Religious Studies

Year Group 12

Half Term 1 – 8 weeks

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| Number of Hours | Topic |
| 2 | Divine Command Theory |
| 2 | Virtue Theory |
| 2 | Ethical Egoism |
| 2 | Evaluation |
| 3 | Birth of Christ |
| 3 | Resurrection |
| 3 | The Bible |
| 3 | Evaluation |
| Reasons behind order of topic in this half term | |
| These topics are taught by two teachers simultaneously, one member of staff with 3 hours and one with 2 hours, hence the split in components.  The ethics component is taught in this order because it starts a development of the students’ understanding of ethics and ethical theories. It begins with a simple and objective theory and one that has a lot of grounding in Catholic Christian GCSE. The Christianity component is taught in this way to examine the key events of Jesus’ life and link with the importance of sacred scripture and how these stories can be used to provide comfort for Christians. Together these components can be linked because the Christianity component can support students in their understanding of Divine Command Theory and Jesus’ influence of virtues and Aristotle’s Virtue Theory. | |

Religious Studies

Year Group 12

Half Term 2 (Seven Weeks)

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| Number of Hours | Topic |
| 2 | Natural Law |
| 2 | Natural Law |
| 2 | Natural Law |
| 2 | Evaluating Meta-ethics |
| 3 | The Bible |
| 3 | The early Church |
| 3 | Jesus – opposing views |
| Reasons behind order of topic in this half term | |
| These topics are taught by two teachers simultaneously, one member of staff with 3 hours and one with 2 hours, hence the split in components. The ethics component follows on from ‘Ethical Thought’ theme 1 which discusses both teleological and deontological ethical systems, this now focuses on a deontological ethic based in Christian thinking and foundational Catholicism. A lot of Aquinas’ teachings in Natural are founded from scripture so studying the Bible and the early Church will support students’ contextual understanding of these beliefs. The Christianity component is taught in this order because the students can understand the context of when the Bible was written and it’s functions before delving further into the New Testament and views of Jesus. | |

Religious Studies

Year Group 12

Half Term 3 (Six Weeks)

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| Number of Hours | Topic |
| 2 | Situation Ethics |
| 2 | Situation Ethics |
| 2 | Situation Ethics |
| 3 | Is God male? |
| 3 | The Trinity |
| 3 | The atonement |
| Reasons behind order of topic in this half term | |
| These topics are taught by two teachers simultaneously, one member of staff with 3 hours and one with 2 hours, hence the split in components. The ethics component follows on from an in depth analysis of a deontological theory and now contrasts with a teleological theory. This will allow students to compare and contrast these different ethical sytems and be able to evaluate the merits and pitfalls of both as well as apply it to modern day issues; homosexual and polyamorous relationships. Situation ethics is also grounded in Christian belief as it’s founder bases its ethics upon agape love as exhibited by Jesus. Hence, the Christianity component’s discussion on the atonement can be linked explicitly to Jesus’ agape love. Furthermore, the Christianity component examines the gender arguments and feminist theologian views questioning God’s maleness. This follows on from their content on the Bible so will make them explicitly link these teaches and feminist critiques. | |

Religious Studies

Year Group 12

Half Term 4 (Six Weeks)

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| Number of Hours | Topic |
| 2 | Utilitarianism |
| 2 | Utilitarianism |
| 2 | Utilitarianism |
| 3 | Faith |
| 3 | Beleivers |
| 3 | Key moral principles |
| Reasons behind order of topic in this half term | |
| These topics are taught by two teachers simultaneously, one member of staff with 3 hours and one with 2 hours, hence the split in components. Utilitarianism is another example of a teleological theory so this is taught after Situation Ethics as a comparison tool to see how ‘telos’ can be applied to different ethical systems. Additionally, it is important to contrast the contextual scholars of Situation Ethics’ Joseph Fletcher and Utilitarianism’s Jeremy Bentham and John Stuart Mill. Subsequently, the Christianity component also starts to examine the application of the faith on believers and their lives. The Ethics and Christianity components simultaneously teach the importance of key moral principles and its impact on moral beings. | |

Religious Studies

Year Group 12

Half Term 5 (Six Weeks)

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| Number of Hours | Topic |
| 3 | Wealth |
| 3 | Wealth |
| 3 | Mirgration |
| 2 | Meta-ethics – Emotivisim – Year 2 content |
| 2 | Meta-ethics – Naturalism – Year 2 content |
| 2 | Meta-ethics – Intuitionism – Year 2 content |
| Reasons behind order of topic in this half term | |
| These topics are taught by two teachers simultaneously, one member of staff with 3 hours and one with 2 hours, hence the split in components. The ethics component is now moving onto Year 2 content so is slightly more challenging and examines more abstract ethical theories. This follows on from more grounded theories such as Natural Law, Utilitarianism and Situation Ethics. Meta-ethics now focuses on religious language and it’s implications. Meta-ethics also links back to Divine Command Theory as it is a Naturalistic theory and claims there is an objective standard of good. The Christianity component focuses on application of its beliefs and moral principles by applying these to two modern examples; wealth and immigration and how Christian belief and practice influences the lives of its believers. | |

Religious Studies

Year Group 12

Half Term 6 (Six Weeks)

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| --- | --- |
| Number of Hours | Topic |
| 3 | Migration |
| 3 | Equality |
| 3 | Discrimination |
| 2 | Religious concepts of predestination – Year 2 content |
| 2 | Determinism – Year 2 content |
| 2 | Implications of predestination and determinism – Year 2 content |
| Reasons behind order of topic in this half term | |
| These topics are taught by two teachers simultaneously, one member of staff with 3 hours and one with 2 hours, hence the split in components. The ethics components follows on from meta-ethical theory and questions the objective standard of good and its origin. In this theme students examine the role of original sin and question whether Free Will is essential or an illusion. Furthermore, this is grounded in previous Christianity content surrounding God and the Bible. Students can draw upon previous content to give reasons behind their arguments and sound theological knowledge. The Christianity components follows on from it’s previous half term and continues its application to the lives of believers linking to migration, equality and discrimination. | |