YEAR 12 Summer

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Theme 2: Deontological 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, furthering their understanding of deontological Ethics. Sections 2D and 2E of Theme 2 are designed to illustrate the development of Natural Law. 2D considers John Finnis' development of Natural Law and 2E considers Bernard Hoose's overview of Proportionalist debate within f Natural Law. Section 2F expects candidates to apply the knowledge and understanding they have gained in 2E and 2F to the issues listed. **Why do we teach this now?** Sections 2D and 2E of Theme 2 are designed to illustrate the development of Natural Law, hence it is studied after studying Aquinas' Natural Moral Law. Now that students have studied NML and Agape we look at Finnis' developments of Natural Moral Law and Hooses' contribution to the proportionalist debate. This completes student's study of normative 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	
Literacy	**Vocabulary Tier 2:m** basic goods, hybrid, practical reasoning, common good, authority, law, immigration, capital punishment. **Vocabulary Tier 3:** maxim, proportionalism, natural moral law, agape, teleological, deontological. **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**	Finnis – 7 basic goods To explain how Finnis adapts NML by introducing 7 basic goods. - To know that Finnis agrees with the basic structure of NML - To know that the central object of Finnis' theory is a set of seven fundamental 'goods' for humankind. - To know that these goods are common to all humans regardless of their culture. - To know that there are 3 substantive (stand alone) goods, life, knowledge and play. - To know that there are 4 reflective goods (requiring thought and choice, friendship, aesthetic appearance, practical reasoning and religion. - To know that there is no hierarchy of the goods and that they exist int their own right. - To know that there is no measurable quality in the goods. One action cannot be 'more' of one good than another action. - To know that the basic good exist in reality. - To know that a moral act is one that involves any one or a combination of the goods. - To know that an immoral act is one which directly harms the basic goods.	This lesson develops students knowledge of Natural Moral Law from studying Aquinas' Natural Moral Law.	Finnis theory will be continued in L2 and L3
	2	Finnis – 9 requirements of practical reasoning To explain Finnis' 9 requirements of practical reasoning. - To know that there are 9 requirements of practical reasoning: view life as a whole, no arbitrary preference amongst values (goods), basic goods apply equally to all, do not become obsessed with a particular project, use effort to improve, plan your actions to do the most good, never harm a basic good, foster common good in the community and act in your own conscience and authority. - To know that they apply equally to everyone. - To know that they are used to make specific decisions. - To know the difference between theoretical and practical reasoning.	Students look at what they need to consider when applying the 7 basic goods by understanding the 9 requirements of practical reasoning.	Students look at how following the basic goods links to the common good.
	3	Finnis – the common good To explain Finnis understanding of the common good, laws and the need for authority. - To know that Finnis believes you should foster the common good – the good of humanity. - To know that to achieve the common good, certain acts need to be performed by the whole community rather than specific people. - To know that such community-wide actions require coordination, and coordination requires authority. - To know that Finnis believes that one of the strongest and most effective sources of authority is the law. - To know that the authority establishes laws to support the 7 basic goods. - To know that Finnis argues that if you accept a legal system, then you have a legal obligation to obey every law	Students look at the final parts of Finnis' theory by looking at the common good, the role of law and authority.	Students look at further developments of Natural Moral law by exploring proportionalism.
	4	Hoose – The proportionalist debate To explain the Proportionalist Maxim. - To know that Hooses proportionalism is a hybrid of Natural Law, and situation Ethics. - To know that Hoose's proportionalist maxim ('it is never right to go against a principle unless there is a proportionate reason which would justify it'). - To know how the Irish abortion case of Savita Halappanavar exemplifies need for the proportionalist maxim.	After studying how Finnis has developed Natural Moral Law, students move to look at how Hooses' hybrid is a development of Natural Moral Law.	Students look at how applying the proportionalist maxim makes an action morally good but not morally right in L5.
	5	Hoose – Morally right vs morally good To explain the difference between morally right, morally good, moral evil and ontic evils. - To know that a right act is one that follows the moral law. - To know that a morraly good act is one which breaks the moral rule for a proportionate reason. - To know that Agape is the basis for applying the proportionalist maxim. - To know that an evil moral act is one which directly breaks the moral rules e.g. murder - To know that an ontic / pre moral evil is one which is a bad act but is not immoral.	Students complete their study of Proportionalism by looking at the role of agape and the difference between right and good.	Students will apply the information they have gained when applying the theories in L6 and 7
	6	Applied to Capital Punishment To apply Finnis and Hoose to the issue of Capital Punishment. - To know that Finnis would be against Capital Punishment as it directly harms one of the basic goods – life. - To know that citizens have a moral obligation to follow laws established by authority to establish the common good, so if you lived in a country where there was a law for Capital Punishment you would follow it. - To know that the Catholic church says: "Today the death penalty is inadmissible, no matter how serious the crime committed." And that Aquinas' Natural Moral Law is against Capital punishment. - To know that in terms of a proportionalism, the first duty would be to follow the deontological rule regarding capital punishment e.g. the pre-moral or ontic act of capital punishment is wrong.	Students use the knowledge they have gained in L1-5 to apply the theories and decide if Finnis and Hoose would support capital Punishment.	Studnets continue their application in L7 when looking at immigration.

	- To know that in certain situation of mass murderer who has admitted their crimes it might be proportionate to do so, especially if they have continued to kill in prison.		
7	Applied to Immigration To apply Finnis and Hoose to the issue of Immigration. - To know that Finnis' Natural Law Theory can be seen to send mixed messages about immigration. This is because the seven basic goods and nine requirements of practical reason do not give specific ethical guidance. Therefore, some of the seven basic goods and nine requirements of practical reason seem to support immigration and some seem to oppose it. - To know that the Cataholic church has supported immigration. - To know that the first duty would be to follow the deontological rule regarding immigration e.g. the pre-moral or ontic act of capital punishment is right. - To know that there are situations where the proportionalist would be against immigration.	Students continue to apply their knowledge from L1-5 by looking at what Finnis and Hoose would say to immigration.	The application allows students to see if this theory is easy to use – which helps them to evaluate this theory in L8.
8	AO2 – Do the developments improve Aquinas NML? To explain the difference between Absolutism and Relativism. - To know that Aquinas' NML is clear and objective and easy to follow. - To know that the 7 and 9 factors of Finnis ca be more difficult to follow. - To know that the developments allow for individual situations to be considered e.g. the case of Savita Halappanavar which prompted Ireland to review is absolute approach to abortion. - To know breaking the rule when love commanded is a Jesus intended. - To know that Aquinas' NML is absolute and supporting commands from God. - To know that the developments remove the need to be religious to follow Natural Moral Law. - To know that Proportionalism allows you to break the rule (as Jesus did) without becoming totally situational – which seems inconsistent with religious Ethics.	Students review the knowledge of L1-7 to evaluate if the development of NML are better than Aquinas' original NML.	

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.