

# Long Term Plan A Level Religious Studies Year 12

## VMU units: Ethics and 2 themes of Philosophy

*'Religiously literate, culturally aware and philosophically curious'*

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to 'religiously literate, culturally aware and philosophically curious.'	Anticipated misconceptions	Links to previous KS	Links to future KS (Y12 - A Level)	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1 (8 lessons, 4 weeks)	Aquinas Natural Law - a religious approach to ethics	4 levels of law Rational thought Divine creator Absolute Teleological and deontological 5 primary precepts 'Do good and avoid evil' Secondary principles and telos of union with God Revealed virtues and cardinal virtues Internal and	Knowledge recall Understanding shown through thorough explanation Analysis and evaluation Use of key quotes and other sources of wisdom	Philosophically curious - this ethical unit teacher moral philosophy from a religious perspective (Christianity)	Confusion between Aquinas and Aristotle  The apparent contradictions in this ethical approach (e.g. Aquinas being a monk so not fulfilling the primary precept of reproduction)  Application to voluntary euthanasia (confusion	Primary precepts covered in the Relationships topic at KS4	Natural Law of Finnis and Hoose covered in Y13	Use of passages of original text to enhance understanding  Encourage to find own passages of Aquinas to use	Social - introduce through a basic understanding of Aristotle who focuses on society  Aristotle - rule of law and democracy, Aquinas - temporal law  Moral - ethical code	Basic understanding of Aristotle to see the foundations of NL therefore introduce the ancient Greek culture	Any careers in law e.g. law enforcement and lawyers

		external acts Real and apparent goods Application to abortion Application to voluntary euthanasia			between active/passive and potentially involuntary and non-voluntary)  Confusion on how it can be both teleological and deontological				Spiritual - primary precept to worship God; divine creator; divine and eternal law  Cultural - absolute theory therefore relevant to all cultures through history		
1-2 (8-9 lessons, 4-5 weeks)	Ethical Thought	Divine Command Theory: God as originator and regulator of morality; requirement of God's omnipotence; objective meta-physical foundation for morality; Adams' modified DCT.  Challenges to DCT: Euthyphro dilemma; arbitrariness	Knowledge recall Understanding shown through thorough explanation Analysis and evaluation Use of key quotes and other sources of wisdom	Religiously literate - many religious themes and concepts are addressed in this unit, including God's omnipotence.  Philosophically curious - meta-ethics and normative theories explored here.	Confusion between the elements of the Euthyphro dilemma (and these issues are also why there is a misunderstanding generally of what DCT is)  Apparent contradictions in Aristotle e.g. it's intended to be universal but only for educated men  Confusion	God as creator and God's omnipotence both covered in Christianity unit and the Life and Death topic in Component 1	Links to meta-ethics topic in Y13	Passages from The Nicomachean Ethics used in lessons and given in prep for additional reading	Social - how people live well in society  Cultural - cultural relativism  Spiritual - DCT  Moral - meta-ethics and normative theories  BV - similarities between	Reading original ancient Greek text (English translation)	Author; public speaker in some way; lawyer

		<p>problem; pluralism objection.</p> <p>Virtue Theory: agent focused; Aristotle's moral virtues; Jesus' teachings the Beatitudes.</p> <p>Challenges to VT: not practical guide; cultural relativism; could be used to justify immoral acts.</p> <p>Ethical Egoism: agent-focused based on self-interest; psychological egoism; long-term interests rather than short-term; Stirner: union of egoists.</p> <p>Challenges: destroys community ethos; social injustices; bigotry.</p>			<p>between ethical and psychological egoism</p> <p>Thinking Aristotle came after Jesus!</p>				<p>laws and DCT, contrasting the law and democracy with EE</p>		
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2 (8 lessons, 4 weeks)	Challenges to religious belief - the problem of evil and suffering	<p>The problem of evil: classical - Epicurus; modern - Mackie's inconsistent triad; types of evil - natural and moral. Rowe - intense human and animal suffering; Paul - premature deaths.</p> <p>Augustinian type theodicy: evil as a consequence of sin; evil is a privation; Jesus provides salvation; challenges including validity of the biblical sources, scientific error and logical and moral contradictions.</p> <p>Irenaean type theodicy: soul-making; created imperfect; epistemic</p>	<p>Knowledge recall</p> <p>Understanding shown through thorough explanation</p> <p>Analysis and evaluation</p> <p>Use of key quotes and other sources of wisdom</p>	<p>Religiously literate - need clear understanding of Genesis 1-3 for this unit.</p> <p>Philosophically curious - lots of opportunities to question and explore in this unit.</p> <p>Culturally aware - understanding that Catholics subscribe to the Augustinian type theodicy.</p>	<p>As with many philosophy units, students often find it hard to grasp that a theory can have errors, so struggle with contradictions and aspects that prove a theory wrong, e.g. the existence of the tree of knowledge of good and evil contradicts Augustine's belief that evil is a privation</p>	Life and Death topic of Component 1 at GCSE	Links to challenges to religious belief through psychology and secularisation in Y13	Getting them to think of their own challenges to the theodicies/finding contradictions between the theodicies and the biblical account of creation.	Moral and spiritual - justifying belief in a Judeo-Christian God and the existence of evil	Use their knowledge of WWII as an example for intense suffering - develop cultural capital here with use of sources, photos and videos/extracts from texts like Boy in the Striped Pyjamas to give an understanding first.	Lawyer; solicitor; historian
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		distance; second order goods; eschatological justification. Challenges: universal salvation is unjust; contradicts omnibenevolence; immensity and unequal distribution of suffering.									
2-3 8 lessons, 4 weeks	Situation Ethics: a religious approach to ethics	Fletcher's situationism as opposed to legalism or antinomianism; role of conscience; rationale for using agape; moral relativism; consequentialist and teleological. Boss principle; 4 working principles; 6 fundamental principles. Application to homosexuality. Application to polyamory.	Understanding shown through thorough explanation Analysis and evaluation Use of key quotes and other sources of wisdom	Religiously literate - Christian approach to ethics.  Philosophically curious - mid way between legalism and antinomianism.  Culturally aware - homosexuality and polyamory.	Confusion on the conscience being a verb not a noun  Thinking it is more absolute than it is: it is truly relative  Confusion on what classes as polyamory	Some RE teachers may give a very brief outline of SE /the boss principle when exploring Jesus' teachings (condense to 'do the most loving thing')	Compare and contrast to other ethical theories in Y13	Use of original text in lessons and prep. Possibility of lending the whole book to HPA as it is an accessible text for A Level HPA students.	Social - ethical theory about agape  Moral - ethical theory  Cultural - relative  Spiritual - Christianity based  BV - rule of law contrast to SE	Giving the cultural context of the 60s when this text was written	Lawyer; solicitor

38 lessons, 4 weeks	Utilitarianism: a non-religious approach to ethics	Classical: Bentham's act utilitarianism: principle of utility; pursue pleasure and avoid pain; hedonic calculus; moral relativism; consequentialist; teleological. Mill's development: higher and lower pleasures; harm principle; use of previously agreed rules; teleological/deontological hybrid. Application to animal experimentation for medical research. Application to the use of nuclear weapons as a deterrent.	Understanding shown through thorough explanation Analysis and evaluation Use of key quotes and other sources of wisdom	Philosophically curious - a non-religious approach as a contrasting ethical theory. Culturally aware - the application topics. Also the cultural context around when the theory was made (created to tighten legislation etc.)	Confusion between act and rule  Strong and weak rule  What counts as a higher pleasure - is this relative?  Confusion on how to apply to hedonic calculus	None	Compare and contrast to other ethical theories in Y13	Use of original text independently in lessons and prep.  Extracts of Bentham and Mill to read and analyse in prep.  Create presentations on the types of the theory.	Social - ethical theory to promote happiness for a community  Moral - ethical theory  Spiritual - can Christianity align? Mill thinks so.  Cultural - context around when it was written  BV - created to tighten legislation	Cultural context around when the text was written and its purpose	Politician; lawyer; solicitor
48 lessons, 4 weeks	Religious Experience	Nature of religious experience: prayer, conversions,	Understanding shown through thorough explanation Analysis and	Philosophically curious - challenges to religious experience and	Misunderstanding that a religious experience can cover more	None to KS4. Some study of religious	Developed in Y13 with the focus on miracles	Students are to find their own examples for religious experiences.	Social - community and individual aspects of	Other cultures explored a bit in this topic to	Priest; mystic; nun/monk; author



