

## Year 12 Religious Education Sequence

	Content Taught	Reference	Essential Knowledge	Assessment	Rationale
HT1	Philosophy Students study a series of lessons focusing on Influences on Developments in Religious Belief – Life After Death	1.6.1-2	<p>Students will develop essential knowledge on:</p> <p><b>Views about life after death across a range of religious traditions</b></p> <p>a) Immortality of the soul: soul as non-physical and spiritual and continuing to exist after death of body.</p> <p>b) Rebirth: belief there is no unchanging soul and importance of karma.</p> <p>c) Reincarnation: transmigration of souls and importance of karma.</p> <p>d) Replica theory: notion that one can die in one body and continue to live in a different body while being the same person, including after death.</p> <p>e) Resurrection: belief that God will restore the dead in bodily form to eternal life. With reference to the ideas of J Hick.</p> <p><b>Points for discussion about life after death</b></p>	<p>Formative Assessment Weekly knowledge based tasks to consolidate that week's learning. These will include knowledge based questions, comparison grids and knowledge based essays.</p> <p>Summative Assessment At the end of the topic there will be a knowledge test and a 'bringing it together essay'.</p>	<p>This unit builds on knowledge from Christianity Beliefs at KS4 and 'Is Death the End?' at KS3.</p> <p>Knowledge learned in this topic will prepare students for their study of religious experience, the problem of evil and suffering and religious language.</p>

	<p>Ethics Students study a series of lessons focusing on Equality</p>	<p>2.1.2</p>	<p>a) Relationship between mind and body, including variations of dualism and monism.</p> <p>b) Life after death linked to moral reasoning, near death experiences, debates related to role of evidence, religious language. With reference to the ideas of Plato and Aristotle.</p> <p><b>Equality</b></p> <p>a) Ethical and religious concepts of equality, including issues of gender, race and disability, the work of one significant figure in campaigns for equality in any of these areas, significant events in the progress of equality in these areas, perspectives on equality from at least one religion and one secular ethical perspective.</p> <p>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</p>	<p>As these are the first topics taught, knowledge learned in these topics will also be on the knowledge tests and exam application tests for AP2 and AP3.</p>	<p>This unit builds on knowledge learned in Human Rights and Social Justice at KS4.</p> <p>Knowledge learned in this unit will prepare students for their study of ethical theories (Utilitarianism, Situation Ethics and Natural Moral Law).</p>
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<p><b>HT2</b></p>	<p>Philosophy Students study a series of lessons focusing on The Argument from Religious Experience</p>	<p>1.2.1-2</p>	<p>Students will develop essential knowledge on:</p> <p><b>The nature of religious experience</b>  a) Context of religious experience across religious traditions, range of definitions related to belief in God and/or ultimate reality, theistic and monistic views, ineffability, noetic, transience, passivity.</p> <p>b) Types: conversion, prayer, meditation, mysticism, numinous. Relationship between religious experience and propositional and non-propositional revelation.  c) Alternative explanations, physiological and naturalistic interpretations, objectivist and subjectivist views. With reference to the ideas of W James and R Otto.</p> <p><b>Influence of religious experience as an argument for the existence of God</b>  a) Inductive reasoning based on evidence, the link between appearances, how things seem, how things really are and conclusions drawn from experience about reality and existence. Principles of testimony and credulity, the value and role of testimony to religious experience.  With reference to the ideas of R Swinburne and J Hick.</p>	<p>Formative Assessment Weekly knowledge based tasks to consolidate that week's learning. These will include knowledge based questions, comparison grids and knowledge based essays.</p> <p>Summative Assessment At the end of the topic there will be a knowledge test and a 'bringing it together essay'.</p> <p>Knowledge learned in this topic will also be on the knowledge tests and exam</p>	<p>This unit builds on knowledge learned in life after death.</p> <p>Knowledge learned in this unit will prepare students for their study of the problem of evil and suffering, religious language and the works of scholars.</p>
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	<p>Ethics Students study a series of lessons focusing on Utilitarianism</p>	<p>2.2.1</p>	<p>b) Strengths and weaknesses of religious experience as an argument for the existence of God: experiences influenced by the religious context of the believer, religious experiences interpreted as any other sensory experiences, complexity of interpretations, issues of probability and proof as relating to the argument, nature of God, including transcendent and immanent, limitations of language, lack of uniformity of experiences, refinements of and challenges to the argument. With reference to the ideas of M Persinger and R Dawkins.</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.</p>	<p>application tests for AP2 and AP3.</p>	<p>This unit builds on knowledge learned in Equality.  Knowledge learned in this topic prepares students for their study of War and Peace and Sexual Ethics.</p>
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			<p>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>		
<b>HT3</b>	<p>Philosophy Students study a series of lessons focusing on The Problem of Evil and Suffering</p>	1.3.1-2	<p>Students will develop essential knowledge on:</p> <p><b>Problem of evil and suffering</b> The nature of the problem across a range of religious traditions, types of evil and suffering, moral and non-moral. The challenge to religious belief posed by the inconsistency of the nature of God and the evident existence of evil and suffering challenging belief in the existence of God. With reference to the ideas of D Hume and J Mackie.</p> <p><b>Theodicies and solutions to the problem of suffering</b> a) Belief that creation was good; evil and suffering is a privation of good due to the fall of the angels and man because of the misuse of free will, soul-deciding, significance of reconciliation.</p>	<p>Formative Assessment Weekly knowledge based tasks to consolidate that week's learning. These will include knowledge based questions, comparison grids and knowledge based essays.</p> <p>Summative Assessment At the end of the topic there will be a knowledge</p>	<p>This unit builds on knowledge learned in life after death and religious language. It also builds on 'Why is there suffering?' from KS3 and Christianity Beliefs from KS4.</p> <p>Knowledge learned in this unit will prepare students for their study of works of scholars and religious language.</p>

	<p>Ethics Students study a series of lessons focusing on Situation Ethics and Natural Moral Law</p>	<p>2.2.2-3</p>	<p>b) Belief that creation is a mix of good and evil linked to the vale of soul making theodicy, including free will defence, best of all possible worlds, epistemic distance, eschatological justification.</p> <p>c) Process theodicy: God is not responsible for evil and suffering, but he is co-sufferer and cannot coerce the free will of human agents.</p> <p>d) Strengths and weaknesses of theodicies and solutions: compatibility or otherwise with modern views about origins of life, nature of God, innocent suffering, hypothesis of life after death. With reference to the ideas of Augustine and Irenaeus.</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 agape 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</p>	<p>test and a 'bringing it together essay'.</p> <p>Knowledge learned in this topic will also be on the knowledge test and exam application test for AP3.</p>	<p>This unit builds on knowledge learned in Equality.</p> <p>Knowledge learned in this topic prepares students for their study of Peace and Conflict and Sexual Ethics.</p>
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			<p>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></p> <p>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. With reference to the ideas of Aquinas and B Hoose.</p>		
<b>HT4</b>	<p>Islam</p> <p>Students study a series of lessons focusing on Key Beliefs in Islam</p>	4.1.1	<p>Students will develop essential knowledge on:</p> <p><b>The interpretation and application of the Six Beliefs</b></p> <p>a) The beliefs as the basis of Islam and their interconnections.</p> <p>b) Their centrality in different forms of Islam and for the life and expressions of believers.</p>	<p>Formative Assessment Weekly knowledge based tasks to consolidate that week's learning. These will include knowledge based questions,</p>	<p>This unit builds on knowledge learned in Islam Beliefs at KS4.</p> <p>Knowledge learned in this unit will prepare students for their study of expressions of identity and works of scholars.</p>

	<p>Ethics Students study a series of lessons focusing on Meta-ethics</p>		<p>c) Key concepts/emphases of the individual Beliefs and the differences of interpretation in Islam: the belief in Allah as the one the belief in angels the belief in holy books the belief in the prophets the belief in the Day of Judgment, including beliefs about death, the afterlife, the self, and the meaning and purpose of life the belief in predestination, including beliefs about the meaning and purpose of life.</p> <p>d) The nature and existence of Allah, including the 99 Beautiful Names, and tawhid and adalat. The interconnections and various understandings of their importance and influence historically and in the contemporary world. This should include specific reference to differences between Sunni and Shi'a Islam. With reference to the ideas of S H Nasr and W Chittick.</p> <p><b>Meta-ethics</b> a) Cognitive and non-cognitive uses of language, realism and anti-realism, language as factual or symbolic, the nature of ethical assertions as absolutist or relative, ethical naturalism, the naturalistic fallacy, the is-ought gap, the problem of the open</p>	<p>comparison grids and knowledge based essays.</p> <p>Summative Assessment At the end of the topic there will be a knowledge test and a 'bringing it together essay'.</p> <p>Knowledge learned in this topic will also be on the knowledge test and exam application test for AP3.</p>	<p>This unit builds on knowledge learned in The Argument from Religious Experience.</p> <p>Knowledge learned in this topic prepares students for their study of Religious Language.</p>
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			<p>question, ethical non-naturalism, intuitionism, prescriptivism.</p> <p>b) Emotivism, the influence of the logical positivism on emotivist theories of ethics, ethical language as functional and persuasive. Developments of the emotivist approach and criticism of it. With reference to the ideas of G E Moore and A J Ayer.</p> <p>The relationship between religion and morality</p> <p>a) Dependence, independence, autonomy, theonomy, heteronomy, divine command ethics, challenges from atheist and anti-theist perspectives, moral arguments for the existence and nonexistence of God.</p> <p>b) Contemporary focuses, including the Westboro Baptist Church, religion and terror, conservative movements, including Quiverfull, biblical parenting. With reference to the ideas of R Dawkins and R A Sharpe.</p>		
<b>HT5</b>	<p>Islam</p> <p>Students study a series of lessons focusing on Expressions of Identity in Islam</p>		<p>Students will develop essential knowledge on:</p> <p><b>The central role of the five pillars of Islam as fulfilling the purpose of life to live in submission to the will of Allah and a way of shaping and expressing religious identity.</b></p>	<p>Formative Assessment Weekly knowledge based tasks to consolidate that week's learning.</p>	<p>This unit builds on knowledge learned in key beliefs and Islam Practices at KS4.</p> <p>Knowledge learned in this unit prepares students for</p>

	Ethics		<p>a) Expressions of the worship of Allah as the one and of Islamic spirituality in different forms of Islam.</p> <p>b) The meaning and importance of individual pillars and their unity as the basis of Islamic practice and identity today.</p> <p>c) Similarities and diversity of practice, emphasis and interpretation in Islam.</p> <p>d) The relationship between intention and action and an understanding of the purposes and significance of these acts. The various understandings of their importance and influence historically and in the contemporary world. This should include specific reference to differences between Sunni and Shi'a Islam. With reference to the ideas of S H Nasr and M Siddiqui.</p> <p><b>The ummah as an expression of Islamic identity</b></p> <p>a) The historical understanding and development of the ummah and its spread from the time of Muhammad to the present day.</p> <p>b) The role and purpose of the ummah in contemporary society as understood in Sunni and Shi'a Islam.</p>	<p>These will include knowledge based questions, comparison grids and knowledge based essays.</p> <p>Summative Assessment At the end of the topic there will be a knowledge test and a 'bringing it together essay'.</p> <p>Knowledge learned in this topic will also be on the knowledge test and exam application test for AP3.</p>	<p>their study of works of scholars.</p>
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	<p>Students study a series of lessons focusing on a comparison on Kant and Aristotle</p>		<p>c) Similarities and contrasts of emphasis and interpretation in Islam. With reference to the ideas of W M Watt and S H Nasr.</p> <p><b>A comparison of the work of Immanuel Kant and Aristotle with regard to Deontology and Virtue Ethics respectively.</b></p> <p>a) Kantian deontology – social, political and cultural influences on Kant’s ethical theory, duty-based ethics, the categorical imperative in its different formulations, prima facie duties, and contemporary applications of rule and duty-based ethics. With reference to the ideas of W D Ross and T Nagel.</p> <p>b) Aristotelian virtue ethics – historical and cultural influences on Virtue Ethics from its beginnings to modern developments of the theory, concepts of eudaemonia and living well, the golden mean, development of virtuous character, virtuous role models, vices, contemporary applications of virtue theories. With reference to the ideas of P Foot and A MacIntyre.</p> <p>c) Strengths and weaknesses of the theories and their developments, appropriateness of their continuing</p>		<p>This unit builds on knowledge learned in Utilitarianism, Situation Ethics and Natural Moral Law.</p> <p>Knowledge learned in this unit prepares students for their study of Works of Scholars in Philosophy.</p>
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			application and use, assessment of relevant examples, changes in the law and social attitudes vis a vis the theories, compatibility or otherwise with religious approaches.		
<b>HT6</b>	<p>Philosophy Students study a series of lessons focusing on Philosophical Issues and Questions – The Design Argument</p> <p>Ethics Students study a series of lessons focusing on Medical Ethics</p>	1.1.1	<p>Students will develop essential knowledge on:</p> <p><b>The Design Argument</b></p> <p>a) Inductive reasoning, a posteriori types of arguments, interpretation of experience.</p> <p>b) Types of order and regularity, role of analogy, cumulative effect of evidence, anthropic principle, regularities of co-presence and regularities of succession.</p> <p>c) Strengths and weaknesses of Design Arguments: probability rather than proof, alternative interpretations, including evolution and deism. Challenges to the argument.</p> <p>d) Philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues in the philosophy of religion. With reference to the ideas of W Paley and D Hume.</p>	<p>Formative Assessment Weekly knowledge based tasks to consolidate that week's learning. These will include knowledge based questions, comparison grids and knowledge based essays.</p> <p>Summative Assessment At the end of the topic there will be a knowledge test and a 'bringing it together essay'.</p>	<p>This unit builds on the problem of evil and suffering and Christianity Beliefs and Islam Beliefs from KS4.</p> <p>Knowledge learned in this topic prepares students for their study of the cosmological and ontological arguments.</p> <p>This unit builds on knowledge learned in</p>

			<p><b>Medical ethics:</b> Issues in medical ethics with a focus on beginning and end of life debates.</p> <p>a) The status of the embryo, concepts of sanctity and value of life from religious and secular perspectives, embryo research, pre-implantation genetic diagnosis (PGD), stem cells and cord blood, fertilisation in vitro and destruction of embryos, abortion.</p> <p>b) Assisted dying, euthanasia, palliative care. Religious and secular contributions to all these issues, legal position, concepts of rights and responsibilities, personhood and human nature, options and choices.</p> <p>c) 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, assessment and comparison of contrasting positions. With reference to the ideas of P Singer and J Glover.</p>	<p>Knowledge learned in this topic will also be on the knowledge test and exam application test for AP1 in Year 13.</p>	<p>Religion and Life at Key Stage 4.</p> <p>Knowledge learned in this unit links to Influences of Developments in Science on Religion in Philosophy.</p>
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