

Scheme title	Utilitarianism	Natural law
Purpose of scheme		
	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)

<p>Knowledge in sequence</p>	<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,</p> <p>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</p>	<ul style="list-style-type: none"> • 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 • Key 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. • Eternal 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 • Human 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.
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<p>Skills</p>	<p>A01: Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • 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 <p>A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p>	<p>A01: Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • 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 <p>A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p>
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	Principle of utility Deontological Teleological Hedonic calculus Consequentialism Hedonistic Quantitative Qualitative Act utilitarianism Rule utilitarianism	Deontological Telos Natural law Synderesis Secondary precepts Primary precepts Practical reason Eudaimonia
Key Words		
End Point	40 mark essay	40 mark essay

Assessment method	<p>Every first lesson in the week will be a knowledge organiser based quiz.</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>Every first lesson in the week will be a knowledge organiser based quiz.</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>
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Plato and Aristotle	Soul, Mind and Body
<p>Learners will study significant concepts and issues in the philosophy of religion through the works of key thinkers, Plato and Aristotle</p> <p>key thinkers</p>	<p>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</p> <p>key thinkers</p>

<p>Outlining of the analogy of the cave – understanding of the symbolism:</p> <ul style="list-style-type: none"> -The shadows, -The chained prisoners, -The escaped prisoner, -The sun, -The world outside the cave. <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"> -The one over many argument, -The ideal standard argument. <p>Arguments against the forms:</p> <ul style="list-style-type: none"> -The 3rd man argument, -Lack of empirical evidence <p>Outline the four causes as an explanation of an object or event</p> <ul style="list-style-type: none"> -The material cause, -Efficient cause, -Formal cause, -Final cause – <p>Plato and Aristotle's different use of the idea of 'form.'</p> <p>The teleological nature of explanation in Aristotle.</p>	<p>Compare Plato and Aristotle's ideas on the soul:</p> <ul style="list-style-type: none"> -Plato's soul as pre-existent, non-physical, 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. <p>Belief that there is a separate non-physical mind/soul in addition to the physical body. Descartes case for dualism:</p> <ul style="list-style-type: none"> -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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The Person and Christ	Situation Ethics
<p>The origins and development of Christianity, and the sources of wisdom on which it is based in relation to the person of Jesus Christ</p>	<p>Two normative ethical theories taking a religious approach to moral decision-making (Compare to Natural Law)</p>

<p>Jesus' authority as Son of God. Jesus divinity as expressed in his:</p> <ul style="list-style-type: none"> • 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. <p>Did Jesus know think he was divine?</p> <ul style="list-style-type: none"> • His death and resurrection were an atonement and established a new relationship with God and humanity. <p>Jesus' moral teaching on:</p> <ul style="list-style-type: none"> • Repentance and forgiveness • Inner purity and moral motivation. 	<ul style="list-style-type: none"> • Introduction to Fletcher's key idea and origins of situation ethics within religion • Fletcher'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. • Fletcher'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 • Fletcher's four working principles 1. Pragmatism 2. Relativism 3. Positivism 4. Personalism. • Fletcher'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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A Posteriori Arguments	Christian Moral Principles
<p>Learners will study contrasting arguments about the existence or non-existence of God from arguments of observation</p>	<p>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</p>

<p>Cosmological Argument:</p> <ul style="list-style-type: none"> -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. -Leibniz's principle of sufficient reason as a background to cosmological arguments. <p>Teleological Argument:</p> <ul style="list-style-type: none"> -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. <p>Hume's criticism of these arguments:</p> <ul style="list-style-type: none"> -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 	<p>As the Bible reveals God's will, then only biblical ethical commands should be followed.</p> <ul style="list-style-type: none"> • 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. <p>Jesus' only command was to love and that human reason must decide how best to apply this:</p> <ul style="list-style-type: none"> • 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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Christian Moral Action	Euthanasia	Problem of	Pluralism a
<p>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</p>	<p>The application of ethical theory, including religious ethical perspectives, to two issues of importance (plus Business Ethics)</p>	<p>Learners will study the challenge posed to religious belief by the problems of evil and suffering, including Augustine and Irenaeus' theodicies</p>	<p>Significant social and historical developments in Christian thought, such as those influenced by ethics, philosophy or studies of religion in relation to pluralism theology</p>

<p>Bonhoeffer's teaching on the relationship of Church and State including:</p> <ul style="list-style-type: none"> • 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 <p>Bonhoeffer's role in the Confessing Church and his own religious community at Finkenwalde:</p> <ul style="list-style-type: none"> • The authenticity of Church? • What was the role of the Confessing Church? • The unique community nature of Finkenwalde. 	<ul style="list-style-type: none"> • 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 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, 	<p>Versions:</p> <p>The distinction between moral and natural evil. 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</p> <p>Suggest possible solutions:</p>	<p>Exclusivism: The view that only Christianity fully offers the means of salvation:</p> <ul style="list-style-type: none"> • Calvinist 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)
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<p>A01: Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • 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 <p>A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p>	<p>A01: Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • 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 <p>A02: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p>	<p>A01: Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • Religious, philosophical and/or ethical thought and teaching • Influence of beliefs, teachings and practices on individuals, communities and 	<p>A01: Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • Religious, philosophical and/or ethical thought and teaching • Influence of beliefs, teachings and practices on individuals, communities and
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Religionless Christianity Costly grace Civil disobedience Solidarity Discipleship Passion	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
40 mark essay	40 mark essay	40 mark es	40 mark es

<p>Every first lesson in the week will be a knowledge organiser based quiz.</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>Every first lesson in the week will be a knowledge organiser based quiz.</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>Every first lesson in the week will be a knowledge organiser based quiz.</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</p>	<p>Every first lesson in the week will be a knowledge organiser based quiz.</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</p>
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Kantian Eth	Business Ethics	Death and	Augustine	Gender and	Gender and	Religious	Knowledge	Ontological
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 death, heaven, hell and judgement	Beliefs, teachings and ideas about human life, the world and ultimate reality according to Augustine	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	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	Learners will study the nature and influence of religious experience, including definitions, reliability and possible other explanations		Learners will study contrasting arguments about the existence or non-existence of God using arguments from reason

<ul style="list-style-type: none"> • The concept of duty – comparison with doctors or police officers – duty as something which must be done regardless of consequences and regardless of feelings. • Kantian duty as something that is absolutist and deontolog 	<ul style="list-style-type: none"> • 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 	<p>Heaven</p> <ul style="list-style-type: none"> • It is an actual place where a person may go after death and experience the physical and emotional happiness. • Heaven is a spiritual state that a person experiences as part of their spiritual journey after death. • Heaven 	<p>Brief background on Augustine's life and influences including Manichaeism and Pelagius Augustine's interpretation of Genesis 2–3. The state of perfection before the Fall and Adam and Eve's relationship as friends:</p> <ul style="list-style-type: none"> • The state 	<p>Reference to:</p> <ul style="list-style-type: none"> • Ephesians 5:22-33 • I Cor 11:7 • Mullieris Dignitate 18-19. Consider the views of: • Augustine • Aquinas • Luther. To what extent Christian teaching is patriarchal and misogynist? <p>Secular</p>	<p>Ruether's discussion of the maleness of Christ and its implications for salvation including:</p> <ul style="list-style-type: none"> • Jesus' challenge to the male warrior-messiah expectation. • The non-essential maleness for Ruether and rediscovering the divine 	<p>Nature and influence of religious experiences (mystical and conversion experiences)</p> <p>Nature of experience – Mystical: 4 criteria present in mystical experiences according to William James: Ineffable</p>	<p>Innate: As all humans are made in God's image they have an inbuilt capacity and desire to know God including:</p> <ul style="list-style-type: none"> • What it is to know. • Human openness to beauty and goodness as aspects of God. • Human intellectual ability to reflect on 	<p>Ontological Argument Anselm's first version of the Ontological Argument as outlined in proslogion 2. Gaunilo's criticism of the arguments – the perfect island and the difficulty of moving from thought to</p>
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Liberation	Nature of	Conscience	Pluralism a	Secularisat	Sexual Ethi	Religious L	Meta Ethic	Language - Twer
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	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, migration and multi-cultural societies and changing gender roles	How the study of ethics has, over time, influenced 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

Exploitation occurs when humans are treated as objects and used as a means to an end:	Omnipotence: The idea that God can do anything (as found in Descartes), that God can do anything that is logically possible (Aquinas/Swinburne), that omnipotence may be better understood as almighty	<ul style="list-style-type: none"> • Aquinas-viewing conscience as a real God-given tool that is part of our essential human nature, and the other • Freud-seeing conscience as a name for psychological phenomena that is developed over time. • Aquinas – link to natural 	The reasons for the development of multi-faith societies: <ul style="list-style-type: none"> • Migration. • Influence of labour and the free market economy. • Refugee and Assylum seekers. Inter faith Dialogue How Christian communities have responded to the	Secularisation The views of Freud and Dawkins, that society would be happier without Christianity as it is infantile, repressive and causes conflict: <ul style="list-style-type: none"> • Are spiritual values just human values? • Is Christianity a major cause of 	Students will need to review the four ethical theories prior to studying this topic. <ul style="list-style-type: none"> • What is important about marriage and why do some religious believers it is the only place for sexual intercourse? (Covenant, public promises, eyes of God.) 	Via negativa The difficulty of describing God in human language – univocal language with its tendency to anthropomorphism, equivocal language with its tendency towards mystery/agnosticism. Via Negativa	<ul style="list-style-type: none"> • 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 	Wittgenstein The method of logical positivism: The verification principle of the Vienna Circle – its subsequent improvement by A J Ayer – the implication for religion and ethics Examination of Ayer's
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21st Century

