Philosophy and Ethics KS5 Curriculum Map

Year 12 (First half)	Autumn 1 Teacher A	Autumn 2 Teacher A	Autumn 1 + 2 Teacher B	Spring 1 Teacher A	Spring 1 + 2 Teacher B
Topic	Concept of God	Arguments for the Existence of God	Normative Ethical Theories	Evil and Suffering	Application of Normative Ethical Theories
Content: what will students know?	1) Monotheism and Ethical Monotheism 2) God's qualities of omnipotence; omniscience and transcendence 3) The Genesis account, and its implications for the nature of God 4) The challenge of self-contradiction to God's qualities 5) The doctrine of the Trinity 6) Anthropomorphism 7) The debate around God's gender 8) Understanding the Person of Jesus 9) AO1 Exam skills 10) AO2 Exam skills	1) Key philosophical concepts 2) The cosmological argument 3) Hume's objections to the cosmological argument 4) Russell's objections to the cosmological argument 5) The Design argument 6) Modern interpretations of the Design Argument (Fine-Tuning argument) 7) Darwin as a response to the Design Argument 8) Hume's objections to the Design Argument 9) The Ontological Argument 10) Gaunilo's objections to the Ontological Argument 11) Kant's objections to the Ontological Argument 12) The value of apologetics for Christianity	1) Teleological vs deontological v character-based ethics 2) The origins of Natural Law 3) Key features of Natural Law 4) The Primary and Secondary Precepts 5) Aristotle's doctrine of the Four Causes 6) Proportionalism 7) The Doctrine of Double Effect 8) Strengths and weaknesses of NML 9) Fletcher's situation ethics 10) Fletchers reassessment of mainstream Christian ethics 11) Fletcher's four presuppositions 12) Fletcher's six ethical propositions 13) Strengths and weaknesses of Fletcher's situation ethics 14) Virtue ethics with reference to Aristotle 15) The concept of eudaimonia 16) Aristotle's division of the soul 17) The doctrine of the mean 18) Aristotle's moral virtues 19) Strengths and weaknesses of Aristotle's virtue ethics	1) Introduction to the Problem of Evil 2) The logical vs evidential versions of the Problem of Evil 3) The expression of the Problem of Evil in the Inconsistent Triad 4) Hick's Soul-Making Theodicy 5) Criticisms of Hick's Soul-Making Theodicy 6) Hick's response to criticisms, with reference to Epistemic Distance 7) The Free Will Defence 8) Responses to the Free Will Defence 9) Evaluating the Free Will Defence with reference to Plantinga's "possible worlds" presentation of the debate. 10) Process Theology 11) Criticisms of Process Theology.	Application of Normative Ethical Theories to: A) Everyday ethical dilemmas 1) Theft 2) Lying B) Issues of Human Life and Death 1) Embryo research 2) Cloning 3) Designer babies 4) Abortion 5) Euthanasia 6) Capital punishment C) Issues of Non-Human Life and Death 1) Vegetarianism 2) Intensive farming 3) Cloning 4) Blood sports 5) Organ transplantation
Skills: What will students be able to do?	1) Explain the relevant Christian beliefs and theology in the topic. 2) Explain the relevance of these beliefs to modern Christianity. 3) Explain the disagreements between different denominations or scholars on these beliefs. 4) Explain any ethical or philosophical debates these beliefs raise. 5) Evaluate the controversies outlined in (3) and (4), coming to a justified personal conclusion.	1) Explain each of the three arguments for the existence of God, including their philosophical context and assumptions. 2) Explain a range of objections to these three arguments. 3) Evaluate the arguments and objections, coming to a justified personal conclusion on the existence of God.	1) Explain each of the three main ethical theories presented, including their philosophical context and assumptions. 2) Explain a range of strengths and weaknesses of these theories. 3) Evaluate these theories and objections, coming to a justified personal conclusion on which, if any, is the correct approach to ethics.	1) Explain both versions of the problem of evil 2) Explain each of the three theodicies responding to the problem of evil 3) Explain a range of objections to these three theodicies. 4) Evaluate how successfully the theodicies respond to the problem of evil, coming to a justified personal conclusion on whether the problem has a convincing solution.	1) Explain the relevant empirical facts about each of the ethical issues covered. 2) Explain what conclusion each normative theory would come to about the rightness or wrongness of each issue. 3) Evaluating the conclusions reached by each ethical theory, coming to a justified personal conclusion on the plausibility of each.
Other: Literacy, numeracy, ethos etc.	1) Diversity of worldviews, cultural capital. 2) Critical thinking 3) Literacy 4) Debate, discussion and oracy skills	1) Diversity of worldviews, cultural capital. 2) Critical thinking 3) Debate, discussion and oracy skills	1) Diversity of worldviews, cultural capital. 2) Ethical reasoning 3) Debate, discussion and oracy skills	1) Diversity of worldviews, cultural capital. 2) Critical thinking 3) Debate, discussion and oracy skills	1) Diversity of worldviews, cultural capital. 2) Ethical reasoning 3) Debate, discussion and oracy skills 4) Knowledge of current affairs, citizenship
Assessment	End of topic assessment in form of exam-style essay.	End of topic assessment in form of exam-style essay.	End of topic assessment in form of exam-style essay.	End of topic assessment in form of exam-style essay.	End of topic assessment in form of exam-style essay.

Philosophy and Ethics KS5 Curriculum Map

Year 12 (Second half)	Spring 2 Teacher A	Summer 1 Teacher A	Summer 1 Teacher B	Summer 2 Teacher A	Summer 2 Teacher B
Topic	Religious Experience	Sources of Wisdom and Authority	Good conduct and Key Moral Principles	Self, Death and Afterlife	Expressions of Religious Identity
Content: what will students know?	1) Augustine's categorisation of religious visions 2) William James's account of religious experiences 3) Walter Stace's account of religious experiences 4) Challenges to religious experiences from ethnogens. 5) Challenges to religious experiences from Freudian psychoanalysis 6) Challenges to religious experiences from Persinger's "God Helmet" 7) Challenges to religious experiences from Temporal Lobe Epilepsy 8) James's Interaction Model as a response to these challenges 9) Swinburne's Principles of Testimony and Credulity as a response to these challenges. 10) The influence of religious experiences on the history of Christianity.	1) Introduction to the history of the Bible 2) Evangelical approaches to exegesis 3) Catholic approaches to exegesis 4) Neo-Orthodox approaches to exegesis 5) Liberal approaches to exegesis 6) Introduction to Church history 7) Catholic approaches to Church authority 8) Protestant approaches to Church authority 9) Different denominational interpretations of Jesus' authority	1) Denominational diversity between Protestant and Catholics for ethical conduct. 2) Justification by works 3) Justification by faith 4) Predestination 5) Reference to the sermon on the mount 6) Sanctity of life 7) Application of sanctity of life principles 8) Just War Theory 9) Application of JWT to Weapons of Mass Destruction 10) Dominion and Stewardship 11) Diversity of theological opinion on Key Moral Principles	1) Purpose of life as Glorifying God 2) Purpose of life as Preparing for Judgement 3) Purpose of life as building God's Kingdom 4) The existence and concept of the Soul 5) Bodily vs Spiritual resurrection 6) Judgement Day 7) Heaven, Hell and Purgatory	1) Baptism 2) Baptism in Catholic tradition 3) Baptism in Protestant tradition 4) The controversy around infant baptism 5) Holy Communion in the Catholic Church 6) Holy Communion in the Baptist tradition 7) Mission 8) Evangelism
Skills: What will students be able to do?	1) Explain each of the three accounts of religious experiences, including their philosophical context and assumptions, and be able to categories examples of religious experiences according to this taxonomy. 2) Explain a range of objections to the veridicality of these experiences. 3) Evaluate the arguments and objections, coming to a justified personal conclusion on the existence of verdical religious experiences, and the resulting implications for theological thought and practice.	1) Explain the relevant Christian beliefs and theology in the topic. 2) Explain the relevance of these beliefs to modern Christianity. 3) Explain the disagreements between different denominations or scholars on these beliefs. 4) Explain any ethical or philosophical debates these beliefs raise. 5) Evaluate the controversies outlined in (3) and (4), coming to a justified personal conclusion.	1) Explain the relevant Christian beliefs and theology in the topic. 2) Explain the relevance of these beliefs to modern Christianity. 3) Explain the disagreements between different denominations or scholars on these beliefs. 4) Explain any ethical or philosophical debates these beliefs raise. 5) Evaluate the controversies outlined in (3) and (4), coming to a justified personal conclusion.	1) Explain the relevant Christian beliefs and theology in the topic. 2) Explain the relevance of these beliefs to modern Christianity. 3) Explain the disagreements between different denominations or scholars on these beliefs. 4) Explain any ethical or philosophical debates these beliefs raise. 5) Evaluate the controversies outlined in (3) and (4), coming to a justified personal conclusion.	1) Explain the relevant Christian beliefs and theology in the topic. 2) Explain the relevance of these beliefs to modern Christianity. 3) Explain the disagreements between different denominations or scholars on these beliefs. 4) Explain any ethical or philosophical debates these beliefs raise. 5) Evaluate the controversies outlined in (3) and (4), coming to a justified personal conclusion.
Other: Literacy, numeracy, ethos etc.	1) Diversity of worldviews, cultural capital. 2) Critical thinking 3) Debate, discussion and oracy skills	1) Diversity of worldviews, cultural capital. 2) Critical thinking 3) Debate, discussion and oracy skills 4) History of relevant Biblical periods.	1) Diversity of worldviews, cultural capital. 2) Critical thinking 3) Debate, discussion and oracy skills	1) Diversity of worldviews, cultural capital. 2) Critical thinking 3) Debate, discussion and oracy skills 4) Personal response to existential questions.	1) Diversity of worldviews, cultural capital. 2) Critical thinking 3) Debate, discussion and oracy skills
Assessment	End of topic assessment in form of exam-style essay.	End of topic assessment in form of exam-style essay.	End of topic assessment in form of exam-style essay.	End of topic assessment in form of exam-style essay.	End of topic assessment in form of exam-style essay.

Philosophy and Ethics KS5 Curriculum Map

Year 13 (First half)	Autumn 1 Teacher A	Autumn 1 Teacher B	Autumn 2 Teacher A	Autumn 2 Teacher B	Spring 1 Teacher A	Spring 1 Teacher B
Topic	Religion and Secularisation	Bentham and Kant	A) Miracles B) Religion and Science	Free Will and Moral Responsibility	Self, Death and Afterlife	Metaethics
Content: what will students know?	1) The concept of secularisation 2) The history of UK secularisation 3) The changing role of religion in the public sphere 4) Secularisation and New Atheism 5) Christian responses to secularisation	1) Biographical details of Bentham and Kant 2) Bentham's "Act Utilitarianism" 3) Principle of Utility 4) The Hedonistic Calculus 5) Strengths and weaknesses of Act Utilitarianism 6) Kant's Categorical Imperative 7) Duty and Practical Reason in Kant's ethical thinking 8) Hypothetical imperatives, practical imperatives, categorical imperative and the Kingdom of Ends. 9) Three formulations of the Categorical Imperative 10) Strengths and weaknesses of Kantian ethics 11) Consistency of Bentham and Kant with religious ethics	**Miracles** 1) Introduction to metaphysical Realism 2) Realist accounts of miracles 3) Introduction to metaphysical Anti-Realism 4) Anti-Realism applied to miracles 5) Evaluating Realism vs Anti-Realism 6) Hume's argument against miracles 7) Christian responses to Hume 8) Wiles argument against miracles 9) Christian responses to Wiles 10) Comparing Wiles and Hume's arguments **Religion and Science** 1) Religious vs Scientific accounts of truth. 2) The scientific method as associated empiricist epistemology 3) The challenge to God's "explanatory role" provided by the scientific revolution 4) Deism; Existentialism; Creationism and the God of the Gaps as responses to this challenge 5) The philosophy of John Polkinghorne 6) The implications of science for Christian ethics 7) Explain the philosophical relevance of scientific discoveries in the following fields: Evolution; The Big Bang; Neuroscience and Quantum Mechanics.	1) The concept of Free Will 2) The link between Free Will and moral responsibility 3) Hard Determinism 4) Libertarianism 5) Compatibilism 6) Reductionism 7) Scientific determinism 8) Psychological determinism 9) Theological determinism 10) Relevance of the Free Will debate to punishment and praise	1) Descartes' arguments in favour of the existence of the mind/soul 2) Ryle's responses to Descartes' arguments 3) Interactionism as a challenge to Cartesian dualism 4) Functionalism as an example of a physicalist monism 5) Dual-aspect monism 6) Anomalous Monism 7) Post-Cartesian dualisms with reference to epiphenomenalism 8) Introduction to the Personal Identity debate and the question of Continuing Personal Identity Through Time 9) Psychological theories of Personal Identity 10) Metaphysical theories of Personal Identity 11) Physicalist theories of Personal Identity 12) Dual-Aspect Monist theories of Personal Identity	1) The division of ethics into applied ethics; normative ethics and meta-ethics 2) Introduction to the problem of grounding ethical statements 3) Divine Command Theory and secular vs religious ethics 4) Strengths and weaknesses of Divine Command Theory 5) Naturalistic approaches to ethics 6) Utilitarianism as an example of Naturalism 7) Strengths and weaknesses of Naturalism 8) Non-naturalistic approaches to ethics 9) Intuitionism as an example of Non-naturalism 10) Strengths and weaknesses of Non-naturalism
Skills: What will students be able to do?	1) Explain the relevant Christian beliefs and theology in the topic. 2) Explain the relevance of these beliefs to modern Christianity. 3) Explain the disagreements between different denominations or scholars on these beliefs. 4) Explain any ethical or philosophical debates these beliefs raise. 5) Evaluate the controversies outlined in (3) and (4), coming to a justified personal conclusion.	1) Explain the content of Bentham and Kant's ethical theories. 2) Explain the justification they give for forming their theories in this way. 3) Explain the similarities and differences between each theory. 4) Evaluate both theories for their plausibility, coming to a justified personal conclusion.	**Miracles** 1) Explain Realist and Anti-Realist accounts of the definition of miracles. 2) Explain Hume and Wiles' arguments against the existence of miracles. 3) Evaluate (1) and (2) for plausibility, coming to a justified personal conclusion. **Religion and Science.** 1) Explain the implicit epistemological assumptions of religion and science as intellectual pursuits. 2) Explain Christian responses to the rise of science. 3) Evaluate the success of (2)	1) Explain the concept of Free Will. 2) Explain a range of challenges to the existence of Free Will. 3) Explain a range of responses to these challenges. 4) Explain the implications of the non-existence of Free Will for moral responsibility and criminal justice. 5) Evaluate the plausibility of these challenges, reaching a justified personal conclusion.	1) Explain the relevant Christian beliefs and theology in the topic. 2) Explain the relevance of these beliefs to modern Christianity. 3) Explain the disagreements between different denominations or scholars on these beliefs. 4) Explain any ethical or philosophical debates these beliefs raise. 5) Evaluate the controversies outlined in (3) and (4), coming to a justified personal conclusion.	1) Explain the purpose of metaethics as a sub-field of philosophy. 2) Explain a range of metaethical theories about the justification of moral statements and meaning of moral language. 3) Explain the strengths and weaknesses of each. 4) Evaluate the plausibility of each metaethical theory, coming to a justified personal conclusion.
Other: Literacy, numeracy, ethos etc.	1) Diversity of worldviews, cultural capital. 2) Critical thinking 3) Debate, discussion and oracy skills 4) Current affairs, citizenship	1) Diversity of worldviews, cultural capital. 2) Ethical reasoning 3) Debate, discussion and oracy skills	1) Diversity of worldviews, cultural capital. 2) Critical thinking 3) Debate, discussion and oracy skills 4) Relevant scientific knowledge	1) Diversity of worldviews, cultural capital. 2) Ethical reasoning 3) Debate, discussion and oracy skills	1) Diversity of worldviews, cultural capital. 2) Critical thinking 3) Debate, discussion and oracy skills	1) Diversity of worldviews, cultural capital. 2) Ethical reasoning 3) Debate, discussion and oracy skills
Assessment	End of topic assessment in form of exam-style essay.	End of topic assessment in form of exam-style essay.	End of topic assessment in form of exam-style essay.	End of topic assessment in form of exam-style essay.	End of topic assessment in form of exam-style essay.	End of topic assessment in form of exam-style essay.

Year 13 (Second half)	Spring 2 Teacher A	Spring 2 Teacher B	Summer 1 Teacher A	Summer 1 Teacher B	Summer 2 Teacher A	Summer 2 Teacher B
Topic	Religious Language	A) Conscience B) Christianity, Gender and Sexuality	Exam skills focus on dialogues questions	Christianity, Migration and Religious Pluralism	Revision and Study Leave	Revision and Study Leave
Content: what will students know?	1) Introduction to the field of Philosophy of Language and the Word/World problem 2) Cognitivism vs Non-cognitivism in Philosophy of Language 3) Verificationist theories of language 4) Falsificationist theories of language 5) Eschatological Verificationist theories of language 6) Evaluating Cognitive theories of language 7) Hare's "blik" theory of language 8) Wittgenstein's "Language Game" theory of Language (with reference to its implications for the role of philosophy as a discipline.) 9) Aquinas's symbolic theory of language 10) Maimonides' "Via Negativa" theory of language 11) Tillich's symbolic theory of language 12) Evaluating the Non-Cognitivists	**Conscience** 1) Introduction to the concept of the conscience 2) Different religious and non-religious ideas about the nature of conscience 3) Conscience as a social adaptation 4) Conscience as super-ego 5) Conscience as conditioned response 6) Religious views on the conscience 7) The role of the conscience in moral decision-making **Christianity, Gender and Sexuality** 1) History of women in the Church 2) The development of Biblical criticism 3) Key Biblical passages on gender equality 4) Complimentarian vs Egalitarian views of gender equality 5) Inter-denominational debates around the ordination of women 6) Hampson Vs Reuther on sexism and the Church 7) Christian attitudes to marriage 8) Christian attitudes to same-sex marriage 9) Christian responses to trans* issues	How to approach 25-mark Dialogues questions, meeting the requirement for "synoptic" content.	1) Relatvism vs absolutism as religious positions 2) History of migration and multiculturalism in the UK 3) Legal status of freedom of religion 4) Religious pluralism in the context of secular states 5) Ethical issues arising from multiculturalism 6) Influence of pluralism of religious thought. 7) Exclusivism vs inclusivism as theological positions 8) Inter-denominational differences and attitudes towards other Christian groups 9) Ecumenicism 10) Hick's views on Christian pluralism		
Skills: What will students be able to do?	1) Explain the core problem of Religious Language. 2) Explain a range of attempts to answer this problem. 3) Evaluate whether any of the attempts in (2) are successful, coming to a justified personal conclusion about the most convincing theory of language.	1) Explain the relevant Christian beliefs and theology in the topic. 2) Explain the relevance of these beliefs to modern Christianity. 3) Explain the disagreements between different denominations or scholars on these beliefs. 4) Explain any ethical or philosophical debates these beliefs raise. 5) Evaluate the controversies outlined in (3) and (4), coming to a justified personal conclusion.	Exam skills for dialogues questions	1) Explain the relevant Christian beliefs and theology in the topic. 2) Explain the relevance of these beliefs to modern Christianity. 3) Explain the disagreements between different denominations or scholars on these beliefs. 4) Explain any ethical or philosophical debates these beliefs raise. 5) Evaluate the controversies outlined in (3) and (4), coming to a justified personal conclusion.		
Other: Literacy, numeracy, ethos etc.	1) Diversity of worldviews, cultural capital. 2) Critical thinking 3) Debate, discussion and oracy skills	1) Diversity of worldviews, cultural capital. 2) Ethical reasoning 3) Debate, discussion and oracy skills 4) Current affairs, citizenship				
Assessment	End of topic assessment in form of exam-style essay.	End of topic assessment in form of exam-style essay.	Selection of practice essays	End of topic assessment in form of exam-style essay.		