



# CARDINAL NEWMAN CATHOLIC SCHOOL

INTENT: Curriculum Overview year 13 Religious Education Component 2 Religious Ethics

A learner in Year 13 will know: All year 1 and 2 Content of the OCR specification as detailed below			A learner in Year 13 will be able to: write academically and evaluatively using scholarly evidence.		
<p>A: Topic/Theme: <b><u>Conscience.</u></b></p> <p><b><u>Significant ideas</u></b> in religious and moral thought, through comparison of the works of two key scholars from the field of religion and ethics. Aquinas and Freud</p>	<p>B: Topic/Theme: <b><u>Sexual Ethics</u></b></p> <p>How the study of ethics has, over time, influenced and been influenced by <b><u>developments in religious beliefs and practices</u></b>, societal norms and normative theories</p>	<p>C: Topic/Theme: <b><u>Meta Ethics</u></b></p> <p>The study of meta-ethical theories and how <b><u>ethical language</u></b> in the modern era has changed over time</p>	<p>D: Topic/Theme: Year one recap Normative ethical theories and practical ethics</p>	<p>E: Topic/Theme: <b>Year one recap Utilitarianism and Kant</b></p>	<p>F: Topic/Theme: Road map to the exam</p>
Term 1	1:1: Topics/Themes <b><u>Conscience</u></b>	1:2: Topics/Themes <b><u>Sexual Ethics</u></b>	Autumn % Assessment ( <i>ensure differentiated assessment is planned too</i> )		
	<p><b><u>Knowledge:</u></b> <b><u>Aquinas Theological Approach –</u></b> details of this approach, including:</p> <ul style="list-style-type: none"> <li>ratio (reason placed in every person as a result of being created in the image of God)</li> <li>synderesis (inner principle directing a person towards good and away from evil)</li> <li>conscientia (a person's reason making moral judgements).</li> <li>vincible ignorance (lack of knowledge for which a person is responsible)</li> <li>invincible ignorance (lack of knowledge for which a person is not responsible)</li> </ul> <p><b><u>Freud's Psychological approach –</u></b> details of this approach, including:</p> <ul style="list-style-type: none"> <li>psychosexual development (early childhood awareness of libido)</li> <li>id (instinctive impulses that seek satisfaction in pleasure)</li> <li>ego (mediates between the id and the demands of social interaction)</li> </ul>	<p><b><u>Knowledge:</u></b> <b><u>consideration of the following areas of sexual ethics:</u></b></p> <ul style="list-style-type: none"> <li>premarital and extramarital sex</li> <li>homosexuality</li> <li>the influence of developments in religious beliefs and practices on debates about the morality, legality and tolerability of these areas of sexual ethics</li> <li>traditional religious beliefs and practices (from any religious perspectives) regarding these areas of sexual ethics</li> <li>how these beliefs and practices have changed over time, including: <ul style="list-style-type: none"> <li>key teachings influencing these beliefs and practices</li> <li>the ideas of religious figures and institutions</li> </ul> </li> <li>the impact of secularism on these areas of sexual ethics</li> </ul>	<p><b><u>Knowledge coverage:</u></b> Euthanasia, Utilitarianism and Aquinas theological approach to conscience</p> <p><b><u>Skills tested:</u></b> AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including: Evaluation of normative ethical theories. AO2 (/24) (60%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p> <p><b><u>Assessment style/questions:</u></b> Students will be given 2 exam style essay questions to complete both. These are in a statement evaluative style and are worth 40 marks each</p>		



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	<ul style="list-style-type: none"> <li>• super-ego (contradicts the id and working on internalised ideals from parents and society tries to make the ego behave morally)</li> </ul> <p><b><u>Skills:</u></b> Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology. Suggested scholarly views, academic approaches and sources of wisdom and authority Learners will be given credit for referring to any appropriate scholarly views, academic approaches and sources of wisdom and authority, <b><u>Formative Assessment:</u></b> Transition unit – baseline assessment bridging task Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks <b><u>End point:</u></b> Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p>application of the following theories to these areas of sexual ethics:</p> <ul style="list-style-type: none"> <li>o natural law</li> <li>o situation ethics</li> <li>o Kantian ethics</li> <li>o utilitarianism</li> </ul> <ul style="list-style-type: none"> <li>• how these theories might be used to make moral decisions in these areas of sexual ethics</li> <li>• issues raised in the application of these Theories</li> </ul> <p>Students will have the opportunity to discuss issues related to ideas about sexual ethics and changing attitudes towards it, including:</p> <ul style="list-style-type: none"> <li>• whether or not religious beliefs and practices concerning sex and relationships have a continuing role in the area of sexual ethics</li> <li>• whether choices in the area of sexual behaviour should be entirely private and personal, or whether they should be subject to societal norms and legislation</li> <li>• whether normative theories are useful in what they might say about sexual ethics</li> </ul> <p><b><u>Skills:</u></b> Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly <b><u>Formative Assessment:</u></b> Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks <b><u>End point:</u></b> Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	
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Term 2	2:1 Topics/Themes: <b><u>Meta Ethics</u></b>	2:2: Topics/Themes: <b><u>Re cap - Normative Ethical Theories and Practical Ethics</u></b>	Spring % Assessment <i>(ensure differentiated assessment is planned too)</i>
	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>naturalism</b> - • what it is (the belief that values can be defined in terms of some natural property in the world) and its application to absolutism</li> <li>• <b>intuitionism</b> - • what it is (the belief that basic moral truths are indefinable but self-evident) and its application to the term good</li> <li>• <b>emotivism</b> - • what it is (the belief that ethical terms evince approval or disapproval) and its application to relativism</li> </ul> <p>Students should have the opportunity to discuss issues related to meta-ethics, including:</p> <ul style="list-style-type: none"> <li>• whether or not what is meant by the word 'good' is the defining question in the study of ethics</li> <li>• whether or not ethical terms such as good, bad, right and wrong:               <ul style="list-style-type: none"> <li>o have an objective factual basis that makes them true or false in describing something</li> <li>o reflect only what is in the mind of the person using such terms</li> <li>o can be said to be meaningful or meaningless</li> </ul> </li> <li>• whether or not, from a common sense approach,</li> </ul> <p><b><u>Skills:</u></b></p> <p>Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p><b><u>Formative Assessment:</u></b></p> <p>Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p><b><u>End point:</u></b></p> <p>Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b><u>Skills:</u></b></p> <p><b><u>Formative Assessment:</u></b></p> <p>Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p><b><u>End point:</u></b></p> <p>Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p><b><u>Knowledge coverage:</u></b></p> <p>Knowledge of Kant's teachings on the Categorical Imperative. The application of both Act and Rule Utilitarianism in understanding moral situations.</p> <p><b><u>Skills tested:</u></b></p> <p>AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> <li>• Religious, philosophical and/or ethical thought and teaching</li> <li>• Approaches to evaluation of normative ethical theories.</li> </ul> <p>AO2 (/24) (60%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p> <p><b><u>Assessment style/questions:</u></b></p> <p>Students will be given 4 exam style essay questions to complete 3. These are in a statement evaluative style and are worth 40 marks each. Equivalent of a full A level paper in 2 hours. Students will have to revisit at least one of the other topics if not both</p>



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Term 3	3:1: Topics/Themes: <b>Recap year one – Utilitarianism and Kant</b>	3:2: Topics/Themes: <b>Roadmap to the exam</b>	<b>Summer % Assessment</b> ( <i>ensure differentiated assessment is planned too</i> )
	<p><b><u>Knowledge:</u></b></p> <p><b><u>Skills:</u></b> Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p><b><u>Formative Assessment:</u></b> Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p><b><u>End point:</u></b> Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>the application of Kantian ethics and utilitarianism to business ethics</li> <li>whether or not the concept of corporate social responsibility is nothing more than ‘hypocritical window-dressing’ covering the greed of a business intent on making profits</li> <li>whether or not human beings can flourish in the context of capitalism and consumerism</li> <li>whether globalisation encourages or discourages the pursuit of good ethics as the foundation of good business</li> </ul> <p><b><u>Skills:</u></b> Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly</p> <p><b><u>Formative Assessment:</u></b> Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p><b><u>End point:</u></b> Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p><b><u>Knowledge coverage:</u></b> All Year 1 Content</p> <p><b><u>Skills tested:</u></b> AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> <li>Religious, philosophical and/or ethical thought and teaching</li> <li>Approaches to the study of religion and belief</li> </ul> <p>AO2 (/24) (60%)</p>