YEAR 13 Autumn

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Theme 1 DEF: Meta Ethics

Curriculum Intent	
Skills/Assessment objective links	**Why do we teach this to students?** Students study this as part of their A Level Religious Studies. This is an introduction to Meta Ethics where students explore the debate in ethics about if Ethical Statements have meaning. It allows students to see that Ethics is not just normative Ethics. **Why do we teach this now?** We finish our Ethics content by looking at Meta Ethics. While students have the ethical theories at the forefront of their minds we look at if good and bad mean anything, before moving onto looking at a separate part of our course – Free Will and Determinism. At this point in the course, students have had a thorough look at the ethical theories and are ready to debate if good has meaning or is just an expression of emotion. This unit is designed to introduce candidates to the wider debate in ethics of what meaning do ethical terms actually have. The approach taken for these three sections is chronological so that the candidate can study the development of the debate. **Specification aims:** The WJEC Eduqas A level in Religious Studies encourages learners to: • develop their interest in a rigorous study of religion and belief and relate it to the wider world • develop knowledge and understanding appropriate to a specialist study of religion • develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies • adopt an enquiring, critical and reflective approach to the study of religion • reflect on and develop their own values, opinions and attitudes in the light of their study. A level Religious Studies is designed to enable learners to develop their interest in, and enthusiasm for, a study of religion and its place in the wider world. **Assessment Objectives:** ***AO1:*** Demonstrate a knowledge and understanding of religion and beliefs 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. ***AO2:*** Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study. The assessment objectives are weighted 40:60 in the exam.
Spiritual, moral, social, and cultural development	**SMSC: Spiritual:** The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them. **Moral:** acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. **Cultural:** understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. **PSHE:** A study in Ethics supports the PSHE competences of choices and influences and autonomy and advocacy. **British Values:** Individual liberty, mutual respect and tolerance of those of different faiths and beliefs. **Skills Builder:** Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork
Numeracy	
Literacy	**Vocabulary Tier 2:** objective, natural, moral statements, facts, emotion, verified, falsified. **Vocabulary Tier 3:** cognitive, non-cognitive, empirical evidence, naturalism, intuition, emotivism, is-ought, naturalistic fallacy. **Reading:** Students have the opportunity to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand. **Writing:** A Level RS is a literacy based subject. Students are supported in developing their answers to explain the beliefs and impacts of those beliefs. Students are working to be able to explain and examine the key ethical theories for an AO1 20 mark question. They are also explaining 2 view points and reaching a justified conclusion for an AO2 30 mark question. **Oracy:** Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.
Becoming future ready	RS students develop: - the ability to build and interrogate arguments and how to question and evaluate narratives - critical thinking skills and the ability to interpret information, formulate questions and solve problems - organisational and time management skills - teamworking and communication skills - writing skills, including accurate referencing and the ability to construct a reasoned argument - empathy and the ability to understand people and their motivations - the ability to appreciate different perspectives and take on board others' views - the ability to work methodically and accurately - independence of mind and the ability to think for yourself.
Adaptation	Throughout this topic, quality first teaching will provide differentiation: **By product:** differential outcomes using must, could, should.
QFT/SEND Provision	**By resource:** PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge. **By Intervention:** by providing different levels of supervision and support, revision drop ins, catch up sessions. **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue. **By Grouping:** according to prior attainment, gender and behaviour **By Task:** Many tasks are scaffolded to support students, where there is a choice of task students are supported in choosing the task which will best support them to achieve their ability. **By Offering Optional Activities:** In class or as homework, to extend learning.

	#	Lesson Title, Lesson Objectives, recommended retrieval:	Lesson builds upon:	This will be developed in:
Learning Outcomes (Core knowledge)	**1**	Naturalism To explain what Meta Ethics is and the basis of the Naturalist view. - To know that meta ethics seeks to explore and discover the meaning of words used in ethical statements - To know that David Hulme was an empiricist: he argued that things can only be 'real' or 'meaningful' if they can be verified or proved by our five senses. - To know that Naturalism developed from empiricism and the ideas of David Hume. Naturalists argue that we observe the world around us and create moral theories to fit our observations. - To know that naturalism is cognitive – it can be verified or falsified using our empirical evidence. - To know that Naturalist believe that moral statements are facts in the same way London is the capital of the UK is a fact.		L2 when we look at FH Bradleys contribution to Naturalism.
	2	Naturalism To explain FH Bradleys contribution to Naturalism. - To know that FH Bradley believed that moral perspective is derived from self realisation. - To know that FH Bradley believed that once your position in life is decided, you have a duty to perform the function of that station. - To know that FH Bradley believed that meta-ethical statements can be seen in scientific terms. - To know that FH Bradley believed that objective features of the world make propositions true or false.	This lesson develops the knowledge learnt in L1 by looking at how Bradley contributed to this view.	This theory is explored further by looking at how it is challenged – the weaknesses of this theory.
	3	Challenges to Naturalism To explain the challenges to Naturalism. - To know Hulme's is ought problem, that we cannot deduce an ought from and is. - To know Moore's open-ended question, that moral facts cannot be reduced to natural properties. - To know Moore's naturalistic fallacy, naturalists confuse the property of goodness with some other non-moral property that good things happen to possess. Moore argued that you could not go from a non-moral premise to a moral conclusion.	Now that students understand the theory they look at weaknesses of this.	Students look at these weaknesses and how they developed the debate into Intuitivism.
	4	Intuitivism To explain the basic principle of Intuitivism. - To know that intuitionism is the meta-ethical theory that moral truths are known through intuition. - To know that intuitionism argues that objective moral laws exist independently of human beings and can be discovered through intuition. - To know that proponents of Intuitionism state that 'goodness' cannot be defined or analysed, it is simply self-evident. Attempts to define 'goodness' in other natural terms commit the 'naturalistic fallacy.' - To know that 'Good' is seen as a simple idea which cannot be broken down into other concepts. Moore compares 'good' with the colour 'yellow' to illustrate this idea. - To know that moral judgements cannot be proved empirically according to Intuitionism but must be recognised as good, or as actions we ought to do, intuitively.	The knowledge on Moore is used to introduce Intuitivism.	This theory is developed by looking at Pritchards contributions to Intuitivism. This furthers students knowledge on cognitive theories which argue that moral statements are facts which can be verified or falsified.
	5	Intuitivism To explain the contribution of Pritchard to Intuitivism. - To know that Prichard states that our moral obligations are very clear through intuition in the same way that mathematical truths can be clearly apprehended. - To know that Prichard states that the role of general reason in morality is to establish the facts and data about a given situation needed in order to make a decision. However, the facts alone cannot tell people what ought to be done. The actual 'moral thinking' is based on intuition, which shows what people's moral obligations are. The facts (general reasoning) are there to shore up – through a process of testing and doubting – the original intuition provided by moral reasoning. - To know that In the case of conflicting moral obligations, intuition would allow people to see which obligation was greater. No reasons can be given why one obligation is greater than another, as moral duty cannot be proved. To know that Prichard does recognise that people have different views of morality. He states that this is because some people's moral thinking has developed further than others. - To know that Prichard offers no hierarchy of moral obligations.	Students Explore Pritchard's theory on intuitivism.	Students start to look at the weaknesses of Intuitivism in L6.
	6	Challenges to Intuitivism To explain the challenges to Intuitivism. - To know that there is no proof that moral intuition exists. - To know that intuitive 'truths' can differ widely. - To know that there is no obvious way to resolve conflicting intuitions.	Now that students know intuitivism, they look at the weaknesses of it.	Students contrast this knowledge with the non-cognitive view of emotivism.
	7	Emotivism To explain the ethical theory of Emotivism - To know Emotivism is non-cognitive. - To know that Emotivism believes that ethical statements are just expressions of emotivism.	Emotivism is explored as a contrast to the 2 cognitive theories.	After establishing the view of Freddie Ayer, students look at those who have agreed with Ayer and developed his theory.

	- To know that the main proponent if A.J Ayer. - To know that A. J. Ayer claimed that moral terms are 'pseudoconcepts' which do not express cognitive, objective facts. - To know that ethical statements are seen as an expression of the approval or disapproval of the agent, similar to facial expressions or tones of voice. - To know that Emotivism is also known as a boo-hurrah theory, that we are just saying boo to murder when we say murder is wrong and hurrah to charity when we say charity is good. We are just showing what we like and dislike. - To know that ethical statements are used to persuade others to agree with the approval or disapproval expressed by the agent. They are used to condition children.		
8	Emotivism To explain contributions to emotivism. - To know that Stevenson saw moral judgements as having two elements: an expression of the attitude of the agent, based on the agent's beliefs, and a persuasive element designed to influence others. - To know that the statement 'abortion is wrong' is therefore saying 'I disapprove of abortion and you should also disapprove. - To know that Stevenson claims that our moral attitudes are based on fundamental beliefs and therefore a moral disagreement is more than just a shouting match and can inform us about a person's core beliefs and world view. However, he would still agree with Ayer that such disagreements have no factual content. - To know that Hare develops prescriptivism which says that it is not just an expression of emotion but also tells us how we ought to behave. - To know that like doctors' prescriptions it varies from person to person.	Ayers contribution to emotivism is further developed by looking at Stevenson and Hares' prescriptivism.	Now that students know the theory of emotivism they explore the weaknesses of this view.
9	Challenges to Emotivism To explain the challenges to Emotivism. - To know that Emotivism means that no basic moral principles can be established – which challenges Huma Rights. - To know that ethical debate becomes a pointless activity. - To know that there is no universal agreement that some actions are wrong.	Students explore reasons why people disagree with emotivism – its weaknesses.	Students use the knowledge of all the theories to evaluate if ethical statements are facts.
10	AO2 – Are Ethical Statements moral facts? To evaluate if ethical statements are moral facts. - To know that naturalist would argue that ethical statements can be seen as objective facts about the world which can be analysed in the same way as other objective truths. - To know that emotivists would agree that ethical statements are not objective as they are not statements of fact but simple expressions of emotion. For example, saying that abortion is wrong is not a statement of fact but is the equivalent of saying 'Boo! To abortion.' - To know that for an Emotivist, a moral statement is subjective and expresses something about the individual who uses the word, rather than being an objective truth about the world. - To know that it could be argued that ethical statements are objective truths based on our moral intuition. Ethical statements express our universal moral intuitions, which are objective in that they are shared by all moral agents.	Students draw upon all 3 theories to evaluate which view they agree with and why.	

Current learning to be developed in the future within:	See the table above which explains the sequencing of lessons, detailing where the learning will be developed. This will be revisited through retrieval starters throughout the course.
Assessment	Students will be formatively assessed formatively through knowledge checks, AO1 and AO2 questions. This content will be assessed in Summative Exams which generate LAGs throughout Year 12 and 13.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.