



CURIOSITY

COMPASSION

COURAGE



Academic outline 2022-23

Philosophy & Ethics

	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Year 12:	<p>Does God Exist?</p> <ul style="list-style-type: none"> • YouTube: Arguments for existence of God • Re Online: Science 	<p>Does God Exist?</p> <ul style="list-style-type: none"> • YouTube: Problem of Evil • YouTube: Normative Ethical Theories • Re Online: Sources of Wisdom & Authority 	<p>What is right and wrong?</p> <ul style="list-style-type: none"> • RE Online: Good conduct and moral principles • YouTube: Animal life and death 	<p>What is right and wrong?</p> <ul style="list-style-type: none"> • YouTube: Religious Language • RE Online: God • Re Online: Migration & Religious Pluralism 	<p>What is religion today?</p> <ul style="list-style-type: none"> • Re Online: Expressions of religious identity 	<p>What is religion today?</p> <ul style="list-style-type: none"> • YouTube: Gender & Sexuality
Year 13:	<p>Can we be moral?</p> <ul style="list-style-type: none"> • YouTube: Meta-ethics • YouTube: Conscience • YouTube: Bentham & Kant 	<p>What happens when we die?</p> <ul style="list-style-type: none"> • YouTube: Free will & moral responsibility • YouTube: Self, death & afterlife 	<p>What is the impact of religion on the world?</p> <ul style="list-style-type: none"> • Christianity & Philosophy • Christianity & Ethics 	Revision	Revision	



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Curriculum overview

Subject	Philosophy & Ethics	Year group	12
Vision statement:	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>‘A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.’</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
Curriculum intent:	<p>We enable students to share and question their different philosophies, religions, spiritualities and ethical views. We teach students how to academically debate with those who hold contrary opinions, using the skills of empathy and respect. In line with our local authority of Staffordshire, our topics reflect not only Christianity, as the UK’s main religious tradition, but recognises all other major religions as well as Humanist and Atheist standpoints.</p> <p>The curriculum has on 3 key goals:</p> <ol style="list-style-type: none"> 1. Cultivating curiosity of students to acquire insightful knowledge concerning religions and beliefs, both in Britain and in more global terms; they will explore teachings and practices, sacred texts, lifestyles, rituals and symbolism, religious experience and living within a faith community 2. Developing courage as students engage with ultimate questions of meaning and purpose and formulate their own sense of identity and values; expressing and evaluating their personal responses to such questions - linking to their own experience. 3. Growing compassion in terms of social, spiritual and emotional skills for living well in a religiously plural and open society. Students will reflect on the reality of religious diversity and develop skills of analysis and discernment in relation to prejudice, discrimination and bias. 		
Threshold Concepts (TCs):	<ol style="list-style-type: none"> 1. To understand the contribution and challenges of philosophy within religious belief and thought 2. To understand the contribution and challenges of ethical theories within religious belief and thought 3. To understand that religious values or ethical beliefs can be adopted and accepted by non-religious believers. 4. To understand the influence key beliefs, teachings and practices have on religious believers. 5. To understand that religious beliefs are interpreted and practiced differently even within the same religion. 6. To understand the misconceptions that surround religious belief, thought and practices and how to address them. 7. To understand the variety of sources of authority within religion and the different approaches to them 8. To understand the varying impact of modern challenges to religious beliefs. 9. To understand the dialogue between religion and philosophy 10. To understand the dialogue between religion and ethics 		

KS4 specification summary:	Students learn the beliefs, teachings and practices of Buddhism & Christianity such as beliefs about God, worship and prayer. Students then focus on the relationship between Christianity and Buddhism and the themes of: relationships and families, life and death, peace and conflict, and crime and punishment.					
Learner skills:	Critical thinking  CRITICAL THINKING	Organisation  ORGANISATION	Collaboration  COLLABORATION	Adaptability  ADAPTABILITY	Oracy  ORACY	Self-quizzing  SELF QUIZZING
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	Can religion help us live good lives?					
Big picture questions:	Does God exist?		What is right & wrong?		What is religion today?	
Content (Linked to TCs):	(TC 1, 8) <ul style="list-style-type: none"> Arguments for existence of God Christianity & science 	(TC 2, 3, 5, 7, 8) <ul style="list-style-type: none"> Problem of Evil Christianity & secularisation Normative Ethical Theories Sources of Wisdom & Authority 	(TC 2, 4, 5, 6, 7, 8) <ul style="list-style-type: none"> Human life and death Animal life and death Good conduct and moral principles 	(TC 1, 5, 6, 7) <ul style="list-style-type: none"> Religious Language God 	(TC 1, 5, 7, 4) <ul style="list-style-type: none"> Religious Experience Christianity, migration & pluralism Miracles 	(TC 3, 5, 4, 8) <ul style="list-style-type: none"> Expressions of religious identity Christianity, Gender & sexuality
Key vocabulary:	A posteriori, A priori, Inductive, Deductive, Scientism, Teleological	Deontological, Consequentialism, Golden Mean, Relativism, Theodicy, Fideism, Apostolic Tradition & Succession, Neo-orthodoxy, Fundamentalism, Process Theology	Embryology, Euthanasia, Abortion, Sanctity of life, Stewardship, Just War Theory, Justification, Predestination, Mission	Verification, Language Games, Analogical, Personal, Trinity, Masculine, Feminine	Realism, (Anti)-realism, Numinous, Mystical, Credulity, Testimony, Universalism, Exclusivism	Mass, Gender, Feminist theology, Baptism, Androgynous Christ



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Assessment:	Self-quizzing Peer assessed writing Exam-style Questions	Self-quizzing Peer assessed writing Exam-style Questions	Summative Assessment 1	Self-quizzing Peer assessed writing Exam-style Questions	Self-quizzing Peer assessed writing Exam-style Questions	Summative Assessment 2
Key/Historical misconceptions in this unit:	<ul style="list-style-type: none"> Confusing a priori and a posteriori knowledge That Hume commented directly on Paley's ideas 	<ul style="list-style-type: none"> That ancient ideas have no value to us today That natural moral law is always absolutist That all Christians take a fundamentalist approach to the Bible 	<ul style="list-style-type: none"> That all Christians have similar practices and doctrine 	<ul style="list-style-type: none"> That religious language is about the truth of religion rather than its meaning 	<ul style="list-style-type: none"> How a miracle is defined That Christianity is no longer growing globally 	<ul style="list-style-type: none"> That Mass is Catholic practice of Holy Communion
Sequencing:	Our first topic 'does God exist?' seeks to engage students whether they took RE at GCSE or not. Term 1 and term 2 also introduces key philosophical skills and vocabulary for the whole course. In terms 3 and 4 students are then able to philosophically assess Christian ethical standpoints (this builds on their GCSE knowledge) and learn ethical theories in order to do this. Students will develop their own ethical positions depending, at least in part, upon their response to the first units of work on God. Terms 5 and 6 introduces greater detailed study of religion in the world today and how religion responds to phenomenon like increased pluralism. Students will apply their philosophical and ethical knowledge gained thus far to re-evaluate what they how about how Christians live out their faith.					
National Curriculum plus:	In addition to teaching the statutory elements of the national curriculum and SACRE we emphasise humanist and atheist viewpoints at the relevant points within the specification, given this is the religious view of the majority of students. We also make links with local religious groups.					