



# Year 12 RE Curriculum Summary



**YEAR GROUP: Year 12**

**SUBJECT: RE**

When?	Understanding	Knowledge	Assessment
<p><b>Autumn Half Term 1</b></p>	<p><b>Philosophy</b>  <u>Ancient Philosophical Influences</u>            Students will be introduced to the fathers of modern Philosophy; Plato and Aristotle. This gives them a grounding in the two key starting points of all of Epistemology; rationalism vs empiricism.</p> <p><u>Soul, mind and body</u>            Students grapple with the idea of ‘the soul’. Starting from a dichotomy between monism and dualism, students explore the thoughts of Hick, Plato, Dawkins, Aristotle, Pinker and more to understand what is meant by a ‘soul’</p> <p><b>DCT</b>  <u>Augustine</u>            Students look at the life and philosophy of St Augustine. Leaving this unit with an understanding of his impact on Christian Theology.</p> <p><u>Death and after life</u>            Students will assess the Christian understanding of life after death. Looking at Philosophers like Augustine, Hick and Aquinas to explore what the Christian faith teaches about what happens when we die.</p>	<ul style="list-style-type: none"> <li>- Philosophical views of Plato; understanding of reality, the cave and the forms</li> <li>- Philosophical views of Aristotle; understanding of reality, four causes, Prime Mover</li> <li>- Comparison of Plato and Aristotle – reason vs senses, the Form of the Good vs Prime Mover</li>   <li>- Soul, mind and body in the thinking of Plato and Aristotle</li> <li>- Substance Dualism</li> <li>- Materialism</li> <li>- Issues related to ideas about soul, mind and body</li>   <li>- Human Relationships pre and post Fall</li> <li>- Original Sin and its effects on the will and human societies</li> <li>- God’s grace</li>   <li>- Christian teachings on heaven</li> <li>- Christian teachings on hell</li> <li>- Christian teachings on purgatory</li> <li>- Christian teachings on election</li> </ul>	<p>Homework tasks are directly linked to lessons and are laid out clearly at the beginning of the term.</p> <p>There is always one or two essay questions per homework sheet to constantly be preparing the students</p> <p>Students complete an assessment at the end of the 6 weeks which assesses their skills of understanding, explaining and constructing arguments.</p>
<p><b>Autumn Half Term 2</b></p>	<p><b>Philosophy</b>  <u>God’s Existence; Arguments from Observation</u>            Students will be introduced to the fathers of modern Philosophy; Plato and Aristotle. This gives them a grounding in the two key starting points of all of Epistemology; rationalism vs empiricism.</p> <p><u>God’s Existence; Arguments from reason</u>            Students will be introduced to arguments from Reason. Where they were familiar with arguments from observation, this topic in contrast will be</p>	<ul style="list-style-type: none"> <li>- Teleological Argument</li> <li>- Cosmological Argument</li> <li>- Challenges to the arguments from observation</li> </ul>	<p>Homework tasks are directly linked to lessons and are laid out clearly at the beginning of the term.</p> <p>There is always one or two essay questions per homework sheet to constantly be preparing the students</p>



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	<p>completely new to them Over the course of this unit they will need to grappled with the dialogue between Anselm and Gaunilo as well as looking about both Kant and Descartes position. Ultimately addressing the following two questions: - Can arguments using reason prove God’s existence? - Which type of argument is better? The A Priori or the A posteriori?</p> <p><b>DCT</b> <u>Knowledge of God’s Existence</u> Students look, in particular, at two different ways of knowing God; Natural and Revealed. Within these two strands you have another separation. In Natural knowledge you can know God both through an innate human sense of the divine and also seeing God in the order of creation. Then in revealed they will explore how you can know God through faith and God’s grace, as well as through Jesus Christ.</p> <p><u>Person of Jesus</u> Students will assess the Christian understanding of Jesus. This is the first time in their academic journeys where they begin to explore deeply ‘the person of Jesus’. The three sections they will dive into are: - Christ’s authority as the son of God - Christ’s authority as a teacher of wisdom - Christ’s authority as a liberator</p>	<ul style="list-style-type: none"> <li>- The Ontological argument</li> <li>- Issues related to arguments from reason</li>   <li>- Natural knowledge of God’s existence: As an innate human sense of the divine</li> <li>- Natural knowledge of God’s existence: As seen in the order of creation</li> <li>- Revealed knowledge of God’s existence: through faith and God’s grace</li> <li>- Revealed knowledge of God in Jesus Christ</li>   <li>- Jesus Christ’s authority as the Son of God</li> <li>- Jesus Christ’s authority as a teacher of wisdom</li> <li>- Jesus Christ’s authority as a liberator</li> </ul>	<p>Students complete an assessment at the end of the 6 weeks which assesses their skills of understanding, explaining and constructing arguments.</p>
<p><b>Spring Half Term 1</b></p>	<p><b>Philosophy</b> <u>Religious Experiences</u> Students will examine the Nature and Influence of religious experience. Focusing on the mystical and conversion experiences. They will be given the opportunity to explore issues related to religious experience, such as ‘is validity supported?’, ‘are corporate experiences more valid?’, ‘are experiences a basis for belief in God?’</p> <p><b>DCT</b> <u>Christian Moral Principles</u></p>	<ul style="list-style-type: none"> <li>- Nature and influence of religious experience – mystical and conversion experiences</li> <li>- Different understandings of religious experience</li> <li>- Issues related to religious experience – is validity supported, are corporate experiences more valid, are experiences a basis for belief in God?</li> </ul>	<p>Homework tasks are directly linked to lessons and are laid out clearly at the beginning of the term.</p> <p>There is always one or two essay questions per homework sheet to constantly be preparing the students</p>



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	<p>Students look at the diversity of Christian moral reasoning and practices and sources of ethics including:</p> <ul style="list-style-type: none"> <li>- The Bible as the only authority for Christian ethical practices.</li> <li>- The Bible, Church and reason as the sources of Christian ethical practices</li> <li>- Love (agape) as the only Christian ethical principle which governs Christian practices</li> </ul>	<ul style="list-style-type: none"> <li>- The diversity of Christian moral reasoning and practices and sources of ethics including, the Bible as the only authority for Christian ethical practices</li> <li>- The Bible, Church and reason as the sources of Christian ethical practices</li> <li>- Love (agape) as the only Christian ethical principle which governs Christian practices</li> </ul>	<p>Students complete an assessment at the end of the 6 weeks which assesses their skills of understanding, explaining and constructing arguments.</p>
<p>Spring Half Term 2</p>	<p><b>Philosophy</b>  <u>The Problem of Evil</u>            Students will look at the problem of evil. This is a topic they addressed briefly in Year 11, and whilst this knowledge will be helpful it was only a superficial view. Now students will have to look at the following in depth:</p> <ul style="list-style-type: none"> <li>- Presentations of the problem of evil</li> <li>- Augustine theodicy and justification of God’s action/inaction</li> <li>- Hick’s theodicy/justification of God’s action/inaction</li> </ul> <p><b>DCT</b>  <u>Christian Moral Action</u>            Students will be introduced to the life and the teaching and example of Dietrich Bonhoeffer. They will focus on his example for the following issues:</p> <ul style="list-style-type: none"> <li>- Duty to the state and duty to God</li> <li>- Community and sources of spiritual discipline</li> <li>- The cost of discipleship</li> </ul>	<ul style="list-style-type: none"> <li>- Presentations of the problem of evil</li> <li>- Augustine theodicy – justification of God’s action/inaction Discuss of issues relating to the problem of evil</li> <li>- Hick’s theodicy – justification of God’s action/inaction Discuss of issues relating to the problem of evil</li> <li>- The teaching and example of Dietrich Bonhoeffer on duty to God and duty to state</li> <li>- The Church as community and source of spiritual discipline</li> <li>- the cost of discipleship</li> </ul>	<p>Homework tasks are directly linked to lessons and are laid out clearly at the beginning of the term.</p> <p>There is always one or two essay questions per homework sheet to constantly be preparing the students</p> <p>Students complete an assessment at the end of the 6 weeks which assesses their skills of understanding, explaining and constructing arguments.</p>
<p>Summer Half Term 1</p>	<p><b>Ethics</b>  <u>: Natural Law</u>            Students will look at the Ethical theory Natural Law. Focusing primarily on the work of Aquinas. They will develop a deep understanding of the following:</p> <ul style="list-style-type: none"> <li>- Telos</li> <li>- Primary precepts</li> <li>- Four tiers of law</li> </ul> <p>And essentially answer the question as to whether it is a useful theory when making ethical decisions.</p>	<ul style="list-style-type: none"> <li>- The impact of Aristotle’s ideas upon Aquinas. As extension the impact of the thought of Stoicism (universal reason) could be considered.</li> <li>- The idea of Primary Precepts as the five things required in order to fulfil our telos. Secondary precepts as the moral rules that are derived from these</li> </ul>	<p>Homework tasks are directly linked to lessons and are laid out clearly at the beginning of the term.</p> <p>There is always one or two essay questions per homework sheet to constantly be preparing the students</p> <p>Students complete an</p>



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	<p><u>Situation Ethics</u> Students will look at the Ethical theory Situation Ethics. Focusing primarily on the work Joseph Fletcher. They will develop a deep understanding of the following:</p> <ul style="list-style-type: none"> <li>- Agape</li> <li>- Six propositions and four working principles</li> <li>- Conscience</li> </ul> <p>And essentially answer the question as to whether it is a useful theory when making ethical decisions.</p> <p><u>Kantian Ethics</u> Students will look at the Ethical theory Kantian Ethics. Focusing primarily on the work of Kant. They will develop a deep understanding of the following:</p> <ul style="list-style-type: none"> <li>- Duty</li> <li>- Hypothetical and categorical imperatives</li> <li>- Three postulates</li> </ul> <p>And essentially answer the question as to whether it is a useful theory when making ethical decisions.</p> <p><u>Utilitarianism</u> Students will look at the Ethical theory Utilitarianism. Focusing primarily on the work of both Bentham and Mill. They will develop a deep understanding of the following:</p> <ul style="list-style-type: none"> <li>- Utility</li> <li>- Hedonic calculus</li> <li>- Act and rule utilitarianism</li> </ul> <p>And essentially answer the question as to whether it is a useful theory when making ethical decisions.</p>	<ul style="list-style-type: none"> <li>- Can ethical decisions purely be based on agape? Points may include linking to Jesus who suggests love is the fulfilment of the law, the flexibility to the situation at hand and the concern for the outcome. However application of agape is left to the individual and may be a matter of personal opinion.</li> <li>- Is Fletcher’s theory of agape really a religious theory as he claims?</li> <li>- The three tests for the categorical imperative 1. The formula of the laws of nature, can the maxim (the rule) be established logically as a universal law – the moral law as logical duty. 2. The formula of the end in itself - are people being treated as ends in themselves and not means to an end – the importance of dignity of human beings and link to idea of rights. 3. The formula of the kingdom of ends</li> <li>- Whether Kantian ethics relies too much on reason at the expense of sympathy/empathy. It may be that points raised overlap and are pertinent to several of the questions above. Other ethical theories could be brought in as a contrast although this would not be necessary.</li> <li>- Key Strengths and Weaknesses - certainly it is a decision procedure, it is flexible to situations, is impartial and attempts to be empirical. However it requires some prediction of the future, may be unhelpful to minority groups, is subjective and is a swine ethic.</li> </ul>	<p>assessment at the end of the 6 weeks which assesses their skills of understanding, explaining and constructing arguments.</p>



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<p>Summer Half Term 2</p>	<p><b>Ethics</b> <u>Euthanasia</u> Students will look at the ethical problem of Euthanasia. They will be tasked with working out which of the ethical theories best solves the problems that Euthanasia presents. They key problems are: - Voluntary and non-voluntary euthanasia - Sanctity of life - Quality of life Ultimately answering which theory is best when dealing with this issue.</p> <p><u>Business Ethics</u> Students will look at the ethical problem of Business Ethics. They will be tasked with working out which of the ethical theories best solves the problems that Euthanasia presents. They key problems are: - Corporate social responsibility &amp; good ethics as good business - Whistle-blowing - Globalization Ultimately answering which theory is best when dealing with this issue.</p>	<ul style="list-style-type: none"> <li>- The difference between voluntary euthanasia (a person’s life ended by a person’s request or with their consent) and nonvoluntary euthanasia (a person’s life is ended without their consent but with the consent of someone acting in their interests.)</li> <li>- Modern case studies such as Tony Bland, Dianne Pretty and other more recent cases may be used to explore the differences.</li> <li>- Does the concept of sanctity of life have any meaning in the 21st century?</li> <li>- Application to issues in business ethics: how might each ethical theory view corporate social responsibility, whistle-blowing and globalisation? Use of concrete examples e.g. VW emissions scandal, Sports Direct warehouse etc. may help.</li> <li>- The integration of economies, markets, cultures and politics. Consideration of possible impacts such as ability to manufacture goods cheaply in other countries, the threat to local businesses from multinationals, the lack of basic labour laws in some countries.</li> </ul>	<p>Homework tasks are directly linked to lessons and are laid out clearly at the beginning of the term.</p> <p>There is always one or two essay questions per homework sheet to constantly be preparing the students</p> <p>Students complete an assessment at the end of the 6 weeks which assesses their skills of understanding, explaining and constructing arguments.</p>