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| Flat_BL@2x-100 | Wollaston School: 2021/22 Curriculum Map for Ethics and PhilosophyCurriculum Lead: I. Lewis | cid:image001.png@01D52C2F.ED74AF70 |
| ***Curriculum Aim & Scope: At Wollaston School, Ethics and Philosophy is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It provides opportunities to explore, make and respond to the meanings of those experiences in relation to the beliefs and experiences of others as well as to one's own experiences. We cover a range of both religious, ethical, and philosophical topics throughout all Key Stages.*****We aim to encourage students throughout all 3 Key Stages to:*** Describe = Recall and use religious information [What? Who? When? Where?]
* Explain = Use religious information to explain why people believe something [Why]
* Analyse = Breaking information into parts to explain relationships [How far?]
* Evaluate = Give and justify opinions, assess the importance of factors [How important?]

Students must also be able to interpret and discuss Humanist and secular views that are found within society as well as those that are held within religion. As they progress through the school, their understanding of the skills that they are developing will follow a flightpath of progress. There are two key skill areas that will be developed; at Key Stage 3, these are – **AT1 – Learning about religion and belief\***. Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied. **AT2 – Learning from religion and belief\***. Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.At Key Stage 4, these are – **AO1 Demonstrate knowledge and understanding of religion and belief\*, including:** • beliefs, practices and sources of authority • influence on individuals, communities and societies• similarities and differences within and/or between religions and beliefs **AO2 Analyse and evaluate aspects of religion and belief\*, including their significance and influence**\* The term ‘belief’ includes religious and non-religious beliefs as appropriate to the subject content requirement |
| **Year** | **Term** | **Unit** | **Links** | **Description of what is being taught including end learning goals** | **Subject Specific Terminology and Key Words** | **Prior knowledge/ retrieval required** | **Assessment and Homework** |
| **Year 7** | Sept | Intro to world religions | This topic introduces students to the major world religions that will be their focus throughout KS3 and KS4 | * To know what the six major world religions are
* To know what traditions and beliefs are; and examples of them
* To know the difference between a theist, atheist and agnostic
* To compare pilgrimages, places of worship, and the roles of religious leaders from different religions
* To know why the Christian Church has many branches
 | PilgrimageTheistAtheistAgnosticTraditionBeliefProtestantCatholic | Students will have an introduction to major world religions at KS2 | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledge |
| **Year 7** | Nov/Dec | Christianity | Students need to know the fundamental beliefs of Christianity at GCSEStudents study the other major world religions and identify similarities e.g. Christian belief in charity, pilgrimages to holy places etc. | * To know the key events in the development of Christianity from Bible stories
* To know some of the different Christian denomination
* To be able to describe the Trinity
* To know the 10 Commandments
* To know the concept of stewardship
* To know who the Amish are and how they live
 | DenominationCommandmentTrinityBibleStewardshipAmish | Students looked at some Christian beliefs in the first topic, and this topic develops their knowledge of key Christian beliefs | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledgeFormal assessment each term of all knowledge gained so far. |
| **Year 7** | Spring Jan | Islam | Students need to know the fundamental beliefs of Islam at GCSEStudents study the other major world religions and identify similarities e.g. Christian belief in charity, pilgrimages to holy places etc. | * To be able to identify the five pillars of Islam
* To know how many times a day Muslims pray, how they prepare for prayer (Wudu) and what they do while praying (rak’ah)
* To describe the Muslims belief in charity – extended writing
* To know why Muslims fast
* To know what the Hajj is and what Muslims do whilst on the Hajj
* Students should be able to describe each of the five pillars and be able to give some reasons why each of the pillars is important
 | ShahadahSalahZakahSawmHajj | At KS2 students will have studied some of the key world religions | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledge |
| **Year 7** | March | Sikhism |  | * To know the important beliefs in Sikhism
* To explain the importance of equality in Sikhism
* To know who the Guru Nanak was and why he is important
* To evaluate the actions of the 10 gurus and how they link to equality
* To know the key features of a gurdwara and how they demonstrate equality
* To know what sewa is and why it is important
 | GuruGurdwaraSewaEquality | At KS2 and the start of Y7 students will have had an introduction to Sikhism | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledgeFormal Assessment checking knowledge and understanding of all topics covered so far this year |
| **Year 7** | May | Judaism | Students study the other major world religions and identify similarities e.g. Christian belief in charity, pilgrimages to holy places etc | * To know who the Jews are and some key beliefs
* To explain the importance of Abraham and Moses to the Jews
* To explain what Kosher foods are
* To describe what happens at a Jewish wedding
* To describe the difference between orthodox and reform Jews
 | JudaismIsraelAbrahamMosesProphetKosherOrthodoxReform | At KS2 and the start of Y7 students will have had an introduction to all the major world religions | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledge |
| **Year 7** | June | Hinduism | Students study the other major world religions and identify similarities e.g. Christian belief in charity, pilgrimages to holy places etc | * To know the key beliefs of Hinduism
* To know the elements of the Trimurti
* To know Hindu beliefs about reincarnation
 | HinduTrimurtiPolytheismReincarnationKarma | At KS2 and the start of Y7 students will have had an introduction to all the major world religions | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledgeFormal Assessment in this term to assess understanding of all work so far this year. |
| **Year 8** | Sept | Festivals | In Y7 students study the key beliefs of the major world religions. In KS4 students learn more about the celebration of festivals in the Islam/Christian practices topics | * To know what a festival is and the common themes that festivals share around the world
* To know how Muslims celebrate Id
* To know how Hindus celebrate Ganesh Chaturthi
* To know how Christians celebrate lent
* To know how Jews celebrate Hannukah
* To identify similarities and differences in the festivals
 | FestivalGaneshHannukahMenorahDreidelLentFastId-ul-FitrIdol | Students need to know the major world religions and some of what they believe | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledge |
| **Year 8** | Nov | Alternative philosophies | In y12/13 students study philosophy. In KS4, students need to know about humanist ideas and other non-religious world views. | * To know what atheists/humanist believe
* To be able to describe the key beliefs of scientologists
* To know what the illuminati are and attitudes towards them.
* To know differences with Islam
* To know the pagan origin of Christmas
* To be able to explain if they think studying these alternative philosophies is valid
 | AtheistHumanistScientologistIlluminatiPhilosophyConspiracy TheoryCultExtremism | Ideas about atheism are introduced in Y7 | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledgeFormal assessment this term |
| **Year 8** | Spring | Holocaust | Students study the Holocaust in Y7-9. In History they cover the persecution of the Jews in Y9 and Y11 | * To know what the Holocaust was
* To know how the lives of children were affected by the events of the holocaust
* To know what the Kindertransport were, how Jews resisted and survived the Holocaust and what happened in Concentration Camps
* To be able to explain the lessons of the Holocaust – why it is important to remember what happened
* The importance of forgiveness for many Jews – extended writing
 | HolocaustGenocideCollaboratorsKindertransportHitler YouthConcentration CampAuschwitz-BirkenauForgivenessRemembrance. | At KS2 students will have been introduced to the events of the HolocaustHolocaust Memorial Day – assemblies run alongside this topic | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledge |
| **Year 8** | March | Teachings of Jesus | At KS4 students need to know the key Christian beliefs and teachings to apply them to ethical situations | * To know who Jesus was
* To know who the disciples were and why they are important
* To know the importance of parables such as the Good Samaritan and the Lost Sheep
* To be able to apply Christian teachings to a case study
 | TrinityDiscipleApostleParable`ForgivenessSalvationSamaritan | At KS2 students will have learnt about some key Christian teachings | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledgeFormal Assessment in this term to assess understanding of all work so far this year. |
| **Year 8** | May | Buddhism | Students study the other major world religions and identify similarities e.g. Christian belief in charity, pilgrimages to holy places etc | * To know who the Buddha was
* To know the Four Noble Truths and how they help to overcome suffering
* To know the steps on the eightfold path
* To know how the five moral precepts affect the actions of Buddhists
* To know what the Sangha is and the role it plays in Buddhism
* To know the meaning of Buddhist symbols
 | BuddhaSufferingEnlightenmentNibbanaSanghaPrecept | At KS2 and the start of Y7 students will have had an introduction to all the major world religions | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledge |
| **Year 8** | June | Introduction to philosophy | In y12/13 students study philosophy. In KS4, students need to know about humanist ideas and other non-religious world views. | * To understand what is meant by philosophy and ultimate questions
* To consider beliefs about who made the world
* To know what Socratic questioning is
* To be able to evaluate different thought experiments
* To know the philosophical idea expressed in Plato’s Cave allegory and apply it to a case study.
 | PhilosophySocratic questioningAllegoryThought experiment | Earlier in Y8 students were introduced to non-religious beliefs such as Humanism | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledgeFormal Assessment in this term to assess understanding of all work so far in KS3. |
| **Year 9** | Sept | Life and Death | This is an introduction to some of the ethical issues that students will study at KS4 and KS5 | * To consider arguments about the soul
* To know what happens on the Day of the Dead and why
* To know Christian and Muslim views of Heaven and Hell
* To know the beliefs of Hindus and Buddhists around reincarnation
* To evaluate arguments for and against euthanasia
 | SoulDay of the DeadJannahJahannamHeaven HellReincarnationEuthanasia | Key beliefs studied in Y7 and 8 are developed and applied to ethical situations such as euthanasia | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledge |
| **Year 9** | Nov | Human Rights | This is an introduction to some of the ethical issues that students will study at KS4 and KS5 | * To consider what we mean by human rights and how they may be different to animal rights
* To evaluate arguments for and against religious freedom and freedom of expression, immigration and social cohesion, gender, poverty and social justice
* To consider the impacts of the human rights issues in the modern world
 | Human rightsAnimal rightsFreedom of expressionSocial cohesionPovertySocial justiceImmigration | Key beliefs studied in Y7 and 8 are developed and applied to ethical situations such as euthanasia | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledgeFormal Assessment in this term to assess understanding of all work so far this year. |
| **Year 9** | Spring | Holocaust | Students study the Holocaust in Y7-9. In History they cover the persecution of the Jews in Y9 and Y11 | * To recap what the Holocaust was
* To know some of the laws passed against the Jews and to explain how that impacted their lives – extended writing
* To know what a Ghetto was and what conditions were like for Jews in the Ghettos
* To know the difference between a concentration camp and a death camp
* To be able to describe what the Final Solution was
* To know the role of bystanders in enabling the Holocaust to happen
* To know different examples of how Jews resisted and to evaluate them
 | HolocaustTestimonyStereotypePropaganda GhettoGenocideCollaboratorsBystanderResistancePerpetratorSonderkommandoAuschwitz-BirkenauConcentration campDeath Camp | In Y8 students study a topic on the Holocaust, in History students have studied Adolf Hitler | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledgeMid-year formal assessment |
| **Year 9** | March | Conflict | This is an introduction to some of the ethical issues that students will study at KS4 and KS5 | * To evaluate religious arguments for and against conflict from a Christian and Islamic perspectives
* To consider the arguments around Just War theory and Holy War
* To know the role played by religious leaders in promoting or opposing conflict
* To analyse the role of antisemitism in Britain today and what role religion can play in challenging racism
 | Just WarHoly WarAntisemitism | In Y9 Students study conflicts in History. Key beliefs studied in Y7 and 8 such as the 10 commandments are used to illustrate beliefs around conflict | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledge |
| **Year 9** | May | Medical Ethics | This is an introduction to some of the ethical issues that students will study at KS4 and KS5 | * To evaluate arguments around the death penalty, euthanasia, abortion, genetic engineering, IVF, stem cell research, and vaccinations
* To examine religious arguments around these topics and the conflict between religion and science
 | death penaltyeuthanasiaabortion,genetic engineeringIVFstem cell vaccinations | In Y9 Students study conflicts in History. Key beliefs studied in Y7 and 8 such as the creation stories are used to illustrate beliefs around medical ethics | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledgeEnd of Key Stage Assessment |
| **Year 10** | Sept | Relationships | In year 9 students study some of these issues. In y11 students study Muslim and Christian beliefs and practices | * To know the different types of family structures including the nuclear family
* To know the Christian and Muslim attitude to the family, roles of men and women, marriage, adultery, cohabitation, sex outside marriage, same-sex relationships and divorce/separation including teachings from the religions that support their views
* To know examples of how there are differences of belief amongst Christian and Muslim groups regarding these issues and teachings that support these varied views
* To know teachings of Thomas Aquinas’ Natural Law
* To identify similarities and differences between Muslim and Christian attitudes to the key points studied
* To know how to apply knowledge to exam questions
 | MarriageDivorceNuclear familyArranged marriageDiversityShi’aSunniHadithExtended familyImamAnnulmentCohabitationAdulteryCommitmentcontraceptiongender equality responsibilities roles  | In Y7 and Y8 students have been introduced to the key teachings of Islam and Christianity. In y9 they have discussed some of the ethical issues in this topic | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledgePractice exam questions in lessons and for homeworkEnd of topic formal assessment completing a mock exam |
| **Year 10** | Dec | Life and Death |  | * To examine beliefs around the creation of the world (creation stories in Christianity and Islam, and the Big Bang and Evolution
* To evaluate arguments around caring for the environment, looking at stewardship and dominion
* To evaluate arguments around abortion and euthanasia, considering the ideas of the sanctity of life
 | CreationismEvolutionBig BangStewardshipDominionAbortionEuthanasiaSanctity of Life | In Y7 and Y8 students have been introduced to the key teachings of Islam and Christianity. In y9 they have discussed some of the ethical issues in this topic | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledgePractice exam questions in lessons and for homeworkEnd of topic formal assessment completing a mock exam |
| **Year 10** | March | Good and Evil |  | * To consider what makes an act “wrong”
* To explain Christian and Muslim responses to crime such as relative and absolute morality, conscience, virtues and sin in Christianity, and the will of Allah in Islam.
* To explain attitudes to causes of crime and aims of punishment such as justice, retribution, deterrence and reformation
* To know arguments about the treatment of prisoners and around prison reform including prison chaplains
* To evaluate responses to the death penalty including Conservative and Liberal Christian ideas and Sharia Law in Islam
* To know Christian and Islamic teachings around forgiveness and examples of forgiveness from personal beliefs
* To examine philosophical perspectives on the origin of evil in Christianity and Islam including Original Sin, "soul-making" (Irenaeus and John Hick), the Devil testing humans
* To explain arguments surrounding evil and the existence of God
 | SinAbsolute moralityConscienceVirtuesReformationRetributionDeterrenceJusticeChaplainsSharia Law | In Y7 and Y8 students have been introduced to the key teachings of Islam and Christianity. In y9 they have discussed some of the ethical issues in this topic | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledgePractice exam questions in lessons and for homeworkEnd of topic formal assessment completing a mock exam |
| **Year 10** | May | Human Rights |  | * To understand Christian and Islamic teachings around the dignity of human life
* To explain Christian and Islamic practices that promote human rights including equality, agape (Christianity) and ummah (Islam)
* To be able to give examples of conflict between personal conviction and the laws of a country
* To explain ideas around censorship, freedom of religious expression, religious extremism and islamophobia
* To know Christian and Muslim teachings towards prejudice and discrimination, including religious discrimination (the actions of Martin Luther King and The Christian/Muslim Forum)
* To evaluate ethical considerations about the acquisition and use of wealth in Christianity and Islam
* To know actions of Christian/Muslim charities in 21st C Britain including Christian Aid and Islamic Relief
 | CensorshipExtremismIslamophobiaDiscriminationUmmahAgapeEqualityDignity | In Y7 and Y8 students have been introduced to the key teachings of Islam and Christianity. In y9 they have discussed some of the ethical issues in this topic | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledgePractice exam questions in lessons and for homeworkEnd of topic formal assessment completing a mock exam |
| **Year 11** | Sept | Islamic Beliefs | In Y7 students study Islamic beliefs and practices. In Y10 some of the topics require knowledge of these beliefs and practices to explain Islamic attitudes to the ethical issues | * To describe Islamic beliefs about Allah (Including Tawhid, immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice (and Adalat in Shi’a Islam))
* To explain the importance of Prophethood and the role of Adam, Ibrahim and Ismail, Isa, and the seal of the prophets (Muhammad)
* To explain the significance of angels, the diversity of beliefs about angels and free will between Shi’a and Sunni Islam, the revelation by Jibril of the Qur’an to Muhammad, the significance of Mika ’il and Israfil
* To explain beliefs about the afterlife, Al Qadr (predestination), human responsibility and accountability, human freedom and the Day of Judgement, the nature and stages of heaven and the nature and purpose of hell
* To explain the importance of the Six Articles of Faith in Sunni Islam and to compare them to the Five Roots (Usul ad-Din) in Shi’a Islam
* To explain the role of of different books in Islam: Kutub, Sahifiah, Injil, Tawwrat, Zabur and Qur’an
 | AllahTawhidAdalatProphetRevelationJibrilMika’ilIsrafil | In Y7 and Y8 students have been introduced to the key teachings of Islam | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledgePractice exam questions in lessons and for homeworkEnd of topic formal assessment completing a mock exam |
| **Year 11** | Nov | Islamic Practices | In Y7 students study Islamic beliefs and practices. In Y10 some of the topics require knowledge of these beliefs and practices to explain Islamic attitudes to the ethical issues | * To explain the importance of the Five Pillars of Sunni Islam (the role that Shahadah, Zakah, Salah, Sawm and Hajj play in the life of a Muslim)
* To explain the importance of the Ten Obligatory Acts in Shi’a Islam and how they compare to the Five Pillars of Sunni Islam
* To evaluate the role of Jihad (lesser and greater) in a Muslim’s life
* To describe and explain the role of festivals in Islam and how they are celebrated by British Muslims (including Id-ul Adha, Id-ul-Fitr, Ashura and The night of Power (Laylat-ul-Qadr)
 | ShahadahZakahSalahSawmHajjUsul-ad-DinId-ul AdhaId-ul-FitrAshuraThe night of Power (Laylat-ul-Qadr | In Y7 and Y8 students have been introduced to the key teachings of Islam. | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledgePractice exam questions in lessons and for homeworkEnd of topic formal assessment completing a mock exam |
| **Year 11** | Jan | Christian Beliefs | At KS3 students study key Christian beliefs and practices. In Y10 some of the topics require knowledge of these beliefs and practices to explain Christian attitudes to the ethical issues | * To know Christian beliefs about God and why God allows suffering to occur
* To know what the trinity is and the role it plays in Christian beliefs
* To what the incarnation is and the importance of this belief
* To explain the importance of the crucifixion and resurrection in Christianity
* To explain how Christians believe we can achieve salvation.
* To know the creation story and the fall of man, including the belief in Original Sin
* To know what happens at a Christian funeral and their beliefs about life after death
 | TrinityOmnibenevolentOmnipotentOmniscientIncarnationCrucifixionResurrectionSalvationPurgatoryOriginal SinSoulJudgement Day | In Y7 and Y8 students have been introduced to the key teachings of Christianity.  |  |
| **Year 11** | Mar | Christian Practices | At KS3 students study key Christian beliefs and practices. In Y10 some of the topics require knowledge of these beliefs and practices to explain Christian attitudes to the ethical issues | * To explain the role of worship in Christianity
* To know different types of prayer and their role in worship
* To know the seven sacraments and explain the importance of baptism and the Eucharist
* To know how Christians celebrate Christmas and Easter and why
* To know examples of pilgrimage in Christianity and the role it plays
* To explain the role of the Church in Britain and the world today
 | LiturgicalNon-liturgicalSacramentInfant baptismBeliever baptismEucharistChristingleAdventLentPilgrimage | In Y7 and Y8 students have been introduced to the key teachings of Christianity. | Literacy homework to learn the key wordsKey knowledge testLesson starters to check recall of key knowledgePractice exam questions in lessons and for homeworkEnd of topic formal assessment completing a mock exam |
| **Year 12** | Sep | **Epistemology**Philosophical argumentWhat is Knowledge? | How to form a philosophical argument and apply to examples of logic and reasonPropositional knowledge and its issues and responses | It is important to lay the groundwork for this topic, e.g: key epistemological definitions such as ‘belief’, ‘knowledge’, ‘truth’, and ‘justification’ and key concepts such as ‘necessary and sufficient conditions’.Issues with the tripartite view.The issues concerning the claim that J, T and B are individually necessary for knowledge.The key issue surrounding the claim that J+T+B is sufficient for knowledge Responses: alternative post-Gettier analyses/ definitions of knowledge.Two possible responses to the claim that J+T+B is not sufficient for knowledge.  | A priori, a posteriori, valid/invalid, sound/unsound, syllogism, deductive, inductive, abductive, hypotheticalAcquaintance, ability and propositional knowledge,Justification, truth, belief, infallibilism, no-false lemmas, reliabilism, virtue epistemology | Foundational knowledge | Weekly preparation of timed answersKey concept tests |
|  | Nov | **Epistemology**Perception as a source of knowledge | Direct vs Indirect realism & Idealism and their issues and responses | Direct realism is fairly straightforward, thus the issues (which all hinge on the distinction between appearance and reality) can be approached fairly quickly. However, given the complexity of some of the responses to the issues this topic will continue into December.The distinction between direct and indirect theories of perception is key to introducing Indirect realism. So too is the causal nature of the theory. The distinction between realist and non-realist/anti-realist theories of perception is key here.Berkeley’s idealism, including the primary/secondary qualities distinction | Direct realism, indirect realism, veil of perception, veridical perception, sense data, primary and secondary qualities, solipsism | Applying knowledge of philosophical argument to direct and indirect realism | Weekly preparation of timed answersKey concept tests |
|  | Jan | **Epistemology**Reason as a source of knowledge | Innatism, philosophical scepticism and the limits of knowledge and their issues and responses | An introduction to the topic, including an introduction to key terms, plus looking at innatismExploring the empiricist responses to innatism The intuition and deduction thesis, including a discussion of issues surrounding it | Tabula rasa, reason, rationalism, empiricism, clear and distinct ideas, cogito, cartesian circle, local and global scepticism | Applying knowledge of philosophical argument to innatist and empiricist arguments for knowledge | Weekly preparation of timed answersKey concept tests |
|  | Mar | **Moral philosophy**Introduction to moral philosophyNormative ethics: Utilitarianism | Utilitarianism, its issues and responses and applied ethics  | Outline the significance of this area of philosophy by highlighting our status as ethical beings.Explore decision making. Offer students a range of ethical scenarios where there is not a clear right/wrong course of action.Students should be able to explore their own ethical stance through case studiesOutline to students the content of the unit and how it will be taughtGeneral statement of utility as a decision making guide.Students to practice using this guide on five sample scenarios in order to reinforce the theory.What is meant by ‘pleasure’? General class discussion.Mill’s higher and lower pleasures: explanation of how they are distinct and discussion on what they might look like.How can we calculate pleasure? Bentham’s utility calculus. Students to apply learning by calculating the pleasure achieved within example actions. Students to list the issues they encounter.Different forms of utilitarianism:Distinctions between act, rule and preference utilitarianism. Again, approach these distinctions through an example ethical situation where students can distinguish between the actions of an act, rule and preference utilitarianism.Move into full explanation and illustration of the issues of: whether pleasure is the only good, fairness and individual/ liberty rights, problems with calculation, issues around partiality and whether utilitarianism ignores moral integrity and intentions. | Normative and descriptive ethics, morality, ethicsUtility, rule and act utilitarianism, qualitative hedonistic utilitarianism | Foundational knowledgeApplying knowledge of philosophical argument to moral philosophy | Weekly preparation of timed answersKey concept tests |
|  | May | **Moral philosophy**Normative ethics (continued) | Kantian and virtue ethics; their issues and responses and applied ethics | Outline deontology as a generic theory of decision making.Outline Kantian deontological ethics, covering all aspects of the theory.Explain through demonstration, the difference between a categorical and a hypothetical imperative. Build this into the explanation of the Kantian focus on the categorical. Use examples of ethical situations to illustrate the decision making process used by an ethical being following Kantian deontological ethics.Focus on the strengths of Kantian deontological ethics by highlighting the ways in which issues with utilitarianism are no longer issues for a Kantian.Issues with Kantian deontological ethics.After re-capping the central tenets of Kantian deontological ethics, students to work in groups to identify apparent issues, particularly with regards to a comparison of all forms of utilitarianism.Explore the issue around the intuition that consequences of actions determine their moral value (independent of considerations of universalisability).Explore the problem with the application of the principle.Use examples to allow students to embed these issues within real situations.Explore the possible value of certain motives (eg love, friendship, kindness).Explore the issues which arise out of a person having clashing/competing duties.Explore Foot’s notion of morality as a system of hypothetical, rather than categorical, imperatives. | Hypothetical and categorical imperatives, maxims, eudaimonia, arete, virtue, vice, function, skill | Applying knowledge of philosophical argument to moral philosophy | Weekly preparation of timed answersKey concept testsMock Exam |
|  |  |  |  | Give a broad definition of virtue ethics and the development of a good character. What are students’ instincts here?Consider some of the actions recommended by a utilitarian or a deontologist in recent weeks: would these actions lead to the development of ‘good character’?Exposition of Aristotle’s virtue ethics, including ‘the good’: pleasure; the function argument and Eudaimonia.Explore the role of education/habituation in developing a moral character.Explanation of the distinction between voluntary and involuntary actions and the impact on moral responsibility.Outline the doctrine of the mean and Aristotle’s account of vices and virtues.Summarise all aspects of Aristotle’s virtue ethics. Create a summary resource which allows comparison between all three ethical theories studied.Similarities and differences can therefore be drawn out as part of this activity.In order to explore the strengths of this position, students should use the theory to ‘answer’ the issues raised against both utilitarianism and Kantian deontological ethics. This will enable students to create a clear dialogue on how we decide what it is morally right to do. |  |  |  |
|  |  |  |  | Issues with Aristotle’s virtue ethics.Can Aristotle’s virtue ethics give sufficiently clear guidance about how to act?The issue of clashing/competing virtues.The possibility of circularity involved in defining virtuous acts and virtuous people in terms of each other.Students to continue to critically apply the three theories of utilitarianism, Kantian deontological ethics and Aristotle’s virtue ethics to real, issues that we face in our contemporary society.Apply the theories to eating animals and telling lies.Reflection: which of the theories do students believe offer the most help when making decisions on these real issues? Is the ‘most helpful’ theory therefore the most ‘ethically good’ theory? |  |  |  |
|  | June | **Moral philosophy**Meta-ethics | Moral realism and moral anti realism and their issues and responses | Explore the meaning of language through looking at a range of statements, eg ‘get off!’, ‘I feel sad’, ‘I love you’, ‘can you help me?’ and discussing how these statements have meaning. Explore the differences between such statements.How does ethical language have meaning? Before learning the details of competing theories, students should be enabled to explore their own reflections, using examples to illustrate their points.Ethical language makes claims about reality which are true of false (fact stating).Moral realism: the theory that ethical language makes claims about mind-independent reality that are true.Ethical naturalism (eg utilitarianism).Ethical non-naturalism (eg intuitionism). | Naturalism, Non-naturalism, cognitivism, non-cognitivism, verification principle, Hume’s fork, is-ought gap, error theory, emotivism, prescriptivism, intuitionism, moral nihilism | Applying knowledge of philosophical argument to moral philosophy | Weekly preparation of timed answersKey concept testsMock Exam |
| **Year 13** |  |  |  |  |  |  |  |
|  | Sep | **Metaphysics of Mind**What is mind?Dualist theories of mind | Definitions and Substance dualism | A recap of key terms from the AS course and an introduction to the A-level topics.The inclusion of an introduction week assumes that Philosophy of mind is the first topic addressed in the second year of the course. It is intended to provide a bridge from the AS course to the A-level course after a long summer break.As this is the first discussion of the topic, spend time closely analysing the arguments and how they can be challenged. Use relevant texts and the study of these as the basis for an initial diagnostic assessment. | Phenomenal, Intentionality, qualia, introspection.Substance, property, monism, dualism, divisible, indivisible, ontological independence, interaction, neuroscience, conceivability, masked man fallacy, epiphenomenalism, volition, phenomenology, introspection, Ockham’s razor | Foundational Applying knowledge of philosophical argument to dualist arguments  | Weekly preparation of timed answersKey concept tests |
|  | Nov | **Metaphysics of Mind**Physicalist theories of mind | Philosophical behaviourism, mind-brain type identity theory, functionalism and their issues and responses | **Behaviourism**: Chapter 1 in *The concept of mind* is very accessible. Students can read this independently, especially Ryle’s discussion of category mistakes and examples of these. Extension for stretch and challenge – Wittgenstein’s private language argument as a response to apparent asymmetry between self-knowledge and knowledge of other people’s mental states.**MBTIT**: Students from a scientific background can be set a challenge to find evidence that the mind is dependent on the brain as a homework task. This can then be presented to other students as a peer-to-peer teaching activity. | Supervenience, reduction, non-reduction, analytic reduction, ontological reduction, irreducibility, hard and soft behaviourism, verificationism, dispositions, category mistake, ghost in the machine, multiple realisability, circularity, asymmetry, Super-Spartans, types and tokens, contingency, chauvinism | Applying knowledge of philosophical argument to physicalism  | Weekly preparation of timed answersKey concept tests |
|  |  |  |  | **Functionalism:** Excellent opportunity to use selected clips from films that are based on the concept of AI, and student understanding of functionalism can be consolidated by these (eg AI, iRobot, Ex Machina).There are many clips of Dan Dennett and Ned Block discussing consciousness that are easily accessed on YouTube that may be useful as a stimulant to discussion.  | Function, functional duplicate, homunculi, multiple realisability and circularity |  |  |
|  | Jan | **Metaphysics of Mind**Physicalist and dualist theories of mind**Metaphysics of God**The nature of God Arguments for the existence of God | Eliminative materialism and Property dualism and their issues and responsesDefinitions of God the of classical theism vs the God of philosophers and their issues and responsesTeleological and ontological arguments for the existence of God, their issues and responses | **Eliminative materialism:** Stress the radical distinction between this form of materialism and reductive materialism. **Property Dualism:** Students to reflect on the implications of this argument for the other theories we have considered.It is important to clarify that this is about what philosophers mean when they talk about God – the key attributes of God. These are, in themselves, controversial, so students should know that we have selected some key ones for consideration. Articulating the meaning of the attributes and considering what happens when they are combined tend to run together.Key arguments can be introduced here – so the paradox of the stone and the Euthyphro dilemma. The focus for the teaching should be on analysis of the arguments and students can be encouraged to present the arguments in their logical form, rather than in extended writing.**Teleological argument:** Students should understand Paley’s argument – focusing on a particular understanding of purpose – parts working together for an end. They should understand that Paley himself recognised and responded to some issues with it. It is important that students understand the logical form of the argument(s).They should understand Swinburne’s argument – from regularity – and how it is similar to and different from Paley’s argument.As the arguments are relatively straightforward, students could be encouraged to read independently here, focusing on commentary on Paley/Swinburne and/or on the ways in which other philosophers have engaged with the design argument. There might be opportunities for cross-curricular work with colleagues from science departments.Students could consider the extent to which particular objections had been anticipated by Paley and how convincing his response to them might be.For Hume, the emphasis should be on the empiricist basis of his objections.Hume:1. proportional effect to cause
2. uniqueness of the universe
3. infinite regression
4. multiple deities
5. comparison to machine
6. chance
7. signs of disorder.

Kant – is the designer God? (no specific text for Kant here)**Ontological argument:** The ontological argument is complex and challenging and so three weeks have been given, to encourage students to develop an understanding of how the argument has been formulated, objections raised and then reformulated to respond to those objections.Davies, *An Introduction to the Philosophy of Religion* chapter 4 (see the *Additional resources list*, page 3) is useful here, as it offers detail on each of the arguments, alongside an overview of the debate.The texts themselves are challenging, which provides a useful opportunity for students to develop their skills in the use of secondary literature.Anselm is a sensible place to start and then Gaunilo’s objections, making Gaunilo’s strategy clear. Students should consider how far each of Gaunilo’s objections really does impact on Anselm’s argument – so distinguishing between crucial and less crucial arguments – so evaluating the extent to which Anselm’s version can (or cannot) survive Gaunilo’s attack.A similar approach can be taken to Descartes and Malcolm’s versions – with appeal to Hume and Kant. | Folk psychology, self-refuting, philosophical zombie, logical, physical and metaphysical possibility.Omnipresent, omniscient, omnibenevolent, timeless, eternal, everlasting, coherent, incoherent, paradox of the stone, Euthyphro dilemma, compatibility.Telos, analogy, spatial and temporal order and regularity, ontos, a priori, predicate, contingent and non-contingent | Applying knowledge of philosophical argument to dualism and physicalism Foundational knowledgeApplying knowledge of philosophical argument to arguments for the existence of God  | Weekly preparation of timed answersKey concept testsMock Exam |
|  | Mar | **Metaphysics of God**Arguments for and against the existence of God Religious language | Cosmological arguments for the existence of God and its issues and responsesThe problem of evil, its issues and responsesEmpiricist and logical positivist challenges to the status of religious language  | It might be helpful to begin with Kalam, as the general form of the argument – from the fact of the universe to God as cause/explanation.Hume’s objectionsRussell’s objectionsThen move to the detailed analysis of [Aquinas’ versions](http://aquinasonline.com/Topics/5ways.html):* first – movement/change
* second – cause/effect
* third – necessary being

Descartes’ trademark argument provides an opportunity to consider in detail how a rationalist version of a cosmological argument might be formulated.**Problem of Evil:** This topic provides an opportunity to revisit and build on some of the issues raised in the consideration of the concept of God.As always, students should develop a detailed understanding of the issue, so understand, for example, that distinctions have been made between different kinds of evil –physical and moral – so different approaches might be needed for each.Students should also understand that the problem of evil can be considered in both incompatibility formulations (showing that God logically cannot exist), or evidential formulations (showing that it is very unlikely that God exists).Students should be able to explain precisely how the strategies for addressing the problem work.Again, as the Problem of Evil is a reasonably accessible issue, students should be encouraged to read independently beyond the specification.**Religious Language:** Empiricist principle of meaning for a propositional claim (statement).Two versions: verifiable empirically in practice or in principle.Students can be encouraged to think strategically about how to engage with the verification principle either attack it specifically or propose an alternative that circumvents the issue, eg is the principle self-refuting? Does it go too far and make too many statements meaningless? | Contingent and non-contingent, causal principle, infinity, principle of sufficient reason, motion, fallacy of composition, possibility and impossibility.Theodicy, moral and natural evil, logical and evidential problems of evil, free will and soul-making.Cognitivism and non-cognitivism, verification and falsification principle, eschatological verification. | Applying knowledge of philosophical argument to arguments for and against the existence of God Applying knowledge of philosophical argument to religious language  | Weekly preparation of timed answersKey concept testsMock Exam |
|  | May | **Metaphysics of God**Religious language | The university debate | Religious statements as fact-asserting and issues arising.Mitchell – the Partisan – the theist will allow counter evidence, but not decisively.Hick – religious statements can be verified eschatologically.Hare – religious utterances do not make assertions – they express bliks (the lunatic example). | Blik, parables of the invisible gardner, paranoid student and the partisan  | Applying knowledge of philosophical argument to religious language  | Weekly preparation of timed answersKey concept tests |