



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"> <li>• <a href="#">YouTube: Arguments for existence of God</a></li> <li>• <a href="#">YouTube: Problem of Evil</a></li> </ul>	<p>What is Ethics?</p> <ul style="list-style-type: none"> <li>• <a href="#">YouTube: Normative Ethical Theories</a></li> <li>• <a href="#">YouTube: Animal life and death</a></li> </ul>	<p>What do Christians believe?</p> <ul style="list-style-type: none"> <li>• <a href="#">RE Online: God</a></li> <li>• <a href="#">Re Online: Sources of Wisdom &amp; Authority</a></li> <li>• <a href="#">RE Online: Self, death &amp; afterlife</a></li> </ul>	<p>How do Christians behave?</p> <ul style="list-style-type: none"> <li>• <a href="#">RE Online: Good conduct and moral principles</a></li> <li>• <a href="#">Re Online: Expressions of religious identity</a></li> </ul>	<p>Does faith make philosophical sense?</p> <ul style="list-style-type: none"> <li>• <a href="#">YouTube: Religious Language</a></li> <li>• Miracles</li> </ul>	•
Year 13:	<p>How can we act morally?</p> <ul style="list-style-type: none"> <li>• <a href="#">YouTube: Bentham &amp; Kant</a></li> <li>• <a href="#">YouTube: Meta-ethics</a></li> <li>• <a href="#">YouTube: Conscience</a></li> </ul>	<p>Is Christianity compatible with the modern world?</p> <ul style="list-style-type: none"> <li>• <a href="#">YouTube: Gender &amp; Sexuality</a></li> <li>• <a href="#">Re Online: Science</a></li> <li>• <a href="#">YouTube: Self, death &amp; afterlife</a></li> <li>• <a href="#">YouTube: Free will &amp; moral responsibility</a></li> </ul>	<p>How does Christianity talk with philosophy and ethics?</p> <ul style="list-style-type: none"> <li>• <a href="#">Re Online: Migration &amp; Religious Pluralism</a></li> <li>• Secularisation</li> <li>• Dialogues: philosophy and religion</li> <li>• Dialogues: ethics and religion</li> </ul>	Revision	Revision	Exams



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## Curriculum overview

Subject	Philosophy & Ethics	Year group	13
<b>Vision statement:</b>	<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>		
<b>Curriculum intent:</b>	<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"> <li>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</li> <li>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.</li> <li>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.</li> </ol>		
<b>Threshold Concepts (TCs):</b>	<ol style="list-style-type: none"> <li>1. To understand the <b>contribution and challenges of philosophy</b> within religious belief and thought</li> <li>2. To understand the <b>contribution and challenges of ethical theories</b> within religious belief and thought</li> <li>3. To understand that religious values or ethical beliefs can be <b>adopted and accepted by non-religious believers</b>.</li> <li>4. To understand the <b>influence key beliefs, teachings and practices</b> have on religious believers.</li> <li>5. To understand <b>that religious beliefs are interpreted and practiced differently</b> even within the same religion.</li> <li>6. To understand the <b>misconceptions that surround religious belief</b>, thought and practices and how to address them.</li> <li>7. To understand the variety of <b>sources of authority within religion</b> and the different approaches to them</li> <li>8. To understand the varying <b>impact of modern challenges</b> to religious beliefs.</li> <li>9. To understand the <b>dialogue between religion and philosophy</b></li> <li>10. To understand the <b>dialogue between religion and ethics</b></li> </ol>		









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<b>KS4 specification summary:</b>	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 the themes of: relationships and families, life and death, peace and conflict, and crime and punishment.					
<b>Learner skills:</b>	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
<b>The Big Question</b>	Can religion help us live a good life?					
<b>Big picture questions:</b>	How can we act morally?	Is Christianity compatible with the modern world?	How does Christianity talk with philosophy and ethics?	<b>Revision</b>	<b>Revision</b>	
<b>Content (Linked to TCs):</b>	<ul style="list-style-type: none"> <li>Bentham &amp; Kant</li> <li>Meta-ethics</li> <li>Conscience</li> </ul> (3, 4, 5, 6, 8)	<ul style="list-style-type: none"> <li>Gender &amp; sexuality</li> <li>Christianity &amp; science</li> <li>Self, death &amp; afterlife</li> <li>Free will &amp; moral responsibility (2, 10)</li> </ul>	<ul style="list-style-type: none"> <li>Migration &amp; religious pluralism</li> <li>Secularisation</li> <li>Dialogues: Christianity &amp; Philosophy</li> <li>Dialogues: Christianity &amp; ethics</li> </ul>			



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<b>Key vocabulary:</b>	Militant Atheism, Gender Feminism	Rationality, Belief in vs. belief that, Consistency				
<b>Assessment:</b>	Self-quizzing Peer assessed writing Exam-style Questions	Self-quizzing Peer assessed writing Exam-style Questions	Mock exam Summative assessment 3	Mock exam Summative assessment 4	Self-quizzing Peer assessed writing Exam-style Questions	<b>Examinations</b>
<b>Key/Historical misconceptions in this unit:</b>	<ul style="list-style-type: none"> <li>Naturalism is the only ethical approach</li> <li>Bentham &amp; Kant were direct rivals</li> </ul>	<ul style="list-style-type: none"> <li>That all Christians have conservative view on gender and sexuality</li> <li>That no theists are also scientists</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>That there are no Christian philosophers and ethicists</li> <li>Answering philosophy directed questions with ethics and vice versa</li> </ul>			
<b>Sequencing:</b>	At the start of year 13 students are able to critically examine Christian beliefs from the ethical standpoint of modernity. This builds on their Christian and philosophy knowledge gained in year 12. Term 3 is dedicated to the synoptic part of the course which accounts for a quarter of marks in the examinations, allowing students to draw connections between different parts of the course they have studied previously. Naturally this leads into revision and exam preparation for the remainder of the course.					
<b>National Curriculum plus:</b>	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.					