

<b>Year 12 RS: Our curriculum intent is:</b> To deliver teaching units that inspire curiosity, ensure clarity of understanding and celebrate diversity. In applying their learning students will develop their communication skills and there will also be opportunities for students to widen their cultural capital through in class and extra-curricular enrichment.				
<b>Term</b>	<b>Autumn Term 1 and 2 Spring Term 1 and 2</b>	<b>Autumn Term 1 and 2 Spring Term 1 and 2</b>	<b>Summer Term 1 and 2</b>	<b>Summer Term 1 and 2</b>
<b>Topic</b>	Inductive and Deductive Arguments The problem of Evil and Suffering Psychology of Religion	Deontological and Teleological ethical theories	Religious Experience and Miracles	Meta Ethics
<b>Subject Specific Skills</b>	<b>Philosophical Concepts</b> - knowledge and belief, proof, evidence, exemplification, application. Analysis and Evaluation of competing philosophical theories and arguments from source material. <b>Philosophical Themes</b> - Ontological, Cosmological and Teleological arguments, the logical and evidential problems of evil and suffering, theodicies, psychological theories of religion, atheism.	<b>Philosophical Concept</b> - knowledge and belief, proof, evidence, exemplification, application. Analysis and Evaluation of competing philosophical theories and arguments from source material. <b>Philosophical Themes</b> - Act vs. Rule Utilitarianism, Situation Ethics, Natural Law, Euthanasia, Abortion, Immigration, Vivisection, Capital Punishment, Polyamorous relationships.	<b>Philosophical Concept</b> - knowledge and belief, proof, evidence, exemplification, application. Analysis and Evaluation of competing theories and philosophical arguments from source material. <b>Philosophical Themes</b> - Visions, Revelation, Conversion, Mysticism, Violation and interpretation concept of miracle. Rationalism and religious experience.	<b>Philosophical Concept</b> - knowledge and belief, proof, evidence, exemplification, application. Analysis and Evaluation of competing philosophical theories and arguments from source material. <b>Philosophical Themes</b> - Divine Command Theory, Virtue Ethics, Psychological hedonism
<b>Links</b>	<b>KS3</b> <u>Philosophy of Religion</u> - Arguments for and against the Existence of God, Evil and Suffering <b>KS4</b> <u>Existence of God</u> - Teleological and Cosmological Arguments, Natural vs Moral Evil	<b>KS 3</b> <u>Moral Issues</u> - Capital Punishment, euthanasia <b>KS4</b> <u>Crime and Punishment</u> - Life Issues, Relationships	<b>KS3</b> <u>Philosophy of Religion</u> - Revelation and Miracles <b>KS4</b> <u>Existence of God</u> - Religious experience argument, argument from miracles. <u>Religion and Science</u> - Different types of truth	<b>KS3</b> <u>Moral Issues</u> <b>KS4</b> <u>Life Issues</u> - Abortion, Vivisection and Euthanasia
<b>Cross-Curricular Skills</b>	Critical Thinking, interpreting and understanding different views (Sociology/History) Distinguishing between facts, opinions and value judgements (Sociology/Psychology/History/English) Identifying and evaluating trends and patterns using evidence (Maths/Sociology/Psychology/History) Using evidence to support arguments and judgments (Sociology/Psychology/History/English/Media) Developing communication skills through the analysis and evaluation of issues and events (Sociology/Psychology/History/English/Media)			
<b>Post 16 and beyond:</b> Through the study of Philosophy, ethics and religion, students have to handle a wealth of material, select only what is most relevant, analyse it critically, evaluate competing theories and then communicate their ideas coherently. These are key skills for any type of degree level study. In particular, students of this subject have gone on to follow careers in the law, medicine, business, and academia.				