



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ethics – Key Theories Philosophy – Arguments for Existence of God	Ethics – Key Theories Philosophy – Arguments for Existence of God	Ethics – War and Peace Philosophy – Arguments for Existence of God	Ethics – Virtue Ethics Philosophy – Religious Experience	Ethics – Medical Ethics Christianity – Nature of God as personal and Creator	Ethics – Meta Ethics Christianity – Nature of the Church.
Content (More specific detail on the Curriculum overview documents)	Ethics: <ul style="list-style-type: none"> Utilitarianism Situation Ethics Anthology (Situation Ethics) Anthology Religion and Morality Secularisation (link to Christianity) Philosophy: Teleological / Design Argument	Ethics: <ul style="list-style-type: none"> Environmental Ethics Sexual Ethics Ethics of Equality Philosophy: Cosmological Argument	Ethics: <ul style="list-style-type: none"> War and Peace (Applied Ethics) Philosophy: Ontological	Ethics: <ul style="list-style-type: none"> Virtue Ethics (Anthology) Philosophy: Religious Experience	Ethics: Medical Ethics Philosophy: Christianity – Nature of God as personal and Creator.	Ethics: Meta Ethics Philosophy: Christianity – Nature of the Church.

Summary

Over the course students are taught to:

- Develop comprehensive knowledge about religious and ethical thought and its contribution to individuals, communities and societies.
- Develop and enquiring, critical and reflective approach to the study of philosophy, ethics and religion
- Reflect and develop their own values, opinions and attitudes in light of their studies.

Ethics

Y12 prepares students to be able to understand and discuss a range of complex ethical topics. In the first term students are taught the three core ethical theories as foundations for ethical thinking and discussion. It introduces students to atheistic critiques of religion and morality. This explores the causes of and impact of secularisation which is also found on the Christianity Paper. This also provides students with their first experience of analysing an Anthology text (Situation Ethics) Students then focus on approaches to environmental ethics, including Deep and Shallow Ecology. Students learn how to apply the three core theories to matters of sexual ethics and equality During this topic students concurrently explore content and context that relates to the gender equality topic in Christianity. Teaching the topics this way initiates early synoptic thinking across the course and provides an opportunity for students to develop an understanding of significant religious, ethical and secular thinkers who have contributed widely to these



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Topic	Ethics - Kant	Christianity – Religious Identity and Practices	Christianity -	Christianity	Christianity	
Content: (More specific detail on the Curriculum Overview documents)	<p>Ethics: A study of Kant's deontology and comparison with Virtue Ethics</p> <p>Philosophy: Problem of Evil</p>	<p>Christianity Religious Identity and Practices</p> <p>Philosophy: Religious Language</p>	<p>Christianity Social and Historic Developments</p> <p>Philosophy: Work of Scholars</p>	<p>Christianity Work of scholars</p> <p>Philosophy Life after death</p>	<p>Christianity Religion and Society</p> <p>Philosophy: Revise</p>	

Rationale/ Linking

Ethics:
Students start Y13 with the last topic from the ethics course, Deontology and the comparison with Virtue Ethics as contrasting ethical approaches.

Philosophy
Y13 Begins with Students reintroduced to the Philosophy side of the course, and we begin to integrate our deepened understanding of the God of Classical Theism from the Christianity unit of work into our "problem of evil" unit. Students here initially are asked to understand critiques of God for allowing evil to exist in our world before being expected to find, learn and develop possible solutions for both theists and atheists alike. This unit is concluded with the first philosophical anthology which looks at a piece of work by Mackie on the problem of evil and suffering. The second unit moves away from trying to find proofs of God's existence and instead challenges students to look at the very nature of religious language, this unit requires students to analyse and evaluate prior learning and to discuss whether or not it is even possible to have a meaningful discussion about religion. Next the work of scholar's unit explores how believers attribute authority both to key people in the Christian community and to traditional sacred texts, before finally we explore philosophical issues around death and the possibility of the afterlife.

Christianity
The second half of the Christianity course is taught which builds on the 'nature of God' and 'nature of the Church' topics in Year 12. This looks at the application of these beliefs in the practice of the Eucharist, prayer and religious expression of art and music in worship. The course continues to consider the challenge to Christian belief of modern science, including cosmology and evolution, and the view that science may replace a religious interpretation of the universe. Additionally, students explore the developments of Christianity through new movements of Black, Liberation and Feminist Theology. Each of these allow for re-capping of previously taught material in the ethics course on related topics (e.g. Equality) Students then focus their understanding of the Trinity by considering both Hick and Rahner's interpretations of Soteriology and atonement. This relies and recaps Y12 work on Christian beliefs, values and teachings. The Year 13 course closes with pluralism and diversity in the UK and gender equality (this builds on the foundations taught on gender equality in Y12).