

KAA Curriculum Overview		RE	Ethics Year 12	EOY Exam	Sequencing and Progression	
<p>Rationale</p> <p><i>Give an overview of what students are studying this year and why. Link directly to your overall curriculum intent.</i></p> <p>Religious Studies at KAA aims to develop our student’s knowledge and understanding of a wide range of religious and non-religious beliefs. Students are taught how to construct informed and balanced arguments on a range of different themes and topics. Students have the opportunity to engage with questions of belief, value, meaning, purpose, truth and ultimately prepare them for adult life in a pluralistic society and global community as thoughtful and engaged citizens.</p> <p>The content for this unit is focused on exploring both common ground and controversies in dealing with issues that arise in the areas of morality and religion in the context of the modern world. This unit will help students to study some of the underlying ideas and concepts of these issues, as well as questions and issues about how ethical and religious ideas and solutions may be applied in practice in contemporary social, political and personal situations. The study addresses an important part of the key underlying concerns that students raise about the world in which they are growing up, and about their own views, opinions and commitments.</p> <p>Students will study issues and practical problems. These issues and problems will provide a sufficient balance of breadth and depth for students to acquire the skills they need to address a wide range of contemporary moral dilemmas and to progress to further study. A representative array of ethical stances provides a basis for discussion and debate about major issues. This is further sharpened by engagement with the views and stances of significant ethical thinkers who have contributed to the debates.</p> <p>Students at A Level will consider, and respond to, the contrasting views of key scholars to broaden their awareness of the underlying issues. These studies will give students the opportunity to explore links between Ethics and other areas of study, such as issues about concepts in relation to philosophy or about beliefs and values in relation to the study of a particular religion.</p>				<p>A-Level Paper Explode (8) Demonstrate understanding by investigating different reasons, concepts and ideas.</p> <p>Assess (12) Requires reasoned argument of factors to reach a judgement regarding their importance/relevance to the question context.</p> <p>Clarify (10) Identify key ideas and explain key concepts.</p> <p>Evaluate (30) Review/analyse information, bringing it together to form a conclusion/judgement based on strengths/weaknesses, alternatives, relevant data or information. Come to a supported judgement</p> <p>20 mark removed due to timing but assessed elsewhere in year</p> <p>Analyse (20) Deconstruct information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question context.</p>	<p>How does this year build on what they’ve learnt last year?</p> <p>Knowledge of sexual ethics, environment and equality will be recalled and deepened</p> <p>The skills of judgment making from GCSE will be developed throughout the year</p>	<p>How will it benefit them as they move forward next year?</p> <p>Ability to make synoptic links in 30 mark</p>
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
Link to MTP Overview						
Topic studied & Fertile Question	Ethical Theories: Relative & Absolute Morality Utilitarianism	Ethical Theories: Situation Ethics including anthology Natural Law	Applied Ethics: Sexual Ethics	Applied Ethics: War & Peace	Significant Issues: Environmental ethics	Significant Issues: Equality Revision
Adjustments following last assessments / evaluation.	Add in discussion of driverless cars and Utilitarian principles Explicit teaching of logical chain early on	Clarify on proportionalism & Hoose	Be more explicit on religious views on childlessness	Include Ukraine war as a contemporary example More lesson time given to discuss nuclear war and ban the bomb movement	Update examples – Insulate Britain Liaise with Animal Aid for a speaker on Animal Rights to visit	Update examples of racial equality in UK e.g. slavery statue destruction
Key knowledge and skills students need to have gained by the end of the unit	<p>Knowledge:</p> <p>Relative & Absolute Morality</p> <ul style="list-style-type: none"> Definitions of key terms Strengths & Weaknesses Compatibility or otherwise with religious approaches <p>Utilitarianism</p> <ul style="list-style-type: none"> Concepts of utility, pleasure, hedonism and happiness Influences on the emergence of the theory, including social, political and cultural influences The significant contribution of Bentham and Mill to a recognised theory. Act and Rule Utilitarianism, the development of the theory, including Preference, Negative and Ideal Utilitarianism The application of the theory in historical and contemporary 	<p>Knowledge:</p> <p>Situation Ethics</p> <ul style="list-style-type: none"> The ‘new morality’ of the mid-20th century: social, political and cultural influences on the development of Situation Ethics, Concepts of agape and situationalism in ethics, The application of the theory to specific case studies, Biblical examples of situationist thinking, such as illustrated in the ministry of Jesus. Strengths and weaknesses of the theory and its developments Appropriateness of its continuing application and use Assessment of relevant examples, change in the law and social attitudes vis a vis the theory, Compatibility or otherwise with religious approaches 	<p>Knowledge:</p> <ul style="list-style-type: none"> The contribution of at least one world religion on issues in sexual ethics, including the teaching of sacred text(s) Understanding of the diversity of religious approaches Sexual relationships in and outside of marriage, including pre-marital sex, adultery, promiscuity Same-sex relationships, including marriage and civil partnership, Contraception and childlessness, Secular ethical approaches to these issues and social and cultural influences on them. The continuing relevance and application of religious teachings and beliefs on sexual ethics Strengths and weaknesses of changing social attitudes, The success or otherwise of contributions from ethical theory 	<p>Knowledge:</p> <ul style="list-style-type: none"> The contribution of at least one religion to issues of war and peace, including the teaching of sacred text(s) The Just War Theory, including principles jus ad bellum, jus in bello and jus post bellum reasons for and influences on the development of the theory examples of wars, including contemporary conflicts that may be evaluated against the theory Special issues arising from nuclear war. Concepts of pacifism, including absolute, relative/selective and nuclear pacifism The role of pacifist movements and pressure groups. The success of the Just War Theory as a theory and in practice 	<p>Knowledge:</p> <ul style="list-style-type: none"> Concepts of stewardship and conservation from the point of view of at least one religion and at least one secular ethical perspective Animal welfare and protection Sustainability, Waste management and climate change. Strengths and weaknesses of significant areas of disagreement and debate Assessment of relevant examples Legal changes and social attitudes Appropriateness and value of employing religious perspectives in these debates. <p>With reference to the ideas of J Lovelock and A Næss.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Ethical and religious concepts of equality, issues of race the work of one significant figure in campaigns for equality in the chosen area, Significant events in the progress of equality in these areas Perspectives on equality from at least one religion and one secular ethical perspective Strengths and weaknesses of significant areas of disagreement and debate Assessment of relevant examples Legal changes and social attitudes Appropriateness and value of employing religious perspectives into these debates. <p>With reference to the ideas of Martin Luther King</p>

	<p>ethical situations, including political and social reform,</p> <ul style="list-style-type: none"> • The concept of relativism in ethics. • Strengths and weaknesses of the theory and its developments • Appropriateness of its continuing application and use • Assessment of relevant examples, change in the law and social attitudes vis a vis the theory, • Compatibility or otherwise with religious approaches <p>Skills: Use of specialist terminology / can explain and develop religious beliefs and ideas / Critically deconstructs knowledge /logical chains of reasoning / makes coherent judgments / makes convincing and justified conclusions</p>	<ul style="list-style-type: none"> • <p>With reference to the ideas of J A T Robinson and J Fletcher</p> <p>Natural Law</p> <ul style="list-style-type: none"> • Concepts of absolutism and legalism in ethics • Early development of natural moral law, biblical and classical foundations of the approach, • Concepts of purpose, telos, primary and secondary precepts • contemporary applications and adaptations, including proportionalism • Strengths and weaknesses of the theory and its developments • Appropriateness of its continuing application and use • Assessment of relevant examples, change in the law and social attitudes vis a vis the theory, • Compatibility or otherwise with religious approaches <p>With reference to the ideas of Aquinas and B Hoose</p> <p>Skills: Use of specialist terminology / can explain and develop religious beliefs and ideas / Critically deconstructs knowledge /logical chains of reasoning / makes coherent judgments / makes convincing and justified conclusions</p>	<p>in making decisions in matters of sexual ethics.</p> <p>With reference to the ideas of P Vardy and J Dominionian</p> <p>Skills: Use of specialist terminology / can explain and develop religious beliefs and ideas / Critically deconstructs knowledge /logical chains of reasoning / makes coherent judgments / makes convincing and justified conclusions</p>	<ul style="list-style-type: none"> • The practicality of pacifism in its different forms • Perceived advantages of war such as technological development • Relevance of religious contributions, success of named wars in achieving their goal. <p>With reference to the ideas of Augustine and Aquinas.</p> <p>Skills: Use of specialist terminology / can explain and develop religious beliefs and ideas / Critically deconstructs knowledge /logical chains of reasoning / makes coherent judgments / makes convincing and justified conclusions</p>		
<p>How is understanding assessed at the end of the unit?</p>		<p>Summative assessment: AP1 8 12</p>		<p>Summative assessment: AP2 8 12 10 20</p>		<p>Summative assessment: AP3 8 12 10 30</p>