helpful method of moral decision-</p>	<p>Key Vocabulary:</p> <p>Euthanasia</p> <ul style="list-style-type: none">• Suicide• Assisted suicide• Voluntary euthanasia• Passive euthanasia• Non-voluntary euthanasia• Sanctity of Life• Quality of life• Persistent Vegetative State <p>Kantian Ethics</p> <ul style="list-style-type: none">• Reason• Duty• Hypothetical Imperative• Categorical Imperative• Good will• Maxim• Postulate• Operational Reason• Universal Law• Rationality•	<p>Pupils will be able to:</p> <p>Utilitarianism</p> <p>Analyse and evaluate utilitarianism including - whether or not utilitarianism provides a helpful method of moral decision-making</p> <p>whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which, in any given situation, utility is best served</p> <p>whether or not it is possible to measure good or pleasure and then reach a moral decision</p> <p>Business Ethics</p> <p>Analyse and evaluate issues raised by these areas of business ethics, including:</p> <p>The application of Kantian ethics and utilitarianism to business ethics</p> <p>Whether or not the concept of corporate social</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none">• Teleological:• Deontological• Utilitarianism• Hedonic Calculus• Act Utilitarianism• Rule Utilitarianism• Quantity of pleasure• Quality of pleasure• Higher Pleasures• Lower Pleasures• Greatest Happiness Principle• Non harm principle• Propinquity• Fecundity <p>Business Ethics</p> <ul style="list-style-type: none">• Corporate Social Responsibility• Whistle-Blowing• Globalisation• Business Ethics• Stakeholders• Shareholders• Human Dignity• Common Good• Solidarity

<p>judgement about something being good, bad, right or wrong can be based on the extent to which, in any given situation, <i>agape</i> is best served</p> <ul style="list-style-type: none"> • whether Fletcher's understanding of <i>agape</i> is really religious or whether it means nothing more than wanting the best for the person involved in a given situation • whether or not the rejection of absolute rules by situation ethics makes moral decision-making entirely individualistic and subjective 	<ul style="list-style-type: none"> • Individualistic 	<p>making whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which duty is best served</p> <p>whether or not Kantian ethics is too abstract to be applicable to practical moral decision-making</p> <p>whether or not Kantian ethics is so reliant on reason that it unduly rejects the importance of other factors, such as sympathy, empathy and love in moral decision-making</p>		<p>responsibility is nothing more than 'hypocritical window-dressing' covering the greed of a business intent on making profits</p> <p>Whether or not human beings can flourish in the context of capitalism and consumerism</p> <p>Whether globalisation encourages or discourages the pursuit of good ethics as the foundation of good business</p>	<ul style="list-style-type: none"> • Reciprocity • Fraternity • Sustainability
<p>Assessment</p> <p>End of unit - time essay.</p>		<p>Assessment</p> <p>End of unit - time essay.</p>		<p>Assessment</p> <p>End of unit - time essay.</p>	
<p>Key knowledge: Development in Christian Thought</p> <p>St. Augustine</p> <ul style="list-style-type: none"> • Augustine's interpretation of Genesis 3 (The Fall) including: • The state of perfection before the Fall and Adam and Eve's relationship as friends • Lust and selfish desires after the Fall • Augustine's teaching that Original Sin is passed on through sexual intercourse and is the cause of: • Human selfishness and lack of free will • Lack of stability and corruption in all human societies • Augustine's teaching that only God's grace, his generous love, can overcome sin and the rebellious will to achieve the greatest good (<i>summum bonum</i>) <p>Death and the Afterlife</p> <p>Different interpretations of heaven, hell and purgatory, including:</p>		<p>Key knowledge: Development in Christian Thought</p> <p>Knowledge of God's existence.</p> <ul style="list-style-type: none"> • Natural knowledge of God's existence: • As all humans are made in God's image they have an inbuilt capacity and desire Know God, including: • Human openness to beauty and goodness as aspects of God • Human intellectual ability to reflect on and recognise God's existence • What can be known of God can be seen in the apparent design and purpose of nature • As humans are sinful and have finite minds, natural knowledge is not sufficient to gain full knowledge of God; knowledge of God is possible through: • Faith • Grace as God's gift of knowledge of himself through the Holy Spirit • Full and perfect knowledge of God is revealed in the person of Jesus Christ and through: • The life of the Church 		<p>Key Knowledge:</p> <p>Christian moral principles</p> <ul style="list-style-type: none"> • The diversity of Christian moral reasoning and practices and sources of ethics, including: • The Bible as the only authority for Christian ethical practices. As the Bible reveals God's will, then only biblical ethical commands must be followed • Bible, Church and reason as the sources of Christian ethical practices. Christian ethics must be a combination of biblical teaching, Church teaching and human reason • Love (agape) as the only Christian ethical principle which governs Christian practices. Jesus' only command was to love and that human reason must decide how best to apply this <p>Christian Moral Action</p> <p>1. Bonhoeffer's teaching on the relationship of Church and State including: Obedience, leadership and doing God's will</p>	

<ul style="list-style-type: none">• Heaven, hell and purgatory are actual places where a person may go after death and experience physical and emotional happiness, punishment or purification• Heaven, hell and purgatory are not places but spiritual states that a person experiences as part of their spiritual journey after death• Heaven, hell and purgatory are symbols of a person’s spiritual and moral life on earth and not places or states after death <ul style="list-style-type: none">• Different Christian views of who will be saved, including:• Limited election (that only a few Christians will be saved)• Unlimited election (that all people are called to salvation but not all are saved)• Universalist belief (that all people will be saved) <ul style="list-style-type: none">• The above to be studied with reference to the key ideas in Jesus’ parable on Final Judgement, ‘The Sheep and the Goats’ (Matthew 25:31–46)		<p>The Bible</p> <p>The Person of Jesus</p> <p>Jesus’ divinity as expressed in his:</p> <ul style="list-style-type: none">• knowledge of God• miracles• resurrection <p>With reference to Mark 6:47-52 and John 9:1-41</p> <p>Jesus’ moral teaching on:</p> <ul style="list-style-type: none">• repentance and forgiveness• inner purity and moral motivation <p>With reference to Matthew 5:17-48 and Luke 15:11-32</p> <p>Jesus’ role as liberator of the marginalised and the poor, as expressed in his:</p> <ul style="list-style-type: none">• challenge to political authority• challenge to religious authority <p>With reference to Mark 5:24-34 and Luke 10:25-37</p>		<p>Justification of civil disobedience</p> <p>2. Bonhoeffer’s role in the Confessing Church and his own religious community at Finkenwalde</p> <p>3. Bonhoeffer’s teaching on ethics as action, including: ‘costly grace,’ sacrifice, suffering and solidarity</p>	
<p>Pupils will be able to:</p> <p>St. Augustine</p> <p>Analyse and evaluate whether or not Augustine’s teaching on a historical Fall and Original Sin is wrong.</p> <p>Analyse and evaluate whether or not Augustine is right that sin means that humans can never be morally good.</p> <p>Analyse and evaluate whether or not Augustine’s view of human nature is pessimistic or optimistic</p>	<p>Key Vocabulary:</p> <p>St. Augustine</p> <ul style="list-style-type: none">• The Doctrine of the• Fall• Rational Act• Original Sin• Temptation• Concupiscence• God’s Grace• Summum Bonum <p>Death and the Afterlife</p> <ul style="list-style-type: none">• Heaven	<p>Pupils will be able to:</p> <p>Knowledge of God’s existence.</p> <p>Analyse and evaluate issues related to Christian ideas on knowledge of God, including:</p> <p>Whether or not God can be known through reason alone.</p> <p>Whether or not faith is sufficient reason for belief in God’s existence.</p> <p>Whether or not the Fall has completely removed all</p>	<p>Key Vocabulary:</p> <p>Knowledge of God’s existence.</p> <ul style="list-style-type: none">• Revealed Theology• Natural Theology• Sensus Divinitatis• Imago Dei• Numinous• Tradition• Fideism• Catechism of the Catholic Church <p>The Person of Jesus</p> <ul style="list-style-type: none">• Son of God	<p>Pupils will be able to:</p> <p>Christian moral principles</p> <p>Analyse and evaluate issues related to diversity of Christian moral principles, including:</p> <p>Whether or not Christian ethics are distinctive.</p> <p>Whether or not Christian ethics are personal or communal.</p> <p>Whether or not the principle of love is sufficient to live a good life.</p> <p>Whether or not the Bible is a comprehensive moral guide</p>	<p>Key Vocabulary:</p> <p>Christian moral principles</p> <ul style="list-style-type: none">• Church• Bible• Reason• Agape• Sola Scriptura• Natural Law• Magisterium• Papal Encyclical• Ethics• Morality• Principles <p>Christian Moral Action</p> <ul style="list-style-type: none">• Dietrich Bonhoeffer

<p>Analyse and evaluate whether or not there is a distinctive human nature</p> <p>Death and the Afterlife Examine and explain the different interpretations of heaven, hell and purgatory (A01) Examine and explain the different Christian views on who will be saved (A01) Describe and explain Jesus’ parable on Final Judgement ‘The Sheep and the Goats’ Analyse and evaluate whether or not God’s judgement takes place immediately after death or at the end of time Analyse and evaluate whether or not hell and heaven are eternal Analyse and evaluate whether or not heaven is the transformation and perfection of the whole of creation Analyse and evaluate whether or not purgatory is a state through which everyone goes</p>	<ul style="list-style-type: none">• The Firmament• The Empyrean• The Blessed• Hell• Purgatory• Beatific Vision• Intellectual Vision• Limited Election• Unlimited Election• Universalism• Final Judgement	<p>natural human knowledge of God. Whether or not natural knowledge of God is the same as revealed knowledge of God Whether or not belief in God’s existence is sufficient to put one’s trust in him.</p> <p>The Person of Jesus Analyse and evaluate issues related to Christian ideas regarding Jesus Christ as a source of authority, including: Whether or not Jesus was only a teacher of wisdom. Whether or not Jesus was more than a political liberator. Whether or not Jesus’ relationship with God was very special or truly unique. Whether or not Jesus thought he was divine</p>	<ul style="list-style-type: none">• Miracle• Incarnation• Liberation Theology• Religious pluralism	<p>Christian Moral Action</p> <p>Analyse and evaluate issues related to Christian moral action in the life and teaching of Bonhoeffer, including: whether or not Christians should practise civil disobedience whether or not it is possible always know God’s will whether or not Bonhoeffer puts too much emphasis on suffering</p>	<ul style="list-style-type: none">• State• Obedience• God’s Will• Civil Disobedience• Confessing Church• Finkenwalde• Costly Grace• Cheap Grace• Solidarity
<p>Assessment End of unit - time essay.</p>	<p>Assessment End of unit - time essay.</p>		<p>Assessment End of unit - time essay.</p>		

Autumn Term		Spring Term		Summer Term	
Key knowledge:Ethics Conscience <ul style="list-style-type: none">Thomas Aquinas’ theological approach to the conscience: Details of this approach, including:ratio, synderesis and conscientia. vincible ignorance and invincible ignoranceSigmund Freud’s psychological approach to the conscienceDetails of this approach, including:<ul style="list-style-type: none">psychosexual development, id, ego and the super-ego.		Key knowledge: Meta Ethics <ul style="list-style-type: none">Meta ethical theories includingNaturalism: What it is (the belief that values can be defined in terms of some natural property in the world) and its application to absolutismIntuitionism: What it is (the belief that basic moral truths are indefinable but self-evident) and its application to the term goodEmotivism: What it is (the belief that ethical terms evince approval or disapproval) and its application torelativism		Key Knowledge: Sex Ethics <ul style="list-style-type: none">Traditional Christian beliefs and practices regarding:premarital and extramarital sexhomosexualityHow these beliefs and practices have changed over time, including:key teachings influencing these beliefs and practicesthe ideas of religious figures and institutionsThe impact of secularism on these areas of sexual ethicsHow the following theories might be used to make moral decisions in these areas of sexual ethics and the issues raisedin the application of these theories:natural lawsituation ethicsKantian ethicsutilitarianism	
Pupils will be able to: Analyse and evaluate issues related to ideas about conscience, including: comparison between Aquinas and Freud: - on the concept of guilt - on the presence or absence of God within the workings of the conscience and superego - on the process of moral decision-making - whether conscience is	Key Vocabulary: <ul style="list-style-type: none">ConscienceRatioSynderesisConscientiaVincible IgnoranceInvincible IgnorancePsychosexual DevelopmentIdEgoSuper-egoGuilt	Pupils will be able to: Analyse and evaluate issues related to meta-ethics, including: whether or not what is meant by the word ‘good’ is the defining question in the study of ethics whether or not ethical terms such as good, bad, right and wrong: - have an objective factual basis that makes them true or false in describing something	Key Vocabulary: <ul style="list-style-type: none">Meta-EthicsNormative EthicsFactValueNaturalismIntuitionismEmotivismNaturalistic FallacyAbsolutismA prioriRelativism	Pupils will be able to: Analyse and evaluate issues related to ideas about sexual ethics and changing attitudes towards it, including: o whether or not religious beliefs and practices concerning sex and relationships have a continuing role in the area of sexual ethics o whether choices in the area of sexual behaviour should be entirely private and personal, or whether they should	Key Vocabulary: <ul style="list-style-type: none">Premarital sexExtra-marital sexHomosexualityCovenantSacramentUnitive SexProcreative SexChastityLibertarianismNegative LibertyPositive LibertyApparent Good

linked to, or separate from, reason and the unconscious mind - whether conscience exists at all or is instead an umbrella term covering various factors involved in moral decision-making, such as culture, environment, genetic predisposition and education		- reflect only what is in the mind of the person using such terms - can be said to be meaningful or meaningless whether or not, from a common sense approach, people just know within themselves what is good, bad, right and wrong		be subject to societal norms and legislation o whether normative theories are useful in what they might say about sexual ethics	
Key knowledge DCT Gender and Society <ul style="list-style-type: none">Christian teaching on the roles of men and women in the family and society<ul style="list-style-type: none">Ephesians 5:22–33Mulieris Dignitatem 18–19Christian responses to contemporary secular views about the roles of men and women in the family andsociety.The ways in which Christians have adapted and challenged changing attitudes to family and gender,including issues of:<ul style="list-style-type: none">motherhood/parenthooddifferent types of family Gender and Theology <ul style="list-style-type: none">Ruether’s discussion of the maleness of Christ and its implications for salvation including:Jesus’ challenge to the male warrior-messiah expectationGod as the female wisdom principleJesus as the incarnation of wisdom <ul style="list-style-type: none">Daly’s claim that ‘if God is male then the male is God’ and its implications for Christianity, including:	Key knowledge Religious Pluralism and Theology <ul style="list-style-type: none">The view that only Christianity fully offers the means of salvationthe view that although Christianity is the normative means of salvation, ‘anonymous’ Christians may also receive salvationthe view that there are many ways to salvation, of which Christianity is one path Religious pluralism and society <ul style="list-style-type: none">The development of contemporary multi-faith societies - reasons for this development, for example migrationHow Christian communities have responded to the challenge of encounters with other faiths, for example:Catholic Church: Redemptoris Missio 55–57Church of England: Sharing the Gospel of SalvationIts methods and aimsHow the mutual study and interpretation of different religions’ sacred literature can help understanding ofdifferent and conflicting religious truth claims	Key knowledge The challenge of secularism <ul style="list-style-type: none">The views of Freud and Dawkins that society would be happier without Christianity as it is infantile, repressive and causes conflictThe views of secular humanists that Christian belief is personal and should play no part in public life,including:<ul style="list-style-type: none">education and schoolsgovernment and state Liberation Theology and Marx <ul style="list-style-type: none">The relationship between Liberation Theology and MarxAlienation occurs when humans are dehumanised and unable to live fulfilling livesExploitation occurs when humans are treated as objects and used as a means to an endLiberation theology’s use of Marxist analysis to analyse the deeper or ‘structural’ causes of social sin that haveresulted in poverty, violence and injustice, including:<ul style="list-style-type: none">capitalisminstitutions (for example schools, churches, the state)			

<ul style="list-style-type: none">• Christianity’s ‘Unholy Trinity’ of rape, genocide and war• spirituality experienced through nature					
<p>Pupils will be able to:</p> <p>Analyse and evaluate issues related to Christian responses to changing views of gender and gender roles, including: whether or not official Christian teaching should resist current secular views of gender whether or not secular views of gender equality have undermined Christian gender roles whether or not motherhood is liberating or restricting whether or not the idea of family is entirely culturally determined</p> <p>Gender and Theology issues related to God, gender and feminist theology, including: A comparison of Ruether’s and Daly’s feminist theologies - sexism and patriarchy in Christianity, as it has developed in the mainstream Churches whether or not Christianity is essentially sexist</p>	<p>Key Vocabulary: Gender and Society</p> <ul style="list-style-type: none">• Mulieris• Dignitatem• Gender• Society• Patriarchal• Amoris Laetitia• Sexual Identity• Motherhood• Theokotos• Letter to the Ephesians• Cohabitation <p>Gender and Theology</p> <ul style="list-style-type: none">• Feminism• Salvation• Salvation• Incarnation• Unholy Trinity• Patriarchal• Sexism• Sophia• Logos	<p>Pupils will be able to:</p> <p>Analyse and evaluate issues related to religious pluralism and Christian theology of religion, including: Whether or not if Christ is the ‘truth’ there can be any other means of salvation. Whether or not a loving God would ultimately deny any human being salvation. Whether or not all good people will be saved whether or not theological pluralism undermines central Christian beliefs</p> <p>Religious pluralism and society</p> <p>Analyse and evaluate issues related to Christian responses to multi-faith societies and inter-faith dialogue, including: Whether or not inter-faith dialogue has contributed practically towards social cohesion. Whether or not Christian communities should seek to convert people from other faiths. Whether or not scriptural reasoning relativises religious beliefs.</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none">• Exclusivism• Inclusivism• Pluralism• Solus Christus• Salvation• Christocentric• Theocentric <p>Religious pluralism and society</p> <ul style="list-style-type: none">• Religious Pluralism• Multi-Faith Societies• Inter-faith Dialogue• Scriptural Reasoning Movement• Community Cohesion• Relativism• Redemptoris Missio• The Church of England: Sharing the Gospel of Salvation	<p>Pupils will be able to:</p> <p>Analyse and evaluate issues related to liberation theology and Marx, including: Whether or not Christian theology should engage with atheist secular ideologies. Whether or not Christianity tackles social issues more effectively than Marxis. Whether or not liberation theology has engaged with Marxism fully enough. Whether or not it is right for Christians to prioritise one group over another.</p> <p>Liberation Theology and Marx</p> <p>Analyse and evaluate issues related to liberation theology and Marx, including: whether or not Christian theology should engage with atheist secular ideologies whether or not Christianity tackles social issues more effectively than Marxism whether or not liberation theology has engaged with Marxism fully enough whether or not it is right for Christians to prioritise one group over another</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none">• Alienation• Exploitation• Bourgeois• Proletariat• Communism• Dehumanise• Liberation Theology• Capitalism• Jesus the Liberator• Praxis• Orthodoxy• Orthopraxy• Contextual Theology

whether or not a male saviour can save women whether or not only women can develop a genuine spirituality whether or not the Christian God can be presented in female terms		Whether or not Christians should have a mission to those of no faith			
Assessment: End of unit - time essay. Mock Exam - 2 hours - 3 essay questions		Assessment: End of unit - time essay.		Assessment: End of unit - time essay.	
Key knowledge: Philosophy Religious Language - negative, ontological or symbolic <ul style="list-style-type: none"> the argument that theological language is best approached by negation the understanding of religious language in terms of analogy, with reference to: <ul style="list-style-type: none"> Aquinas's analogy of attribution and analogy of proper proportion understanding of the language of religious expression in terms of symbol, with reference to: Tillich's view of theological language as almost entirely symbolic 		Key knowledge: Philosophy Religious Language - twentieth - century perspectives <ul style="list-style-type: none"> The impact of the verification principle on the use of religious language, with reference to Ayer's approach to verification How language games may permit religious language to be deemed meaningful yet not cognitive The varying arguments, with their associated parables, put forward in relation to theological language by Flew, Hare and Mitchell in their contributions to the falsification symposium 		Key knowledge: Philosophy The nature and attributes of God <ul style="list-style-type: none"> Developments in the understanding of - divine power and self-imposed limitation divine knowledge and its interaction with temporal existence and free will divine benevolence and just judgement of human actions, including Boethius's argument relating this to divine foreknowledge, eternity and free will divine eternity and divine action in time, including Anselm's four-dimensionalist approach as an extension of Boethius's view the extent to which human free will reasonably coexists with these attributes The above should be studied with reference to alternative possibilities presented by Boethius, Anselm and Swinburne 	
Pupils will be able to: Analyse and evaluate issues related to different views of religious language, including: comparison of the usefulness of the above approaches to religious language	Key Vocabulary: <ul style="list-style-type: none"> Religious language Analogy of Attribution Analogy of Proportion Via Negativa Via Positiva Univocal 	Pupils will be able to: Analyse and evaluate issues related to different views of religious language, including: Whether or not any version of the verification principle successfully renders religious language as meaningful	Key Vocabulary: <ul style="list-style-type: none"> Strong Verification Principle Weak Verification Principle Falsification Principle Language Games Blik Metaphysical Eschatological 	Pupils will be able to: Analyse and evaluate issues related to developments in the understanding of the nature of God and the different possibilities presented by the key thinkers, including:	Key Vocabulary: <ul style="list-style-type: none"> Omnipotent Omniscient Omni-benevolent Eternal Free Will Divine Foreknowledge Four-dimensionalist Approach Eternal Timeless

<p>whether or not the apophatic way enables effective understanding of theological discussion</p> <p>whether or not Aquinas' analogical approaches support effective expression of language about God</p> <p>whether or not religious discourse is comprehensible if religious language is understood as symbolic</p>	<p>Language</p> <ul style="list-style-type: none"> • Equivocal Language • Cognitive Language • Non-Cognitive Language 	<p>Whether or not any participant in the falsification symposium presented a convincing approach to the understanding of religious language</p> <p>A comparison of the ideas of Aquinas and Wittgenstein, including:</p> <ul style="list-style-type: none"> - whether a cognitive approach (such as Aquinas's thinking on analogy) or a non-cognitive approach (such as the language games concept of Wittgenstein) present better ways of making sense of religious language - the influence of non-cognitive approaches on the interpretation of religious texts - how far Aquinas' analogical view of theological language remains valuable in philosophy of religion 	<p>Verification</p> <ul style="list-style-type: none"> • Analytic Statements • Synthetic Statements • Logical Positivism • Anti-Empirical 	<p>Whether or not it is possible, or necessary, to resolve the apparent conflicts between divine attributes.</p> <p>Whether Boethius, Anselm or Swinburne provides the most useful understanding of the relationship between divinity and time</p> <p>Whether or not any of these thinkers are successful in resolving the problems of divine knowledge, benevolence, justice, eternity and human free will</p> <p>Whether the attributes should be understood as subject to the limits of logical possibility or of divine self limitation</p>	<ul style="list-style-type: none"> • Eternal Everlasting • Transcendent • Immanent • Divine Action
<p>Assessment:</p> <p>End of unit - time essay.</p> <p>October PPE</p>	<p>Assessment:</p> <p>End of unit - time essay.</p>			<p>Assessment</p> <p>A Level Eternal Examination</p> <p>3 Papers</p> <p>2 hours each</p> <p>3 Essay questions on each paper</p>	