



Wollaston School: 2021/22 Curriculum Map for Ethics and Philosophy
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Curriculum Aim & Scope: At Wollaston School, Ethics and Philosophy is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It provides opportunities to explore, make and respond to the meanings of those experiences in relation to the beliefs and experiences of others as well as to one's own experiences. We cover a range of both religious, ethical, and philosophical topics throughout all Key Stages.

We aim to encourage students throughout all 3 Key Stages to:

- Describe = Recall and use religious information [What? Who? When? Where?]
- Explain = Use religious information to explain why people believe something [Why]
- Analyse = Breaking information into parts to explain relationships [How far?]
- Evaluate = Give and justify opinions, assess the importance of factors [How important?]

Students must also be able to interpret and discuss Humanist and secular views that are found within society as well as those that are held within religion. As they progress through the school, their understanding of the skills that they are developing will follow a flightpath of progress.

There are two key skill areas that will be developed; at Key Stage 3, these are –

AT1 – Learning about religion and belief*. Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

AT2 – Learning from religion and belief*. Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

At Key Stage 4, these are –

AO1 Demonstrate knowledge and understanding of religion and belief*, including:

- beliefs, practices and sources of authority
- influence on individuals, communities and societies
- similarities and differences within and/or between religions and beliefs

AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence

* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirement

Year	Term	Unit	Links	Description of what is being taught including end learning goals	Subject Specific Terminology and Key Words	Prior knowledge/ retrieval required	Assessment and Homework
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Year 7	Sept	Intro to world religions	This topic introduces students to the major world religions that will be their focus throughout KS3 and KS4	<ul style="list-style-type: none"> To know what the six major world religions are To know what traditions and beliefs are; and examples of them To know the difference between a theist, atheist and agnostic To compare pilgrimages, places of worship, and the roles of religious leaders from different religions To know why the Christian Church has many branches 	Pilgrimage Theist Atheist Agnostic Tradition Belief Protestant Catholic	Students will have an introduction to major world religions at KS2	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge
Year 7	Nov/Dec	Christianity	<p>Students need to know the fundamental beliefs of Christianity at GCSE</p> <p>Students study the other major world religions and identify similarities e.g. Christian belief in charity, pilgrimages to holy places etc.</p>	<ul style="list-style-type: none"> To know the key events in the development of Christianity from Bible stories To know some of the different Christian denomination To be able to describe the Trinity To know the 10 Commandments To know the concept of stewardship To know who the Amish are and how they live 	Denomination Commandment Trinity Bible Stewardship Amish	Students looked at some Christian beliefs in the first topic, and this topic develops their knowledge of key Christian beliefs	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge Formal assessment each term of all knowledge gained so far.
Year 7	Spring Jan	Islam	Students need to know the fundamental beliefs of Islam at GCSE	<ul style="list-style-type: none"> To be able to identify the five pillars of Islam To know how many times a day Muslims pray, how they prepare 	Shahadah Salah Zakah Sawm Hajj	At KS2 students will have studied some of the key world religions	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge

			Students study the other major world religions and identify similarities e.g. Christian belief in charity, pilgrimages to holy places etc.	<p>for prayer (Wudu) and what they do while praying (rak'ah)</p> <ul style="list-style-type: none"> • To describe the Muslims belief in charity – extended writing • To know why Muslims fast • To know what the Hajj is and what Muslims do whilst on the Hajj • Students should be able to describe each of the five pillars and be able to give some reasons why each of the pillars is important 			
Year 7	March	Sikhism		<ul style="list-style-type: none"> • To know the important beliefs in Sikhism • To explain the importance of equality in Sikhism • To know who the Guru Nanak was and why he is important • To evaluate the actions of the 10 gurus and how they link to equality • To know the key features of a gurdwara and how they demonstrate equality • To know what sewa is and why it is important 	Guru Gurdwara Sewa Equality	At KS2 and the start of Y7 students will have had an introduction to Sikhism	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge Formal Assessment checking knowledge and understanding of all topics covered so far this year
Year 7	May	Judaism	Students study the other major world religions and identify similarities e.g. Christian belief in charity,	<ul style="list-style-type: none"> • To know who the Jews are and some key beliefs • To explain the importance of Abraham and Moses to the Jews • To explain what Kosher foods are • To describe what happens at a Jewish wedding 	Judaism Israel Abraham Moses Prophet Kosher Orthodox	At KS2 and the start of Y7 students will have had an introduction to all the major world religions	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge

			pilgrimages to holy places etc	<ul style="list-style-type: none"> To describe the difference between orthodox and reform Jews 	Reform		
Year 7	June	Hinduism	Students study the other major world religions and identify similarities e.g. Christian belief in charity, pilgrimages to holy places etc	<ul style="list-style-type: none"> To know the key beliefs of Hinduism To know the elements of the Trimurti To know Hindu beliefs about reincarnation 	Hindu Trimurti Polytheism Reincarnation Karma	At KS2 and the start of Y7 students will have had an introduction to all the major world religions	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge Formal Assessment in this term to assess understanding of all work so far this year.
Year 8	Sept	Festivals	In Y7 students study the key beliefs of the major world religions. In KS4 students learn more about the celebration of festivals in the Islam/Christian practices topics	<ul style="list-style-type: none"> To know what a festival is and the common themes that festivals share around the world To know how Muslims celebrate Id To know how Hindus celebrate Ganesh Chaturthi To know how Christians celebrate lent To know how Jews celebrate Hannukah To identify similarities and differences in the festivals 	Festival Ganesh Hannukah Menorah Dreidel Lent Fast Id-ul-Fitr Idol	Students need to know the major world religions and some of what they believe	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge
Year 8	Nov	Alternative philosophies	In y12/13 students study philosophy. In KS4, students need to know about humanist ideas and other non-religious world views.	<ul style="list-style-type: none"> To know what atheists/humanist believe To be able to describe the key beliefs of scientologists To know what the illuminati are and attitudes towards them. To know differences with Islam To know the pagan origin of Christmas 	Atheist Humanist Scientologist Illuminati Philosophy Conspiracy Theory Cult Extremism	Ideas about atheism are introduced in Y7	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge Formal assessment this term

				<ul style="list-style-type: none"> To be able to explain if they think studying these alternative philosophies is valid 			
Year 8	Spring	Holocaust	Students study the Holocaust in Y7-9. In History they cover the persecution of the Jews in Y9 and Y11	<ul style="list-style-type: none"> To know what the Holocaust was To know how the lives of children were affected by the events of the holocaust To know what the Kindertransport were, how Jews resisted and survived the Holocaust and what happened in Concentration Camps To be able to explain the lessons of the Holocaust – why it is important to remember what happened The importance of forgiveness for many Jews – extended writing 	Holocaust Genocide Collaborators Kindertransport Hitler Youth Concentration Camp Auschwitz-Birkenau Forgiveness Remembrance.	At KS2 students will have been introduced to the events of the Holocaust Holocaust Memorial Day – assemblies run alongside this topic	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge
Year 8	March	Teachings of Jesus	At KS4 students need to know the key Christian beliefs and teachings to apply them to ethical situations	<ul style="list-style-type: none"> To know who Jesus was To know who the disciples were and why they are important To know the importance of parables such as the Good Samaritan and the Lost Sheep To be able to apply Christian teachings to a case study 	Trinity Disciple Apostle Parable` Forgiveness Salvation Samaritan	At KS2 students will have learnt about some key Christian teachings	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge Formal Assessment in this term to assess understanding of all work so far this year.
Year 8	May	Buddhism	Students study the other major world religions and identify similarities e.g. Christian belief in charity,	<ul style="list-style-type: none"> To know who the Buddha was To know the Four Noble Truths and how they help to overcome suffering To know the steps on the eightfold path 	Buddha Suffering Enlightenment Nibbana Sangha Precept	At KS2 and the start of Y7 students will have had an introduction to all the major world religions	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge

			pilgrimages to holy places etc	<ul style="list-style-type: none"> To know how the five moral precepts affect the actions of Buddhists To know what the Sangha is and the role it plays in Buddhism To know the meaning of Buddhist symbols 			
Year 8	June	Introduction to philosophy	In y12/13 students study philosophy. In KS4, students need to know about humanist ideas and other non-religious world views.	<ul style="list-style-type: none"> To understand what is meant by philosophy and ultimate questions To consider beliefs about who made the world To know what Socratic questioning is To be able to evaluate different thought experiments To know the philosophical idea expressed in Plato's Cave allegory and apply it to a case study. 	Philosophy Socratic questioning Allegory Thought experiment	Earlier in Y8 students were introduced to non-religious beliefs such as Humanism	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge Formal Assessment in this term to assess understanding of all work so far in KS3.
Year 9	Sept	Life and Death	This is an introduction to some of the ethical issues that students will study at KS4 and KS5	<ul style="list-style-type: none"> To consider arguments about the soul To know what happens on the Day of the Dead and why To know Christian and Muslim views of Heaven and Hell To know the beliefs of Hindus and Buddhists around reincarnation To evaluate arguments for and against euthanasia 	Soul Day of the Dead Jannah Jahannam Heaven Hell Reincarnation Euthanasia	Key beliefs studied in Y7 and 8 are developed and applied to ethical situations such as euthanasia	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge
Year 9	Nov	Human Rights	This is an introduction to some of the ethical issues that students	<ul style="list-style-type: none"> To consider what we mean by human rights and how they may be different to animal rights To evaluate arguments for and against religious freedom and 	Human rights Animal rights Freedom of expression Social cohesion	Key beliefs studied in Y7 and 8 are developed and applied to	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge

			will study at KS4 and KS5	<p>freedom of expression, immigration and social cohesion, gender, poverty and social justice</p> <ul style="list-style-type: none"> To consider the impacts of the human rights issues in the modern world 	<p>Poverty Social justice Immigration</p>	<p>ethical situations such as euthanasia</p>	<p>Formal Assessment in this term to assess understanding of all work so far this year.</p>
Year 9	Spring	Holocaust	Students study the Holocaust in Y7-9. In History they cover the persecution of the Jews in Y9 and Y11	<ul style="list-style-type: none"> To recap what the Holocaust was To know some of the laws passed against the Jews and to explain how that impacted their lives – extended writing To know what a Ghetto was and what conditions were like for Jews in the Ghettos To know the difference between a concentration camp and a death camp To be able to describe what the Final Solution was To know the role of bystanders in enabling the Holocaust to happen To know different examples of how Jews resisted and to evaluate them 	<p>Holocaust Testimony Stereotype Propaganda Ghetto Genocide Collaborators Bystander Resistance Perpetrator Sonderkommando Auschwitz-Birkenau Concentration camp Death Camp</p>	<p>In Y8 students study a topic on the Holocaust, in History students have studied Adolf Hitler</p>	<p>Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge Mid-year formal assessment</p>
Year 9	March	Conflict	This is an introduction to some of the ethical issues that students will study at KS4 and KS5	<ul style="list-style-type: none"> To evaluate religious arguments for and against conflict from a Christian and Islamic perspectives To consider the arguments around Just War theory and Holy War To know the role played by religious leaders in promoting or opposing conflict 	<p>Just War Holy War Antisemitism</p>	<p>In Y9 Students study conflicts in History. Key beliefs studied in Y7 and 8 such as the 10 commandments are used to illustrate beliefs around conflict</p>	<p>Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge</p>

				<ul style="list-style-type: none"> To analyse the role of antisemitism in Britain today and what role religion can play in challenging racism 			
Year 9	May	Medical Ethics	This is an introduction to some of the ethical issues that students will study at KS4 and KS5	<ul style="list-style-type: none"> To evaluate arguments around the death penalty, euthanasia, abortion, genetic engineering, IVF, stem cell research, and vaccinations To examine religious arguments around these topics and the conflict between religion and science 	death penalty euthanasia abortion, genetic engineering IVF stem cell vaccinations	In Y9 Students study conflicts in History. Key beliefs studied in Y7 and 8 such as the creation stories are used to illustrate beliefs around medical ethics	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge End of Key Stage Assessment
Year 10	Sept	Relationships	In year 9 students study some of these issues. In y11 students study Muslim and Christian beliefs and practices	<ul style="list-style-type: none"> To know the different types of family structures including the nuclear family To know the Christian and Muslim attitude to the family, roles of men and women, marriage, adultery, cohabitation, sex outside marriage, same-sex relationships and divorce/separation including teachings from the religions that support their views To know examples of how there are differences of belief amongst Christian and Muslim groups regarding these issues and teachings that support these varied views To know teachings of Thomas Aquinas' Natural Law 	Marriage Divorce Nuclear family Arranged marriage Diversity Shi'a Sunni Hadith Extended family Imam Annulment Cohabitation Adultery Commitment contraception gender equality responsibilities roles	In Y7 and Y8 students have been introduced to the key teachings of Islam and Christianity. In y9 they have discussed some of the ethical issues in this topic	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge Practice exam questions in lessons and for homework End of topic formal assessment completing a mock exam

				<ul style="list-style-type: none"> • To identify similarities and differences between Muslim and Christian attitudes to the key points studied • To know how to apply knowledge to exam questions 			
Year 10	Dec	Life and Death		<ul style="list-style-type: none"> • To examine beliefs around the creation of the world (creation stories in Christianity and Islam, and the Big Bang and Evolution • To evaluate arguments around caring for the environment, looking at stewardship and dominion • To evaluate arguments around abortion and euthanasia, considering the ideas of the sanctity of life 	Creationism Evolution Big Bang Stewardship Dominion Abortion Euthanasia Sanctity of Life	In Y7 and Y8 students have been introduced to the key teachings of Islam and Christianity. In y9 they have discussed some of the ethical issues in this topic	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge Practice exam questions in lessons and for homework End of topic formal assessment completing a mock exam
Year 10	March	Good and Evil		<ul style="list-style-type: none"> • To consider what makes an act “wrong” • To explain Christian and Muslim responses to crime such as relative and absolute morality, conscience, virtues and sin in Christianity, and the will of Allah in Islam. • To explain attitudes to causes of crime and aims of punishment such as justice, retribution, deterrence and reformation • To know arguments about the treatment of prisoners and 	Sin Absolute morality Conscience Virtues Reformation Retribution Deterrence Justice Chaplains Sharia Law	In Y7 and Y8 students have been introduced to the key teachings of Islam and Christianity. In y9 they have discussed some of the ethical issues in this topic	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge Practice exam questions in lessons and for homework End of topic formal assessment completing a mock exam

				<p>around prison reform including prison chaplains</p> <ul style="list-style-type: none"> • To evaluate responses to the death penalty including Conservative and Liberal Christian ideas and Sharia Law in Islam • To know Christian and Islamic teachings around forgiveness and examples of forgiveness from personal beliefs • To examine philosophical perspectives on the origin of evil in Christianity and Islam including Original Sin, "soul-making" (Irenaeus and John Hick), the Devil testing humans • To explain arguments surrounding evil and the existence of God 			
Year 10	May	Human Rights		<ul style="list-style-type: none"> • To understand Christian and Islamic teachings around the dignity of human life • To explain Christian and Islamic practices that promote human rights including equality, agape (Christianity) and ummah (Islam) • To be able to give examples of conflict between personal conviction and the laws of a country • To explain ideas around censorship, freedom of religious expression, religious extremism and islamophobia 	<p>Censorship Extremism Islamophobia Discrimination Ummah Agape Equality Dignity</p>	<p>In Y7 and Y8 students have been introduced to the key teachings of Islam and Christianity. In y9 they have discussed some of the ethical issues in this topic</p>	<p>Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge Practice exam questions in lessons and for homework End of topic formal assessment completing a mock exam</p>

				<ul style="list-style-type: none"> • To know Christian and Muslim teachings towards prejudice and discrimination, including religious discrimination (the actions of Martin Luther King and The Christian/Muslim Forum) • To evaluate ethical considerations about the acquisition and use of wealth in Christianity and Islam • To know actions of Christian/Muslim charities in 21st C Britain including Christian Aid and Islamic Relief 			
Year 11	Sept	Islamic Beliefs	In Y7 students study Islamic beliefs and practices. In Y10 some of the topics require knowledge of these beliefs and practices to explain Islamic attitudes to the ethical issues	<ul style="list-style-type: none"> • To describe Islamic beliefs about Allah (Including Tawhid, immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice (and Adalat in Shi'a Islam)) • To explain the importance of Prophethood and the role of Adam, Ibrahim and Ismail, Isa, and the seal of the prophets (Muhammad) • To explain the significance of angels, the diversity of beliefs about angels and free will between Shi'a and Sunni Islam, the revelation by Jibril of the Qur'an to Muhammad, the significance of Mika'il and Israfil • To explain beliefs about the afterlife, Al Qadr (predestination), human responsibility and 	Allah Tawhid Adalat Prophet Revelation Jibril Mika'il Israfil	In Y7 and Y8 students have been introduced to the key teachings of Islam	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge Practice exam questions in lessons and for homework End of topic formal assessment completing a mock exam

				<p>accountability, human freedom and the Day of Judgement, the nature and stages of heaven and the nature and purpose of hell</p> <ul style="list-style-type: none"> • To explain the importance of the Six Articles of Faith in Sunni Islam and to compare them to the Five Roots (Usul ad-Din) in Shi'a Islam • To explain the role of of different books in Islam: Kutub, Sahifah, Injil, Tawwrat, Zabur and Qur'an 			
Year 11	Nov	Islamic Practices	In Y7 students study Islamic beliefs and practices. In Y10 some of the topics require knowledge of these beliefs and practices to explain Islamic attitudes to the ethical issues	<ul style="list-style-type: none"> • To explain the importance of the Five Pillars of Sunni Islam (the role that Shahadah, Zakah, Salah, Sawm and Hajj play in the life of a Muslim) • To explain the importance of the Ten Obligatory Acts in Shi'a Islam and how they compare to the Five Pillars of Sunni Islam • To evaluate the role of Jihad (lesser and greater) in a Muslim's life • To describe and explain the role of festivals in Islam and how they are celebrated by British Muslims (including Id-ul Adha, Id-ul-Fitr, Ashura and The night of Power (Laylat-ul-Qadr) 	Shahadah Zakah Salah Sawm Hajj Usul-ad-Din Id-ul Adha Id-ul-Fitr Ashura The night of Power (Laylat-ul-Qadr)	In Y7 and Y8 students have been introduced to the key teachings of Islam.	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge Practice exam questions in lessons and for homework End of topic formal assessment completing a mock exam
Year 11	Jan	Christian Beliefs	At KS3 students study key Christian beliefs and practices. In Y10 some of	<ul style="list-style-type: none"> • To know Christian beliefs about God and why God allows suffering to occur 	Trinity Omnibenevolent Omnipotent Omniscient Incarnation	In Y7 and Y8 students have been introduced to the key	

			the topics require knowledge of these beliefs and practices to explain Christian attitudes to the ethical issues	<ul style="list-style-type: none"> • To know what the trinity is and the role it plays in Christian beliefs • To what the incarnation is and the importance of this belief • To explain the importance of the crucifixion and resurrection in Christianity • To explain how Christians believe we can achieve salvation. • To know the creation story and the fall of man, including the belief in Original Sin • To know what happens at a Christian funeral and their beliefs about life after death 	Crucifixion Resurrection Salvation Purgatory Original Sin Soul Judgement Day	teachings of Christianity.	
Year 11	Mar	Christian Practices	At KS3 students study key Christian beliefs and practices. In Y10 some of the topics require knowledge of these beliefs and practices to explain Christian attitudes to the ethical issues	<ul style="list-style-type: none"> • To explain the role of worship in Christianity • To know different types of prayer and their role in worship • To know the seven sacraments and explain the importance of baptism and the Eucharist • To know how Christians celebrate Christmas and Easter and why • To know examples of pilgrimage in Christianity and the role it plays • To explain the role of the Church in Britain and the world today 	Liturgical Non-liturgical Sacrament Infant baptism Believer baptism Eucharist Christingle Advent Lent Pilgrimage	In Y7 and Y8 students have been introduced to the key teachings of Christianity.	Literacy homework to learn the key words Key knowledge test Lesson starters to check recall of key knowledge Practice exam questions in lessons and for homework End of topic formal assessment completing a mock exam
Year 12	Sep	Epistemology Philosophical argument	How to form a philosophical		A priori, a posteriori, valid/invalid, sound/unsound,		

		<p>What is Knowledge?</p>	<p>argument and apply to examples of logic and reason</p> <p>Propositional knowledge and its issues and responses</p>	<p>It is important to lay the groundwork for this topic, e.g: key epistemological definitions such as 'belief', 'knowledge', 'truth', and 'justification' and key concepts such as 'necessary and sufficient conditions'.</p> <p>Issues with the tripartite view.</p> <p>The issues concerning the claim that J, T and B are individually necessary for knowledge.</p> <p>The key issue surrounding the claim that J+T+B is sufficient for knowledge</p> <p>Responses: alternative post-Gettier analyses/ definitions of knowledge.</p> <p>Two possible responses to the claim that J+T+B is not sufficient for knowledge.</p>	<p>syllogism, deductive, inductive, abductive, hypothetical</p> <p>Acquaintance, ability and propositional knowledge, Justification, truth, belief, infallibilism, no-false lemmas, reliabilism, virtue epistemology</p>	<p>Foundational knowledge</p>	<p>Weekly preparation of timed answers</p> <p>Key concept tests</p>
Nov	<p>Epistemology</p> <p>Perception as a source of knowledge</p>	<p>Direct vs Indirect realism & Idealism and their issues and responses</p>	<p>Direct realism is fairly straightforward, thus the issues (which all hinge on the distinction between appearance and reality) can be approached fairly quickly. However, given the complexity of some of</p>	<p>Direct realism, indirect realism, veil of perception, veridical perception, sense data, primary and</p>	<p>Applying knowledge of philosophical argument to direct and indirect realism</p>	<p>Weekly preparation of timed answers</p> <p>Key concept tests</p>	

				<p>the responses to the issues this topic will continue into December.</p> <p>The distinction between direct and indirect theories of perception is key to introducing Indirect realism. So too is the causal nature of the theory.</p> <p>The distinction between realist and non-realist/anti-realist theories of perception is key here.</p> <p>Berkeley's idealism, including the primary/secondary qualities distinction</p>	secondary qualities, solipsism		
	Jan	<p>Epistemology</p> <p>Reason as a source of knowledge</p>	Innatism, philosophical scepticism and the limits of knowledge and their issues and responses	<p>An introduction to the topic, including an introduction to key terms, plus looking at innatism</p> <p>Exploring the empiricist responses to innatism</p> <p>The intuition and deduction thesis, including a discussion of issues surrounding it</p>	Tabula rasa, reason, rationalism, empiricism, clear and distinct ideas, cogito, cartesian circle, local and global scepticism	Applying knowledge of philosophical argument to innatist and empiricist arguments for knowledge	<p>Weekly preparation of timed answers</p> <p>Key concept tests</p>
	Mar	<p>Moral philosophy</p> <p>Introduction to moral philosophy</p>	Utilitarianism, its issues and responses and applied ethics	<p>Outline the significance of this area of philosophy by highlighting our status as ethical beings.</p> <p>Explore decision making. Offer students a range of ethical scenarios where there is</p>	Normative and descriptive ethics, morality, ethics	<p>Foundational knowledge</p> <p>Applying knowledge of philosophical</p>	<p>Weekly preparation of timed answers</p> <p>Key concept tests</p>

		<p>Normative ethics:</p> <p>Utilitarianism</p>	<p>not a clear right/wrong course of action.</p> <p>Students should be able to explore their own ethical stance through case studies</p> <p>Outline to students the content of the unit and how it will be taught</p> <p>General statement of utility as a decision making guide.</p> <p>Students to practice using this guide on five sample scenarios in order to reinforce the theory.</p> <p>What is meant by 'pleasure'? General class discussion.</p> <p>Mill's higher and lower pleasures: explanation of how they are distinct and discussion on what they might look like.</p> <p>How can we calculate pleasure? Bentham's utility calculus. Students to apply learning by calculating the pleasure achieved within example actions. Students to list the issues they encounter.</p> <p>Different forms of utilitarianism:</p> <p>Distinctions between act, rule and preference utilitarianism. Again, approach these distinctions through an example ethical situation where students can distinguish between the actions of an act, rule and preference utilitarianism.</p>	<p>Utility, rule and act utilitarianism, qualitative hedonistic utilitarianism</p>	<p>argument to moral philosophy</p>	
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				Move into full explanation and illustration of the issues of: whether pleasure is the only good, fairness and individual/ liberty rights, problems with calculation, issues around partiality and whether utilitarianism ignores moral integrity and intentions.			
	May	Moral philosophy Normative ethics (continued)	Kantian and virtue ethics; their issues and responses and applied ethics	Outline deontology as a generic theory of decision making. Outline Kantian deontological ethics, covering all aspects of the theory. Explain through demonstration, the difference between a categorical and a hypothetical imperative. Build this into the explanation of the Kantian focus on the categorical. Use examples of ethical situations to illustrate the decision making process used by an ethical being following Kantian deontological ethics. Focus on the strengths of Kantian deontological ethics by highlighting the ways in which issues with utilitarianism are no longer issues for a Kantian. Issues with Kantian deontological ethics. After re-capping the central tenets of Kantian deontological ethics, students to work in groups to identify apparent issues, particularly with regards to a comparison of all forms of utilitarianism. Explore the issue around the intuition that consequences of actions determine	Hypothetical and categorical imperatives, maxims, eudaimonia, arete, virtue, vice, function, skill	Applying knowledge of philosophical argument to moral philosophy	Weekly preparation of timed answers Key concept tests Mock Exam

				<p>their moral value (independent of considerations of universalisability).</p> <p>Explore the problem with the application of the principle.</p> <p>Use examples to allow students to embed these issues within real situations.</p> <p>Explore the possible value of certain motives (eg love, friendship, kindness).</p> <p>Explore the issues which arise out of a person having clashing/competing duties.</p> <p>Explore Foot's notion of morality as a system of hypothetical, rather than categorical, imperatives.</p>			
				<p>Give a broad definition of virtue ethics and the development of a good character. What are students' instincts here?</p> <p>Consider some of the actions recommended by a utilitarian or a deontologist in recent weeks: would these actions lead to the development of 'good character'?</p> <p>Exposition of Aristotle's virtue ethics, including 'the good': pleasure; the function argument and Eudaimonia.</p> <p>Explore the role of education/habituation in developing a moral character.</p> <p>Explanation of the distinction between voluntary and involuntary actions and the impact on moral responsibility.</p>			

				<p>Outline the doctrine of the mean and Aristotle's account of vices and virtues.</p> <p>Summarise all aspects of Aristotle's virtue ethics. Create a summary resource which allows comparison between all three ethical theories studied.</p> <p>Similarities and differences can therefore be drawn out as part of this activity.</p> <p>In order to explore the strengths of this position, students should use the theory to 'answer' the issues raised against both utilitarianism and Kantian deontological ethics. This will enable students to create a clear dialogue on how we decide what it is morally right to do.</p>			
				<p>Issues with Aristotle's virtue ethics.</p> <p>Can Aristotle's virtue ethics give sufficiently clear guidance about how to act?</p> <p>The issue of clashing/competing virtues.</p> <p>The possibility of circularity involved in defining virtuous acts and virtuous people in terms of each other.</p> <p>Students to continue to critically apply the three theories of utilitarianism, Kantian deontological ethics and Aristotle's virtue ethics to real, issues that we face in our contemporary society.</p>			

				<p>Apply the theories to eating animals and telling lies.</p> <p>Reflection: which of the theories do students believe offer the most help when making decisions on these real issues? Is the 'most helpful' theory therefore the most 'ethically good' theory?</p>			
	June	<p>Moral philosophy</p> <p>Meta-ethics</p>	<p>Moral realism and moral anti realism and their issues and responses</p>	<p>Explore the meaning of language through looking at a range of statements, eg 'get off!', 'I feel sad', 'I love you', 'can you help me?' and discussing how these statements have meaning. Explore the differences between such statements.</p> <p>How does ethical language have meaning? Before learning the details of competing theories, students should be enabled to explore their own reflections, using examples to illustrate their points.</p> <p>Ethical language makes claims about reality which are true of false (fact stating).</p> <p>Moral realism: the theory that ethical language makes claims about mind-independent reality that are true.</p> <p>Ethical naturalism (eg utilitarianism).</p> <p>Ethical non-naturalism (eg intuitionism).</p>	<p>Naturalism, Non-naturalism, cognitivism, non-cognitivism, verification principle, Hume's fork, is-ought gap, error theory, emotivism, prescriptivism, intuitionism, moral nihilism</p>	<p>Applying knowledge of philosophical argument to moral philosophy</p>	<p>Weekly preparation of timed answers</p> <p>Key concept tests</p> <p>Mock Exam</p>

				<p>as a response to apparent asymmetry between self-knowledge and knowledge of other people's mental states.</p> <p>MBTIT: Students from a scientific background can be set a challenge to find evidence that the mind is dependent on the brain as a homework task. This can then be presented to other students as a peer-to-peer teaching activity.</p>	<p>behaviourism, verificationism, dispositions, category mistake, ghost in the machine, multiple realisability, circularity, asymmetry, Super-Spartans, types and tokens, contingency, chauvinism</p>		
				<p>Functionalism:</p> <p>Excellent opportunity to use selected clips from films that are based on the concept of AI, and student understanding of functionalism can be consolidated by these (eg AI, iRobot, Ex Machina).</p> <p>There are many clips of Dan Dennett and Ned Block discussing consciousness that are easily accessed on YouTube that may be useful as a stimulant to discussion.</p>	<p>Function, functional duplicate, homunculi, multiple realisability and circularity</p>		
Jan	Metaphysics of Mind	Eliminative materialism and			Folk psychology, self-refuting,	Applying knowledge of	Weekly preparation of timed answers

	Physicalist and dualist theories of mind	Property dualism and their issues and responses	<p>Eliminative materialism: Stress the radical distinction between this form of materialism and reductive materialism.</p> <p>Property Dualism: Students to reflect on the implications of this argument for the other theories we have considered.</p>	philosophical zombie, logical, physical and metaphysical possibility.	philosophical argument to dualism and physicalism	Key concept tests
	<p>Metaphysics of God</p> <p>The nature of God</p>	Definitions of God the of classical theism vs the God of philosophers and their issues and responses	<p>It is important to clarify that this is about what philosophers mean when they talk about God – the key attributes of God. These are, in themselves, controversial, so students should know that we have selected some key ones for consideration.</p> <p>Articulating the meaning of the attributes and considering what happens when they are combined tend to run together.</p> <p>Key arguments can be introduced here – so the paradox of the stone and the Euthyphro dilemma.</p> <p>The focus for the teaching should be on analysis of the arguments and students can be encouraged to present the arguments in their logical form, rather than in extended writing.</p>	Omnipresent, omniscient, omnibenevolent, timeless, eternal, everlasting, coherent, incoherent, paradox of the stone, Euthyphro dilemma, compatibility.	Foundational knowledge	Mock Exam
	Arguments for the existence of God	Teleological and ontological arguments for the existence of	<p>Teleological argument: Students should understand Paley’s argument – focusing</p>	Telos, analogy, spatial and temporal order and regularity, ontos, a	Applying knowledge of philosophical argument to arguments for the existence of God	

			<p>God, their issues and responses</p> <p>on a particular understanding of purpose – parts working together for an end. They should understand that Paley himself recognised and responded to some issues with it. It is important that students understand the logical form of the argument(s).</p> <p>They should understand Swinburne’s argument – from regularity – and how it is similar to and different from Paley’s argument.</p> <p>As the arguments are relatively straightforward, students could be encouraged to read independently here, focusing on commentary on Paley/Swinburne and/or on the ways in which other philosophers have engaged with the design argument. There might be opportunities for cross-curricular work with colleagues from science departments.</p> <p>Students could consider the extent to which particular objections had been anticipated by Paley and how convincing his response to them might be.</p> <p>For Hume, the emphasis should be on the empiricist basis of his objections.</p> <p>Hume:</p> <ol style="list-style-type: none"> 1. proportional effect to cause 2. uniqueness of the universe 3. infinite regression 	<p>priori, predicate, contingent and non-contingent</p>		
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			<p>4. multiple deities</p> <p>5. comparison to machine</p> <p>6. chance</p> <p>7. signs of disorder.</p> <p>Kant – is the designer God? (no specific text for Kant here)</p> <p>Ontological argument: The ontological argument is complex and challenging and so three weeks have been given, to encourage students to develop an understanding of how the argument has been formulated, objections raised and then reformulated to respond to those objections.</p> <p><i>Davies, An Introduction to the Philosophy of Religion</i> chapter 4 (see the <i>Additional resources list</i>, page 3) is useful here, as it offers detail on each of the arguments, alongside an overview of the debate.</p> <p>The texts themselves are challenging, which provides a useful opportunity for students to develop their skills in the use of secondary literature.</p> <p>Anselm is a sensible place to start and then Gaunilo's objections, making Gaunilo's strategy clear. Students should consider how far each of Gaunilo's objections really does impact on Anselm's argument – so distinguishing between crucial and less crucial arguments – so</p>			
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				<p>evaluating the extent to which Anselm's version can (or cannot) survive Gaunilo's attack.</p> <p>A similar approach can be taken to Descartes and Malcolm's versions – with appeal to Hume and Kant.</p>			
	Mar	<p>Metaphysics of God</p> <p>Arguments for and against the existence of God</p>	<p>Cosmological arguments for the existence of God and its issues and responses</p> <p>The problem of evil, its issues and responses</p>	<p>It might be helpful to begin with Kalam, as the general form of the argument – from the fact of the universe to God as cause/explanation.</p> <p>Hume's objections</p> <p>Russell's objections</p> <p>Then move to the detailed analysis of Aquinas' versions:</p> <ul style="list-style-type: none"> • first – movement/change • second – cause/effect • third – necessary being <p>Descartes' trademark argument provides an opportunity to consider in detail how a rationalist version of a cosmological argument might be formulated.</p> <p>Problem of Evil: This topic provides an opportunity to revisit and build on some of the issues raised in the consideration of the concept of God.</p> <p>As always, students should develop a detailed understanding of the issue, so understand, for example, that distinctions</p>	<p>Contingent and non-contingent, causal principle, infinity, principle of sufficient reason, motion, fallacy of composition, possibility and impossibility.</p> <p>Theodicy, moral and natural evil, logical and evidential problems of evil, free will and soul-making.</p> <p>Cognitivism and non-cognitivism, verification and falsification principle, eschatological verification.</p>	<p>Applying knowledge of philosophical argument to arguments for and against the existence of God</p> <p>Applying knowledge of philosophical argument to religious language</p>	<p>Weekly preparation of timed answers</p> <p>Key concept tests</p> <p>Mock Exam</p>

		<p>Religious language</p>	<p>Empiricist and logical positivist challenges to the status of religious language</p>	<p>have been made between different kinds of evil –physical and moral – so different approaches might be needed for each.</p> <p>Students should also understand that the problem of evil can be considered in both incompatibility formulations (showing that God logically cannot exist), or evidential formulations (showing that it is very unlikely that God exists).</p> <p>Students should be able to explain precisely how the strategies for addressing the problem work.</p> <p>Again, as the Problem of Evil is a reasonably accessible issue, students should be encouraged to read independently beyond the specification.</p> <p>Religious Language: Empiricist principle of meaning for a propositional claim (statement).</p> <p>Two versions: verifiable empirically in practice or in principle.</p> <p>Students can be encouraged to think strategically about how to engage with the verification principle either attack it specifically or propose an alternative that circumvents the issue, eg is the principle self-refuting? Does it go too far and make too many statements meaningless?</p>			
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	May	Metaphysics of God Religious language	The university debate	<p>Religious statements as fact-asserting and issues arising.</p> <p>Mitchell – the Partisan – the theist will allow counter evidence, but not decisively.</p> <p>Hick – religious statements can be verified eschatologically.</p> <p>Hare – religious utterances do not make assertions – they express blik (the lunatic example).</p>	Blik, parables of the invisible gardner, paranoid student and the partisan	Applying knowledge of philosophical argument to religious language	<p>Weekly preparation of timed answers</p> <p>Key concept tests</p>