



## Curriculum Map

**Subject: Religious Studies**

**Year Group: 12**

|                      | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|----------------------|---|---|--|--|--|--|
| <b>Content</b>       | P1.Introduction to Philosophy<br>Plato and Aristotle<br><br>E1 Introduction to Ethics<br>E2 Natural Law<br>E3 Situation Ethics  | P2.Soul, mind and body<br>P3.Arguments based on observation<br><br>E4 Kantian Ethics<br>E5 Utilitarianism   | P4 Arguments based on reason<br>P5 Religious Experience<br><br>E6 Applied Ethics<br>E7 Business Ethics   | P6 The problem of evil<br>P7 The nature or attributes of God<br>E8 Applied ethics: Euthanasia  | P8 Religious Language: negative, analogical or symbolic.<br>E9 Conscience<br>E10 Sexual ethics 1   | P9 Religious Language: 20 <sup>th</sup> Century perspectives and philosophical comparisons<br>E10 Sexual ethics 2  |
| <b>Skills</b>        | Critical thinking skills<br>Analysis of different scholars and texts and refer to them to support arguments in written work<br>Effectively select relevant material to answer a specific question | Critical thinking skills<br>Analysis of different scholars and texts and refer to them to support arguments in written work<br>Effectively select relevant material to answer a specific question | Critical thinking skills<br>Analysis of different scholars and texts and refer to them to support arguments in written work<br>Effectively select relevant material to answer a specific question.<br>Apply ethical theory to moral issues and be able to evaluate strengths and weaknesses. | Critical thinking skills<br>Analysis of different scholars and texts and refer to them to support arguments in written work<br>Effectively select relevant material to answer a specific question.<br>Apply ethical theory to moral issues and be able to evaluate strengths and weaknesses. | Critical thinking skills<br>Analysis of different scholars and texts and refer to them to support arguments in written work<br>Effectively select relevant material to answer a specific question.<br>Apply ethical theory to moral issues and be able to evaluate strengths and weaknesses. | Critical thinking skills<br>Analysis of different scholars and texts and refer to them to support arguments in written work<br>Effectively select relevant material to answer a specific question.<br>Apply ethical theory to moral issues and be able to evaluate strengths and weaknesses. |
| <b>Key questions</b> | <u><b>Philosophy questions</b></u><br>- How did Plato and Aristotle understand the  | <u><b>Philosophy questions</b></u><br>- What does it mean to speak of the soul, the   | <u><b>Philosophy questions</b></u><br>- Can the existence of God be  | <u><b>Philosophy questions</b></u><br>- If there is an all-loving, all-powerful God, why is there evil and suffering in the world?   | <u><b>Philosophy questions</b></u><br>- If God exists in such a different way from   | <u><b>Philosophy questions</b></u><br>- What criteria should we use to determine   |

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|  | <p>nature of reality?</p> <ul style="list-style-type: none"> <li>- How did Christianity come to shape its doctrines using ideas from ancient Greek thought?</li> </ul> <p><u>Ethics questions</u></p> <ul style="list-style-type: none"> <li>- Do all human beings share a common nature or purpose?</li> <li>- Does it matter if we do good for bad motives?</li> <li>- Does the morality of an action depend on the situation?</li> <li>- Is it right to break rules to do the right thing?</li> </ul> | <p>mind and the body?</p> <ul style="list-style-type: none"> <li>- Are the human mind and the human body separate and distinct from each other?</li> <li>- Can the existence of God be demonstrated through drawing conclusions from our observations?</li> <li>- How successful are the traditional teleological and cosmological arguments for the existence of God?</li> </ul> <p><u>Ethics Questions</u></p> <ul style="list-style-type: none"> <li>- Is doing good about considering the preferences of everyone equally?</li> </ul> | <p>demonstrated through reason and logic?</p> <ul style="list-style-type: none"> <li>- How successful are traditional ontological arguments in demonstrating the existence of God?</li> <li>- How do <i>a priori</i> arguments compare with <i>a posteriori</i> arguments?</li> <li>- What defines a religious experience and how can it be explained?</li> </ul> <p><u>Ethics questions</u></p> <ul style="list-style-type: none"> <li>- Do businesses have any responsibilities other than making a profit?</li> <li>- Can businesses afford to be ethical in a globalised economy?</li> </ul> | <ul style="list-style-type: none"> <li>- Did God intend that humans and other animals should suffer?</li> <li>- If we have an inclination to do wrong, is that our fault or the fault of our creator?</li> <li>- Does the existence of evil in the world demonstrate that God does not exist?</li> <li>- Does the omnipotence of God mean that there is nothing God cannot do?</li> <li>- If God can do anything, can this be compatible with God being perfectly good?</li> <li>- If God knows the future with certainty, does this restrict human free will?</li> <li>- If God exists at all, does God exist outside time or does he move along the same timeline that we do?</li> </ul> <p><u>Ethics questions</u></p> <ul style="list-style-type: none"> <li>- Does the value of life include the power to choose the manner and time of it's end?</li> </ul> | <p>humanity, is it possible to use human language to speak intelligibly about God?</p> <ul style="list-style-type: none"> <li>- Does human language inevitably make God seem too small?</li> <li>- Can we communicate a more accurate understanding of God by talking about what God is not?</li> <li>- If statements about God cannot be tested using sense experience, does this mean they are nonsense?</li> <li>- Is religious language best understood in terms of analogy or symbol?</li> </ul> <p><u>Ethics questions</u></p> <ul style="list-style-type: none"> <li>- Should we follow our conscience?</li> <li>- Does conscience connect us to</li> </ul> | <p>whether language is meaningful?</p> <ul style="list-style-type: none"> <li>- Is religious language about facts, or does it perform some other function?</li> <li>- Does religious language make claims that can be tested?</li> <li>- Can religious language be defended against claims that it is meaningless?</li> <li>- How do cognitive and non-cognitive approaches to religious language compare?</li> </ul> |

|  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
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|  |   |   |  |   | <p>moral knowledge?</p> <ul style="list-style-type: none"> <li>- Is conscience mainly about a desire to please and a fear of rejection?</li> <li>- Should sex require more than consent between those concerned?</li> <li>- Why should sex be exclusive within marriage?</li> <li>- Does sexual orientation have any bearing on the structure of modern marriage?</li> </ul> |   |
| <b>Assessment</b>                                    | Essay assignments<br>Recap quizzes  | PPE 1   | Essay assignments<br>Recap quizzes   | Essay assignments<br>Recap quizzes  | Essay assignments<br>Recap quizzes   | Essay assignments<br>Recap quizzes  |
| <b>Literacy<br/>Numeracy<br/>SMSC/<br/>Character</b> | <b>Literacy</b><br>synderesis,<br>eudaimonia,<br>personalism,<br>antinomian<br>ethics | <b>Literacy</b><br>Empiricist,<br>dualism,<br>substance<br>dualism,<br>materialism,<br>reductive,<br>teleological,<br>cosmological,<br>contingent,<br>materialism,<br>category error, | <b>Literacy</b><br>necessary<br>existence, logical<br>fallacy,<br>ontological,<br>predicate,<br>epistemic<br>distance,<br>principle of<br>credulity,<br>principle of<br>testimony,<br>neurophysiology, | <b>Literacy</b><br>inconsistent triad, privation<br>boni,<br>active/passive/voluntary/non-<br>voluntary euthanasia,<br>palliative<br><br><b>Numeracy</b><br>Statistics Euthanasia | <b>Literacy</b><br>Agnosticism,<br>truth-claim,<br>apophatic way,<br>via negativa,<br>cataphatic way,<br>via positiva,<br>univocal<br>language,<br>equivocal<br>language,<br>analogy, symbol.  | <b>Literacy</b><br>Logical<br>positivism,<br>cognitive, non-<br>cognitive,<br>empirical,<br>verification,<br>symposium,<br>falsification,<br>demythologising. |

|  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
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|  | <p><b>Numeracy</b><br/>World of Forms</p> <p><b>SMSC/Character</b><br/>Students learn about different religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world</p> <p>Students learn about significant social and historical developments in theology and religious thought</p> | <p>principle of sufficient reason, summum bonum, categorical imperative, hypothetical imperative, principle of utility, hedonistic, hedonic calculus, quantitative, qualitative</p> <p><b>Numeracy</b><br/>Design<br/>Hedonic calculus</p> <p><b>SMSC/Character</b><br/>Students learn about different religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world</p> <p>Students learn about significant social and historical developments in</p> | <p>corporate social responsibility, globalisation</p> <p><b>Numeracy</b><br/>Statistics<br/>globalisation</p> <p><b>SMSC/Character</b><br/>Students learn about different religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world</p> <p>Students learn about significant social and historical developments in theology and religious thought</p> <p>Students have the opportunity to reflect on and express their interest in investigating and offering reasoned views about</p> | <p><b>SMSC/Character</b><br/>Students learn about different religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world</p> <p>Students learn about significant social and historical developments in theology and religious thought</p> <p>Students have the opportunity to reflect on and express their interest in investigating and offering reasoned views about moral and ethical issues.</p> <p>Students develop the ability to understand and appreciate the viewpoints of others on these issues</p> | <p>Ratio, synderesis, id, super-ego, ego, conscientia, vincible ignorance, invincible ignorance. Cohabitation, consent, premarital sex, extramarital sex, betrothal, consummation, exclusive, homosexuality.</p> <p><b>Numeracy</b><br/>Statistics sexual ethics</p> <p><b>SMSC/Character</b><br/>Students learn about different religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world</p> <p>Students learn about significant social and historical developments in theology and religious thought</p> <p>Students have the opportunity to reflect on and express their interest in investigating and offering reasoned views about moral and ethical issues.</p> | <p><b>Numeracy</b><br/>Mathematical verification examples</p> <p><b>SMSC/Character</b><br/>Students learn about different religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world</p> <p>Students learn about significant social and historical developments in theology and religious thought</p> <p>Students have the opportunity to reflect on and express their interest in investigating and offering reasoned views about moral and ethical issues.</p> |

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|  | <p>Students have the opportunity to reflect on and express their interest in investigating and offering reasoned views about moral and ethical issues. Students develop the ability to understand and appreciate the viewpoints of others on these issues</p> | <p>theology and religious thought</p> <p>Students have the opportunity to reflect on and express their interest in investigating and offering reasoned views about moral and ethical issues. Students develop the ability to understand and appreciate the viewpoints of others on these issues</p> | <p>moral and ethical issues. Students develop the ability to understand and appreciate the viewpoints of others on these issues</p> |                 | <p>theology and religious thought</p> <p>Students have the opportunity to reflect on and express their interest in investigating and offering reasoned views about moral and ethical issues. Students develop the ability to understand and appreciate the viewpoints of others on these issues</p> | <p>Students develop the ability to understand and appreciate the viewpoints of others on these issues</p> |