Scheme title	Utilitarianism	Natural law
	Two normative ethical theories: one	Two normative ethical theories taking a
Purpose of	deontological, one teleological	religious approach to moral decision-
scheme	(Compare to Kantian Ethics)	making (Compare to Situation Ethics)

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.

Weaknesses of Bentham's utilitarianism – which can be developed later Mill's utilitarianism may be seen as an improvement on Bentham – higher and lower pleasures, non-harm principle Comparison between the two systems of decision making.

Act Utilitarianism as a decision process – taking each situation on its own merits.

Rule Utilitarianism – principles that have been found to generally lead to the greatest overall balance of good over evil.

Key Strengths and Weaknesses certainly it is a decision procedure, it is flexible to situations, is impartial and • Aristotle's view that everything in the universe has a 'telos' and that the good is something that fulfils its telos.

- The impact of Aristotle's ideas upon Aquinas. As extension the impact of the thought of Stoicism
- ■ Eey principle of doing good and avoiding evil synderesis rule.
- Primary Precepts as the five things required in order to fulfil our telos.
- Secondary precepts as the moral rules that are derived from these.
- ■ternal Law principles fully known only to God.
- Divine Law the revealed law such as the Ten Commandments and the sermon on the mount.
- •Natural Law the law that we are able to discover the use of reason
- ■ uman Law the laws made by nations. For Aquinas the laws should not contradict.
- Whether natural law provides a helpful way of making decisions: natural law as rational, valuing of life and rights, and having some flexibility vs the difficulty in proving telos.

Knowledge in sequence

A01: Demonstrate knowledge and understanding of religion and belief, including:

- Peligious, 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

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Skills

	Principle of utility	Deontological
	Deontological	Telos
	Teleological	Natural law
	Hedonic calculas	Synderesis
	Consequentialism	Secondary precepts
	Hedonistic	Primary precepts
	Quantitative	Practical reason
	Qualitative	Eudaimonia
	Act utilitarianism	
	Rule utilitarianism	
Kov Words		
Key Words	40	40
End Point	40 mark essay	40 mark essay

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Assessment method

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Assessment method

Plato and Aristotle	Soul, Mind and Body		
	l a ann ann aill ataide airmitic ant a ceantai		
	Learners will study significant concepts		
Learners will study significant concepts	and issues in the philosophy of religion		
and issues in the philosophy of religion	through the works of key thinkers,		
through the works of key thinkers, Plato			
and Aristotle	soul, body and mind		
key thinkers	key thinkers		

Outlining of the analogy of the cave – understanding of the symbolism:

- -the shadows,
- -the chained prisoners,
- -the escaped prisoner,
- -the sun,
- -the world outside the cave.

Key themes in the story of the cave – reason vs senses, forms vs particulars (appearance), political rule.

Key Characteristics of the forms and Plato's arguments for the forms:

- -the one over many argument,
- -the ideal standard argument.

Arguments against the forms:

- -the 3rd man argument,
- -lack of empirical evidence
 Outline the four causes as an
 explanation of an object or event
- -the material cause,
- -efficient cause,
- -formal cause,
- -fanal cause –

Plato and Aristotle's different use of the idea of 'form.' soul: Divisibility, doubt, clear and distinct ideas – These rest on

The teleological nature of explanation in Aristotle.

Compare Plato and Aristotle's ideas on the soul:

-Plato's soul as pre-existent, nonphysical, source of knowledge, the opposite in every sense of the body. -Arguments for the soul given by Plato: recollection, opposites, linguistic argument.

-Aristotle soul as formal cause of a person, all living things as ensouled in this sense, the body-soul as ending at death

-- Arguments for and against his view. Belief that there is a separate non-physical mind/soul in addition to the physical body. Descartes case for dualism:

-The waves of doubt, why the body can be doubted.

-The Cogito (I think therefore I am) as an example of something that cannot be doubted.

-Descartes' three arguments for the soul: Divisibility, doubt, clear and distinct ideas − These rest on -Leibniz law the idea that if there is one aspect in which things differ then

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	la .
A posteriori	Body
A priori	Category Error
Deductive	Consciousness
Empiricism	Dualism
Final cause	Ensouled
Forms	Immaterial
Four causes	Materialism
Inductive	Metaphysics
Immutable	Mind/body problem
Perfect	Monism
Philosophy	Soul
Prime mover	Substance dualism
Rationalism	
Reason	
Teleology	
40 mark assay	40 mark assay
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The Person and Christ	Situation Ethics
The origins and development of	
Christianity, and the sources of wisdom	Two normative ethical theories taking a
on which it is based in relation to the	religious approach to moral decision-
person of Jesus Christ	making (Compare to Natural Law)

Jesus' authority as Son of God. Jesus divinity as expressed in his:

- Knowledge of God: variety of Gospel passages which reflect the intimate relationship between Jesus and the Father.
- 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.
- 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
- . With reference to Mark 6:47–52 and John 9:1–41
- . The Chalcedonian definition.
- The Arian Controversy.Did Jesus Know think he was divine?
- His death and resurrection were an atonement and established a new relationship with God and humanity.

Jesus' moral teaching on:

- Repentance and forgiveness
- Inner purity and moral motivation.

- Introduction to Fletcher's key idea and origins of situation ethics within religion
- Eletcher's view that situationism sits between legalism and antinomianism.
- 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.
- ■ etcher's six propositions 1. Love as the only good 2. Love as the ruling norm 3. Love and justice are the same 4. Love wills the neighbour good whether the neighbour is liked or not 5. Love justifies any means 6. Love decides on each situation
- ■ etcher's four working principles 1. Pragmatism 2. Relativism 3. Positivism 4. Personalism.
- ■ etcher's view that conscience is a verb not a noun the process of making the decision it may be possible to link with Bonhoeffer's view that one only knows God's will in the moment of decision if this aspect of DCT has already been taught

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	Justice
	Pragmastism
	Relativism
	Positivism
	Personalism
	Conscience
	Telelolgical ethics
	Legalistic ethics
	Antinomianism ethics
	Situational ethics
Divinity	Agape
Repent	Extrinsically good
forgive	
Liberator	
Docetism	
Adoptionism	
Arianism	
Nestorianism	
Son of God	
Rabbi	
Hypostatic union	
Homoousius	
Word	
Redemption	
Incarnation	
Zealot	
Messiah	
40 mark essay	40 mark essay

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A Posteriori Arguments	Christian Moral Principles		
	The diversity of ethics and practice, including		
	those that shape and express religious		
Learners will study contrasting arguments about	identity,		
the existence or non-existence of God from	the role of the community of believers and key		
arguments of observation	moral principles in relation to moral principles		

Cosmological Argument:

- -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.
- -Introduce idea of necessity and contingency. Aquinas' 3rd way.
- Peibniz's principle of sufficient reason as a background to cosmological arguments.
- Teleological Argument:
- -Presentation of Paley's teleological argument.
- -Paley's watch links intelligence to complexity.
- -Paley'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.
- -Aquinas' teleological argument that the arrow requires the archer in order to hit the target. Hume's criticism of these arguments:
- -the appropriateness of such analogies,
- -poor design, the possibility of multiple limited designers,
- -the Epicurean Thesis that in an infinite amount of time order may randomly arise,
- -the fallacy of composition
- -Mill's objection that nature does far worse atrocities than those of human beings may be used

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 v 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 agape and the realistic implications of this.
- Agape as an extension of covenantal love and the rights and responsibilities in a

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Analogy A posteriori Morals A priori Theonomous ethics Heteronomous ethics Contingent Autonomous ethics Cosmology Propositional revelation Cosmological argument Empiricism Conscience Non-propositional revelation Evolution Fifth way Agape Logical fallacy Incarnation Necessary Deontological Sufficient reason Teleological arguments Transcendent creator 40 mark essay

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Christian Moral Action	Euthanasia	Problem of	Pluralism a
			Significant
			social and
		Learners	historical
		will study	developm
		the	ents in
		challenge	Christian
		posed to	thought,
		religious	such as
		belief by	those
		the	influenced
		problems	by ethics,
The diversity of othics and practice			philosoph
The diversity of ethics and practice,		suffering,	y or
including those that shape and express religious identity,	The application of ethical theory,	including Augustine	studies of religion in
the role of the community of believers	including religious ethical perspectives, to	and	relation to
and key moral principles in relation to	two issues of importance (plus Business	Irenaeus'	pluralism
moral action	Ethics)	theodicies	-

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 supported by situation ethics, and is at Finkenwalde:

- The authenticity of Church? What was the role of the Confessing Church?
- The unique community nature of Finkenwalde.

- 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 view of life, 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 – preseveration of life,

Versions: The between natural evil. The evidential problem of evil. problem of evil – the nt triad, Mackie's presentati which on of problem attack on divine attributes grace. Suggest possible solutions:

Exclusivis m: The distinction view that only moral and Christianit y fully offers the means of salvation: ☑alvinist The logical exclusivist response e.g. H Kraemer. inconsiste • Biblical realism' i.e. texts support the place of evil and of Christ as the sole means of •Dominus lesus (2000)

A01: Demonstrate knowledge and	A01: Demonstrate knowledge and	A01:	A01:
understanding of religion and belief,	understanding of religion and belief,	Demonstr	Demonstr
including:	including:	ate	ate
• religious, philosophical and/or ethical	religious, philosophical and/or ethical	knowledg	knowledg
thought and teaching	thought and teaching	e and	e and
• Influence of beliefs, teachings and	• Influence of beliefs, teachings and	understan	understan
practices on individuals, communities	practices on individuals, communities and	ding of	ding of
and societies	societies	religion	religion
• Cause and significance of similarities	• Cause and significance of similarities and	and belief,	and belief,
and differences in belief, teaching and	differences in belief, teaching and practice	including:	including:
practice	● approaches to the study of religion and	• religious,	• religious,
● approaches to the study of religion and	belief	philosophi	philosophi
belief	A02: Analyse and evaluate aspects of, and	cal and/or	cal and/or
A02: Analyse and evaluate aspects of,	approaches to, religion and belief,	ethical	ethical
and approaches to, religion and belief,	including their significance, influence and	thought	thought
including their significance, influence and	study	and	and
study		teaching	teaching
		• the fluence	•@nfluence
		of beliefs,	of beliefs,
		teachings	teachings
		and	and
		practices	practices
		on	on
		individuals	individuals
		,	,
		communit	communit

ies and

ies and

Religionless Christianity	Non treatment decision	Divine	Anonymo
Costly grace	Active euthanasia	action	us
Civil disobedience	Sanctity of life	Divine	Christian
Solidarity	Quality of life	likeness	Evangelis
Discipleship	Personhood	Dysteleolo	m
Passion	Autonomy and the right to die	gical	Exclusivis
	Voluntary euthanasia	Freewill	m
	Non-Voluntary euthanasia	Inconsiste	Inclusivis
	Dignity	nt triad	m
	Palliative care	Moral evil	Interfaith
	Involuntary euthanasia	Natural	dialogue
		evil	Multicultu
		Original	ralism
		perfection	Normative
		Privatio	Pluralism
		boni	Restricted
		The Fall	access
		Theodicies	exclusivis
		Universal	m
		salvation	Salvation
		Vale of	Universal
		soul	access
		making	exclusivis
			m
40 mark essay	40 mark essay	40 mark es	40 mark es

	T .		
Every first lesson in the week will be a	Every first lesson in the week will be a	'	Every first
knowledge organiser based quiz.	knowledge organiser based quiz.	lesson in	lesson in
		the week	the week
Progress Points will be completed	Progress Points will be completed midway	will be a	will be a
midway through a half term. This will	through a half term. This will focus on A02	knowledg	knowledg
focus on A02 evaluation skills. The	evaluation skills. The teacher will give	e	e
teacher will give whole class feedback	whole class feedback but not individual	organiser	organiser
but not individual student marks.	student marks.	based	based
		quiz.	quiz.
The last lesson of every half term will be	The last lesson of every half term will be		
A01 knowledge based quiz.	A01 knowledge based quiz.	Progress	Progress
		Points will	Points will
Every half term will begin with two hours	Every half term will begin with two hours	be	be
of assessment, testing three essays: two	of assessment, testing three essays: two	complete	complete
essays will assess the current units	essays will assess the current units taught	d midway	d midway
taught and one will be iterative. End of	and one will be iterative. End of unit	through a	through a
unit assessments will be marked using	assessments will be marked using OCR	half term.	half term.
OCR marking criteria out of 40. 16 marks	marking criteria out of 40. 16 marks are	This will	This will
are available for A01 content and 24	available for A01 content and 24 marks	focus on	focus on
marks are available for A02. Marking	are available for A02. Marking moderation	A02	A02
moderation sessions will be held termly	sessions will be held termly in planning	evaluation	evaluation
in planning time.	time.	skills. The	skills. The
		teacher	teacher
All data will be generated from 40 mark	All data will be generated from 40 mark	will give	will give
answers written in exam conditions in	answers written in exam conditions in the	whole	whole
the classroom, without prep.	classroom, without prep.	class	class
		feedback	feedback

Religionless Christianity	Non treatment decision	Divine	Anonymo
Costly grace	Active euthanasia	action	us
Civil disobedience	Sanctity of life	Divine	Christian
Solidarity	Quality of life	likeness	Evangelis
Discipleship	Personhood	Dysteleolo	m
Passion	Autonomy and the right to die	gical	Exclusivis
	Voluntary euthanasia	Freewill	m
	Non-Voluntary euthanasia	Inconsiste	Inclusivis
	Dignity	nt triad	m
	Palliative care	Moral evil	Interfaith
	Involuntary euthanasia	Natural	dialogue
		evil	Multicultu
		Original	ralism
		perfection	Normative
		Privatio	Pluralism
		boni	Restricted
		The Fall	access
		Theodicies	exclusivis
		Universal	m
		salvation	Salvation
		Vale of	Universal
		soul	access
		making	exclusivis
			m
40 mark essay	40 mark essay	40 mark es	40 mark es

	T .		
Every first lesson in the week will be a	Every first lesson in the week will be a	'	Every first
knowledge organiser based quiz.	knowledge organiser based quiz.	lesson in	lesson in
		the week	the week
Progress Points will be completed	Progress Points will be completed midway	will be a	will be a
midway through a half term. This will	through a half term. This will focus on A02	knowledg	knowledg
focus on A02 evaluation skills. The	evaluation skills. The teacher will give	e	e
teacher will give whole class feedback	whole class feedback but not individual	organiser	organiser
but not individual student marks.	student marks.	based	based
		quiz.	quiz.
The last lesson of every half term will be	The last lesson of every half term will be		
A01 knowledge based quiz.	A01 knowledge based quiz.	Progress	Progress
		Points will	Points will
Every half term will begin with two hours	Every half term will begin with two hours	be	be
of assessment, testing three essays: two	of assessment, testing three essays: two	complete	complete
essays will assess the current units	essays will assess the current units taught	d midway	d midway
taught and one will be iterative. End of	and one will be iterative. End of unit	through a	through a
unit assessments will be marked using	assessments will be marked using OCR	half term.	half term.
OCR marking criteria out of 40. 16 marks	marking criteria out of 40. 16 marks are	This will	This will
are available for A01 content and 24	available for A01 content and 24 marks	focus on	focus on
marks are available for A02. Marking	are available for A02. Marking moderation	A02	A02
moderation sessions will be held termly	sessions will be held termly in planning	evaluation	evaluation
in planning time.	time.	skills. The	skills. The
		teacher	teacher
All data will be generated from 40 mark	All data will be generated from 40 mark	will give	will give
answers written in exam conditions in	answers written in exam conditions in the	whole	whole
the classroom, without prep.	classroom, without prep.	class	class
		feedback	feedback

Kantian Etl	Business Et	Death and	Augustine	Gender and	Gender and	Religious E	Knowledge	Ontologica
				relationshi	relationshi			
				p between	p between			
				religion	religion			
				and	and			
				society,	society,			
				including	including			
				issues	issues			
				such as	such as			
				how	how			
				religions	religions			
		Beliefs,		adapt	adapt	Learners		
		teachings		when	when	will study		
	The	and ideas		encounter	encounter	the nature		Learners
	applicatio	about		ing	ing	and		will study
Two	n of	human		different	different	influence		contrastin
normative	ethical	life, the	Beliefs,	cultures;	cultures;	of		g
ethical	theory,	world and	teachings	religious	religious	religious		argument
theories:	including	ultimate	and ideas	tolerance,	tolerance,	experienc		s about
one	religious	reality in	about	respect	respect	e,		the
deontolog	ethical	relation to	human	and	and	including		existence
ical, one	perspectiv	questions	life, the	recognitio	recognitio	definitions		or non-
teleologic	es, to two	about	world and	n and	n and	, reliability		existence
al	issues of	death,	ultimate	views	views	and		of God
(Compare	importanc	heaven,	reality	of other	of other	possible		using
to	e (plus	hell and	according	religions	religions	other		argument
Utilitariani	Business	judgemen	to	and non-	and non-	explanatio		s from
sm)	Ethics)	t	Augustine	religious	religious	ns	The origins	reason

• 1 he	•@orporat	Heaven	Brief	Reference	Ruether's	Nature	Innate:	Ontologic
concept of	·	• Latis an	backgroun			and	As all	al
	Responsib		d on	•	of the	influence	humans	Argument
· ·	ility – that		Augustine'	Enhesians	maleness	of	are made	Anselm's
n with	business	where a	s life and	5:22-33	of Christ	religious	in God's	first
doctors or		person	influences		and its	· ·	image	version of
police	responsibi	l'	incliing	11:7	implicatio	es	they have	
I.	•	, ,	_				,	
	lity to its	after	Manichea	• Mullieris		(mystical	an inbuilt 	Ontologic
duty as	stakehold	death and		Dignitate	salvation	and .	capacity	al
something		experienc	Pelagius	m 18-19.	including:	conversio	and desire	Argument
which	• 1 he	e physical	Augustine'	Consider	Jesus'	n	to know	as
must be	opposite	and	S	the views	challenge	experienc	God	outlined
done	view –	emotional	interpreta	of:	to the	es)	including:	in
regardless	that of	happiness.	tion of	•	male	Nature of	• ™ hat it	proslogion
of	Milton	•⊞eaven	Genesis	Augustine	warrior-	experienc	is to	2.
conseque	Friedman	is a	2–3.	 Aquinas 	messiah	e –	know.	Gaunilo's
nces and	– that	spiritual	The state	• Luther.	expectatio	Mystical:	∙Buman	criticism
regardless	businesse	state that	of	To what	n. • The	4 criteria	openness	of the
of	s' only	a person	perfection	extent	non-	present in	to beauty	argument
feelings.	duty is to	experienc	before the	Christian	essential	mystical	and	s – the
• K antian	make	es as part	Fall and	teaching is	maleness	experienc	goodness	perfect
duty as	money	of their	Adam and	patriarcha	for	es	as aspects	island and
something	may be	spiritual	Eve's	I and	Ruether	according	of God.	the
that is	explored	journey	relationshi	misogynis	and	to William	•Buman	difficulty
absolutist	first and	after	p as	t?	rediscover	James:	intellectua	of moving
and	contraste	death.	friends:		ing the	-	I ability to	from
deontolog	d with the	•⊞eaven	• The state	Secular	divine	Ineffable	reflect on	thought to

A01:	A01:	A01:	A01:	A01:	A01:	A01:	A01:	-
			_			_	_	Demonstr
Demonstr	Demonstr	Demonstr	Demonstr	Demonstr	Demonstr	Demonstr	Demonstr	ate
ate	ate	ate	ate	ate	ate	ate	ate	knowledg
knowledg	knowledg	knowledg	knowledg	knowledg	knowledg	knowledg	knowledg	e and
e and	e and	e and	e and	e and	e and	e and	e and	understan
understan	understan	understan	understan	understan	understan	understan	understan	ding of
ding of	ding of	ding of	ding of	ding of	ding of	ding of	ding of	religion
religion	religion	religion	religion	religion	religion	religion	religion	and belief,
and belief,	and belief,	and belief,	and belief,	and belief,	and belief,	and belief,	and belief,	including:
including:	including:	including:	including:	including:	including:	including:	including:	• Peligious,
•æligious,	• œligious,	• religious,	•æligious,	• Peligious,	• Peligious,	religious,	•religious,	philosophi
philosophi	philosophi	philosophi	philosophi	philosophi	philosophi	philosophi	philosophi	cal and/or
cal and/or	cal and/or	cal and/or	cal and/or	cal and/or	cal and/or	cal and/or	cal and/or	ethical
ethical	ethical	ethical	ethical	ethical	ethical	ethical	ethical	thought
thought	thought	thought	thought	thought	thought	thought	thought	and
and	and	and	and	and	and	and	and	teaching
teaching	teaching	teaching	teaching	teaching	teaching	teaching	teaching	• Influence
•@nfluence	•@nfluence	Influence	•@nfluence	•@nfluence	Influence	Influence	•@nfluence	of beliefs,
of beliefs,	of beliefs,	of beliefs,	of beliefs,	of beliefs,	of beliefs,	of beliefs,	of beliefs,	teachings
teachings	teachings	teachings	teachings	teachings	teachings	teachings	teachings	and
and	and	and	and	and	and	and	and	practices
practices	practices	practices	practices	practices	practices	practices	practices	on
on	on	on	on	on	on	on	on	individuals
individuals	individuals	individuals	individuals	individuals	individuals	individuals	individuals	
,	,	,	,	,	,	,	,	, communit
communit	communit	communit	communit	communit	communit	communit	communit	ies and
ies and	ies and	ies and	ies and	ies and	ies and	ies and	ies and	societies
								300101103

Moral law		Beatific	Caritas	Feminism	Post-	Conversio	Faith	Analogy
Maxims	Corporate	vision	Cupitias	Gender	Christian	n	Grace	Α
Duty	social	Election	Concordia	biology	theology	experienc	Innate	posteriori
Summon	responsibi	Eternal	Concupisc	Gender	Reform	e	Natural	A priori
bonum	lity	Final	ence	identificati	feminist	Corporate	theology	Contingen
Catergoric	Stakehold	judgemen	Grace	on	theology	experienc	Revealed	t
al	ers	t	Original	Gender	David	e	theology	Deduction
imperativ	Stockhold	Heaven	sin	expressio	messiah	Credulity	Revelation	Logical
е	ers	Hell	Perfection	n	Servant	Divine	Reason	fallacy
Hypotheti	Socialism	Judgemen	Postlapsar	Socialisati	king	Ground	Sensus	Necessary
cal	Capitalism	t	ian	on	Sophia	Illusion	divinitas	Ontology
imperativ	Whistle-	Limited	Prelapsari	Patriarcha	Theaology	Mystical		Ontologic
e	blowing	election	an	I society		experienc		al
Kingdom	Globalisati	Parousia	Sin			e		Argument
of ends	on	Particular	Summum			Numinous		Predicate
		judgemen	bonum			Physiologi		Rationalis
		t	The Fall			cal		m
		Purgatory	Will			Pragmatis		
		Salvation				m		
		Transform						
		ation						
		Universali						
		sm						
		Unlimited						
		election						
40 mark es	40 mark es	40 mark es	40 mark es	40 mark es	40 mark es	40 mark es	40 mark es	40 mark es

Every first lesson in the week will be a will be be be complete organiser based a duiz. Progress Progress Progress Progress Progress Progress Progress Progress Progress Progre			1 .	1 .	1 -	1 -	1 .	1 -	, , , , , , , , , ,
the week will be a will be a will be a knowledg knowledg e e organiser organiser organiser based based pased	1 '	· ·	· ·	. ·	· ·	· ·	. ·	· ·	lesson in
will be a knowledg knowledg knowledg e e e e e e e e e e e e e e e e e e		lesson in			lesson in				the week
knowledg e e e organiser organiser based based based duiz. Progress Progress Points will be be be complete d midway d midway d hrough a half term. This will Focus on A02	the week	will be a							
knowledg e e e e e e e e e e e e e e e e e e	will be a	knowledg							
organiser based based based based puiz. Progress Progress Progress Points will be be complete d midway through a half term. This will This will This will This will focus on A02	knowledg	e							
organiser based based puiz. quiz. Progress Progress Progress Progress Progress Progress Points will be be be be be be be complete complete complete complete d midway through a half term. This will a half term. This will focus on fo	e	е	e	e	e	e	e	e	organiser
quiz. Progress Progress Progress Progress Progress Points will be be be complete complete complete d midway through a half term. This will focus on focus on focus on focus on A02	organiser								
quiz. Progress Progress Progress Points will be be be be be be complete complete d midway d midway through a half term. This will focus on focus on focus on focus on focus on A02	based	auiz.							
Progress Progress Progress Points will Points will be complete complete complete d midway through a half term. This will focus on focus on focus on focus on skills. The skills. The skills. The teacher teacher will give whole whole whole whole whole complete be	quiz.								
Progress Progress Progress Points will be									Progress
Points will be	Progress	_							
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through a half term. This will This	d midway	, i							
This will This w	through a								
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focus on foc	This will								
A02 A02 A02 A02 A02 A02 A02 A02 A02 evaluation evaluation skills. The skills. The teacher teacher teacher will give whole whole whole whole class class class class class feedback foodback food	focus on								
evaluation	A02								
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teacher will give whole whole whole whole whole class class class class class class class class teachers teachers teachers teachers teacher te	skills. The								
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class class class class class class class class class feedback	whole								
Ifaadbaak Ifaadbaak Ifaadbaak Ifaadbaak Ifaadbaak Ifaadbaak Ifaadbaak Ifaadbaak I	class								
	feedback								

Moral law		Beatific	Caritas	Feminism	Post-	Conversio	Faith	Analogy
Maxims	Corporate	vision	Cupitias	Gender	Christian	n	Grace	Α
Duty	social	Election	Concordia	biology	theology	experienc	Innate	posteriori
Summon	responsibi	Eternal	Concupisc	Gender	Reform	e	Natural	A priori
bonum	lity	Final	ence	identificati	feminist	Corporate	theology	Contingen
Catergoric	Stakehold	judgemen	Grace	on	theology	experienc	Revealed	t
al	ers	t	Original	Gender	David	e	theology	Deduction
imperativ	Stockhold	Heaven	sin	expressio	messiah	Credulity	Revelation	Logical
е	ers	Hell	Perfection	n	Servant	Divine	Reason	fallacy
Hypotheti	Socialism	Judgemen	Postlapsar	Socialisati	king	Ground	Sensus	Necessary
cal	Capitalism	t	ian	on	Sophia	Illusion	divinitas	Ontology
imperativ	Whistle-	Limited	Prelapsari	Patriarcha	Theaology	Mystical		Ontologic
е	blowing	election	an	I society		experienc		al
Kingdom	Globalisati	Parousia	Sin			e		Argument
of ends	on	Particular	Summum			Numinous		Predicate
		judgemen	bonum			Physiologi		Rationalis
		t	The Fall			cal		m
		Purgatory	Will			Pragmatis		
		Salvation				m		
		Transform						
		ation						
		Universali						
		sm						
		Unlimited						
		election						
40 mark es	40 mark es	40 mark es	40 mark es	40 mark es	40 mark es	40 mark es	40 mark es	40 mark es

Every first lesson in the week will be a will be be be complete organiser based a duiz. Progress Progress Progress Progress Progress Progress Progress Progress Progress Progre			1 .	1 .	1 -	1 -	1 .	1 -	, , , , , , , , , ,
the week will be a will be a will be a knowledg knowledg e e organiser organiser organiser based based pased	1 '	· ·	· ·	. ·	· ·	· ·	. ·	· ·	lesson in
will be a knowledg knowledg knowledg e e e e e e e e e e e e e e e e e e		lesson in			lesson in				the week
knowledg e e e organiser organiser based based based duiz. Progress Progress Points will be be be complete d midway d midway d hrough a half term. This will Focus on A02	the week	will be a							
knowledg e e e e e e e e e e e e e e e e e e	will be a	knowledg							
organiser based based based based puiz. Progress Progress Progress Points will be be complete d midway through a half term. This will This will This will This will focus on A02	knowledg	e							
organiser based based puiz. quiz. Progress Progress Progress Progress Progress Progress Points will be be be be be be be complete complete complete complete d midway through a half term. This will a half term. This will focus on fo	e	e	e	e	e	e	e	e	organiser
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quiz. Progress Progress Progress Points will be be be be be be complete complete d midway d midway through a half term. This will focus on focus on focus on focus on focus on A02	based	auiz.							
Progress Progress Progress Points will Points will be complete complete complete d midway through a half term. This will focus on focus on focus on focus on skills. The skills. The skills. The teacher teacher will give whole whole whole whole whole complete be	quiz.								
Progress Progress Progress Points will be									Progress
Points will be	Progress	_							
complete complete d midway d midway through a through a half term. This will This will focus on focus on focus on focus on skills. The skills. The teacher teacher teacher teacher will give whole whole whole complete complete d midway d midway d midway through a through a through a half term. This will This will This will focus on focus on focus on skills. The teacher teacher teacher whole whole class clas	Points will								
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d midway through a through a through a half term. This will occus on focus on focus on skills. The teacher teacher will give whole whole class c	complete	· ·							
through a half term. This will This	d midway	, i							
This will This w	through a								
This will This w	half term.	This will							
focus on foc	This will								
A02 A02 A02 A02 A02 A02 A02 A02 A02 evaluation evaluation skills. The skills. The teacher teacher teacher will give whole whole whole whole class class class class class feedback foodback food	focus on								
evaluation	A02								
skills. The skills. The skills. The teacher teacher teacher teacher will give whole whole whole class class class class feedback	evaluation								
teacher will give whole whole whole whole whole class class class class class class class class teachers teachers teachers teachers teacher te	skills. The								
will give will give will give will give will give will give whole whole whole whole whole whole whole whole whole class class class class class class class class feedback	teacher								
whole whole whole whole whole whole whole class class class class class class class class foodback foodback foodback foodback foodback foodback	will give	1 –							
class class class class class class class class class feedback	whole								
Ifaadbaak Ifaadbaak Ifaadbaak Ifaadbaak Ifaadbaak Ifaadbaak Ifaadbaak Ifaadbaak I	class								
	feedback								

Liberation	Nature of 0	Conscience	Pluralism a	Secularisat	Sexual Ethi	Religious L	Meta Ethic	uage - Twei
	Learners							
	will							
	examine				How the			
	how		Significant		study of	Learners		
Challenge	philosoph		social and	Challenge	ethics has,	will study		
s facing	y of		historical	s facing	over time,			
religious	religion	Significant	developm	religious	influenced	views		
thought	has, over	ideas in	ents in	thought	and been	about the		
from	time,	religious	Christian	from	influenced			
areas such	influenced	and moral	thought,	areas such		ding of	The study	
as science,		thought,	such as	as science,	1	religious	of meta-	Learners
secularisat		through	those	secularisat	ents	teachings,	ethical	will study
ion,		compariso			in	and	theories	how views
migration	by	n of the	by ethics,	_	religious	compare	and how	of religious language
and multi-	developm	works of	philosoph		beliefs	the	ethical	have
cultural	ents in	two key	y or	cultural	and	significant	0 0	changed
societies	religious	scholars		societies	practices,	ideas	in the	over time,
and	beliefs	from	religion in		societal	l'		studying a
changing		the field	relation to		norms and		era has	variety of
gender	nature of	•	pluralism	gender			_	approaches
roles	God	and ethics	tneology	roles	theories	scholars	over time	and views

Exploitatio	Omnipote	• A quinas-	The	Secularisa	Students	Via	• 🛮 ndersta	Wittgenst
n occurs	nce:	viewing	reasons	tion	will need	negativa	nding of	ein
when	-the idea	conscienc	for the	The views	to review	The	the place	The
humans	that God	e as a real	developm	of Freud	the four	difficulty	of Meta-	method of
are	can do	God-given	ent of	and	ethical	of	ethics in	logical
treated as	anything	tool that	multi-faith	Dawkins,	theories	describing	relation to	positivism
objects	(as found	is part of	societies:	that	prior to	God in	other	:
and used	in	our	 Migratio 	society	studying	human	forms of	-the
as a	Descartes)	essential	n.	would be	this topic.	language	ethics.	verificatio
means to	,	human	■fluence	happier	• ™ hat is	– univocal	Normative	n principle
an end:	-that	nature,	of labour	without	important	language	Ethics as	of the
Humans	God can	and the	and the	Christianit	about	with its	discussion	Vienna
as a	do	other	free	y as it is	marriage	tendency	of the	Circle
means of	anything	• E reud-	market	infantile,	and why	to	rules of	-its
productio	that is	seeing	economy.	repressive	do some	anthropo	the game	subseque
n.	logically	conscienc	 Refugee 	and	religious	morphism	and Meta-	nt
• False	possible	e as a	and	causes	believers	,	ethics as	improvem
conscious	(Aquinas/	name for	Assylum	conflict:	it is the	equivocal	questionin	ent by A J
ness.	Swinburne	psychologi	seekers.	∙Are	only place	language	g the	Ayer
•),	cal	Inter faith	spiritual	for sexual	with its	game	-the
Reversal	-that	phenome	Dialogue	values just	intercours	tendency	itself.	implicatio
and the	omnipote	na that is	How	human	e?	towards	 Naturalis 	n for
Gospel.	nce may	developed	Christian	values?	(Covenant	mystery/a	m as the	religion
•	be better	over time.	communit	• I S	, public	gnosticism	belief that	and ethics
Hegelian	understoo	■ quinas	ies have	Christianit	promises,		values can	Examinati
dialectical	d as	– link to	responde	y a major	eyes of	Via	be derived	on of
view of	almighty	natural	d to the	cause of	God.)	Negativa	or defined	Ayer's

A01:	A01:	A01:	A01:	A01:	A01:	A01:	A01:	A01:
Demonstr	Demonstr	Demonstr	Demonstr	Demonstr	Demonstr	Demonstr	Demonstr	Demonstr
ate	ate	ate	ate	ate	ate	ate	ate	ate
knowledg	knowledg	knowledg	knowledg	knowledg	knowledg	knowledg	knowledg	knowledg
e and	e and	e and	e and	e and	e and	e and	e and	e and
understan	understan	understan	understan	understan	understan	understan	understan	understan
ding of	ding of	ding of	ding of	ding of	ding of	ding of	ding of	ding of
religion	religion	religion	religion	religion	religion	religion	religion	religion
and belief,	and belief,	and belief,	and belief,	and belief,	and belief,	and belief,	and belief,	and belief,
including:	including:	including:	including:	including:	including:	including:	including:	including:
• eligious,	• eligious,	• eligious,	• eligious,	• r eligious,	• Peligious,	• eligious,	• religious,	• eligious,
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ethical	ethical	ethical	ethical	ethical	ethical	ethical	ethical	ethical
thought	thought	thought	thought	thought	thought	thought	thought	thought
and	and	and	and	and	and	and	and	and
teaching	teaching	teaching	teaching	teaching	teaching	teaching	teaching	teaching
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and	and	and	and	and	and	and	and	and
practices	practices	practices	practices	practices	practices	practices	practices	practices
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Praxis	Attribute	Ratio	Conversio	Humanis	Premaritia	Analogy	Meta-	Anti-
Alienation	Arbitrary	Synderesis	n	m	l sex	Anthropo	ethics	realism
Reversal	Benevolen	Id	Evangelis	Illusion	Extra	morphic	Normative	Blik
Hermeneu	ce	Superego	m	Infantile	marital	Apophatic	ethics	Cognitive
tic of	Covenant	Ego	Exclusivis	Neurosis	sex	Attributio	Naturalis	Falsificatio
suspicion	Divine	Conscienti	m	Repressiv	Covenant	n	m	n
Preferenti	fore-	a	Inclusivis	e	Sacrament	Cataphatic	Moral	Form of
al option	knowledg	Vincible	m	Secular	Audultry	Cognitive	realism	life
for the	e	ignorance	Interfaith	Secularis	Homosexu	Equivocal	Cognitivis	Language
poor	Eternity	Invincible	dialogue	m	ality	Non	m	games
Orthoprax	Everlastin	ignorance	Migration	Secularisa	Cohabitati	cognitive	Intuitivism	Logical
is	g		mission	tion	on	Proportio	Naturalisti	positivism
Orthodoxy	Four		Multicultu		Covenant	n	c fallacy	Non
	dimension		ralism		Bethoval	Religious	Emotivism	cognitive
	alist		Pluralism		Consumm	language	Non-	Verificatio
	Freewill		Salvation		ation	Symbol	cognitivis	n
	Immutabl		Scriptural		Exclusive	Tautology	m	Tautology
	e		Reasoning			Univocal	Logical	
	Just		Social			Via	positivism	
	Omnipote		cohesion			negativa		
	nce					Via		
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| Progress |
| Points will |
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| complete |
| d midway |
| through a |
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| This will |
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| class |
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Praxis	Attribute	Ratio	Conversio	Humanis	Premaritia	Analogy	Meta-	Anti-
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poor	Eternity	Invincible	dialogue	m	ality	Non	m	games
Orthoprax	Everlastin	ignorance	Migration	Secularisa	Cohabitati	cognitive	Intuitivism	Logical
is	g		mission	tion	on	Proportio	Naturalisti	positivism
Orthodoxy	Four		Multicultu		Covenant	n	c fallacy	Non
	dimension		ralism		Bethoval	Religious	Emotivism	cognitive
	alist		Pluralism		Consumm	language	Non-	Verificatio
	Freewill		Salvation		ation	Symbol	cognitivis	n
	Immutabl		Scriptural		Exclusive	Tautology	m	Tautology
	e		Reasoning			Univocal	Logical	
	Just		Social			Via	positivism	
	Omnipote		cohesion			negativa		
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