

COMPONENT 2 – PHILOSOPHY OF RELIGION (Miss Moloney)

		AUTUMN 1						AUTUMN 2								SPRING 1						SPRING 2						SUMMER 1						SUMMER 2														
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7							
		Can we prove God exists?																Is belief in God irrational?												Can we trust religious experiences?												Is religious language meaningless?						
	Unit description	Theme 1 – Existence of God Outcomes: <i>Students will study philosophical issues and questions raised by religion and belief including at least three contrasting arguments about the existence or non-existence of God, gods or ultimate reality. This will include understanding philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion. In addition, students will explore how the philosophy of religion has, over time, influenced and been influenced by developments in religious beliefs and practices, ethics or textual interpretation.</i> Substantive knowledge – Inductive, Deductive, Teleological Argument, Cosmological Argument, Ontological Argument, Challenges to Inductive and Deductive Arguments																Theme 2 – Challenges of Religious belief Outcomes: <i>Students will study challenges to religious belief such as the problems of evil and suffering. This will include understanding philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion. In addition, students will explore how the philosophy of religion has, over time, influenced and been influenced by developments in religious beliefs and practices, ethics or textual interpretation.</i> Substantive knowledge – The Problem of Evil, The Modern Problem of Evil, Augustinian-type Theodicy, Irenaean-Type Theodicy, Atheism, New Atheism, Religious as a product of the human mind – Jung and Freud.												Theme 3 – Religious Experience Outcomes: <i>Students will study the nature and influence of religious experience. This will include understanding philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion In addition, students will make a comparison of the significant ideas presented in works of at least two key scholars selected from the field of the philosophy of religion, and developments in the way these ideas are applied to issues in religion and belief.</i> Substantive knowledge – Vision, Conversion, Mysticism, Prayer, Mystical Experience, Impact and influence of Religious Experience on the community and individual. Challenges to Religious experience, Definitions of Miracles, Defence and Scepticism of miracles – David Hume and Swinburne												Theme 4 – Religious Language Outcomes: <i>Students will study philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion. As well as, how views of religious language have changed over time; the challenges posed by the verification/falsification debate and language games theory over whether religious language should be viewed cognitively or non-cognitively; and a consideration of at least two different views about religious teachings being understood symbolically and analogically.</i> Substantive knowledge – Cognitive language, non-cognitive, verification, falsification, analogy, symbols, myths and language games						
		Curriculum Links – KS3/4 Creation																Curriculum Links – KS3 The Fall and KS4 Problem of Evil												Curriculum Links – KS3/4 Worship												Curriculum Links – embedded throughout, analysis of scripture and sacred writings.						
		Disciplinary knowledge – all units will implicitly and discreetly address the multi-disciplinary approach to RE with reference to theology, philosophy and human/social sciences.																																														
		Personal knowledge – Students will reflect on religious, non-religious, philosophical, moral and spiritual questions. They will have the opportunity to explore a range of world views which highlight the complexity of the world in which they live today. This will facilitate their own exploration of their own religious, spiritual and philosophical ways living, believing and thinking.																																														
	Assessment	AO1 essay – Cosmological Argument							AO2 essay – Ontological Argument									AO1 essay – Augustinian-type theodicy AO2 essay - Augustinian-type theodicy												AO1 essay – St Teresa AO2 essay – St Teresa												AO1 & AO2 Year 12 Mock – Philosophy, Themes 1 and 2						
	AO1: knowledge test																AO1: knowledge test												AO1: knowledge test																			

COMPONENT 3 - ETHICS OF RELIGION (Miss Blackburn)

		AUTUMN 1							AUTUMN 2								SPRING 1						SPRING 2						SUMMER 1						SUMMER 2									
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7			
		Is agape love or pleasure ultimate good?																Do we have free will?																										
	Unit description	Theme 3 Situation Ethics <i>Outcomes:</i> <i>Students will study Joseph Fletcher’s situation ethics and be able to evaluate his ethical ideas. Students will learn how the study of ethics has, over time, influenced and been influenced by developments in religious beliefs and practices, the philosophy of religion and/or textual interpretation. Students will develop an ability to evaluate Situation Ethics and its usefulness applied to contemporary issues.</i> <i>Substantive knowledge – Antinomianism, Legalism, agape, Biblical support for SE, Four Working principles, Six Fundamental principles</i>							Theme 3 Situation Ethics & Util <i>Outcomes:</i> <i>Students will study Joseph Fletcher’s situation ethics and be able to evaluate his ethical ideas. Students will learn how the study of ethics has, over time, influenced and been influenced by developments in religious beliefs and practices, the philosophy of religion and/or textual interpretation. Students will develop an ability to evaluate Situation Ethics and its usefulness applied to contemporary issues.</i> <i>Substantive knowledge – Application of SE to homosexuality, polyamory. Challenges to SE</i>								Theme 3 Utilitarianism <i>Outcomes:</i> <i>Students will study Utilitarianism. Students will develop knowledge of both Act and Rule Utilitarianism and the ideas of Bentham and Mill. Students will develop an ability to evaluate Utilitarianism and its usefulness applied to contemporary issues.</i> <i>Substantive knowledge – Jeremy Bethan’s Utilitarianism; hedonic calculus, principle of utility John Stuart Mill’s Utilitarianism: Types of pleasures, harm principle, rule of thumb principle, Application to nuclear weapons and animal testing</i>						Theme 4 Free will and Determinism <i>Outcomes:</i> <i>Students will study religious arguments for Predestination and religious free will. Students will explore challenges to both perspectives and their implications for religious beliefs.</i> <i>Substantive knowledge – Religious predestination: Augustine and Calvin Religious free will: Pelagius and Arminius Implications for belief in God, prayer and miracles</i>						Theme 4 Free will and Determinism <i>Outcomes:</i> <i>Students will study arguments for determinism and Libertarianism (free will). Students will explore challenges to both perspectives and their implications for beliefs and application in contemporary society.</i> <i>Substantive knowledge – ... Determinism: philosophical, scientific, psychological arguments Libertarianism : philosophical, scientific, psychological arguments Implications for belief in moral code, ethics and moral responsibility</i>						Theme 4 Free will and Determinism <i>Outcomes:</i> <i>Students will evaluate the usefulness and validity of arguments for determinism and Libertarianism (free will).</i> <i>Substantive knowledge – ... Implications for belief in moral code, ethics and moral responsibility</i>									
		Curriculum links: KS3 Christianity (right and Wrong) & KS3 – ‘Ethics’																Curriculum links: KS3 – Christianity (The Fall)												Curriculum links: KS3 Christianity (right and Wrong)														
		Disciplinary knowledge – all units will implicitly and discreetly address the multi-disciplinary approach to RE with reference to theology, philosophy and human/social sciences.																																										
		Personal knowledge – Students will reflect on religious, non-religious, philosophical, moral and spiritual questions. They will have the opportunity to explore a range of world views which highlight the complexity of the world in which they live today. This will facilitate their own exploration of their own religious, spiritual and philosophical ways living, believing and thinking.																																										
	Assessment	AO1 Essay Situation Ethics							AO2 Essay Situation Ethics								AO1 Essay Util AO2 Essay timed Util						AO1 Essay Predestination						AO2 Essay Religious Free will						AO1 Essay Determinism AO1 & AO2 Year 12 Mocks Theme 2 and 3									
	AO1 Knowledge test																AO1 Knowledge test												AO1 Knowledge test															

COMPONENT 3 - ETHICS OF RELIGION (Mr Smart)

		AUTUMN 1							AUTUMN 2								SPRING 1						SPRING 2						SUMMER 1						SUMMER 2										
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7				
		What rules or principles guide our moral decisions?							Is there an objective natural law?																												Does ethical language have any meaning?								
	Unit description	Theme 1 Ethical Thought AB Divine Command Theory & Virtue ethics <i>Outcomes:</i> <i>Students will be able to demonstrate knowledge and understanding of DCT and its origins within Greek thinking and its development within Christianity. They will be able to analyse and evaluate the strengths and weakness of DCT and be able to consider whether morality is what God commands. Students will be able demonstrate knowledge and understanding of Virtue Ethics and its origins with Aristotle. They will be able to analyse and evaluate whether VE helps people make moral decisions.</i> <i>Substantive knowledge</i> –Euthyphro dilemma, Christian moral rules, Aristotle’s virtue ethics.							Theme 1 C & 2 ABC Ethical egoism & Natural Law <i>Outcomes:</i> <i>Students will be able to demonstrate knowledge and understanding of Ethical egoism and psychological egoism. They will be able to make comparisons between the two types and have knowledge of key thinkers involved in this theory. Students will be able to demonstrate knowledge and understanding of Thomas Aquinas’ Natural Law theory including his ideas of Primary Precepts and levels of law. They will be able to apply the issues of Abortion and Euthanasia to Aquinas’ theory. Students will be able to analyse and evaluate the effectiveness of Aquinas’ NL theory in making good moral decisions.</i> <i>Substantive knowledge</i> – Max Stiner, Ayn Rand, evolutionary morality. Thomas Aquinas’ NL, the origins of NL in Aristotle, deontological ethics, the double effect theory.								Theme 2 ABC Natural Law <i>Outcomes:</i> <i>Students will be able to demonstrate knowledge and understanding of Thomas Aquinas’ Natural Law theory including his ideas of Primary Precepts and levels of law. They will be able to apply the issues of Abortion and Euthanasia to Aquinas’ theory. Students will be able to analyse and evaluate the effectiveness of Aquinas’ NL theory in making good moral decisions.</i> <i>Substantive knowledge</i> – Thomas Aquinas’ NL, the origins of NL in Aristotle, deontological ethics, the double effect theory.						Theme 2 DEF Natural Law <i>Outcomes:</i> <i>Students will be able to demonstrate knowledge and understanding of John Finnis’ and Bernard Hoose’s attempts to modernise Natural Law theory. They will be able to apply the issues of Immigration and Capital Punishment to both theories. Students will be able to analyse and evaluate the effectiveness of Finnis and Hoose’s theory in making good moral decisions.</i> <i>Substantive knowledge</i> – John Finnis’s 7 basic goods and 9 requirements of practical reasonableness. Bernard Hoose’s proportionality.						Theme 2 DEF Natural Law <i>Outcomes:</i> <i>Students will be able to demonstrate knowledge and understanding of John Finnis’ and Bernard Hoose’s attempts to modernise Natural Law theory. They will be able to apply the issues of Immigration and Capital Punishment to both theories. Students will be able to analyse and evaluate the effectiveness of Finnis and Hoose’s theory in making good moral decisions.</i> <i>Substantive knowledge</i> – John Finnis’s 7 basic goods and 9 requirements of practical reasonableness. Bernard Hoose’s proportionality.						Theme 1 DEF Meta Ethics introduction <i>Outcomes:</i> <i>Students will be able to understand the key ethical principles of Cognitive and non - Cognitive approaches to ethics including the main principles of Naturalism.</i> <i>Substantive knowledge</i> – ... Naturalism as outlined by FH Bradley. Cognitivism and non-Cognitivism.										
		Curriculum Links – KS3 Christianity – Right and Wrong & KS4 Thematic Studies																																											
		<i>Disciplinary knowledge</i> – all units will implicitly and discreetly address the multi-disciplinary approach to RE with reference to theology, philosophy and human/social sciences.																																											
		<i>Personal knowledge</i> – Students will reflect on religious, non-religious, philosophical, moral and spiritual questions. They will have the opportunity to explore a range of world views which highlight the complexity of the world in which they live today. This will facilitate their own exploration of their own religious, spiritual and philosophical ways living, believing and thinking.																																											
	Assessment	AO1 Divine Command Theory							AO2 Natural Law								AO1 & AO2 Natural Law						AO1 & AO2 Finnis and Abortion						Mock Exam																
	AO1 Knowledge test															AO1 Knowledge test															AO1 Knowledge test														

- AO1: Demonstrate knowledge and understanding of religion and belief, including:
- religious, philosophical and/or ethical thought and teaching
 - influence of beliefs, teachings and practices on individuals, communities and societies
 - cause and significance of similarities and differences in belief, teaching and practice
 - approaches to the study of religion and belief.

AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

- Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?
- Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.
- Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.
- Encouraging creative expression to connect with the inner self and the transcendent.
- Fostering a sense of belonging and interconnectedness with others, nature, and the universe.
- Encouraging self-awareness, emotional intelligence, and moral reasoning.
- Promoting open-ended investigations rather than just seeking right answers.
- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

Our religious education curriculum is built upon the concept of >Something More? Through every lesson, question and conversation we have with our students we encourage them to develop their sense of >Something More? Listed below are a few examples of how we achieve this through our curriculum, however, it is impossible to list every instance as it is the very essence of our curriculum to develop our students’ sense of spirituality.

- **Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?**
 - In Religious Studies A Level, the foundations of our curriculum are “big” questions that students explore through each unit and every lesson. In Philosophy, students will explore the biggest question of them all – why is there something rather than nothing? They will explore the richness of philosophical answers to this question, both ancient and modern, as well as a scientific responses that can both affirm or challenge the philosophical arguments. This provides our students with a wonderful opportunity to explore their own curiosity about the universe they live in. In Ethics students examine Divine Command Theory which explores morality as based on God's commands and compare this to Virtue Theory: This focuses on the development of virtuous character traits as a foundation for ethical behaviour. Situation Ethics, particularly Joseph Fletcher's, emphasizes love (agape) as the guiding principle in ethical decision-making.
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- **Encouraging self-awareness, emotional intelligence, and moral reasoning.**

Religious Studies

Curriculum

- The very nature of our curriculum encourages students to develop their self-awareness (to reflect on their own beliefs, values, and identity), emotional intelligence (by teaching empathy, compassion, and understanding of others' perspectives) and moral reasoning (by thinking through ethical dilemmas and making responsible choices). In Philosophy, they will evaluate the existence of evil and whether this is a challenge to the belief in the God of Classical Theism, as part of this, we will explore the theodicies and make a judgement about if they succeed in defending God. Students are encouraged to reflect on the following – could evil be a justified tool of a benevolent God? Is it fair that everyone can be saved? Should God always intervene to prevent suffering?
- In Ethics students explore religious and non-religious concepts of free will and determinism, considering whether human choices are truly freely or shaped by factors beyond their control. They examine divine command theory, reflecting on what it means if morality is grounded in God's commands, and virtue theory, which focuses on the development of good character. Through these studies, students are encouraged to question their own freedom and responsibility – are we accountable if our actions are determined? What does it mean to live a virtuous life? – building self awareness, empathy and moral reasoning in the process.
- **Fostering a sense of belonging and interconnectedness with others, nature, and the universe.**
 - In Philosophy, we explore the Teleological Argument for the existence of God which provokes our students to look out into the world. Our students begin to notice the complexity, order and intricacy in the world they live in, something they haven't notice before, and question whether a designer is possible for such beauty we see in the world. In addition to this, when students learn about the impact of religious experience on individuals and communities; from their everyday lives to specific practices and faith value system, they realise that for a believer a religious experience can be an everyday occurrence or the unique moments of revelation – one leads to another, one would not happen without the other – that interconnectedness enables our students to appreciate the intricacies of religious experience itself.
 - In Ethics we explore theories such as situation ethics and utilitarianism, which encourage our students to think deeply about the consequences of their actions and the guiding principles behind them. They begin to see how moral decisions are rarely straight forward; through situation ethics they recognise how love can be the driving force in complex situations, and through utilitarianism they grapple with the challenge of weighing up the greatest good for the greatest number. This leads them to consider how their choices ripple outwards, shaping not only their own lives but the well-being of others around them.
- **Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.**
 - Throughout our A Level Religious Studies curriculum, we explore the ideas of some of the most influential thinkers of our time and reflect on the impact they have made on the study of the “big questions” humanity have been asking for thousands of years. In Philosophy, embedded throughout each theme is reference to St Thomas Aquinas, who argued that faith and reason are not opposed, but instead work together. We look at the rise of the New Atheists such as Richard Dawkins, Daniel Dennett, Christopher Hitchens and Sam Harris and how they have provided a platform for challenging organised religion, and the responses of apologists like William Lane Craig and Alistair McGrath, who have defended against such criticisms – a modern debate that our students can confidently respond to.
 - In Ethics, we delve into the debate surrounding free will and determinism, exploring the work of extraordinary thinkers who have shaped how we understand human responsibility. Students encounter the writings of Augustine, who argued that true freedom is found in aligning the will with the divine, and Pelagius, who emphasised human capability and moral choice. They also consider modern thinkers and neuroscientists who question whether our decisions are genuinely free or shaped by prior causes beyond our control. These explorations inspire awe as students grapple with the profound implications of what it means to act freely, and how this debate continues to influence ideas of justice, morality and human creativity today

