

Religion, Ethics & Philosophy – key stage 3 curriculum

7	<p>Baseline: Christian love Parable of the good Samaritan and the concept of 'love thy neighbour'. Agape as love in action is explored through the work of Christian Aid.</p> <p>Religion in modern Britain and the beliefs in my school community Should we talk about religion? Is it OK to not be religious? Introduction to the nature of multi-faith Britain and the variety of beliefs in our school community. Analysis of the census 2001, and the religious map of Britain.</p>	<p>The 3 Jewels: Buddhism Is the noble eightfold path still relevant? Why don't all Buddhists become monks? Should Buddhists be political leaders? Exploring the origins (Buddha), teachings (dhamma) and lifestyles of a non-theistic faith (sangha). The influence of beliefs will be considered from the perspective of two modern Buddhists. Monastic life is explored through a Amaravati monastery in England.</p>	<p>Can God be known? Should images of God be allowed? How can we talk about God? Exploring the existence and nature of God from a philosophical basis and then how this is expressed through three faiths: <u>Judaism</u>: mysterious, revelation (Moses) <u>Christianity</u>: Trinity, incarnation <u>Hinduism</u>: Trimurti, devas, avatar Considering if images of God are ethical. Drawing meaning from art work, texts and modern media.</p>
8	<p>Sikhism Why is the Khalsa important to some Sikhs? How are Sikh teachings on equality and service put into practice today? Exploring the origins and teachings of Sikhism, and the challenges faced by Sikhs living in Britain. Exploring how Sikhs oppose injustice.</p>	<p>Truth, Freedom and Duty Satyagriha, ahimsa & Liberation Theology Should we challenge unjust laws? Is pacifism a cowardly value? Should religious believers get involved in politics? Exploring the influence of beliefs on practices, alternative methods for resolving conflict and the duty to oppose injustice</p>	<p>Who am I? What does it mean to be human? Are all lives of equal value? What is the 'soul'? Challenges from AI & robotics Medical ethics Comparing materialist and dualist views of humanity, the impact of beliefs about human life and personhood, and using beliefs to make difficult medical decisions</p>
9	<p>Creation & Cosmology What is 'truth'? Is God 'green'? Should only religious believers care for the planet? Exploring Christian, Hindu & scientific ideas about the creation of the world and existence. The impact of these ideas are further explored through environmental issues and the conservation efforts of Christians and Hindus.</p>	<p>When does life begin? Does a foetus have rights? Should abortion be banned? Exploring the options for a pregnant woman, the context and application of the UK law on abortion, comparing UK law to Northern Ireland and America as interpretations and influence of teachings (reflecting on 2018/19 legislative changes). Christian and Hindu perspectives will be considered as well as ethical views, to appreciate the diversity of responses and the contentious nature of this modern issue.</p>	<p>Can suffering be good? How can God be loving if suffering exists? How should religious believers respond to suffering? Exploring the problem of suffering for theists, evaluating a variety of theodicies and the challenge from Dostoevsky. The impact of theodicies is considered by looking at how Christians and Hindus respond to those who are suffering. Case study of the boxing day tsunami.</p>

GCSE Religious Studies AQA spec A non-textual (8062)

10	<p>Hindu beliefs Brahman, Trimurti, Bhagavan, avatar, God as female or animal, devas, murtis. Vaishnavism and Shaivism. Creation & cosmology. Sanatanadharma. Karma, atman, samsara & moksha.</p>	<p>Hindu practices Worship at the temple and at home, prayer, pilgrimage, festivals, gurus & sages, the aims of life, 4 forms of yoga, vaishnavism and Shaivism. Impact of beliefs through seva, environmental and charitable actions.</p>	<p>Christian beliefs Trinity, incarnation, role of the Holy Spirit. Jesus' birth, miracles, crucifixion and resurrection. Creation & cosmology. The after life. Atonement, grace & forgiveness. Freewill and origins with the fall.</p>	<p>Christian practices Private and communal prayer, worship in different church groups, festivals, pilgrimages, baptism and eucharist. Impact of beliefs through social action, evangelism, charity. Persecution & reconciliation.</p>	<p>Theme D: conflict & peace Causes and impact of war, types of conflict, terrorism, holy war, jihad, just war theory, WMD & the bombing of Hiroshima,</p>
11	<p>Theme C: revelation & God's existence Nature of God, general and special revelation, miracles, arguments for & against God's existence. Examples of revelation and miracles from Christianity & Hinduism.</p>	<p>Theme B: religion & life Creation, environmental ethics, abortion and early life, animal rights, euthanasia, proofs of an after life. Topics are explored from a secular, Hindu & Christian perspective</p>	<p>Theme E: crime & punishment Causes and effect of crime, aims of punishment, UK legal system, capital punishment debate, forgiveness and rehabilitation. Christian & Hindu beliefs about moral behaviour and punishments. Karma & heaven as moral guides.</p>	<p>Revision & timed tests</p>	

Year 10 Ethics: statutory course 'an ethical life'

Introduction to Ethics	Applied Ethics	Effective Altruism	Green is the new black
<p>What is 'good'? My happiness or what's right for the majority? Am I a virtuous person? Are we born evil or become evil?</p> <p>Introduction to ethical theories, ethical language and character. This includes recent medical research into genes and brain waves as a natural basis for ethical behaviour. Understanding the role of the Government & laws. Absolute v Relative approaches to ethics. How beliefs affect ethical decisions.</p>	<p>Should the NHS remove treatment for certain groups of people to save money? Should we genetically modify embryos? Should conjoined twins be separated? If death is a consequence of my action, am I a murderer?</p> <p>Applying ethical theories to real life medical situations and exploring the impact of laws in personal matters. Understanding our duties towards others and the impact of ethical choices.</p>	<p>How should we use money? What is an ethical career? How do I assess the impact of 'charity'? Is effective altruism a duty? Should 'selflessness' have limits?</p> <p>A personal and business perspective is explored, as well as questioning whether our charitable actions are effective. This topic develops understanding of character, values & what it means to be 'good'.</p>	<p>Is Islamophobia an aspect of racism? What is the impact of Islamophobia? Why do people become extremist? How are Muslims responding to terrorism? What is my jihad?</p> <p>Islamophobia, dispelling myths about Muslims. Activities aim to break down prejudice & develop collaboration & empathy.</p>

Year 11 Ethics: statutory course 'Life, duties, rights'

Sexual Ethics	Freewill & Determinism	Duty towards others	Matters of life & death	Business Ethics
<p>This course contributes to the whole school RSE curriculum.</p> <p>Exploring the purpose of sex, gender, consent, sexuality and legal forms of relationships in the UK. Understanding the duties we have towards others and the impact of practices on the ethical nature of society. Exploring the changing ethics of a society. Topics consider the rights of an individual & the impact of law.</p> <p>Real cases & a consideration of the influence of gender images allows for revision of y10 learning about context, application & personal values.</p>	<p>Exploring the nature of suicide as an example of freewill. Discussion of the ethics of suicide as selfish or altruistic is explored through case studies from film, faith & modern life. Spiritual concepts of atonement & sacrifice are considered, to develop understanding of the balance of freewill with pre-determinism. A Judaic-Christian perspective is considered.</p>	<p>Exploring the personal ethical duty we have towards others in order to prevent harm. Consideration & application of the boundaries of personal freedom through philosophical concepts of paternalism and the harm principle, allow for a philosophical assessment of the role of the citizen within society.</p>	<p>Exploring euthanasia and the concept of a 'good' death. Consideration is given to the duties of Doctors, quality of life v sanctity of life, the nature of suffering and alternatives to death. A review of the UK law on suicide allows for analysis of the purpose and impact of laws as ethical guides. A Judaic-Christian perspective is considered.</p> <p>Topics allow for revision of previous learning from years 9 & 10.</p> <p>This topic is on the RS GCSE & A-level courses, and is a current issues debated by parliament.</p>	<p>Exploring the duties of businesses towards the public and society. Concepts of the harm principle & paternalism are linked to social justice, with Christian & secular models of ethical businesses explored. Links made to current issues such as the 2020 debate about the use of monies for public benefit that were gained through the slave trade or business responses to covid.</p> <p>This develops y10 learning on effective altruism.</p> <p>This develops y11 learning and prepares students for their move beyond WS.</p>