

Question Understand Accept

- Religious Studies allows students to respectfully **question** the views of others and their own.
- Religious Studies provides students with a good **understanding** of the thoughts, values and practices of others.
- Religious Studies encourages students to **accept** people and the diverse communities in which we live in.



St Mary's CE High School Curriculum Map 2022-23

Subject: RS

Year: 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CONTENT	<ol style="list-style-type: none"> 1. <i>Ancient Philosophical Influences.</i> 2. <i>Soul, Mind and Body.</i> <ol style="list-style-type: none"> 1. <i>Natural Law.</i> 2. <i>Situation Ethics.</i> 	<ol style="list-style-type: none"> 1. <i>Arguments based on observation.</i> 2. <i>Arguments based on reason.</i> <ol style="list-style-type: none"> 1. <i>Applied Ethics: Euthanasia.</i> 2. <i>Utilitarianism.</i> 	<ol style="list-style-type: none"> 1. <i>Religious Experience.</i> 2. <i>The Problem of Evil.</i> <ol style="list-style-type: none"> 1. <i>Kantian Ethics.</i> 2. <i>Applied Ethics: Business Ethics.</i> 	<p><i>Completion of the Problem of Evil.</i></p> <p><i>Completion of Business Ethics</i></p> <ol style="list-style-type: none"> 1. <i>Augustine's teaching on Human Nature.</i> 2. <i>Death and the Afterlife.</i> 	<ol style="list-style-type: none"> 1. <i>Knowledge of Gods Existence.</i> <ol style="list-style-type: none"> 1. <i>Christian Moral Principles.</i> 	<ol style="list-style-type: none"> 1. <i>The Person of Jesus.</i> <ol style="list-style-type: none"> 1. <i>Christian Moral Action.</i>
SKILLS	<ul style="list-style-type: none"> • Students develop their skills in reading – through the text-book, set texts and extended reading in the forms of specialist articles. Students are instructed in speed-reading and skim reading techniques. These texts develop analysis skills and enable students to undertake thorough evaluation of the theories being studied. • Equally students develop their skills in communication, through essay writing where students are supported in developing making logical and coherent points that directly answer questions, in an academic, rather than emotive manner. Through the discussion in class, and with student presentations, students also improve their oral skills, again to make clear and reasoned points in an academic manner. • Students will also develop their skills in empathy, to the extent they may have to argue from an opposing viewpoint, tolerance in forming an understanding of different views and the reasons for them. <p>Ultimately these skills enable students to demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • religious, philosophical and/or ethical thought and teaching; • influence of beliefs, teachings and practices on individuals, communities and societies; • cause and significance of similarities and differences in belief, teaching and practice; • approaches to the study of religion and belief. <p>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>					

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Key Questions	<p>Ancient Philosophical Influences.</p> <ul style="list-style-type: none"> • Compare and evaluate Plato's Form of the Good and Aristotle's Prime Mover. • Compare and Evaluate Plato's reliance on reason and Aristotle's use of the senses in their attempts to make sense of reality. 	<p>Arguments based on observation.</p> <ul style="list-style-type: none"> • Evaluate whether a <i>posteriori</i> or <i>a priori</i> is the more persuasive style of argument. • Is it possible for teleological arguments to be defended against the challenge of 'chance'? • To what extent may cosmological arguments simply jump to the conclusion of a transcendent creator, without sufficient explanation? • Are logical fallacies in these arguments that cannot be overcome? 	<p>Religious Experience.</p> <ul style="list-style-type: none"> • Is personal testimony or witness enough to support the validity of religious experiences? • How far may corporate religious experiences be considered more reliable or valid than individual experiences? • Evaluate whether religious experience provides a basis for belief in God or a greater power. 	<p>Augustine's teaching on Human Nature.</p> <ul style="list-style-type: none"> • Discuss whether Augustine's teaching on a historical Fall and Original Sin is Wrong. • How far is Augustine correct, that sin means that humans can never be morally good? • Discuss whether Augustine's view of human nature is pessimistic or optimistic. • Evaluate whether there is a distinctive human nature. 	<p>Knowledge of God's Existence.</p> <ul style="list-style-type: none"> • Is it possible that God can be known through reason alone? • To what extent is faith sufficient reason for belief in God's existence? • How successful is the argument that the Fall has completely removed all natural human knowledge of God? • Discuss whether natural knowledge of God is the same as revealed knowledge of God. • Is belief in God's existence sufficient to put one's trust in Him? 	<p>The Person of Jesus.</p> <ul style="list-style-type: none"> • How correct is it to say Jesus was only a teacher of wisdom? • To what extent was Jesus was more than a political liberator? • Discuss whether Jesus' relationship with God was very special or truly unique. • To what extent is it correct to say Jesus thought he was divine?
	<p>Soul, Mind and Body.</p> <ul style="list-style-type: none"> • materialist critiques of dualism, and dualist responses to materialism • Evaluate if the concept of 'soul' is best understood metaphorically or as a reality. • Is any discussion about the mind-body distinction is a category error? 	<p>Arguments based on reason.</p> <ul style="list-style-type: none"> • Evaluate whether a <i>posteriori</i> or <i>a priori</i> is the more persuasive style of argument. • Discuss whether or not existence can be treated as a predicate. • How successful is the ontological argument in justifying belief? • Are there logical fallacies in this argument that cannot be overcome? 	<p>The Problem of Evil</p> <ul style="list-style-type: none"> • How successful is Augustine's view of the origins of moral and natural evils, to spare God from blame for evils in the world? • Does the need to create a '<i>vale of soul-making</i>' justify the existence or extent of evils? • Discuss which of the logical or evidential aspects of the problem of evil pose the greater challenge to belief? • How possible is it to successfully defend monotheism in the face of evil? 	<p>Death and the Afterlife.</p> <ul style="list-style-type: none"> • Discuss whether God's judgement takes place immediately after death or at the end of time. • Are hell and heaven eternal? • Are the arguments that heaven is the transformation and perfection of the whole of creation correct? • Discuss whether purgatory is a state through which everyone goes. 	<p>Christian Moral Principles.</p> <ul style="list-style-type: none"> • To what extent are Christian Ethics distinctive? • Discuss whether Christian Ethics are personal or communal. • Is the principle of love sufficient to live a good life? • How correct is the concept that the Bible is a comprehensive moral guide? 	<p>Christian Moral Actions.</p> <ul style="list-style-type: none"> • How successful is the concept that Christians should practise civil disobedience? • To what extent is it always possible to know God's will? • Discuss whether Bonhoeffer puts too much emphasis on suffering. • Evaluate whether Bonhoeffer's theology has relevance today.

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<ul style="list-style-type: none"> • Evaluate whether or not the universe as a whole is designed with a telos, or human nature has an orientation towards the good. • Is it possible for the doctrine of double effect, be used to justify an action, such as killing someone as an act of self-defence? <p>Situation Ethics.</p> <ul style="list-style-type: none"> • To what extent does Situation Ethics provide a helpful method of moral decision-making? • Discuss whether an ethical judgement about something being good, bad, right or wrong can be based on the extent to which, in any given situation, agape is best served. • How may Fletcher's understanding of agape be really religious or whether it means nothing more than wanting the best for the person involved in a given situation? • Does the rejection of absolute rules by Situation Ethics make moral decision-making entirely 	<p>Applied Ethics: Euthanasia.</p> <ul style="list-style-type: none"> • Evaluate the usefulness in applying Natural Law and Situation Ethics to euthanasia. • How far does the religious concept of sanctity of life have any meaning in Twenty First Century medical ethics? • Is it possible for a person to have complete autonomy over their own life and decisions made about it? • To what extent is there a moral difference between medical intervention to end a patient's life and medical non-intervention to end a patient's life? <p>Utilitarianism.</p> <ul style="list-style-type: none"> • To what extent does Utilitarianism provide a helpful method of moral decision-making? • How far can an ethical judgement about something being good, bad, right or wrong can be based on the extent to which, in any given situation, utility is best served? 	<p>Kantian Ethics</p> <ul style="list-style-type: none"> • To what extent does Kantian ethics provide a helpful method of moral decision-making? • Evaluate whether an ethical judgement about something being good, bad, right or wrong can be based on the extent to which duty is best served. • Discuss whether Kantian Ethics is too abstract to be applicable to practical moral decision-making. • To what extent does Kantian ethics so rely on reason, that it unduly rejects the importance of other factors, such as sympathy, empathy and love in moral decision-making? <p>Applied Ethics: Business Ethics</p> <ul style="list-style-type: none"> • How successful is the application of Kantian Ethics and Utilitarianism to Business Ethics? • Discuss the extent the concept of Corporate Social Responsibility is nothing more than 'hypocritical window-dressing' covering the 			
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	individualistic and subjective?	<ul style="list-style-type: none"> • Is it possible to measure good or pleasure and then reach a moral decision? 	<p>greed of a business intent on making profits.</p> <ul style="list-style-type: none"> • How possible is it for human beings to flourish in the context of Capitalism and Consumerism? • To what extent does Globalisation encourage (or discourage) the pursuit of good ethics as the foundation of good business? 			
Assessment	<p>Each topic is assessed through one Past Paper question, which students will undertake in class. Students will be assessed via questioning in the classroom, through their presentations, to check the understanding of content as the course progresses. Students will be assessed via Pre-Public Examinations within the school schedule where they will undertake each of the three papers</p>					