**Key Stage 5 Curriculum Map**

**Year 12 - Teacher 1**

| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| **Unit 1** | **Unit 2** | **Unit 3** | **12U4:** | **12U5:** | **12U6:** |
| **Ancient philosophical influences:**   * **Plato** * **Aristotle and causation**   Ancient philosophical influences provide important foundational knowledge for the study of philosophy of religion. This and Soul, mind and body enable the exploration of philosophical language and thought through significant concepts and the works of key thinkers. | **Ancient philosophical influences:**   * **Soul, mind and body**   **The existence of God:**   * **arguments based on observation**   Learners will critically analyse three contrasting arguments regarding the existence of God. Such arguments are a fundamental element of philosophy of religion, as well as key to the personal beliefs of many individuals. | **The existence of God:**   * **arguments based on reason**   **God and the World:**   * **Religious experience**   Learners will also be introduced to different types of religious experience, and will be encouraged to discuss and debate the significance and meaning of Technical Terms such experiences, as well as how they can shape religious belief. | **God and the World:**   * **The problem of evil**   The problem of evil and suffering will also be explored. Debated for millennia, this issue is still relevant and problematic for many today. | **Normative ethical theories (Secular):**   * **Kanitian ethics** * **Utilitarianism**   As part of their study, learners will study four normative ethical theories, providing a range of approaches: deontological and teleological, religious and non-religious. | **Applied ethics**   * **Business ethics**   The Ethical theories explored in the previous two units will be applied to two issues of importance; euthanasia and business ethics. This allows learners to explore contemporary issues and deepen their understanding of the ethical theories. |
| **Assessment:**  This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.   * Plato’s forms * Aristotle’s causes | **Assessment:**  This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.   * Soul, Mind and body * Arguments based on observation | **Assessment:**  This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.   * Arguments based on reason * Religious experiences | **Assessment:**  This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.   * The problem of evil | **Assessment:**  PPE - Philosophy of religion  This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.   * Secular Normative ethics | **Assessment:**  This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.   * Business ethics |
| Builds upon: | Builds upon:   * 7U1 - What is God? * 9U5 - Arguments for the existence of God * 11U1 - Existence of God * A level - Plato and Aristotle | Builds upon:   * 7U1 - What is God? * 9U5 - Arguments for the existence of God * 11U1 - Existence of God | Builds upon:   * 8U4 - Does religion help us understand suffering? * 9U5 - Arguments for the existence of God * 11U1 - The existence of God and revelation * 12U2 - The existence of God | Builds upon:   * 9U1 - Ethical theories * 9U2 - Application of ethical theories | Build upon:   * 9U2 - Application of ethical theory * A level - Normative ethics |
| Introduces:   * Understanding reality * The theory of Forms * The four causes * The Prime Mover * Is the soul a thing? * Plato and the soul * Aristotle and the soul * Substance dualism * Materialism | Introduces:   * The teleological argument * Hume * the design argument * Theodicy * The nature of religious experiences | Introduces:   * the cosmological argument * the principle of sufficient reason * A priori and a posteriori * the ontological argument | Introduces:   * Soul-making theodicies * John Hick’s version of Irenaean theodicy * Richard Swinburne and didactic evil | Introduces:   * Kant’s moral teachings * Hypothetical imperatives * The categorical imperative * Jeremy Bentham | Introduces:   * Corporate social responsibility * Whistle-blowing * Globalisation |

**Year 12 - Teacher 2**

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| **12U1:** | **12U2:** | **12U3:** | **12U4:** | **12U5:** | **12U6:** |
| **Human nature, death and the afterlife:**   * **Augustine on human nature** * **Death and the afterlife**   The first section explores human nature in the context of the purpose of life, the self and immortality. Learners will explore Augustine’s ideas regarding the human condition, as well as different Christian interpretations of the promise and nature of the afterlife. | **Knowledge of God’s existence:**  In Knowledge of God, both natural and revealed theology will be studied, including the relationship between faith and reason. This will enable discussion of how Christians may understand their relationship with God.  **Jesus Christ:**  Learners will also explore historical and theological understandings of the person of Jesus Christ. They will consider Jesus as the Son of God, teacher of wisdom and a liberator, which will give them an insight into both traditional and contemporary Christian theology. | **Christian moral principles**  In the topic Christian Moral Principles, learners will consider the Bible, Church and reason as sources of wisdom and authority. Through considering the use of these in shaping Christian moral values and practice, this topic will allow learners to investigate the principles that shape and express religious Technical Terms identity, and the diversity of practice within Christianity. | **Christian moral action: Dietrich Bonhoeffer**  In Christian Moral Action, learners will undertake a detailed study of the ideas and impact of Dietrich Bonhoeffer. This study of Christian moral principles in action will place moral principles in a real-world context, making the study of Christianity more tangible for learners. | **Normative ethical theories: religious approaches**   * **Aquinas and natural law** * **Situation ethics**   As part of their study, learners will study four normative ethical theories, providing a range of approaches: deontological and teleological, religious and non-religious. | **Applied ethics**   * **Euthanasia**   The Ethical theories explored in the previous two units will be applied to two issues of importance; euthanasia and business ethics. This allows learners to explore contemporary issues and deepen their understanding of the ethical theories. |
| **Assessment:**  This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home. | **Assessment:**  This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home. | **Assessment:**  This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home. | **Assessment:**  This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home. | **Assessment:**  PPE - Developments in Christian thought | **Assessment:**  This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home. |
| **Builds upon:**   * 8U2 - Christianity * 8U4 - Does religion help us understand human suffering? * 9U6 - Perspectives on life after death * GCSE - Christian beliefs | **Builds upon:**   * 8U1 - Judaism * 8U2 - Christianity * 8U4 - Does religion help us understand human suffering? * 9U5 - Arguments for the existence of God * GCSE - Existence of God and Revelation | **Builds upon:**   * 8U2 - Christianity * 8U4 - Does religion help us understand human suffering? * GCSE - Christianity beliefs and practises * A-Level - Augustine’s teachings on human nature * A-Level - The Person of Jesus Christ | **Builds upon:**   * 8U2 - Christianity * 8U4 - Does religion help us understand human suffering? * GCSE - Christianity beliefs and practises * A-Level - Augustine’s teachings on human nature * A-Level - The Person of Jesus Christ | **Builds upon:**   * Foundation: Jesus Christ * Normative ethical theories: religious approaches | **Build upon:**   * Foundations: Jesus Christ * Living: Christian moral principles |
| **Introduces:**   * The Human potential * Augustine on human nature * The parable of the sheep and the Goats * Chrsitian eschatology * Election | **Introduces:**   * Natural and revealed theology * Natural knowledge of God’s existence * Revealed knowledge of God’s existence * Jesus Christ’s authority * Jesus the teacher of wisdom * Jesus the liberator * Son of God * Uniqueness | **Introduces:**   * Theonomous Christian ethics and practises * Heteronomous Christian ethics and practises * Autonomous Chrsitian ethics and practises | **Introduces:**   * Bonhoeffer’s theology * Duty to God and duty to the state * The role of the Church as community * The cost of discipleship * Bonhoeffer’s relevance today | **Introduces:**   * Aquina’s four tiers of law * Aquina’s natural law * The principle of double effect * Joseph Fletcher’s situation ethics * Fletcher on conscience | **Introduces:**   * The law and euthanasia * Sanctity of life principle * Quality of life principle * Voluntary euthanasia * non-voluntary euthanasia |

**Year 13 - Teacher 1**

| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** |
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| **13U1:** | **13U2:** | **13U3:** | **13U4:** |
| **Ethical language: Meta-ethics**  Within Ethical Language: Meta-ethics, learners will explore how ethical language has changed over time and been interpreted by different individuals.  **Conscience - Aquinas and Freud**  To develop learners’ awareness of the importance of significant concepts within the study of ethics, they will be required to examine the significant ethical concept of conscience, through a comparison of the works of two key thinkers; Aquinas and Freud. | **The nature or attributes of God:**  Through studying the nature of God, learners will explore how ideas within philosophy of religion have developed over time, and make comparisons between the ideas presented in works of key scholars  **Religious language:**   * **apophatic and cataphatic use** * **analogy and symbol**   Finally, the two sections that focus on religious language give learners the opportunity to examine issues such as whether religious teachings should be understood symbolically or analogically, or whether religious language should be regarded cognitively or non-cognitively. | **Religious language: 20th century perspectives**   * **verification and meaning** * **Wittgenstein and language games** * **the falsification debate**   Continues from the previous topic.  **The challenge of secularism:**  Finally, this component explores the challenges posed by secularism, and a range of responses to this. These topics enable the study of how developments in beliefs and practices have, over time, influenced and been influenced by developments in philosophy, politics and studies of religion, as well as an investigation into the diversity within Christian practice. | **Revision of Gaps and essay practise** |
| **Assessment:**  This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.   * Meta-ethics * Consciousness | **Assessment:**  PPE1 - Philosophy of religion (Y2 content)  This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.   * Nature of God * Religious language | **Assessment:**  This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home.   * Religious language: 20th century perspectives * Secularism | **Assessment:**  PPE2 - Philosophy of religion (Y1 & Y2 content) |
| **Builds upon:**   * 9U1 - Ethical theories * 9U2 - Application of ethical theories * Y12 - Normative ethics * Y13 - Meta ethics | **Builds upon:**   * 7U1 - What is God? * 10U1 - Christian beliefs * 10U5 - Religion and life * 11U1 - Existence of God | **Builds upon:**   * apophatic and cataphatic use * analogy and symbol | **Builds upon:**   * Skills learnt over the last 2 years and draws together all learning |
| **Introduces:**   * The *fact/value, is/ought* problem * Naturalism * Institionism * Emotivism * Aquinas and Freud’s theories on conscious | **Introduces:**   * Divine attributes * Boethius * St Anslem * Richard Swinburne * Alvin Plantinga * Free will, timelessness and God’s attributes * Cognitive and non-cognitive sentences * *Via negativa* * *Via positiva* * Analogy * Symbol * Apophatic language | **Introduces:**   * The development of logical positivism * Verification theory * Ayer’s verification principle * Swinburne’s solution and the nature of sentences about God * Language games * Wittgensteinian Fideism * Popper and falsification debate * Secularism * God as illusion, wish fulfilment and source of harm * Christianity and public life | **Introduces:** |

**Year 13 - Teacher 2**

| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** |
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| **13U1:** | **13U2:** | **13U3:** | **13U4:** |
| **Sexual ethics:**  Finally, in Developments in Ethical Thought, learners will examine areas of sexual ethics, a highly relevant and interesting area of study. Learners will explore how attitudes to pre and extra marital sex and homosexuality have influenced and been influenced by developments in religious beliefs, and also how the four normative theories they previously studied can be applied to these areas. | **Religious pluralism:**   * **Religious pluralism and theology** * **Religious pluralism and society**   A significant development in Christian thought studied is that of pluralism, a vital concept in this age of migration and multi-cultural societies. The two topics which explore this concept enable the consideration of the ways that Christian traditions view other religious and non-religious worldviews. This raises issues of the nature of salvation, religious tolerance, respect and recognition of opposing views. | **Gender:**   * **Gender and society** * **Gender and theology**   The changing roles of men and women, and feminist approaches to theology, form the basis of the two further topics. These topics encourage learners to reflect on issues of gender identity, equality and discrimination and the social influence of religious institutions, and provide the opportunity to compare the works of two key scholars.  **Liberation theology and Marx:** Finally, this component explores the challenges posed by secularism, and a range of responses to this. These topics enable the study of how developments in beliefs and practices have, over time, influenced and been influenced by developments in philosophy, politics and studies of religion, as well as an investigation into the diversity within Christian practice. | **Revision of Gaps and essay practise** |
| **Assessment:**  This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home. | **Assessment:**  PPE1 - Philosophy of religion (all content)  This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home. | **Assessment:**  This unit will be assessed through the regular setting of 40 mark essays to be completed both in class and at home. | **Assessment:**  PPE2 -Development in Christian thought (Y1 & Y2 content) |
| **Builds upon:**   * 9U1 - Ethical theories * 9U2 - Application of ethical theories * Y12 - Normative ethics * Y13 - Meta ethics | **Builds upon:**   * 7U1 - What is God? * 8U2 - Christianity * 9U4 - Religion and wider beliefs in contemporary culture * 9U6 - Perspective on life after death * GCSE - Christian beliefs | **Builds upon:**   * 7U5 - Atheism in the modern world * 8U2 - Christianity * 8U4 - Does religion help us understand human suffering? * 9U4 - Religion and wider belief in contemporary culture * GCSE - Christian beliefs and practises * GCSE - Religion and life * A-Level - Human nature * A-Level - The person of Jesus Christ * A-Level - Pluralism and society | **Builds upon:**   * Skills learnt over the last 2 years and draws together all learning |
| **Introduces:**   * Chrsitian teachings on premarital and extramarital sex * Christian teachings on homosexuality * The impact of secularism on sexual ethics | **Introduces:**   * Theological exclusivism * Theological inclusivism * Theological pluralism * Inter-faith dialogue * The scriptural reasoning movement | **Introduces:**   * Feminism * Changing views on gender * Biblical teaching on the roles of men and women in the family and society * Christian responses to secular gender roles, parenthood and the family * Rosemary Radford Ruether * Mary Daly * Marx and liberation theory * Orthodoxy and orthopraxis | **Introduces:** |