

Scheme title	Utilitarianism	Natural law	Plato and Aristotle	Soul, Mind and Body	The Person and Christ	Situation Ethics	A Posteriori Arguments
	Two normative ethical theories: one deontological, one teleological (Compare to Kantian Ethics)	Two normative ethical theories taking a religious approach to moral decision-making (Compare to Situation Ethics)	Learners will study significant concepts and issues in the philosophy of religion through the works of key thinkers, Plato and Aristotle key thinkers	Learners will study significant concepts and issues in the philosophy of religion through the works of key thinkers, Plato, Aristotle and Descartes on the soul, body and mind key thinkers	The origins and development of Christianity, the sources of wisdom on which it is based in relation to the person of Jesus Christ	Two normative ethical theories taking a religious approach to moral decision-making (Compare to Natural Law)	Learners will study contrasting arguments about the existence or non-existence of God from arguments of observation
Purpose of scheme							
Knowledge in sequence	<p>Key aspects of Bentham's version of utilitarianism: the understanding of pleasure and pain as the motive, the utility principle that one should do whatever leads to the greatest balance of overall goodness, The hedonic calculus and how its various features lead us to be able to calculate the best possible course of action.</p> <p>Weaknesses of Bentham's utilitarianism – which can be developed later</p> <p>Mill's utilitarianism may be seen as an improvement on Bentham – higher and lower pleasures, non-harm principle</p> <p>Comparison between the two systems of decision making.</p> <p>Act Utilitarianism as a decision process – taking each situation on its own merits.</p> <p>Rule Utilitarianism – principles that have been found to generally lead to the greatest overall balance of good over evil.</p> <p>Key Strengths and Weaknesses – certainly it is a decision procedure, it is flexible to situations, is impartial and attempts to be empirical.</p> <p>Is utility the best measure of whether something is morally right and good?</p> <p>Consider whether utilitarians overlook justice and other goods to overly focus on A01. Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> <li>•Religious, philosophical and/or ethical thought and teaching</li> <li>•Influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>•Basis and significance of similarities and differences in belief, teaching and practice</li> <li>•Approaches to the study of religion and belief</li> </ul> <p>A02. Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p>	<p>•Aristotle's view that everything in the universe has a 'telos' and that the good is something that fulfils its telos.</p> <p>•The impact of Aristotle's ideas upon Aquinas. As extension the impact of the thought of Stoicism</p> <p>•Key principle of doing good and avoiding evil – synderesis rule.</p> <p>•Primary Precepts as the five things required in order to fulfil our telos.</p> <p>•Secondary precepts as the moral rules that are derived from these.</p> <p>•Eternal Law – principles fully known only to God.</p> <p>•Divine Law – the revealed law such as the Ten Commandments and the sermon on the mount.</p> <p>•Natural Law – the law that we are able to discover the use of reason</p> <p>•Human Law – the laws made by nations.</p> <p>For Aquinas the laws should not contradict.</p> <p>•Whether natural law provides a helpful way of making decisions: natural law as rational, valuing of life and rights, and having some flexibility as the difficulty in proving telos.</p> <p>•Whether the universe and everything within it has telos. Can telos establish what is good and bad?</p> <p>A01. Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> <li>•Religious, philosophical and/or ethical thought and teaching</li> <li>•Influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>•Basis and significance of similarities and differences in belief, teaching and practice</li> <li>•Approaches to the study of religion and belief</li> </ul> <p>A02. Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p>	<p>Outlining of the analogy of the cave – understanding of the symbolism:</p> <ul style="list-style-type: none"> <li>•the shadows,</li> <li>•the chained prisoners,</li> <li>•the escaped prisoner,</li> <li>•the sun,</li> <li>•the world outside the cave.</li> </ul> <p>Key themes in the story of the cave – reason vs senses, forms vs particulars (appearance), political rule.</p> <p>Key Characteristics of the forms and Plato's arguments for the forms:</p> <ul style="list-style-type: none"> <li>•the 3rd man argument,</li> <li>•lack of empirical evidence</li> </ul> <p>Outline the four causes as an explanation of an object or event</p> <p>•the material cause,</p> <p>•efficient cause,</p> <p>•formal cause,</p> <p>•final cause –</p> <p>Plato and Aristotle's different use of the idea of 'form'.</p> <p>The teleological nature of explanation in Aristotle.</p> <p>Strengths and weaknesses of the causes</p> <p>A01. Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> <li>•Religious, philosophical and/or ethical thought and teaching</li> <li>•Influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>•Basis and significance of similarities and differences in belief, teaching and practice</li> <li>•Approaches to the study of religion and belief</li> </ul> <p>A02. Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p>	<p>Compare Plato and Aristotle's ideas on the soul:</p> <p>•Plato's soul as pre-existent, non-physical, source of knowledge, the opposite in every sense of the body.</p> <p>•Arguments for the soul given by Plato: the recollection, opposites, linguistic argument.</p> <p>•Aristotle soul as formal cause of a person, all living things as ensouled in this sense, the body-soul as ending at death.</p> <p>•Arguments for and against his view.</p> <p>•Belief that there is a separate non-physical mind/soul in addition to the physical body.</p> <p>Descartes case for dualism:</p> <p>•the waves of doubt, why the body can be doubted.</p> <p>•Descartes' three arguments for the soul: Divisibility, doubt, clear and distinct ideas – These rest on</p> <p>•Belief the law idea that if there is one aspect in which things differ then logically they must be two different things.</p> <p>Evaluation of these arguments.</p> <p>•Belief that consciousness is a feature of the physical brain and that there is no</p> <p>A01. Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> <li>•Religious, philosophical and/or ethical thought and teaching</li> <li>•Influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>•Basis and significance of similarities and differences in belief, teaching and practice</li> <li>•Approaches to the study of religion and belief</li> </ul> <p>A02. Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p>	<p>Jesus' authority as Son of God. Jesus divinity as expressed in his:</p> <ul style="list-style-type: none"> <li>• Knowledge of God: variety of Gospel passages which reflect the intimate relationship between Jesus and the Father.</li> <li>• Miracles: nature miracles and their relationship to God's power over nature in Genesis and the healing miracles as seen as only God's ability to forgive sin.</li> <li>• Resurrection: the event seen as a miracle or the event seen as God breaking the laws of nature to reflect the relationship between God the Father and God the Son</li> <li>• With reference to Mark 6:47–52 and John 9:1–41.</li> <li>• The Chalcedonian definition.</li> <li>• The Arian Controversy.</li> </ul> <p>Did Jesus know think he was divine?</p> <p>• His death and resurrection were an atonement and established a new relationship with God and humanity.</p> <p>Jesus' moral teaching on:</p> <ul style="list-style-type: none"> <li>• Repentance and forgiveness</li> <li>• Inner purity and moral motivation.</li> <li>• With reference to Matthew 5:17–48 and Luke 15:11–32</li> </ul> <p>Is there a feature of repentance as turning to God?</p> <p>A01. Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> <li>•Religious, philosophical and/or ethical thought and teaching</li> <li>•Influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>•Basis and significance of similarities and differences in belief, teaching and practice</li> <li>•Approaches to the study of religion and belief</li> </ul> <p>A02. Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p>	<p>•Introduction to Fletcher's key ideas and origins of situation ethics within religion</p> <p>•Bletcher's view that situationism sits between legalism and antinomianism.</p> <p>•Agape explained – contrast with other forms of love (Lewis's Four Greek words for love). New Testament origins – Jesus' command to love God and love your neighbour as the two key commands.</p> <p>• Resurrection: the event seen as a miracle or the event seen as God breaking the laws of nature to reflect the relationship between God the Father and God the Son</p> <p>• With reference to Mark 6:47–52 and John 9:1–41.</p> <p>• The Chalcedonian definition.</p> <p>• The Arian Controversy.</p> <p>Did Jesus know think he was divine?</p> <p>• His death and resurrection were an atonement and established a new relationship with God and humanity.</p> <p>Jesus' moral teaching on:</p> <ul style="list-style-type: none"> <li>• Repentance and forgiveness</li> <li>• Inner purity and moral motivation.</li> <li>• With reference to Matthew 5:17–48 and Luke 15:11–32</li> </ul> <p>Is there a feature of repentance as turning to God?</p> <p>A01. Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> <li>•Religious, philosophical and/or ethical thought and teaching</li> <li>•Influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>•Basis and significance of similarities and differences in belief, teaching and practice</li> <li>•Approaches to the study of religion and belief</li> </ul> <p>A02. Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p>	<p>Cosmological Argument:</p> <ul style="list-style-type: none"> <li>•Presentation of Aquinas' first and second ways leading to idea of unmoved mover and uncaused cause – Aquinas does not necessarily think of causes extending back in time, but refers to present causes also.</li> <li>•Introduce idea of necessity and contingency.</li> </ul> <p>Aquinas' 3rd way.</p> <p>•Bentham's principle of sufficient reason as a background to cosmological arguments.</p> <p>Teleological Argument:</p> <ul style="list-style-type: none"> <li>•Presentation of Paley's teleological argument.</li> <li>•Haley's watch link intelligence to complexity.</li> <li>•Haley's view that the argument remains valid even if we had not seen a watch, the watch was broken, the watch was able to reproduce itself.</li> </ul> <p>Aquinas' teleological argument that the arrow requires the archer in order to hit the target.</p> <p>Hume's criticism of these arguments:</p> <ul style="list-style-type: none"> <li>•the appropriateness of such analogies, design, the possibility of multiple limited designers,</li> <li>•the Epicurean Thesis that in an infinite amount of time order may randomly arise.</li> </ul> <p>A01. Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> <li>•Religious, philosophical and/or ethical thought and teaching</li> <li>•Influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>•Basis and significance of similarities and differences in belief, teaching and practice</li> <li>•Approaches to the study of religion and belief</li> </ul> <p>A02. Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p>
Skills	<p>Principle of utility</p> <p>Deontological</p> <p>Teleological</p> <p>Hedonic calculus</p> <p>Synderesis</p> <p>Consequentialism</p> <p>Hedonistic</p> <p>Quantitative</p> <p>Qualitative</p> <p>Act utilitarianism</p> <p>Rule utilitarianism</p>	<p>Deontological</p> <p>Telos</p> <p>Natural law</p> <p>Synderesis</p> <p>Secondary precepts</p> <p>Primary precepts</p> <p>Practical reason</p> <p>Eudaimonia</p>	<p>A posteriori</p> <p>A priori</p> <p>Deductive</p> <p>Empiricism</p> <p>Final cause</p> <p>Forms</p> <p>Materialism</p> <p>Four causes</p> <p>Inductive</p> <p>Immutable</p> <p>Perfect</p> <p>Philosophy</p> <p>Prime mover</p> <p>Rationalism</p> <p>Reason</p> <p>Teleology</p>	<p>Body</p> <p>Category Error</p> <p>Consciousness</p> <p>Dualism</p> <p>Ensouled</p> <p>Immortal</p> <p>Materialism</p> <p>Metaphysics</p> <p>Mind/body problem</p> <p>Monism</p> <p>Philosophy</p> <p>Soul</p> <p>Substance dualism</p>	<p>Divinity</p> <p>Repent</p> <p>Forgive</p> <p>Liberator</p> <p>Docetism</p> <p>Adoptionism</p> <p>Arianism</p> <p>Nestorianism</p> <p>Son of God</p> <p>Rabbi</p> <p>Hypostatic union</p> <p>Homousious</p> <p>Word</p> <p>Redemption</p> <p>Incarnation</p> <p>Zealot</p> <p>Messiah</p>	<p>Justice</p> <p>Pragmatism</p> <p>Relativism</p> <p>Positivism</p> <p>Personalism</p> <p>Conscience</p> <p>Teleological ethics</p> <p>Legalistic ethics</p> <p>Antinomianism ethics</p> <p>Situational ethics</p> <p>Agape</p> <p>Extrinsicly good</p>	<p>Analogy</p> <p>A posteriori</p> <p>A priori</p> <p>Contingent</p> <p>Cosmology</p> <p>Cosmological argument</p> <p>Empiricism</p> <p>Evolution</p> <p>Fifth way</p> <p>Logical fallacy</p> <p>Necessary</p> <p>Sufficient reason</p> <p>Teleological arguments</p> <p>Transcendent creator</p>
Key Words	40 mark essay	40 mark essay	40 mark essay	40 mark essay	40 mark essay	40 mark essay	40 mark essay
End Point	Every first lesson in the week will be a knowledge organiser based quiz.	Every first lesson in the week will be a knowledge organiser based quiz.	Every first lesson in the week will be a knowledge organiser based quiz.	Every first lesson in the week will be a knowledge organiser based quiz.	Every first lesson in the week will be a knowledge organiser based quiz.	Every first lesson in the week will be a knowledge organiser based quiz.	Every first lesson in the week will be a knowledge organiser based quiz.
Assessment method	<p>Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.</p> <p>The last lesson of every half term will be A01 knowledge based quiz.</p> <p>Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.</p> <p>All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.</p>	<p>Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.</p> <p>The last lesson of every half term will be A01 knowledge based quiz.</p> <p>Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.</p> <p>All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.</p>	<p>Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.</p> <p>The last lesson of every half term will be A01 knowledge based quiz.</p> <p>Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.</p> <p>All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.</p>	<p>Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.</p> <p>The last lesson of every half term will be A01 knowledge based quiz.</p> <p>Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.</p> <p>All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.</p>	<p>Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.</p> <p>The last lesson of every half term will be A01 knowledge based quiz.</p> <p>Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.</p> <p>All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.</p>	<p>Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.</p> <p>The last lesson of every half term will be A01 knowledge based quiz.</p> <p>Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.</p> <p>All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.</p>	<p>Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.</p> <p>The last lesson of every half term will be A01 knowledge based quiz.</p> <p>Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.</p> <p>All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.</p>
Key Words	40 mark essay	40 mark essay	40 mark essay	40 mark essay	40 mark essay	40 mark essay	40 mark essay
End Point	Every first lesson in the week will be a knowledge organiser based quiz.	Every first lesson in the week will be a knowledge organiser based quiz.	Every first lesson in the week will be a knowledge organiser based quiz.	Every first lesson in the week will be a knowledge organiser based quiz.	Every first lesson in the week will be a knowledge organiser based quiz.	Every first lesson in the week will be a knowledge organiser based quiz.	Every first lesson in the week will be a knowledge organiser based quiz.
Assessment method	<p>Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.</p> <p>The last lesson of every half term will be A01 knowledge based quiz.</p> <p>Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.</p> <p>All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.</p>	<p>Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.</p> <p>The last lesson of every half term will be A01 knowledge based quiz.</p> <p>Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.</p> <p>All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.</p>	<p>Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.</p> <p>The last lesson of every half term will be A01 knowledge based quiz.</p> <p>Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.</p> <p>All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.</p>	<p>Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.</p> <p>The last lesson of every half term will be A01 knowledge based quiz.</p> <p>Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.</p> <p>All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.</p>	<p>Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.</p> <p>The last lesson of every half term will be A01 knowledge based quiz.</p> <p>Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.</p> <p>All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.</p>	<p>Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.</p> <p>The last lesson of every half term will be A01 knowledge based quiz.</p> <p>Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.</p> <p>All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.</p>	<p>Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.</p> <p>The last lesson of every half term will be A01 knowledge based quiz.</p> <p>Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.</p> <p>All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.</p>

Christian Moral Principles	Christian Moral Action	Euthanasia	Problem of Evil	Pluralism and Theology	Kantian Ethics	Business Ethics	Death and Afterlife
The diversity of ethics and practice, including those that shape and express religious identity, the role of the community of believers and key moral principles in relation to moral principles	The diversity of ethics and practice, including those that shape and express religious identity, the role of the community of believers and key moral principles in relation to moral action	The application of ethical theory, including religious ethical perspectives, to two issues of importance (plus Business Ethics)	Learners will study the challenge posed to religious belief by the problems of evil and suffering, including Augustine and Irenaeus' theodicies	Significant social and historical developments in Christian thought, such as those influenced by ethics, philosophy or studies of religion in relation to pluralism theology	Two normative ethical theories: one deontological, one teleological (Compare to Utilitarianism)	The application of ethical theory, including religious ethical perspectives, to two issues of importance (plus Business Ethics)	Beliefs, teachings and ideas about human life, the world and ultimate reality in relation to questions about death, heaven, hell and judgement
As the Bible reveals God's will, then only biblical ethical commands should be followed. • Why is the Bible important? How useful is the Bible in moral decision making? • To what extent does the Bible have authority? • Are Biblical ethics in any way distinctive? • The variety of ways the Bible can be interpreted • Key elements to a fundamentalist view of the Bible. • The strengths and weaknesses of a fundamentalist view of the Bible. • Examples of biblical contradictions e.g. the Law vs Jesus' Law of love (the woman caught in adultery) • The role of the hermeneutic circle in the interpretation of the Bible. • Jesus' only command was to love and that human reason must decide how best to apply this. • Consider if love is the only commandment of Jesus. • The unconditional nature of apge and the realistic implications of this. • Apge as an extension of covenantal love and the rights and responsibilities in a relationship. A01: Demonstrate knowledge and understanding of religion and belief, including: • 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 A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	Bonhoeffer's teaching on the relationship of Church and State including: • Obedience, leadership and doing God's will. • To what extent it is possible to always know God's will. • Justification of civil disobedience and whether Christians should practice civil disobedience. • Bonhoeffer's reversal of his family context as part of the state and involvement in the plot to kill Hitler. • The world that has come of age in Jesus Christ in an age of secularism. • The significance of pacifism for Bonhoeffer. • Bonhoeffer's views on the dangers of an autocratic state and obedience to God alone • Bonhoeffer's role in the Confessing Church and his own religious community at Finkenwäde. • The authenticity of Church? • What was the role of the Confessing Church? • The unique community nature of Finkenwäde. • Church as a divine reality • 'Religionless' Christianity in a world come of age. A01: Demonstrate knowledge and understanding of religion and belief, including: • 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 A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	•The difference between voluntary euthanasia (a person's life ended by a person's request or with their consent) and nonvoluntary euthanasia (a person's life is ended without their consent but with the consent of someone acting in their interests.) •Modern case studies such as Tony Bland, Dianne Pretty and other more recent cases may be used to explore the differences. •The sanctity of life – religious idea that all life is made in God's image and is sacred and the quality of life – human life having to possess certain qualities in order to have value. •The tension between the two concepts: Sanctity of life is religious, sees intrinsic value of life, is supported by natural law and is absolute. Quality of life is secular, has an instrumental value of life, is supported by situation ethics, and is relative/conditional. •Application of natural law: Life as God given as revealed by Divine Law 'God gives and God takes away', the 'five primary precepts' – preservation of life, double effect and not prolonging death, ordinary and extraordinary means. •Benefits and weaknesses of such an approach. A01: Demonstrate knowledge and understanding of religion and belief, including: • 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 A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	Versions: The distinction between moral and natural law. The evidential problem of evil. The logical problem of evil – the inconsistent triad, Mackie's presentation of problem of evil and attack on divine attributes Suggest possible solutions: • a denial of type Prime Mover, - a denial of reality of evil, limited God, free will and character building. Augustine on evil: Overview of life and influences on Augustine: Manichaeism, sexuality, experience of grace Key themes in Augustine's theodicy: - the original perfection, - the fall and free will, corruption of the natural world, aesthetic theme, predestination and grace. Issues with Augustinian theodicy: - biological errors regarding 'all in Adam's loins', - free will in Irenaeus and Eve, - can a 'perfect world' go wrong, - tension between free will and predestination A01: Demonstrate knowledge and understanding of religion and belief, including: • 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 A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	Exclusivism: The view that only Christianity fully offers the means of salvation: •Exclusivist exclusivist response e.g. H. Kraemer. •Biblical realism' i.e. texts which support the place of Christ as the sole means of grace. •Dominus Iesus (2000) which reiterates the statement made in Vatican 2 that 'The Catholic Church rejects nothing of what is true and holy in these religions' (Nostra Aetate) but firmly rejects religious relativism/pluralism. •The centrality of the Word in Barth's theology. •The centrality of revelation in terms of the Trinity. •The incarnation as the particular and unique revelation of God. •The Spirit as revelation of God's grace and that which makes human minds open to the evidence of God. •Analysis of Barth's view that revelation is 'the abolition of religion' and that 'religion is belief' and whether these suggest Christian exclusivism. Inclusivism: The view that although Christianity is the normative means of salvation: A01: Demonstrate knowledge and understanding of religion and belief, including: • 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 A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	•The concept of duty – comparison with doctors or police officers – duty as something which must be done regardless of consequences and regardless of feelings. •Antian duty as something that is absolute and deontological. •The difference between the hypothetical imperative – a command that is conditional and to achieve an outcome – and the categorical imperative – a command that is good in itself regardless of consequences •The three tests for the categorical imperative 1. The formula of the laws of nature – can the maxim (the rule) be established logically as a universal law – the moral law as logical duty 2. The formula of the end in itself – are people being treated as ends in themselves and not means to an end – the importance of dignity of human beings and link to idea of rights. 3. •The formula of the kingdom of ends – where the categorical imperative is that which could be permitted in a rational society where everyone always treated each other as an end – the importance of autonomy. •Application to practical issues: Kant's own examples include promise keeping Breaking Types of whistle-blowing: private and public A01: Demonstrate knowledge and understanding of religion and belief, including: • 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 A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	•Corporate Social Responsibility – that business has responsibility to its stakeholders. •The opposite view – that of Milton Friedman – that businesses' only duty is to make money may be explored first and contrasted with the social responsibility of companies such as Cadbury's and Body Shop. •The FTSE4 Good index shows some of the things that may be part of corporate social responsibility. •The idea that 'Good Ethics is Good Business' can be linked to Adam Smith who argues that the sensible business behaves ethically for selfish reasons. A link can be made to the idea of greater good found in utilitarianism. •Discussion of the pros and cons of the various positions: Business is about profit (no corporate social responsibility), Ethics matters more (corporate social responsibility dependent). Good ethics is good business (no conflict between the two). •Whistle-blowing – employee disclosing wrongdoing to an employer or the public. Types of whistle-blowing: private and public A01: Demonstrate knowledge and understanding of religion and belief, including: • 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 A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	Heaven •It is an actual place where a person may go after death and experience physical and emotional happiness. •Heaven is a spiritual state that a person experiences as part of their spiritual journey after death. •Heaven is a symbol of a person's spiritual and moral life on earth and not a place or state after death. •The idea of the hope of heaven in the context of Christianity as a religion of hope as expressed by St Paul. •The dwelling place of Christ from where final judgement will come. •The New Jerusalem: The communal nature. •Aquinas on the afterlife. •The vision of heaven in the RC tradition and St Pope John Paul II interpretation of heaven in light of St Thomas Aquinas. •A place to see God 'face to face', the climax of Dante's Divine Comedy. Hell •It is an actual place where a person may go after death and experience punishment. •Hell is a spiritual state that a person experiences as part of their spiritual journey after death. A01: Demonstrate knowledge and understanding of religion and belief, including: • 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 A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study
Morals Theonomous ethics Heteronomous ethics Autonomous ethics Propositional revelation Conscience Non- propositional revelation Apge Incarnation Deontological	Religionless Christianity Costly grace Civil disobedience Solidarity Discipleship Passion Non- propositional revelation Apge Incarnation Deontological	Non treatment decision Active euthanasia Sanctity of life Quality of life Personhood Autonomy and the right to die Voluntary euthanasia Non-Voluntary euthanasia Dignity Palliative care Involuntary euthanasia	Divine action Divine likeness Dysteleological Freewill Inconsistent triad Moral evil Natural evil Original perfection Privatio boni The Fall Theodicies Universal salvation Vale of soul making	Anonymous Christian Evangelism Exclusivism Inclusivism Interfaith dialogue Multiculturalism Normative Pluralism Restricted access exclusivism Salvation Universal access exclusivism	Moral law Maxims Duty Summum bonum Categorical imperative Hypothetical imperative Kingdom of ends	Corporate social responsibility Stakeholders Stockholders Socialism Capitalism Whistle-blowing Globalisation	Beatific vision Election Eternal Final judgement Heaven Hell Judgement Limited election Parousia Particular judgement Purgatory Salvation Transformation Universalism Unlimited election
40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.
Morals Theonomous ethics Heteronomous ethics Autonomous ethics Propositional revelation Conscience Non- propositional revelation Apge Incarnation Deontological	Religionless Christianity Costly grace Civil disobedience Solidarity Discipleship Passion Non- propositional revelation Apge Incarnation Deontological	Non treatment decision Active euthanasia Sanctity of life Quality of life Personhood Autonomy and the right to die Voluntary euthanasia Non-Voluntary euthanasia Dignity Palliative care Involuntary euthanasia	Divine action Divine likeness Dysteleological Freewill Inconsistent triad Moral evil Natural evil Original perfection Privatio boni The Fall Theodicies Universal salvation Vale of soul making	Anonymous Christian Evangelism Exclusivism Inclusivism Interfaith dialogue Multiculturalism Normative Pluralism Restricted access exclusivism Salvation Universal access exclusivism	Moral law Maxims Duty Summum bonum Categorical imperative Hypothetical imperative Kingdom of ends	Corporate social responsibility Stakeholders Stockholders Socialism Capitalism Whistle-blowing Globalisation	Beatific vision Election Eternal Final judgement Heaven Hell Judgement Limited election Parousia Particular judgement Purgatory Salvation Transformation Universalism Unlimited election
40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.

Augustine and Human Nature	Gender and Society	Gender and Theology	Religious Experience	Knowledge of God's Existence	Ontological / Priori Argument	Liberation Theology	Nature of God
Beliefs, teachings and ideas about human life, the world and ultimate reality according to Augustine	The relationship between religion and society, including issues such as how religions adapt when encountering different cultures; religious tolerance, respect and recognition and views of other religions and non-religious worldviews; religion, equality and discrimination; the political and social influence of religious institutions	The relationship between religion and society, including issues such as how religions adapt when encountering different cultures; religious tolerance, respect and recognition and views of other religions and non-religious worldviews; religion, equality and discrimination; the political and social influence of religious institutions	Learners will study the nature and influence of religious experience, including reflection on the reliability and possible other explanations	The origins and development of Christianity and the sources of wisdom on which it is based in relation to natural and revealed theology	Learners will study contrasting arguments about the existence or non-existence of God using arguments from reason	Challenges facing religious thought from areas such as science, secularisation, migration and multi-cultural societies and changing gender roles	Learners will examine how philosophy of religion has, over time, influenced and been influenced by developments in religious beliefs about the nature of God
Brief background on Augustine's life and influences including Manicheism and Pelagianism Augustine's interpretation of Genesis 2-3. The state of perfection before the Fall and Adam and Eve's relationship as friends: •The state of perfection in Eden and the sexual relationship as a rational act in response to the command of Gen. 1 'Go forth and multiply'. •Adam and Eve's friendship not based on sex. •Bible of body and soul. Lust and selfish desires after the Fall: •The division of the unity of the body and the soul and the divided will. •The importance of concupiscence. •The sexualisation of humanity. •Augustine view on the role of women in the Fall. Original Sin Augustine's teaching that Original Sin is passed on through sexual intercourse and is the cause of human selfishness and lack of free will and the lack of stability and corruption in all human societies. •The uncontrolled body and the dominance of erotic desire in procreation. A01: Demonstrate knowledge and understanding of religion and belief, including: •Religious, philosophical and/or ethical thought and teaching •Influence of beliefs, teachings and practices on individuals, communities and societies •Abuse and significance of similarities and differences in belief, teaching and practice •Approaches to the study of religion and belief A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	Reference to: • Ephesians 5:22-33 • 1 Cor 1:17 • Muller's Digitament 18-19. Consider the views of: • Augustine • Aquinas • Luther To what extent Christian teaching is patriarchal and misogynist?  Secular views of the roles of man and women in family and society. The ways in which Christians have adapted and challenged changing attitudes to family and gender including issues of: • Motherhood and parenthood • Is motherhood liberating or restricting? • The view of Simone de Beauvoir on motherhood • Naturalistic Feminist view on childbirth • The view of Shulamith Firestone on family • Ann Oakley on motherhood • John Paul II view of motherhood and the relationship to the idea of the theotokos as model • The significance of virginity in Muller's Digitament in relation to motherhood. • Different types of families A01: Demonstrate knowledge and understanding of religion and belief, including: •Religious, philosophical and/or ethical thought and teaching •Influence of beliefs, teachings and practices on individuals, communities and societies •Abuse and significance of similarities and differences in belief, teaching and practice •Approaches to the study of religion and belief A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	Rueher's discussion of the maleness of Christ and its implications for religion including: • Jesus' challenge to the male warrior-messianic expectation. • The non-essential maleness for Rueher and rediscovering the divine femininity. • God as the female wisdom principle. • Jesus as the incarnation of wisdom. • The concept of the Sophia. • Sokke's view of the Trinity • Can the Christian God be presented in female terms? • Can women develop a genuine spirituality? • Can a male saviour save women? Day's claim that 'God is male then male is God' and the implications of this for Christianity. • Christianity's 'Unholy Trinity' of rape, genocide and war. • Spiritually experienced through nature. • Daley's view of Christianity in Gyn/Ecology and her role as a 'pirate'. Compare the feminist theology of Rueher and Daley. • To what extent sexism and patriarchy has developed in the mainstream churches. • Can Christianity be saved or is the post A01: Demonstrate knowledge and understanding of religion and belief, including: •Religious, philosophical and/or ethical thought and teaching •Influence of beliefs, teachings and practices on individuals, communities and societies •Abuse and significance of similarities and differences in belief, teaching and practice •Approaches to the study of religion and belief A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	Nature and influence of religious experiences (mystical and conversion experiences) • Mystical: 4 criteria present in mystical experiences according to William James: • Effable • Ineffable • Transient • Ineffable Numerous experiences – Otto's account of experience of the 'wholly other'. Numerous experiences as mysterium, tremendum et fascians. Example of Isaiah chapter 6. Conversion experience – James' two types of conversion, St Paul as example or Yusuf Islam (Cat Stevens). Are they reliable? • James of James and Swinburne that Religious Experiences are genuine – Swinburne on testimony, James on pragmatism and judging the fruit. • James of Freud and Feuerbach that religious experience has a psychological explanation – humans invent concept of God • God as answer to deep psychological needs, religious experience as subconsciously triggered life dreams. A01: Demonstrate knowledge and understanding of religion and belief, including: •Religious, philosophical and/or ethical thought and teaching •Influence of beliefs, teachings and practices on individuals, communities and societies •Abuse and significance of similarities and differences in belief, teaching and practice •Approaches to the study of religion and belief A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	Innate: As all humans are made in God's image they have an innate capacity and desire to know God including: •What it is to know. •Human openness to beauty and goodness as aspects of God. •Human intellectual ability to reflect on and recognise God's existence. •Explore the concept of the imago dei. •John Calvin and the sensus divinitus and seven religions. •Salvin's view that the Fall damages our ability to know God. •Nonsense Seen in creation – that it makes no sense to predicate something if the apparent design and purpose of nature. •Baley's argument for the existence of God. •Natural Theology. •Macquerrie on dialectical theism. Faith and Grace As humans are sinful and have finite minds, natural knowledge is not sufficient to gain A01: Demonstrate knowledge and understanding of religion and belief, including: •Religious, philosophical and/or ethical thought and teaching •Influence of beliefs, teachings and practices on individuals, communities and societies •Abuse and significance of similarities and differences in belief, teaching and practice •Approaches to the study of religion and belief A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	Ontological Argument Anselm's first version of the Ontological Argument as outlined in prosligion 2. Gaulin's criticism of the arguments – the perfect island and the difficulty of moving from thought to reality. Anselm's second version of the Ontological Argument in prosligion 3 Kant's criticisms of the Ontological Argument – specifically Descartes version – that the Ontological Argument is essentially analytic describing the concept of God without describing anything in the world, that existence is not a predicate and cannot be treated as such. Russell's view on predication – that it makes no sense to predicate something if the subject may not exist. Issues Modern versions of the ontological argument as possible improvements on Anselm's version: Descartes, Malcolm or Plantinga. Can arguments using reason prove God's existence? Aquinas' criticism. Which type of argument is better? The A Priori or the A posteriori arguments? A01: Demonstrate knowledge and understanding of religion and belief, including: •Religious, philosophical and/or ethical thought and teaching •Influence of beliefs, teachings and practices on individuals, communities and societies •Abuse and significance of similarities and differences in belief, teaching and practice •Approaches to the study of religion and belief A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	Exploitation occurs when humans are treated as objects and used as a means to an end. • Humans as a means of production. • False consciousness. • Reversal and the Gospel. • Hegelian dialectical view of history. • Ecotical Base Communities as a way to avoid alienation and exploitation. Liberation theology's use of Marxist analysis to analyse the deeper or structural causes of social sin and have resulted in poverty violence and injustice including: • Capitalism. • Institutions. • The RC Response to structural sin as the avoidance of responsibility. • Pope Francis in Evangelii Gaudium on capitalism. The view that the Gospel demands that Christians must give priority to the poor and act in solidarity with them, including the implications of this. Placing right action (orthopraxis) before official Church teaching (orthodoxy). • First and second act of praxis. • The Three Mediations. • Whether it is right for Christians to prioritise one group over another. • The Biblical evidence in Exodus, Amos and Isaiah. A01: Demonstrate knowledge and understanding of religion and belief, including: •Religious, philosophical and/or ethical thought and teaching •Influence of beliefs, teachings and practices on individuals, communities and societies •Abuse and significance of similarities and differences in belief, teaching and practice •Approaches to the study of religion and belief A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	Omnipotence: •The idea that God can do anything (as found in Descartes). •But God can do anything that is logically possible (Aquinas/Swinburne). •But omnipotence may be better understood as almighty (Geach). •But God may choose to self-limit (Plantinga). Aquinas' views on whether God can change the past or whether God can sin as well as possible solutions to the paradox of the stone could be explored. Consider coherence of different approaches to omnipotence. Time and Omnipotence: Boethius' view that God is outside time and that all events are simultaneously present here known but not foreknown. Consider whether this preserves free will. Anselm's view as an extension of this. Swinburne's idea of God as in time – backwards and forwards eternal. If free will is preserved what God can sin as well as possible solutions to the paradox of the stone could be explored. The views of other thinkers who may have a different view on the nature of God. A01: Demonstrate knowledge and understanding of religion and belief, including: •Religious, philosophical and/or ethical thought and teaching •Influence of beliefs, teachings and practices on individuals, communities and societies •Abuse and significance of similarities and differences in belief, teaching and practice •Approaches to the study of religion and belief A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study
Caritas Capitis Concordia Conspicience Grace Original sin Perfection Postlapsarian Prelapsarian Sin Summum bonum The Fall Will	Feminism Gender biology Gender identification Gender expression Socialisation Patriarchal society	Post-Christian theology Reform feminist theology David messiah Servant king Sophia Theology	Conversion experience Corporate experience Credulity Divine Ground Illusion Mystical experience Numerous Physiological Pragmatism	Faith Grace A posteriori A priori Contingent Natural theology Revealed theology Revelation Reason Sensus divinitas	Analogy A posteriori Reversal Contingent Deduction Logical fallacy Necessary Ontology Ontological Argument Predicate Rationalism	Praxis Alienation Reversal Hermeneutic of suspicion Preferential option for the poor Orthopraxis Orthodoxy	Attribute Arbitrary Benevolence Covenant Divine fore-knowledge Eternity Everlasting Four dimensionalist Freewill Immutable Just Omnipotence Omniscience Self-imposed limitation Temporal existence
40 mark essay Every first lesson in the week will be a knowledge organiser based quiz.  Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.  The last lesson of every half term will be A01 knowledge based quiz.  Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.  All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz.  Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.  The last lesson of every half term will be A01 knowledge based quiz.  Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.  All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz.  Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.  The last lesson of every half term will be A01 knowledge based quiz.  Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.  All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz.  Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.  The last lesson of every half term will be A01 knowledge based quiz.  Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.  All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz.  Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.  The last lesson of every half term will be A01 knowledge based quiz.  Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.  All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz.  Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.  The last lesson of every half term will be A01 knowledge based quiz.  Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.  All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz.  Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.  The last lesson of every half term will be A01 knowledge based quiz.  Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.  All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz.  Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.  The last lesson of every half term will be A01 knowledge based quiz.  Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.  All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.
Caritas Capitis Concordia Conspicience Grace Original sin Perfection Postlapsarian Prelapsarian Sin Summum bonum The Fall Will	Feminism Gender biology Gender identification Gender expression Socialisation Patriarchal society	Post-Christian theology Reform feminist theology David messiah Servant king Sophia Theology	Conversion experience Corporate experience Credulity Divine Ground Illusion Mystical experience Numerous Physiological Pragmatism	Faith Grace A posteriori A priori Contingent Natural theology Revealed theology Revelation Reason Sensus divinitas	Analogy A posteriori Reversal Contingent Deduction Logical fallacy Necessary Ontology Ontological Argument Predicate Rationalism	Praxis Alienation Reversal Hermeneutic of suspicion Preferential option for the poor Orthopraxis Orthodoxy	Attribute Arbitrary Benevolence Covenant Divine fore-knowledge Eternity Everlasting Four dimensionalist Freewill Immutable Just Omnipotence Omniscience Self-imposed limitation Temporal existence
40 mark essay Every first lesson in the week will be a knowledge organiser based quiz.  Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.  The last lesson of every half term will be A01 knowledge based quiz.  Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.  All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz.  Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.  The last lesson of every half term will be A01 knowledge based quiz.  Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.  All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz.  Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.  The last lesson of every half term will be A01 knowledge based quiz.  Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.  All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz.  Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.  The last lesson of every half term will be A01 knowledge based quiz.  Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.  All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz.  Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.  The last lesson of every half term will be A01 knowledge based quiz.  Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.  All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz.  Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.  The last lesson of every half term will be A01 knowledge based quiz.  Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.  All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz.  Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.  The last lesson of every half term will be A01 knowledge based quiz.  Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.  All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz.  Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks.  The last lesson of every half term will be A01 knowledge based quiz.  Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time.  All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.

Conscience	Pluralism and Society	Secularisation	Sexual Ethics	Religious Language—traditional views	Meta Ethics	Religious Language - Twentieth Century							
Significant ideas in religious and moral thought; through comparison of the works of two key scholars from the field of religion and ethics	Significant social and historical developments in Christian thought; such as those influenced by ethics philosophy or studies of religion in relation to pluralism theology	Challenges facing religious thought from areas such as science, secularisation, religion and multi-cultural societies and changing gender roles	How the study of ethics has, over time, progressed and been influenced by developments in religious beliefs and practices, societal norms and normative theories	Learners will study different views about the understanding of religious teachings, and compare the significant ideas presented in works of two key scholars	The study of meta-ethical theories and how ethical language in the modern era has changed over time	Learners will study how views of religious language have changed over time, studying a variety of approaches and views							
<ul style="list-style-type: none"><li>•Aquinas- viewing conscience as a real God-given tool that is part of our essential human nature, and the other</li><li>•Freud- seeing conscience as a name for psychological phenomena that is developed over time.</li><li>•Aquinas – link to natural law – the idea of recta ratio: reason placed in each person by God which enables us to work out moral truths. Conscience for Aquinas comprises of two parts: 1. Synderesis – our inner principle that we ought to do good and avoid evil. 2. Conscientia – the actual making of a moral judgement, applying the moral rules. Aquinas also considers how conscience can sometimes be in error.</li><li>•Wittgenstein ignorance – a lack of knowledge for which a person is responsible e.g. stealing – our moral education should have taught us this rule.</li><li>•Invincible ignorance – a lack of knowledge for which the person is not responsible e.g. taking someone else's property by mistake perhaps believing it to be your own.</li><li>•Freud's argument that 'conscience' is in fact the internalised moral views of our parents and society.</li><li>•Psychosexual development – and the</li></ul> A01: Demonstrate knowledge and understanding of religion and belief, including: <ul style="list-style-type: none"><li>•Religious, philosophical and/or ethical thought and teaching</li><li>•Influence of beliefs, teachings and practices on individuals, communities and societies</li><li>•Abuse and significance of similarities and differences in belief, teaching and practice</li><li>•Approaches to the study of religion and belief</li></ul> A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	The reasons for the development of multi-faith societies: <ul style="list-style-type: none"><li>•Migration</li><li>•Influence of labour and the free market economy.</li><li>•Refuge and Asylum seekers.</li></ul> Inter faith Dialogue <ul style="list-style-type: none"><li>How Christian communities have responded to the challenge of encounters with other faiths:</li><li>•Benedictus's Missio (IC).</li><li>•Baptist Aetate (IC).</li><li>•Sharing the Gospel of Salvation (Coffe).</li><li>•To what extent has inter-faith dialogue contributed to social cohesion.</li><li>•Should Christians seek to convert others of faith and no faith.</li></ul> Scriptural Reasoning <ul style="list-style-type: none"><li>its methods and aims:</li><li>•How the mutual study and interpretation of different religions/sacred literature can help understanding of different and conflicting truth claims.</li><li>•The impact of the movement on inspiration and authority of</li><li>•Sacred text.</li><li>•It is the movement a way of relating religious beliefs.</li></ul> A01: Demonstrate knowledge and understanding of religion and belief, including: <ul style="list-style-type: none"><li>•Religious, philosophical and/or ethical thought and teaching</li><li>•Influence of beliefs, teachings and practices on individuals, communities and societies</li><li>•Abuse and significance of similarities and differences in belief, teaching and practice</li><li>•Approaches to the study of religion and belief</li></ul> A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	Secularisation <ul style="list-style-type: none"><li>The views of Freud and Dawkins, that society would be happier without Christianity as it is infantile, repressive and causes conflict:</li><li>•Are spiritual values just human values?</li><li>•Is Christianity a major cause of social and personal problems?</li><li>•Are secularism and secularisation opportunities for Christianity to develop new ways of thinking and acting?</li><li>•Education and schools.</li><li>•Government and state.</li><li>•Is it or should Christianity be a significant contributor to society's culture and values?</li></ul> A01: Demonstrate knowledge and understanding of religion and belief, including: <ul style="list-style-type: none"><li>•Religious, philosophical and/or ethical thought and teaching</li><li>•Influence of beliefs, teachings and practices on individuals, communities and societies</li><li>•Abuse and significance of similarities and differences in belief, teaching and practice</li><li>•Approaches to the study of religion and belief</li></ul> A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	Students will need to review the four ethical theories prior to studying this topic. <ul style="list-style-type: none"><li>•That is important about marriage and why do some religious believers it is the only place for sexual intercourse? (Covenant, public promises, eyes of God.)</li><li>•Homosexuality – the progress towards equal rights (e.g. Wolfenden report. Links to J. S. Mill's 'On Liberty'; Issues around homosexuality such as gay adoption, gay clergy, does the concept of marriage extend to same sex relationships.</li><li>•Development of religious ideas in scripture – Old Testament views include polygamy and concubines, homosexuality punishable by death.</li><li>•Jesus' teaching on divorce and Paul's views on celibacy as preferable to marriage.</li><li>•Development in church tradition – Augustine's view on sex and original sin, Traditional catholic Ethics – Pope Paul VI's Humanae Vitae.</li><li>•Natural Law – link back to Aristotle and final cause. All sexual behaviour that is open to procreation and within marriage (marriage brings order to society) is permitted.</li><li>•Situation Ethics as a liberal Christian ethic</li></ul> A01: Demonstrate knowledge and understanding of religion and belief, including: <ul style="list-style-type: none"><li>•Religious, philosophical and/or ethical thought and teaching</li><li>•Influence of beliefs, teachings and practices on individuals, communities and societies</li><li>•Abuse and significance of similarities and differences in belief, teaching and practice</li><li>•Approaches to the study of religion and belief</li></ul> A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	Via negativa <ul style="list-style-type: none"><li>The difficulty of describing God in human language – univocal language with its tendency to anthropomorphism, equivocal language with its tendency towards mystery/agnosticism.</li><li>Via Negativa accepts impossibility of description of God – Maimonides and Pseudo-Dionysius.</li><li>Difficulties of via negativa:<ul style="list-style-type: none"><li>•Although preserving the mystery of God, is anything actually known?</li><li>•Does not reflect what religious language is like.</li></ul></li><li>Via positiva</li><li>Aquinas view that the way to avoid both errors is to treat religious language as analogical.</li><li>The analogy of attribution – which Aquinas illustrates by the example of the bull's urine.</li><li>The analogy of proper proportion. Hick's example of the faithfulness of a dog may illustrate this.</li><li>Russell's view of models and qualifiers.</li><li>Challenges to analogy including:<ul style="list-style-type: none"><li>•Winburne's view that Religious Language may be univocal.</li><li>The difficulty of knowing how far to press</li></ul></li></ul> A01: Demonstrate knowledge and understanding of religion and belief, including: <ul style="list-style-type: none"><li>•Religious, philosophical and/or ethical thought and teaching</li><li>•Influence of beliefs, teachings and practices on individuals, communities and societies</li><li>•Abuse and significance of similarities and differences in belief, teaching and practice</li><li>•Approaches to the study of religion and belief</li></ul> A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	•Understanding of the place of Meta-ethics in relation to other forms of ethics.	Normative Ethics as discussion of the rules of the game and Meta-ethics as questioning the game itself.	•Naturalism as the belief that values can be derived or defined from observation of the natural world – such as Aquinas ideas of purpose or Bentham and Mill's ideas of pleasure.	•Challenges to this empirical approach from theist-value distinction and naturalistic fallacy.	•Utilitarianism – G E Moore's views that moral truths are self-evident and indefinable. His analogy with the colour yellow. Goodness cannot be defined but is recognised immediately. Developments of this idea in Pritchard and Ross.	•Emotivism – A J Ayer's idea that ethical statements are statements that indicate approval or disapproval – boo or hurrah. The consequence of this idea is ethical relativism and the implication that all views must be tolerated.	•The strengths and weaknesses of the various positions	•The three general agreement or	A01: Demonstrate knowledge and understanding of religion and belief, including: <ul style="list-style-type: none"><li>•Religious, philosophical and/or ethical thought and teaching</li><li>•Influence of beliefs, teachings and practices on individuals, communities and societies</li><li>•Abuse and significance of similarities and differences in belief, teaching and practice</li><li>•Approaches to the study of religion and belief</li></ul> A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study
Ratio Synderesis Id Superego Ego Conscientia Invincible ignorance Invincible ignorance	Conversion Evangelism Exclusivism Inclusivism Inter-faith dialogue Migration mission Multiculturalism Pluralism Salvation Scriptural Reasoning Social cohesion	Humanism Illusion Infantile Neurosis Repressive Secular Secularism Secularisation	Premarital sex Extra marital sex Covenant Sacrament Auditory Homosexuality Cohabitation Covenant Bethoval Consummation Exclusive	Analogy Anthropomorphic Apophatic Attribution Cataphatic Cognitive Equivocal Non cognitive Proportion Religious language Symbol Tautology Univocal Via negativa Via positiva	Meta-ethics Normative ethics Naturalism Moral realism Cognitivism Intuitionism Naturalistic fallacy Emotivism Non-cognitivism Logical positivism	Anti-realism Blik Cognitive Falsification Form of life Language games Logical positivism Non cognitive Verification Tautology							
40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.							
Ratio Synderesis Id Superego Ego Conscientia Invincible ignorance Invincible ignorance	Conversion Evangelism Exclusivism Inclusivism Inter-faith dialogue Migration mission Multiculturalism Pluralism Salvation Scriptural Reasoning Social cohesion	Humanism Illusion Infantile Neurosis Repressive Secular Secularism Secularisation	Premarital sex Extra marital sex Covenant Sacrament Auditory Homosexuality Cohabitation Covenant Bethoval Consummation Exclusive	Analogy Anthropomorphic Apophatic Attribution Cataphatic Cognitive Equivocal Non cognitive Proportion Religious language Symbol Tautology Univocal Via negativa Via positiva	Meta-ethics Normative ethics Naturalism Moral realism Cognitivism Intuitionism Naturalistic fallacy Emotivism Non-cognitivism Logical positivism	Anti-realism Blik Cognitive Falsification Form of life Language games Logical positivism Non cognitive Verification Tautology							
40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.	40 mark essay Every first lesson in the week will be a knowledge organiser based quiz. Progress Points will be completed midway through a half term. This will focus on A02 evaluation skills. The teacher will give whole class feedback but not individual student marks. The last lesson of every half term will be A01 knowledge based quiz. Every half term will begin with two hours of assessment, testing three essays: two essays will assess the current units taught and one will be iterative. End of unit assessments will be marked using OCR marking criteria out of 40. 16 marks are available for A01 content and 24 marks are available for A02. Marking moderation sessions will be held termly in planning time. All data will be generated from 40 mark answers written in exam conditions in the classroom, without prep.							