



PLUME ACADEMY - LEARNING OVERVIEW

Year	12
Course	Religious Studies
Specification Number/Exam Board	OCR H573
Examination Papers and Weighting	Philosophy 3 hours, 3 essay questions, 33% of grade Ethics 3 hours, 3 essay questions, 33% of grade Developments in Christian Thought 3 hours, 3 essay questions, 33% of grade

Prior Learning

This course builds on students' knowledge & skills learnt in the Religious Studies GCSE, particularly the philosophical and ethical topics such as Religion and Life, where the arguments for the existence of God and the universe's origins feature again and are discussed in more detail.

This builds on the philosophical and ethical skills students have become familiar with right through their education in the subject at Plume, from KS3 to the GCSE. Skills such as comprehending big philosophical questions and theories, evaluating the arguments from different points of view and reaching judgements on the issues discussed. Students will expand on their knowledge and understanding of Christian thought & principles, exploring the Bible & Jesus' message.

Curriculum Intent – What are the curriculum aims?

The Philosophy strand will encourage students to build the skills to reflect on knowledge & reality and have confidence to ask questions of themselves and their world. Students will become familiar with the major issues and debates within philosophy and reach a personal judgement on how it affects their view of the world, with such questions as is there such thing as a soul? Why is there suffering in the world? Can we prove there is a God?

The Ethics strand gives students an opportunity to ask questions about how we should reach ethical decisions, and what good and bad mean in life today. Students develop an understanding of how Aquinas, Fletcher and other ethical theorists propose that people should make ethical decisions, through evaluation and judgement of their own sense of morality and moral decisions in day-to-day life.

Developments in Christian Thought asks students to consider how and why Christianity has changed, and is challenged in the 21st century. It explores questions about Death and the Afterlife, knowledge of God's existence, the person of Jesus Christ, moral principles & moral action.

Students' ability to construct a strong and convincing argument, both in written essay form and through discussion, will also be developed through this A Level. This is a skill which will set them up well for a degree in any arts subject where discussion of ideas in a seminar setting and essays are an integral part of study. It also lends itself well to careers in law and politics through the development of critical argument skills, as well as careers in health and social care and global companies due to the development of awareness of different worldviews and ethical dilemmas.



Curriculum Implementation – What will my child will be learning?

Term 1	Half Term 1	<p>Philosophy: Ancient Philosophical Influences <i>How have Plato and Aristotle shaped Western philosophy?</i></p> <p>Ethics: Natural Law & Situation Ethics <i>Are Aquinas's Natural Law Theory and Joseph Fletcher's Situation Ethics useful ways of deciding what is right and wrong in moral situations?</i></p>
	Half Term 2	<p>Philosophy: Arguments for God based on observation & reason <i>Is it possible to prove the existence of God, has any philosopher or theologian done it successfully?</i></p> <p>Ethics: Euthanasia <i>Can euthanasia ever be considered ethical? How would Natural Law and Situation Ethics give guidance on this issue?</i></p>
Term 2	Half Term 3	<p>Philosophy: Religious Experience <i>What are religious experiences and are they verifiable?</i></p> <p>Ethics: Kantian Ethics and Utilitarianism <i>Are Immanuel Kant's ethical theory and Utilitarianism useful ways of deciding what is right and wrong in moral situations?</i></p>
	Half Term 4	<p>Philosophy: The Problem of Evil</p> <p>Ethics: Business Ethics <i>What is considered to be moral business behaviour and rules? How can Kantian Ethics and Utilitarianism give guidance on this issue?</i></p>
Term 3	Half Term 5	<p>Developments in Christian Thought: Augustine on Human Nature. Death & the Afterlife. Knowledge of God's existence <i>Are humans evil at their core? Do the concepts of heaven and hell make theological sense? How can religious people find out truths about God? What different sources are there they can use to inform their faith?</i></p>
	Half Term 6	<p>Developments in Christian Thought: The person of Jesus. Christian moral principles. Christian moral action. <i>Who was Jesus? Was he a figure head of rebellion, God incarnate, or a moral teacher? How should Christians decide what is right and wrong when the Bible contains contradictions?</i></p>

Curriculum Impact – How will my child be assessed and receive feedback?

Work will be assessed through regular essays at the end of each topic of study, as well as through oral contributions in class and end of year mock examinations.



Super-Curricular Opportunities – Supporting and Extending Learning

Useful study resources	If a student is really passionate about this subject they can...
<p>Stanford Encyclopedia of Philosophy https://plato.stanford.edu/</p> <p>Philosopher Kings http://www.philosopherkings.co.uk/</p> <p>Internet Encyclopedia of Philosophy https://iep.utm.edu/</p> <p>Crash Course Philosophy https://www.youtube.com/playlist?list=PL2QuSfnTOhGFz-qKlhO7-Zt6mBg47204f</p>	<p>Choose from the reading list:</p> <p><i>Republic</i> by Plato</p> <p><i>Meditations on First Philosophy</i> by Descartes</p> <p><i>On Liberty</i> by J. S. Mill</p> <p>Research university courses related to the subject:</p> <p>Philosophy: https://www.thecompleteuniversityguide.co.uk/courses/search/undergraduate/philosophy</p> <p>Theology: https://www.thecompleteuniversityguide.co.uk/courses/search/undergraduate/all?keyword=theology</p>