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. Students learn Situation Ethics to see that in Teleological Ethics the end can differ. **Why do we teach this now?** We complete the Teleological Ethics study by looking at Situation Ethics. Students are already in the mindset of consequential thinking and can study agape with a focus on the 6 propositions. We study this before returning to Finnis and Hoose as Hoose refers to Agape as a proportionate reason to move from the law. **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:** situational, consequential, relative, legalism, conscience, homosexuality, polyamorous, unconditional, self sacrificial. **Vocabulary Tier 3:** agape, antinomianism, 6 propositions, 4 presumptions. **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**	Fletcher - Agape To explain Agape as the basis of Fletchers Situation Ethics and his rejection of other forms of ethics. - To know that Fletcher rejects Legalism and Antinomianism - To know that Fletchers Situation Ethics is Teleological, situational and consequential. - To Know that Fletcher believes that the conscience is a verb and not a noun – the process you do to work out what is the right thing to do. - To know that Fletcher uses Agape as the guiding principle as the middle way of Situationalism. - To know that Agape is not a romantic or erotic love but a self-sacrificial love of others. - To know that Agape is rooted in Christian Teachings: The good Samaritan, Corinthians, Jesus heals on the Sabbath.	This lessons builds upon the students existing knowledge of teleological ethics from the previous unit on Utilitarianism.	L2 – 5 when students look at the rest of the theory and how it applies.
	2	Fletcher 6 propositions To explain the six propositions of Fletcher Situation Ethics. - To know that Agape is the boss principle of Situation Ethics. - To know that Agape is applied following the 6 propositions or fundamental principles: love is the only good, love is the ruling norm of Christianity, love equals justice, love for all, loving ends justify the means and love decides situationally.	Students develop their understanding of agape by looking at how it is applied using the 6 propositions.	Students look at how decisions must fulfil the 4 propositions.
	3	Fletcher 4 presumptions To explain the four presumptions - To know that Fletcher has 4 working principles or presumptions that all moral decisions are: pragmatic, relativist, personal and positivist. - To know that pragmatism means it must work. - To know that relativist means that all decisions are made relative to agape. - To know that personal means that people come before rules, just as in Jesus heals on the Sabbath. - To know that positivism means that you must freely want to choose to follow agape.	Students look at how agape being applied must also fulfil the 4 presumptions.	With full knowledge of the theory students now apply it to the issues of homosexuality and polyamorous relationships.
	4	Fletcher applied to Homosexuality To explain how Fletchers Situation Ethics applies to homosexuality. - To know that Situation Ethics applies to each individual situation and doesn't make rules. - To know that all decisions must result in Agape. - To know that love applies to all. - To know that Fletcher would support loving homosexual relationships	Students use the knowledge of the theory to be able to apply it. It helps students to see the theory in action.	Applying Fletchers theory and seeing if it is easy will help students to evaluate if it works as an ethical theory.
	5	Fletcher applied to polyamorous relationships To explain how Fletchers Situation Ethics applies to Polyamorous relationships. - To know that Situation Ethics applies to each individual situation and doesn't make rules. - To know that all decisions must result in Agape. - To know that love applies to all. - To know that Fletcher would support loving consensual polyamorous relationships.	Students start with an example that they are familiar with – homosexuality, before exploring polyamorous relationships.	Students use their experience of applying the theory to see it is effective or a Christian Ethic.
	6	Revision – Ethical Thought To revise the theories of Egoism, DCT and Virtue Ethics.	The focus of the revision lessons is to be informed by the knowledge check, addressing students areas of weakness or misconceptions ahead of the Y12 exam.	This content will be assessed in the Year 12 exam.
	7	Revision - NML To revise the ethical Theory of Natural Moral Law		
	8	Revision - Utilitarianism To revise the ethical theory of Utilitarianism.		
	9	Y12 Exam	This review student understanding of all lessons to date.	The answers to the exam direct the feedback lesson.
	10	Feedback lesson	The content of this lesson is determined by the Y12 exam	Areas identified will be further reviewed in retrieval starters.
	9	AO2 – Is Situation Ethics effective? To evaluate if Situation Ethics is an effective way of making moral decisions. - To know	Students us the knowledge of SE from L1 – 5 to evaluate if it is an effective theory for moral decision making	
	10	AO2 – IS Situation a religious Ethic? To evaluate if Situation Ethics is a religious approach to moral decision making. - To know that Jesus set aside the 'law' in order to help and heal. - To know that Agape can be seen to follow the greatest commandment - Love God and your neighbour as yourself .	Students evaluate if this theory is a Christian Ethic. They will draw upon DCT and the deontological nature of other religious ethics.	Situation Ethics is retrieved during feedback starters as we move through the rest of the course.

		- To know that in Romans 13 v 8-10 The commandments are summed up in the single command to love. Love is the fulfilment of law. - To know that some examples of following law seem to run contrary to God's compassion and love. - To know that the New Testament also includes passages that appear to give priority to law, give specific moral teaching, and link loving God to obeying God's commands. - To know that God wouldn't have given us rules if he didn't want us to follow them. - To know that Pope Pius said Situation Ethics is 'an individualistic and subjective appeal to the concrete circumstances of action that attempts to justify decisions in opposition to the natural law or Gods revealed will.'		

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.