

# Year 12 ~ Curriculum Map for RS – Ethics (Edexcel Religious Studies A level)

What are the intended aims for this year's curriculum? To explore both common ground and controversy in dealing with issues that arise in the areas of morality and religion in the context of the modern world.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Topic(s):</p> <p><b>Ethical theory</b> Utilitarianism</p> <p>Aim of A&amp;R</p>	<p>Topic(s):</p> <p><b>Ethical theory</b> Situation Ethics</p> <p>Aim of A&amp;R</p>	<p>Topic(s):</p> <p><b>Ethical theory</b> Natural Moral law</p> <p>Aim of A&amp;R</p>	<p>Topic(s):</p> <p><b>Application of ethical theories to issues of importance</b> War and peace</p> <p>Aim of A&amp;R</p>	<p>Topic(s):</p> <p><b>Application of ethical theories to issues of importance</b> Sexual Ethics</p> <p>Aim of A&amp;R</p>	<p>Topic(s):</p> <p><b>Significant concepts in issues or debates in religion in ethics</b> Environmental issues Equality</p> <p>Aim of EoY exam</p>
'Big idea(s)' / fundamental concepts	<p>What is ethical theory and how do deontological and ethical approaches differ? How effective is Utilitarianism in solving ethical dilemmas?</p>	<p>How effective is Situation Ethics in solving ethical dilemmas?</p>	<p>How effective is natural moral law in solving ethical dilemmas?</p>	<p>Is war right or wrong? What does Christianity believe about war and peace?</p>	<p>What is right and wrong in regards to sexual behaviour? What does Christianity believe about sexual behaviour?</p>	<p>How should we look after the environment? What does Christianity teach about environmental ethics? What is equality? What does Christianity teach about racial inequality?</p>
Knowledge to be learnt	<p><b>Introduction to ethics</b></p> <p><b>Utilitarianism</b> a) Concepts of utility, pleasure, hedonism and happiness, influences on the emergence of the theory, including social, political and cultural influences, the significant contribution of Bentham and Mill to a recognised theory. Act and Rule Utilitarianism, the development of the theory, including Preference, Negative and Ideal Utilitarianism, the application of the theory in historical and contemporary ethical situations, including political and social reform, the concept of relativism in ethics. b) Strengths and weaknesses of the theory and its developments, appropriateness of its continuing application and use, assessment of relevant examples, change in the law and social attitudes vis a vis the theory, compatibility or otherwise with religious approaches. With reference to the ideas of J Bentham and J S Mill.</p>	<p><b>Situation Ethics</b> a) The 'new morality' of the mid-20th century: social, political and cultural influences on the development of Situation Ethics, concepts of <i>agape</i> and situationalism in ethics, the application of the theory to specific case studies, biblical examples of situationist thinking, such as illustrated in the ministry of Jesus. b) Strengths and weaknesses of the theory and its developments, appropriateness of its continuing application and use, assessment of relevant examples, change in the law and social attitudes vis a vis the theory, compatibility or otherwise with religious approaches. With reference to the ideas of J A T Robinson and J Fletcher.</p>	<p><b>Natural Moral Law</b> a) Concepts of absolutism and legalism in ethics, early development of natural moral law, biblical and classical foundations of the approach, concepts of purpose, telos, primary and secondary precepts, contemporary applications and adaptations, including proportionalism. b) Strengths and weaknesses of the theory and its developments, appropriateness of its continuing application and use, assessment of relevant examples, change in the law and social attitudes vis a vis the theory, compatibility or otherwise with religious approaches. With reference to the ideas of Aquinas and B Hoose.</p>	<p><b>War and peace</b> a) The contribution of at least one religion to issues of war and peace, including the teaching of sacred text(s), the Just War Theory, including principles <i>jus ad bellum</i>, <i>jus in bello</i> and <i>jus post bellum</i>, reasons for and influences on the development of the theory, examples of wars, including contemporary conflicts that may be evaluated against the theory, special issues arising from nuclear war. b) Concepts of pacifism, including absolute, relative/selective and nuclear pacifism, the role of pacifist movements and pressure groups. The success of the Just War Theory as a theory and in practice, the practicality of pacifism in its different forms, perceived advantages of war such as technological development, relevance of religious contributions, success of named wars in achieving their goal. With reference to the ideas of Augustine and Aquinas.</p>	<p><b>Sexual Ethics</b> a) The contribution of at least one world religion on issues in sexual ethics, including the teaching of sacred text(s) and understanding of the diversity of religious approaches, sexual relationships in and outside of marriage, including pre-marital sex, adultery, promiscuity, same-sex relationships, including marriage and civil partnership, contraception and childlessness, secular ethical approaches to these issues and social and cultural influences on them. b) The continuing relevance and application of religious teachings and beliefs on sexual ethics, strengths and weaknesses of changing social attitudes, the success or otherwise of contributions from ethical theory in making decisions in matters of sexual ethics. With reference to the ideas of P Vardy and J Dominian.</p>	<p><b>Environmental Ethics</b> a) Concepts of stewardship and conservation from the point of view of at least one religion and at least one secular ethical perspective; animal welfare and protection, sustainability, waste management and climate change. b) Strengths and weaknesses of significant areas of disagreement and debate, assessment of relevant examples, legal changes and social attitudes, appropriateness and value of employing religious perspectives in these debates. With reference to the ideas of J Lovelock and A Naess.</p> <p><b>Equality</b> a) Ethical and religious concepts of equality, including the issue of race and the work of one significant figure in campaigns for racial equality Events in the progress of equality in this area, perspectives on equality from at least one religion and one secular ethical perspective. b) Strengths and weaknesses of significant areas of disagreement and debate, assessment of relevant examples, legal changes and social attitudes, appropriateness and value of employing religious perspectives into these debates. With reference to the ideas of Martin Luther King</p>
	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit an end of year exam which encompasses all elements of the course. This will assess students knowledge, understanding and retention and inform future planning.

Key vocabulary	Teleology, deontology, hedonism, principle of utility, hedonic calculus, pleasure, intensity, duration, certainty, propinquity, fecundity, purity, extent, quantitative, qualitative, consequences, ends, means, predictive, higher pleasures, lower pleasures, rule, act, negative, Ideal and preference Unitarianism, QALYs, effective altruism, Jeremy Bentham, John Stuart Mill, Peter Singer	Teleology, situationism, agape, love, antinomianism, legalism, four working principles, pragmatism, relativism, personalism, positivism, intrinsically good, ends and means, outcome, permissive society, liberalism, justice J AT Robinson, Joseph Fletcher	Absolutism, legalism, telos, eudaimonia, natural moral law, eternal law, divine law, human law, five primary precepts, secondary precepts, reason, purpose, real and apparent goods, double effect, proportionalism, naturalistic fallacy, Thomas Aquinas, Bernard Hoose	Just War Theory, ius ad bellum, jus in bello and jus post bellum, intention, proportionate, last resort, comparative justice, principle of discrimination, compensation, nuclear war, political realism, oxymoron pacifism, absolute, relative/selective nuclear pacifism, Quakers, Christian realism, St Augustine, Thomas Aquinas	Pre-marital sex, promiscuity, marriage, cohabitation, adultery, celibacy, contraception, natural and artificial contraception, homosexuality, civil partnerships, consent, transactional, self-control, catholic catechism, conservative, liberal, feminism, permissive society, Peter Vardy, Jack Dominian	Climate change, pollution, nuclear waste, landfill, deforestation, conservation, stewardship, dominion, shallow ecology, deep ecology, instrumental, intrinsic, Gaia hypothesis, sentient beings, sustainability, secular, animal welfare James Lovelock, Arne Naess
The role of reading and comprehension	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.
The role of independent extended writing	Exam style questions 8, 12, 30 marks. Research on key themes.	Exam style questions 8, 12, 30 marks. Research on key themes.	Exam style questions 8, 12, 30 marks. Research on key themes.	Exam style questions 8, 12, 30 marks. Research on key themes.	Exam style questions 8, 12, 30 marks. Research on key themes.	Exam style questions 8, 12, 30 marks. Research on key themes.
The role of maths/ numeracy	Hedonic calculus calculations			Statistics regarding war	Statistics	Climate change statistics
Links to careers/ aspirations	Religious leader, Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, Health worker, lawyer, civil servant	Religious leader, Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer.	Religious leader, Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, Cultural interpreter,	Religious leader, Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, Cultural interpreter, civil servant (International relations) Armed Services	Religious leader, Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, Cultural interpreter, Counsellor, Nursing, Social work	Religious leader, Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, Cultural interpreter, scientist, civil servant, conservationist
Core skills	To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess - Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.	To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess - Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.	To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess - Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.	To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess - Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.	To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess - Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.	To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess - Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.
Dept. enrichment activities			Q&A with a representative from Christianity discussing Christian responses to ethical issue	Q&A with a representative from Christianity discussing Christian responses to ethical issues.		

<p>Home learning opportunities</p>	<p><b>Film/TV/YouTube –</b> flash course philosophy, the super red store</p> <p><b>Websites -</b> BBC Religion and Ethics - <a href="http://www.bbc.co.uk/religion/www.rsrevision.com">http://www.bbc.co.uk/religion/www.rsrevision.com</a> <a href="http://plato.stanford.edu/entries/utilitarianism-history/">http://plato.stanford.edu/entries/utilitarianism-history/</a> <a href="http://plato.stanford.edu/entries/mill/">http://plato.stanford.edu/entries/mill/</a> <a href="http://www.utilitarianism.com/mill1.htm/">http://www.utilitarianism.com/mill1.htm/</a> <a href="http://www.utilitarianism.com/jsmill.htm">http://www.utilitarianism.com/jsmill.htm</a></p> <p><b>Local visits –</b> Magistrate courts in Canterbury</p> <p><b>Books –</b> Religion and ethics - student guide by C Tweed and A Forshaw. Hodder Education 2019 Tyler and Reid, <i>Edexcel AS Religious Studies</i> (Pearson, 2008) 9781846903342 Tyler and Reid, <i>Edexcel A2 Religious Studies</i> (Pearson, 2009) 9781846904943 Gray and Cole, <i>Edexcel Religious Studies for AS</i> (Hodder Education, 2009) 9780340957806 (endorsed). The puzzle of Ethics by P Vardy and P Grosche. London Harper Collins. Ethical Studies by R Bowie. Nelson Thornes 2004 A companion to Ethics by P Singer Oxford: Blackwell publishing 1993 Utilitarianism, including the ideas of Jeremy Bentham and J S Mill is covered well in a number of Ethics textbooks and anthologies: Principles of morals and legislation by J Bentham 1789 Utilitarianism JS Mill 1863</p>	<p><b>Film/TV/YouTube –</b> fFlash course philosophy, the super red store</p> <p><b>Websites -</b> BBC Religion and Ethics - <a href="http://www.bbc.co.uk/religion/www.rsrevision.com">http://www.bbc.co.uk/religion/www.rsrevision.com</a></p> <p>Situation Ethics, including the ideas of JAT Robinson and J Fletcher, is covered well in a number of Ethics textbooks and anthologies. <a href="http://www.bbc.co.uk/ethics/introduction/situation_1.shtml">http://www.bbc.co.uk/ethics/introduction/situation_1.shtml</a> <a href="https://en.wikipedia.org/wiki/Joseph_Fletcher">https://en.wikipedia.org/wiki/Joseph_Fletcher</a> <a href="https://en.wikipedia.org/wiki/John_Robinson_%28bishop_of_Woolwich%29">https://en.wikipedia.org/wiki/John_Robinson_%28bishop_of_Woolwich%29</a> <a href="http://ntwrightpage.com/Wright_Doubts_About_Doubt.htm">http://ntwrightpage.com/Wright_Doubts_About_Doubt.htm</a></p> <p><b>Local visits-</b> Christchurch C of E church in Herne Bay to meet the Vicar Anthony Everett</p> <p><b>Books –</b> Religion and ethics - student guide by C Tweed and A Forshaw. Hodder Education 2019 Ethics matters by C and P Vardy SCM Press 2012 Situation Ethics (1) Set Anthology passage Barclay W – Ethics in a Permissive Society, Chapter 4 Situation Ethics, pp. 69–91 (HarperCollins Distribution Services, 1972) ISBN 9780002152044 Situation Ethics by Joseph Fletcher SCM Press 1966</p>	<p><b>Film/TV/YouTube -</b></p> <p><b>Websites -</b> BBC Religion and Ethics - <a href="http://www.bbc.co.uk/religion/0/www.rsrevision.com">http://www.bbc.co.uk/religion/0/www.rsrevision.com</a> Situation ethics, including the ideas of Aquinas and Hoose, is covered in a number of Ethics textbooks and anthologies. <a href="http://plato.stanford.edu/entries/natural-law-theories/">http://plato.stanford.edu/entries/natural-law-theories/</a> <a href="http://www.iep.utm.edu/natural-law/">http://www.iep.utm.edu/natural-law/</a> <a href="http://students.thetablet.co.uk/natural-law-3">http://students.thetablet.co.uk/natural-law-3</a> <a href="http://www.iep.utm.edu/aquinas/">http://www.iep.utm.edu/aquinas/</a></p> <p><b>Local visits –</b> Visit to a Catholic Church to ask about natural moral law</p> <p><b>Books –</b> Religion and ethics - student guide by C Tweed and A Forshaw. Hodder Education 2019 Tyler and Reid, <i>Edexcel AS Religious Studies</i> (Pearson, 2008) 9781846903342 Tyler and Reid, <i>Edexcel A2 Religious Studies</i> (Pearson, 2009) 9781846904943 Gray and Cole, <i>Edexcel Religious Studies for AS</i> (Hodder Education, 2009) 9780340957806 (endorsed) The puzzle of Ethics by P Vardy and P Grosche. London Harper Collins. Ethical Studies by R Bowie. Nelson Thornes 2004</p>	<p><b>Film/TV/YouTube -</b></p> <p><b>Websites -</b> BBC Religion and Ethics - <a href="http://www.bbc.co.uk/religion/0/www.rsrevision.com">http://www.bbc.co.uk/religion/0/www.rsrevision.com</a> This topic, including the ideas of Augustine and Aquinas, is covered well in a number of Ethics textbooks and anthologies. No specific passages are required. <a href="http://www.bbc.co.uk/ethics/war/just/introduction.shtml">http://www.bbc.co.uk/ethics/war/just/introduction.shtml</a>. <a href="http://plato.stanford.edu/entries/war/">http://plato.stanford.edu/entries/war/</a> <a href="http://plato.stanford.edu/entries/pacifism/">http://plato.stanford.edu/entries/pacifism/</a> <a href="http://www.iraquiry.org.uk">www.iraquiry.org.uk</a> <a href="http://www.quaker.org.uk/disarmament">www.quaker.org.uk/disarmament</a></p> <p><b>Local visits –</b> Imperial war museum</p> <p><b>Books –</b> Religion and ethics - student guide by C Tweed and A Forshaw. Hodder Education 2019 Tyler and Reid, <i>Edexcel AS Religious Studies</i> (Pearson, 2008) 9781846903342 Tyler and Reid, <i>Edexcel A2 Religious Studies</i> (Pearson, 2009) 9781846904943 Gray and Cole, <i>Edexcel Religious Studies for AS</i> (Hodder Education, 2009) 9780340957806 (endorsed) The puzzle of Ethics by P Vardy and P Grosche. London Harper Collins. Summa Theologica part 2 Thomas Aquinas The Routledge companion to Ethics – (War by H Shue) edited by J Skorupski. Routledge 2010 A companion to Applied Ethics edited by RG Frey and CH Wellman. Oxford: Blackwell publishing 2003. See war and terrorism p256 Christian Ethics: A very short Introduction. SD Long Oxford University Press 20</p>	<p><b>Film/TV/YouTube -</b></p> <p><b>Websites -</b> BBC Religion and Ethics - <a href="http://www.bbc.co.uk/religion/0/www.rsrevision.com">http://www.bbc.co.uk/religion/0/www.rsrevision.com</a> <a href="http://www.iep.utm.edu/sexualit/">http://www.iep.utm.edu/sexualit/</a> <a href="http://www.utilitarian.org/texts/oursexethics.html">http://www.utilitarian.org/texts/oursexethics.html</a> <a href="https://www.amazon.co.uk/Puzzle-Sex-Peter-Vardy/dp/0006280420?ie=UTF8&amp;Version*=1&amp;entries*=0">https://www.amazon.co.uk/Puzzle-Sex-Peter-Vardy/dp/0006280420?ie=UTF8&amp;Version*=1&amp;entries*=0</a> <a href="https://www.amazon.co.uk/Being-Jack-Dominian-Reflections-Marriage/dp/0281059454">https://www.amazon.co.uk/Being-Jack-Dominian-Reflections-Marriage/dp/0281059454</a></p> <p><b>Local visits –</b> Local churches to gather their views on sexual ethics</p> <p><b>Books –</b> Religion and ethics - student guide by C Tweed and A Forshaw. Hodder Education 2019 Tyler and Reid, <i>Edexcel AS Religious Studies</i> (Pearson, 2008) 9781846903342 Tyler and Reid, <i>Edexcel A2 Religious Studies</i> (Pearson, 2009) 9781846904943 Gray and Cole, <i>Edexcel Religious Studies for AS</i> (Hodder Education, 2009) 9780340957806 (endorsed). The puzzle of Sex by P Vardy SCM Press 2009 Cycles of Affirmation by J Dominion. Longman and Todd 1975</p>	<p><b>Film/TV/YouTube –</b> Trevor McDonald MLK documentary</p> <p><b>Websites -</b> BBC Religion and Ethics - <a href="http://www.bbc.co.uk/religion/0/www.rsrevision.com">http://www.bbc.co.uk/religion/0/www.rsrevision.com</a> Internet Encyclopaedia of Philosophy <a href="http://www.iep.utm.edu/envi-eth/">http://www.iep.utm.edu/envi-eth/</a> What are environmental ethics? <a href="http://www.conserve-energy-future.com/environmental-ethics.php">http://www.conserve-energy-future.com/environmental-ethics.php</a> <a href="http://www.jameslovelock.org/">http://www.jameslovelock.org/</a> <a href="http://www.deepecology.org/deepecology.htm">http://www.deepecology.org/deepecology.htm</a> Equality: <a href="http://plato.stanford.edu/entries/equality/">http://plato.stanford.edu/entries/equality/</a> <a href="http://www.historylearningsite.co.uk/the-civil-rights-movement-in-america-1945-to-1968/martin-luther-king/">http://www.historylearningsite.co.uk/the-civil-rights-movement-in-america-1945-to-1968/martin-luther-king/</a></p> <p><b>Local visits –</b> Beach clean</p> <p><b>Books -</b> Religion and ethics - student guide by C Tweed and A Forshaw. Hodder Education 2019 Tyler and Reid, <i>Edexcel AS Religious Studies</i> (Pearson, 2008) 9781846903342 Tyler and Reid, <i>Edexcel A2 Religious Studies</i> (Pearson, 2009) 9781846904943 Gray and Cole, <i>Edexcel Religious Studies for AS</i> (Hodder Education, 2009) 9780340957806 (endorsed). Environmental Ethics by Joe Walker Hodder&amp; Stoughton A companion to applied ethics, by A Light. Black well publishing 2003 Practical Ethics by Peter Singer p265-6 Cambridge University Press 1999 Deep Ecology by Bill Devall and George Sessions 1985 Gaia: A new look at life on earth by J Lovelock. Oxford University Press 2000 The historical roots of our ecological crisis by L White, Science vol 155 No3,767 p1,203 -1,207</p>
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