YEAR 12 Spring

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Theme 3: Teleological Ethics DEF

Curriculum Intent	
Skills/Assessment objective links	**Why do we teach this to students?** Students study this as part of their A Level Religious Studies. A key part of the A level RS is exploring teleological Ethics as a contrast to deontological Ethics. Helping students to understand that some people make moral decisions based on the outcomes (consequences) of actions rather than the action itself. This helps students to understand how different people can come to different decisions over moral dilemmas. **Why do we teach this now?** After understanding the key concepts and first exploring an absolute deontological theory students move onto studying teleological ethics. We move onto Utilitarianism. This is an easier Teleological Ethics to apply, which is why we study it before we do Situation Ethics. **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	Bentham's Utilitarianism is a quantitative measure, where students work out how many people will achieve pleasure.
Literacy	**Vocabulary Tier 2:** situational, consequential, relative, act, rule, quantitative, qualitative, pleasures, happiness, **Vocabulary Tier 3:** Utilitarianism, hedonistic, principle of utility, hedonic calculus, Harm Principle. **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**	Bentham's Utilitarianism To explain the key concepts of Bentham's Utilitarianism. - To know that Bentham is the father or Utilitarianism and developed Act Utilitarianism. - To know that Utilitarianism is a teleological normative ethic. - To know that it is consequential and situational. - To know that Bentham believed that the ultimate aim for humanity was pleasure. - To know that Bentham believes that we are all motivated to avoid pain and seek pleasure. - To know that Bentham's theory of utility is quantitative – the greatest good for the greatest number.		L2 when students look at the hedonic calculus part of Bentham's theory.
	2	Bentham's Hedonic Calculus. To explain the Hedonic Calculus of Bentham's Utilitarianism. - To know that Bentham designed a hedonic calculus to calculate pleasure in each situation - To know that the Hedonic Calculus consists of 7 factors: purity, remoteness, richness, intensity, certainty, extent and duration.	Students further their existing knowledge of Bentham's theory by looking at his third part – the hedonic calculus.	Students will look at the weaknesses to see how Act Utilitarianism got changed by Mill in L3.
	3	Mills Development of Bentham To explain the weaknesses of Bentham's theory and how Mill adapted Bentham's Utilitarianism. - To know that Act Utilitarianism can lead to immoral acts, has difficulties with predicting consequences. - To know how the sadistic guard's dilemma created a dilemma for Mill. - To know Mill called Bentham's Utilitarianism a 'pig philosophy fit for a swine.' - To know that Mill supports GHP but distinguished between pleasure and happiness. - To know that Mill believes 'it is better to be human dissatisfied than a pig satisfied.'	Students look at Mills criticism of Bentham and how he distinguished between pleasure and happiness.	Students look at the rest of Mills theory in L4.
	4	Mills Utilitarianism To explain the higher and lower pleasures of Mills Utilitarianism, the Harm Principle and Universality. - To know that mill believes in higher (intellectual) and lower (bodily) pleasures. - To know that the higher pleasures lead to happiness. - To know that Mills theory is qualitative. - To know that Mill believes that people who disagree have not experienced the higher pleasures. - To know that Mill developed the Harm principle – that you have autonomy over you unless what you are going to do will cause harm to others. - To know that Mill believes that what is right or wrong for one person is right or wrong for all, that all humans desire happiness.	Students look at higher and lower pleasures and how these link to happiness from L3.	Students look at how Mill is a rule utilitarianism whilst exploring what strong and weak rule Utilitarianism are in L5.
	5	Rule Utilitarianism To explain strong and weak Utilitarianism. - To know that Mills theory can be describes as rule Utilitarian. - To know that Act Utilitarianism is Bentham's Utilitarianism. - To know that a Rule Utilitarian creates rules that lead to GHP rather than looking at individual situations. - To know that a weak rule Utilitarian will break the rule when your own GHP isn't achieved. - To know that a strong rule utilitarian will always follow the rule knowing the overall GHP has been met even if their individual GHP wasn't achieved.	Students look at how Mills utilitarianism is a rule Utilitarianism.	Student start to apply Utilitarianism to the issues of animal testing and WMDs in L6 and 7.
	6	Utilitarianism applied to animal testing To apply Bentham and Mills Utilitarianism to animal testing. - To know that Bentham's Utilitarianism looks at each individual situation of animal testing. - To know that Bentham says, 'it not can the reason, nor can they talk but can they feel pain.' Which includes animals in the principle of utility. - To know that in rare illnesses the number of animals needed would not achieve the greatest good for the greatest number. - To know then when applied to the issue of vaccines e.g. COVID GGFGN is achieved. - To know that Mill would support a rule that allows animal testing as it leads to health which is a higher pleasure.	Students apply the knowledge they have learnt on act and rule utilitarianism in L1-5 to the issue of animal testing. Students start with animal testing as the examples are easier to reach a decision.	Now that students have applied Act and Rule to animal testing they apply it to WMDs.
	7	Utilitarianism applied to WMD as a deterrent To apply Bentham and Mills Utilitarianism to WMDs as a deterrent - To know that Bentham's Utilitarianism looks at each individual situation of WMDs as a deterrent. - To know that where WMDs lead to the greatest good for the greatest number e.g. NATO keeping peace then they would be ok. - To know that in situations where GGFGN is not achieved Act Utilitarianism would not support their use. Each decision is situational. - To know that rule utilitarianism may support a UN rule that prevents countries from obtaining WMDs as it does not lead to GHP.	Students use their experience of applying Act and Rule to animals by applying it to WMDs	Now that students have understood the theories and applied them to see the outcome of using the theories student start to evaluate Utilitarianism.

8	AO2 – Is pleasure the sole intrinsic good? To evaluate if pleasure is the only thing good in itself. - To know that all other goals are worthwhile (e.g. spiritual fulfilment, fulfilling individual potential, making money) only because they bring happiness. - To know that rue happiness is spiritual happiness – unobtainable in this life, but a goal worth working for. - To know that Bentham would agree yes based on hie theory of motivation 'we are governed by 2 sovereign masters, pleasure and pain.' - To know that Mill would disagree as he distinguished between pleasure and happiness. - To know that Max Stirner could agree as he believes we should pursue our own self interests – which are likely to be pleasurable for us. - To know that Aquinas would disagree as some acts are good in themselves – the precepts.	Students draw upon their knowledge of the theories to evaluate is pleasure is the only intrinsic good.	Students evaluate the theories by considering if 1 version is better than the other.
9	AO2 – Is Act Utilitarianism better than Rule Utilitarianism? To evaluate if Mills Rule Utilitarianism is better than Bentham's Act Utilitarianism - To know that rule utilitarianism provides the clarity of rules. - To know that rule utilitarianism addresses the issues of act utilitarianism – avoiding immoral acts such as the sadistic guards. - To know that act Utilitarianisms strength is is democratic nature - To know that act utilitarianism recognizes the uniqueness of each situation. - To know that pursing happiness in rule and not pleasure in act is what people actually desire.	Students look at if Mills developments of Utilitarianism make it better than Bentham's Act	Students further their knowledge of Teleological Ethics by studying Situation Ethics.
10	Knowledge check Students complete short questions on Utilitarianism as well as retrieval questions on the 4 prior theories.	Students are being assessed on their understanding of the most recent Ethical Theory	The result of this test will allow students to identify areas of weaknesses for their upcoming Y12 exams. It also allows the teacher to identify what needs to be addressed in the revision lessons – an opportunity to address areas of weaknesses and misconceptions.

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.