

## Religious Education Year 13 curriculum summary 2018



Philosophy year 13	Ethics year 13	Developments in Christian thought year13
<p><b>The nature or attributes of God</b> developments in the understanding of: omnipotence, omniscience (omni)benevolence, eternity, free will</p> <p><b>Religious language: Negative, Analogical or Symbolic</b> the apophatic way – the via negativa • cataphatic way – the via positiva • symbol</p> <p><b>Twentieth century perspectives and philosophical comparisons</b> Logical positivism • Wittgenstein’s views on language games and forms of life • discussion about the factual quality of religious language in the falsification symposium</p>	<p><b>Meta-ethical theories</b> naturalism • intuitionism • emotivism</p> <p><b>Conscience</b> • Aquinas’ theological approach • Freud’s psychological approach</p> <p><b>Sexual Ethics</b> • consideration of the following areas of sexual ethics: premarital and extramarital sex, homosexuality • the influence of developments in religious beliefs and practices on debates about the morality, legality and tolerability of these areas of sexual ethics • application of the following theories to these areas of sexual ethics: natural law, situation ethics, Kantian ethics, utilitarianism</p>	<p><b>Religious pluralism and theology</b> The teaching of contemporary Christian theology of religion on: exclusivism, inclusivism, pluralism</p> <p><b>Religious pluralism and society</b> the development of contemporary multi-faith societies • Christian responses to, including: responses of Christian communities to inter-faith dialogue, the scriptural reasoning movement</p> <p><b>Gender and society</b> The effects of changing views of gender and gender roles on Christian thought and practice, including: Christian teaching on the roles of men and women in the family and society, Christian responses to contemporary secular views about the roles of men and women in the family and society</p> <p><b>Gender and theology</b> The reinterpretation of God by feminist theologians, including: the teaching of Rosemary Radford Ruether and Mary Daly on gender and its implications for the Christian idea of God</p> <p><b>The Challenge of Secularism</b> The rise of secularism and secularisation, and the views that: God is an illusion and the result of wish fulfilment, Christianity should play no part in public life</p> <p><b>Liberation Theology and Marx</b> The relationship of liberation theology and Marx, including: Marx’s teaching on alienation and exploitation, liberation theology’s use of Marx to analyse social sin, liberation theology’s teaching on the ‘preferential option for the poor’</p>
<p><b>Resources / support from home</b></p>	<p><b>Resources / support</b></p>	<p><b>Resources / support</b></p>
<p>Homework booklets Revision booklets Philosophical investigations</p>	<p>Homework booklets Revision booklets Philosophical investigations</p>	<p>Homework booklets Revision booklets Philosophical investigations</p>

## Religious Education Year 12 curriculum summary 2018



Philosophy	Ethics	Developments in Christian thought
<p><b>Ancient philosophical influences*</b> the philosophical views of <b>Plato, in relation to:</b> understanding of reality o the Forms o the analogy of the cave, the philosophical views of Aristotle, in relation to: understanding of reality, the four causes, the Prime Mover <b>Soul, mind and body*</b> the philosophical language of soul, mind and body in the thinking of Plato and Aristotle • metaphysics of consciousness, including: substance dualism, materialism <b>Arguments based on observation*</b> the teleological argument • the cosmological argument • challenges to arguments from observation <b>Arguments based on reason*</b> the ontological argument <b>Religious experience*</b> the nature and influence of religious experience, including: o mystical experience o conversion experience • different ways in which individual religious experiences can be understood the problem of evil and suffering: o different presentations o theodicies that propose some justification or reason for divine action or inaction in the face of evil</p>	<p><b>Natural Law*</b> Aquinas' natural law, including: telos, the four tiers of law, the precepts <b>Situation Ethics*</b> Fletcher's situation ethics, including: agape, the six propositions, the four working principles, conscience <b>Kantian Ethics*</b> Kantian ethics, including: duty, the hypothetical imperative, the categorical imperative and its three formulations, the three postulates <b>Utilitarianism*</b> Utilitarianism, including: utility, the hedonic calculus, act utilitarianism, rule utilitarianism <b>Euthanasia*</b> Key ideas, including: sanctity of life, quality of life, voluntary euthanasia, non-voluntary euthanasia <b>Business Ethics*</b> Key ideas, including: corporate social responsibility, whistle-blowing, good ethics is good business, globalisation</p>	<p><b>Augustine's Teaching on Human Nature*</b> Human relationships pre- and post-Fall • Original Sin and its effects on the will and human societies • God's grace <b>Death and the Afterlife*</b> Christian teaching on: heaven, hell, purgatory, election <b>Knowledge of God's Existence*</b> Natural knowledge of God's existence: o as an innate human sense of the divine o as seen in the order of creation • Revealed knowledge of God's existence: through faith and God's grace, revealed knowledge of God in Jesus Christ <b>The person of Jesus Christ*</b> Jesus Christ's authority as: The Son of God, a teacher of wisdom, a liberator <b>Christian moral principles*</b> The diversity of Christian moral reasoning and practices and sources of ethics, including: the Bible as the only authority for Christian ethical practices, Bible, Church and reason as the sources of Christian ethical practices, love (agape) as the only Christian ethical principle which governs Christian practices <b>Christian moral action*</b> The teaching and example of Dietrich Bonhoeffer on: duty to God and duty to the State, Church as community and source of spiritual discipline, the cost of discipleship</p>
<p><b>Resources / support from home</b></p>	<p><b>Resources / support</b></p>	<p><b>Resources / support</b></p>
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