YEAR 12 Autumn

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Theme 1: Ethical Thought ABC

Curriculum Intent	
Skills/Assessment objective links	**Why do we teach this to students?** Students study this as part of their A Level Religious Studies. The first section of Theme 1: 1A, Divine Command Theory, is designed to introduce candidates to the link between religion and ethics. The second section of this theme, 1B Virtue Theory is intended to illustrate to candidates that ethical theories can have both a philosophical and religious foundation. The third section of this theme, 1C Ethical Egoism, is to introduce candidates to the idea that not all ethical theories have a religious foundation. **Why do we teach this now?** We teach this unit now as it is the introductory module to our A Level Ethics study, introducing students to the different approaches to Ethical moral decision making. **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:** explain, examine, right, wrong, good, bad, moral decision making, Evaluate, objective, relativism, arbitrary, mean, agent, self interest, altruism, **Vocabulary Tier 3:** Divine Command, Virtue, omnipotence, absolutism, relativism, meta ethics, normative ethics, pluralism, eudaimonia, union of egos, spook, einzig, eigenheit. **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**	Intro – what is ethics To know what Ethics is and how it forms a part of the RS A Level.	N/A	In all lessons where we explore the different approaches to Ethics.
	2	Absolutism and Relativism To explain the difference between Absolutism and Relativism. - To know that moral absolutism offers 1 clear answer to ethical dilemmas. It is objective and action based. - To know that Human Rights and Divine commands are an example of moral absolutism. - To know that moral relativism believes that there are no principles which are true for all people of all times and that what is right and wrong changes. - To know how Protagoras' 'man is the measure of morality' quote supports cultural relativism. - To know that the example of King Darius and the dead is an example of cultural relativism.	It introduces the two types of approaches to ethics – things being always right and always wrong or what is right or wrong changing.	This is explored through the terms teleological and deontological – terms used to describe the ethical theories. In all lessons on ethical theories, students will be asked to identify if the approach is absolute or relative.
	3	Teleological and Deontological To explain the key terms of teleological and deontological. - To know that teleological is also known as consequentialism. - To know that the end to be achieved can change. - To know that it is the end that makes and action right or wrong. - To know that this makes it relative. - To know that deontological looks at the intrinsic value of actions. - To know that following deontology means that there are moral absolutes.	Students explore how deontological is absolute and how teleological is relative.	Students look at DCT as absolute, Virtue and Egoism as relative, teleological theories.
	4	DCT To explain the Ethical Theory of Divine Command Theory. - To know that God is the originator of right or wrong. - To know that right or wrong are objective truths based on Gods commands. - To know that morality is obedience to the commands. - To know that divine commands is a requirement of Gods omnipotence	Students explore our first Ethical theory, they explore is absolute nature as well as the link between religion and ethics.	Students will look at the challenges to this theory a d how it has been changed by Robert Adams.
	5	Challenges to DCT To explain the challenges of arbitrariness problem, pluralism and Euthyphro dilemma to Divine Command Theory. To know that Plato challenges DCT by asking 'is it good because God commands it, or does God command it because it is Good.' - To know that the 'horns' of the dilemma lead to Gods commands being arbitrary or from a source other than God. - To know that DCT is a tautology – saying the same thing twice. - To know that abhorrent commands can be seen as a challenge e.g. the fall of Jericho - To know that the different commands within religions lead to contradictions and challenge DCT. - To know that is can be seen as arbitrary – just on a whim.	Students review DCT and understand how it has been challenged by Euthyphro.	Understanding its challenges helps students to know why Robert Adams modified it, and how his theory can be seen as an improved version. Students first need to know the challenges before they look at the modified version.
	6	Robert Adams Modified DCT To explain Robert Adams modifies Divine Command Theory to overcome challenges to DCT. - To know that Robert Adams modifies DCT to prevent this challenge of Euthyphro. - To know that Robert Adams bases his DCT in Gods omnibenevolence. - To know that this prevents a challenge to Gods omnipotence. - To know that Robert Adams believes that commands that are not consistence with Gods nature can be ignored.	Knowing that DCT is undermined by Euthyphro's dilemma students look at how Robert Adams rooted DCT in Gods omnibenevolence.	This is explored in the AO2 lessons when students are evaluating the theories.
	7	Virtue Ethics To explain the ethical theory of Virtue Ethics - To know that virtue ethics is not based on actions but developing people's character. - To know what eudaimonia is. - To know that pursuing eudaimonia makes it teleological. - To know that Aristotle had 12 moral virtues and 9 intellectual virtues. - To know that we learn the virtues through practice and a moral exemplar. - To know that the virtues are the golden mean. - To know that there is a vice of excess and a vice of deficiency. - To know that there are akrates, enkrates and sophrons. - To know that Aristotle believes we can't all be virtuous based on socio – environmental factors.	Students look at a contrast to DCT – Virtue Ethics, a different way to make moral decisions	Students will look at how Christianity can be seen as compatible with Virtue Ethics, as well as evaluating the theory. Virtue and Eudaimonia is also revisited when introducing Natural Moral Law.
	8	Jesus and the Beatitudes To explain Jesus' promotion of the virtues in the beatitudes. - To know that Jesus promoted the virtues in his Sermon on the Mount - To know that Jesus was teaching us what sort of characteristics we should develop. - To know that these are poor in spirit, mourn, meek, hunger and thirst for righteousness, merciful, pure of heart, peace makers and persecuted. - To know that virtue Ethics can be seen as compatible with religious Ethics based on the teachings of Jesus.	Now that students understand Virtue Theory they explore how Jesus' sermon on the mount can be seen to promote a development of virtues.	Students will explore weaknesses of this theory.

	9	Challenges to Virtue Ethics To explain the challenges to Virtue Ethics: its no practical, cultural relativism and how the virtues can be used for immoral behaviour. - To know that virtue Ethics does not help people as it does not give clear rules. - To know that it requires practical wisdom in the absence of clear rules and not everyone has this. - To know that it is non-universal, so different cultures and different times have different virtues. - To know that virtue ethics is subjective and therefore there is nothing condemning immoral acts, e.g. murder. - To know that it can be considered elitist as not everyone has the moral exemplar and education to obtain eh virtues. - To know that this non-normative approach with no guidelines makes it difficult to judge people and therefore have a justice system.	Now that students understand Virtue Theory, they explore the challenges to this theory – reasons why people do not think this is a successful theory.	Students will evaluate this theory at the end of the unit.
	10	AO1 – In class timed Essay AO1 – Explain Virtue Theory with reference to Aristotle.	Students complete an AO1 on Virtue Ethics. This grade will be combined with the Religion and Philosophy results to generate the first Y12 LAG.	
	11	Egoism To explain the Ethical Theory of Ethical Egoism, including the contribution of Max Stirner. - To know that ethical Egoism is agent focused. - To know that it is the opposite of altruism. - To know that self interest is different to selfishness. - To know that Ethical Egoism matches Psychological Egoism. - To know that we must consider long term and self-term interests. - To know that Max Stirner believes that all actions are in self interest. - To know that Max Stirner believes that we shouldn't just pursue material gains. - To know that Max Stirner believes in the union of Egos – when people come together to pursue a shared self interest. - To know that do this we need to be free of spooks – social constraints. - To know that people want eigenheit (ownness) - To know that A person can then appreciate their own uniqueness (einzig) and can be truly free to act.	Students explore a third and different approach to moral decision making, egoism. A theory without reference to religion. A contrast to the previous 2 theories.	Students will look at challenges to this theory, when they know what the theory is.
	12	Challenges to Egoism To explain the challenges to Ethical Egoism. - To know how it can be see to destroy community ethos as this relies on individuals being altruistic. - To know how it can lead to social injustices e.g. the self-interest of wealth creation can lead to poverty. - To know how it can be seen as a form of bigotry as it divides people into 'themselves' and others which can lead to discrimination. - To know that it can lead to immoral acts e.g. dumping toxic waste for a personal wealth gain.	Now students know what Egoism is, they explore what people don't like about this theory – they explore the criticisms of Ethical Egoism.	Students will evaluate this theory.
	13	AO2 – Does Egoism lead to evil? To evaluate if Ethical egoism leads to evil - To know that Ethical Egoism may be seen to lead to moral evil as it gives autonomy to individuals who choose according to their own self-interest rather than being expected to follow any pre-established moral guidelines - To know that a rejection of social constraints can be seen to lead to moral evils. - To know that other theories can be used to promote evil – surely pursuing you rather than a theory which could be 'psychologically damaging' is better. - To know that this undermines human nature – would we all pursue evil? - To know that things are only considered evil based on social constructs and that this may not be the 'right' thing. - To know that clear theories can avoid actions which humans don't like and are considered 'evil.'	Students evaluate Egoism, they look at the theory and its challenges to see if it will lead to evil.	Students will look at if it is more useful that Virtue Ethics.
	14	AO2 – Is virtue useful? To evaluate if Virtue Ethics is useful. - To know that it has been around for a long time and is used by many groups of people, including Christians. - it could be argued that the virtues identified by Jesus, such as mercy, purity of heart and meekness, are very different from those identified by Aristotle, such as wittiness and right ambition. - To know that this raises the issue of cultural relativism; if the virtues we value change over time and between societies, can this be a reliable way to understand morality. - To know that it relies on good people making good decisions, with no specific guidance, which could be naive. - To know that theories such as DCT with obedience do not help people to understand their own choices – virtue ethics does. - To know that it is useful as it develops the individual and altruism which helps society.	Students draw upon their knowledge of Virtue Ethics to evaluate it if it useful, contrasting its usefulness with the other theories of Egoism and DCT.	These topics are retrieved throughout the course. The AO2 skills are also used to complete the next LAG essay.
	15	AO2 – In class timed Essay 'Divine Command Theory is a better approach to ethics than Ethical Egoism.' Evaluate this view.	Students complete an AO2 on Ethical Thought. 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. Eudaimonia and Virtue Ethics is revisited when looking at Natural Moral Law.
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.