Curriculum Map for A Level Philosophy, Ethics and Religious Studies

Religious Studies Vision	The vision for RS is that all our students build the confidence and the skills to consider some of life's biggest questions, explore a variety of different world views and are then able to form their own perspective and world view. Our students are the next generation of global citizens, and we have a duty to prepare them for this. We aim to teach our students the skills and knowledge to be able to coexist peacefully and respectfully in a multicultural world, and understand their own place in the world, and what they must bring to it. We want our students to know that how they treat others and how they treat the world at large, is a huge part of their character and who they are as a person. We aim to inspire our students to be courageous advocates, ambassadors for social change, and a positive voice in our future world so they can become responsible, kind and well-educated young people.
A Level	The principal aim of religious education is to explore what people believe and what differences this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Note: A Level Topics are taught between two teachers. This means that two topics will run alongside each other – hence being taught across two terms.
End Points	**Target: AO1:1 Knowledge and understanding of religion and belief including religious, philosophical and/or ethical thought and teaching** **Target: AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study**
Key concepts and domains of knowledge in Religious Studies	**Domains of Knowledge** • Knowledge & Understanding • Evaluation & Analysis **Key Concepts** • Afterlife • Utilitarianism • Teleological • Deontological • The soul • Conscience • Duty • Morality • Gender • Dominion • Stewardship • Evil and Suffering • Cosmological • Ontological • Meta Ethics • Authority • God • Religious Pluralism • Mission/Evangelism • Sacrament • Free Will • Determinism • Secularisation • Judgement

Year 12

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics	**Philosophy:** Arguments for the Existence of God	**Philosophy:** Problem of Evil	**Philosophy:** Religious Experience	**Component 2:** Christianity – Sources of Wisdom and Authority	**Component 2:** Christianity – God	**Component 2:** Christianity – Expression of Religious Identity
	Ethics: Normative Ethics (Natural Moral Law, Situation Ethics and Virtue Ethics)	**Ethics:** Applied Ethics	**Component 2: Christianity** – Good Conduct and Key Moral Principles	**Component 2: Christianity** – Self, Death and Afterlife	**Ethics:** Bentham and Kant	**Ethics:** Meta-ethics
Knowledge and Understanding	**A01 – Knowledge and Understanding** Students will consider: The basis of Paley's analogical Argument in observation and thought	**A01 – Knowledge and Understanding** Students will consider the concepts of natural and moral evil.	**A01 – Knowledge and Understanding** Students will consider the nature of religious experiences including:	**A01 – Knowledge and Understanding** Students will know and understand the importance of the Bible, The Church and the authority of Jesus	**A01 – Knowledge and Understanding** Students will know and understand: Christian Monotheism, God as Personal, God as Father and God as Love.	**A01 – Knowledge and Understanding** Students will know and understand the practices of Baptism, Holy Communion and the mission of the Church.

	and Paley's Analogical Design Argument, Anselm's Ontological Argument, Aquinas' Cosmological Argument. **A02 – Analyse and Evaluate** The strengths and weaknesses of Paley's Design argument. The status of these argument's as 'proof' of God's existence. The relationship between reason and faith. The value of Paley's argument for religious faith.	The logical and evidential problem of evil. **A02 – Analyse and Evaluate** Students will analyse and evaluate the responses to the problem of evil including: - The Free Will Defence - Hick's soul-making theodicy - Process Theodicy as presented by Griffin The strengths and weaknesses of each response.	Visions, corporeal, imaginative and intellectual. Numinous experiences: Otto and the 'holy other'. Mystical experiences: William James: non-sensuous and non-intellectual union with the divine as presented by Walter Stace. **A02 – Analyse and Evaluate** Students will look at verifying religious experiences and will look at: - The challenges of verifying religious experiences - The challenges to religious experiences from science - Religious responses to those challenges - Richard Swinburne's principles of credulity and testimony	as sources of Wisdom and Authority. **A02 – Analyse and Evaluate** Students will analyse and evaluate different theories about the inspiration and authority of the Bible. Students will analyse and evaluate the approach of different Christian movements on the authority of Jesus.	The concept of God in process theology. **A02 – Analyse and Evaluate** Students will analyse and evaluate different views on God as controller of all things. Students will analyse and evaluate anthropomorphic and gender-specific language about God. The concept of God in Process Theology and the rejection of 'creatio ex nihlo'.	**A02 – Analyse and Evaluate** Students will analyse and evaluate infant and believers' baptism and the justification for both. Students will analyse and evaluate the significance of Jesus' actions at the Last Supper. Students will analyse and evaluate different attitudes towards mission and evangelism.
	A01 – Knowledge and Understanding Students will consider: Deontological ethics (a moral system based on rule) – natural moral law and the principle of the double effect, with reference to Aquinas and modern proportionalism. Teleological ethics (a moral system based on duty/goals) – with	**A01 – Knowledge and Understanding** Students will consider: How do deontological, teleological and character-based ethics apply to issues of human life and death, and issues of non-human life and death. **A02 – Analyse and Evaluate** The application of these theories to:	**A01 – Knowledge and Understanding** Students to consider: The importance of good moral conduct in the Christian way of life. The application of justification by works. The application of justification by faith. The teachings of predestination in context of moral behaviour.	**A01 – Knowledge and Understanding** Students will consider: The meaning and purpose of life. The teachings of the resurrection. The different interpretations of judgement, heaven, hell and purgatory. **A02 – Analyse and Evaluate**	**A01 – Knowledge and Understanding** Students will consider: The teachings of utilitarianism as a moral ethical theory, including act utilitarianism and rule utilitarianism with specific reference to Jeremy Bentham. The teachings of Kantian ethics, with specific	**A01 – Knowledge and Understanding** Students will consider: The difference between the divine command theory where a person is living by God's commands, naturalism – including utilitarianism – where doing the right thing is based on pleasure and pain, and non-naturalism – including intuitionism – where the

	reference to Fletcher and Christianity. Character based ethics (a moral system based on the person) with reference to Aristotle. **A02 – Analyse and Evaluate** How these ethical systems fit into a modern society. The differing approaches to these ethical systems to making moral decisions. The strengths and weaknesses of each deontological, teleological and character-based ethics. How these ethical theories apply to Christian teachings, including their similarities and differences.	Issues of society including theft and lying. Issues of human life and death including embryo research, abortion, cloning, designer babies, voluntary euthanasia, assisted suicide and capital punishment. Issues of non-human life and death including: the use of animals as food, intensive farming, the use of animals in scientific procedures, cloning, blood sports and animals as a source of organs for transplants.	The principle of sanctity of life. The teachings of dominion and stewardship **A02 – Analyse and Evaluate** Students will analyse/evaluate: Whether justification by works or justification by faith is more moral way of living. Whether predestination makes an impact on how a Christian acts in life. The different views of applying the sanctity of life to issues such as abortion and euthanasia. Whether the just war theory is acceptable for use of things such as weapons of mass destruction. The role of humans in looking after/taking control of the world.	Students will evaluate: The importance of the belief in the meaning of life, and whether this differs depending on secularisation. How the teachings of the resurrection have formed a central part of Christianity. Whether heaven/hell/ purgatory are physical or spiritual places, and the effect these teachings have on an individual.	reference to Immanuel Kant. The comparisons of these two ethical theories. **A02 – Analyse and Evaluate** The strengths and weaknesses of these theories in terms of moral decision making. How far these two ethical theories are consistent with religious moral decision making. How useful these ethical theories are in modern society.	moral values are self-evident. **A02 – Analyse and Evaluate** The strengths and weaknesses of these ideas. How these ideas fit into a modern society. Whether there is a difference between intuitionism, emotivism and naturalism. How previously studied ethical theories apply to meta-ethics.
Assessments for each topic	**Formative** • Recall Quizzes • No hands-up • Lollipop sticks • Exit Tickets **Summative** Students will be assessed using past A Level questions. Students will be given an A02 question which will assess their evaluation skills. Throughout the unit of work students will look at	**Formative** • Recall Quizzes • No hands-up • Lollipop sticks • Exit Tickets **Summative** Students will be assessed using past A Level questions. Students will be given an A02 question which will assess their evaluation skills. Throughout the unit of work students will look at	**Formative** • Recall Quizzes • No hands-up • Lollipop sticks • Exit Tickets **Summative** Students will be assessed using past A Level questions. Students will be given an A01 essay which will be assessing their knowledge and understanding of the topic. They will also be given an	**Formative** • Recall Quizzes • No hands-up • Lollipop sticks • Exit Tickets **Summative** Students will be assessed using past A Level questions. Students will be given an A01 essay which will be assessing their knowledge and understanding of the topic. They will also be given an	**Formative** • Recall Quizzes • No hands-up • Lollipop sticks • Exit Tickets **Summative** Students will be assessed using past A Level questions. Students will be given an A01 essay which will be assessing their knowledge and understanding of the topic. They will also be given an	**Formative** • Recall Quizzes • No hands-up • Lollipop sticks • Exit Tickets **Summative** Students will be assessed using past A Level questions. Students will be given an A01 essay which will be assessing their knowledge and understanding of the topic. They will also be given an

	A02 arguments and will be taught how to address the 15-mark essay.	A02 arguments and will be taught how to address the 15-mark essay. Students will also have a 25-mark question incorporated into their PPE.	A02 question which will assess their evaluation skills. Throughout the unit of work students will look at A02 arguments and will be taught how to address the 15-mark essay.	A02 question which will assess their evaluation skills. Throughout the unit of work students will look at A02 arguments and will be taught how to address the 15-mark essay.	A02 question which will assess their evaluation skills. Throughout the unit of work students will look at A02 arguments and will be taught how to address the 15-mark essay.	A02 question which will assess their evaluation skills. Throughout the unit of work students will look at A02 arguments and will be taught how to address the 15-mark essay.

Year 13						
Term	**Autumn Term 1**	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Topics	**Philosophy:** Religious Language	**Philosophy:** Miracles	**Philosophy:** Self, Death and the Afterlife	**Christianity and Dialogue:** Religion, Gender and Sexuality	**Christianity and Dialogue:** Religion and Science	Revision
	Ethics: Free will	**Ethics:** Conscience	**Component 2:** Christianity: Secularisation	**Component 2:** Christianity: Migration and pluralism	Revision	Revision
Knowledge and Understanding	**A01 – Knowledge and Understanding** Students will consider the issues of whether religious language should be viewed as cognitive or non-cognitive. Students will consider religious language as symbolic. Students will consider religious language as analogical with reference to Aquinas. Students will consider the Via Negativa. **A02 – Analyse and Evaluate** Students will analyse and evaluate the challenges of the verification and falsification principles to the meaningfulness of religious language	**A01 – Knowledge and Understanding** Students will consider differing understandings of miracle including: Realist and anti-realist views. Violation of natural law or natural event. **A02 – Analyse and Evaluate** Students will compare the key ideas of David Hume and Maurice Wiles on miracles. Students will analyse and evaluate the significance of these views for religion.	**A01 – Knowledge and Understanding** Students will consider the nature and existence of the soul, Descartes' arguments for the existence of the soul. Students will consider different interpretations of the relationship between body and soul. **A02 – Analyse and Evaluate** Students will analyse and evaluate different ideas on the possibility of personal existence after death.	**A01 – Knowledge and Understanding** Students will consider historical and social factors that have influenced developments in Christian thinking about these issues including: The development of biblical criticism The changing roles of men and women in society outside of religion and the rights given to women by secular governments. **A02 – Analyse and Evaluate** Students will compare the significance of Daphne Hampson and Rosemary Radford Ruether about the patriarchal nature of Christianity including Hampson's view that Christianity is irredeemably	**A01 – Knowledge and Understanding** Students will consider how and why science has influenced Christianity and how Christianity has responded, with particular reference to: Emphasis on evidence and reason in science. Specific scientific discoveries. Science as a stimulus to Christian ethical thinking. **A02 – Analyse and Evaluate** Students will analyse and evaluate how scientific explanation has challenged Christian belief with reference to the 'God of the gaps'; nineteenth century responses to Darin's theory of evolution; and contemporary responses to	During this time students will be revising all past topics. They will be doing a variety of revision activities, including mind-maps, key word activities, evaluation practice. Students will be given revision booklets to support their revision. Students will be using past exam questions, mark schemes, sample answers and examiners reports to master their A Level writing skills.

	Students will analyse and evaluate responses to the challenges of religious language Students will analyse and evaluate the strengths and weaknesses of the differing understandings of religious language			sexist and Ruther's ideas about the androgynous Christ. Students will analyse and evaluate different Christian views about celibacy, marriage homosexuality and transgender issues.	the Big Bang theory, including references to creationist views. Students will analyse and evaluate the belief that science is compatible with Christianity and different Christian responses to issues raised by science including genetic engineering.	
	A01 – Knowledge and Understanding Students will consider: The conditions of moral responsibility, including free will and understanding the difference between right and wrong. **A02 – Analyse and Evaluate** The extent of moral responsibility for a person, including ideas such as libertarianism, hard determinism and compatibilism. The relevance of moral responsibility to reward and punishment. How has society impacted an individuals free will or ability to make decisions? Is religion a construct that helps or hinders free will?	**A01 – Knowledge and Understanding** Students will consider: Differing ideas, both religious and non-religious, about the nature of conscience with specific reference to Aquinas and Freud. **A02 – Analyse and Evaluate** The value of the conscience as a moral guide for decision-making. The role of the conscience in making moral decisions with reference to: - Telling lies and breaking promises. - Adultery.	**A01 – Knowledge and Understanding** Students will consider: The challenges of living in a less religious society for Christianity. The replacement of religions as a source of truth/moral values. The rise of militant atheism. **A02 – Analyse and Evaluate** Responses to materialistic secular (non-religious) values – including the value of aspects such as wealth and possessions. Scholars such as McGrath and Dawkins. How Christianity has responded to this change (e.g. a new form of faith). The emphasis on the social relevance of Christianity – including supporting the poor and defending the oppressed.	**A01 – Knowledge and Understanding** Students will consider: How migration has created multicultural societies, with a particular reference to the diversity of faiths in Britain today. Freedom of religion as a human right. Religious pluralism as a feature in modern society. **A02 – Analyse and Evaluate** Christian attitudes to other faiths. Christian attitudes to other Christian denominations. The idea of exclusivism and inclusivism, and which is better for a successful society. Pluralism with reference to John Hick. Christian responses to issues of freedom of religious expression in society.	During this time students will be revising all past topics. They will be doing a variety of revision activities, including mind-maps, key word activities, evaluation practice. Students will be given revision booklets to support their revision. Students will be using past exam questions, mark schemes, sample answers and examiner reports to master their A Level writing skills.	During this time students will be revising all past topics. They will be doing a variety of revision activities, including mind-maps, key word activities, evaluation practice. Students will be given revision booklets to support their revision. Students will be using past exam questions, mark schemes, sample answers and examiner reports to master their A Level writing skills.

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