YEAR 12 Autumn

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Theme 2: Deontological Ethics ABC

Curriculum Intent	**Why do we teach this to students?** Students study this as part of their A Level Religious Studies. Students study a deontological approach to Moral Decision making through Aquinas' Natural Moral Law. Students look at how this theory applies to the issues of abortion and euthanasia. This helps students to explore the clarity of deontological ethics and introduces students to applied ethics. **Why do we teach this now?** Deontological Ethics are a clearer approach to Moral decision making. This makes students first experience of applied ethics clearer and more straight forward. Students move onto deontological ethics. This is an absolute theory which means that it is a clear and simple ethic to follow. We start with NML when moving onto the more complex ethical theories as it is a clearer theory to follow and start with. The first two sections of this theme (2A and 2B) are designed to introduce candidates to the deontological normative ethic of Natural Law and need to be studied before its developments.
Skills/Assessment objective links	**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, absolute, relative, laws, purpose, primary, secondary, human, natural, real, apparent, interior, exterior. **Vocabulary Tier 3:** teleological, synderesis, precepts, eternal, divine, Aquinas, virtues. **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**	Aquinas NML To explain the laws and precepts as a basis of decision making in Aquinas' Natural Moral Law. - To know that Aquinas believes there are 4 types of law: eternal, divine, natural and human law. - To know that Natural Law is derived from Natural thought given by God. - To know that this theory is based on a belief in a creator God who created us with a purpose and that the highest good is to fulfil that purpose. - To know that Aquinas devised 5 primary precepts and that these are absolute and deontological. - To know that the secondary Precepts are derived from the primary precepts and that these are teleological. - To know that the primary precepts are based on us being able to fulfil our god given purpose and the synderesis – do good and avoid evil. -	Students develop their understanding of deontological ethics – key concepts established at the start of the course.	Once students have understood the laws and precepts, they look at the rest of Aquinas theory in the next lesson. Students also need to understand the theory to be able to apply it to the issues highlighted in the specification in L3 and 4.
	2	Aquinas NML To explain the role of virtues and goods in Aquinas' Natural Moral Law. - To know that Aquinas believed humans need to be more God like by developing the 4 cardinal virtues (fortitude, temperance, prudence and justice) and the 3 revealed virtues (faith, hope and love) - To know that Aquinas considered both the internal and external - To know that there are real goods *(which uphold the primary precepts)* and apparent goods *(which is a misuse of our reason to reach a decision which goes against the precepts.)* - To know that real goods help us to fulfil our God given purpose.	Students further their understanding of Aquinas' Natural Moral law by looking at the role of virtues, goods and the interior and exterior. This completes the AO1 knowledge of the theory.	Students use the knowledge of the theory to apply it to modern day issues.
	3	Aquinas and Abortion To apply Aquinas' Natural Moral Law to the issue of abortion - To know what abortion is. - To know that abortion directly harms the primary precepts. - To know that a decision supporting abortion would be an apparent good. - To know that abortion stops us fulfilling our God given purpose.	Students use what they know on NML to apply to Abortion	Students use the skills and structure of this lesson to apply it to euthanasia next lesson.
	4	Aquinas and Euthanasia To apply Aquinas' Natural Moral Law to the issue of voluntary euthanasia - To know what euthanasia is. - To know what voluntary euthanasia is. - To know that euthanasia directly harms the primary precepts. - To know that a decision supporting euthanasia would be an apparent good.	Students use the knowledge of NML and the structure of how to apply from the 3 previous lessons.	Students will use the outcome of NML applied to abortion and euthanasia to evaluate if this theory works in modern Britain – one which is absolute and restricts choice.
	5	Knowledge Check Students complete short questions on the 4 Ethical theories completed so far.	To be successful in this knowledge check students need to have understood the 4 theories taught.	This lesson informs the next lesson. Student weaknesses are addressed in the next lesson
	6	Knowledge check Feedback lesson This lesson is specific to student performance in the knowledge check. Teacher to plan the lesson based on addressing areas of weaknesses or misconceptions.	Staff deliver a lesson based on student performance in the Knowledge check.	This lesson will help students in future LAG assessments and when they continue the study of NML in Theme 2 DEF.
	7	AO2 – Strengths and Weaknesses of NML To explain the strengths and weaknesses of Natural Moral Law. - To know	Knowing the theory, students now look at the positives and negatives of this theory	Students use this to evaluate the theory of NML. The weaknesses are also revisited in Finnis' NML to see if there has been an improvement.
	8	AO2 – Does NML work in Modern Britain To evaluate id deontological NML works in 21st century Britain. - To know that J	Students evaluate the theory after first understanding what the theory is and how it works in moral decisions	Students continue to explore NML when they look at the developments by Finnis and Hoose.
	9	In class timed Essay – AO1 and AO2 ***AO1*** – Apply Aquinas' Natural Moral Law to the issue of euthanasia. ***AO2*** – 'Following Natural Moral Law results in injustice.' Evaluate this view.	Students complete and AO1 and AO2 on Natural Moral Law. This grade will be combined with the Religion and Philosophy results to generate the next Y12 LAG.	
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. Students further explore Natural Moral Law when they look at its developments in Theme 2 DEF – Finnis and Hoose.			

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.