

Philosophy, Ethics and Religion Curriculum Plan for KS5

	These components are taught in parallel throughout Y12 and Y13.		
Components	Islam	Philosophy	Ethics
Topic Overview Y12	<ol style="list-style-type: none"> 1. Muhammad 2. The Qur'an 3. Shari'ah and Ethical guidelines for living 4. Jihad 5. Science and Islam 	<ol style="list-style-type: none"> 1. Arguments for the existence of God. 2. Challenges against the existence of God. (AS & A2) 	<ol style="list-style-type: none"> 1. Ethical Thought (AS) 2. Aquinas' Natural Law 3. Situation Ethics 4. Utilitarianism
Topic Content Y12	<ol style="list-style-type: none"> 1. Exploring the life of prophet Muhammad and how he shaped the development of early Islam. 2. Exploring the nature, purpose, use and relevance of the Qur'an for Muslims. 3. Exploring the nature of Shari'ah Law, its implementation, importance and relevance to the lives of Muslims alongside the Five Categories of living an ethical life. 4. Exploring the nature, relevance and interpretation of Jihad for Muslims. 5. Exploring Islamic attitudes to scientific progress and the challenges science poses Islamic beliefs. 	<ol style="list-style-type: none"> 1. Exploring the Cosmological, Teleological and Ontological arguments and the challenges to them. 2. Exploring the problem of evil and the Christian response through Augustinian and Iranaean theodicies. <p>Exploring the extent to which the rise of atheism and New Atheism and the challenges to religious belief presented by Freud and Jung from a psychological perspective are effective.</p>	<ol style="list-style-type: none"> 1. Exploring the nature of ethics from a variety of standpoints, such as Divine Command Theory. 2. Exploring Aquinas' contribution to Natural Law applied to abortion and euthanasia. 3. Exploring Fletcher's contribution to Situation Ethics applied to polyamorous relationships and homosexuality. 4. Exploring the contribution to Utilitarianism by Bentham and Mill applied to animal testing and the use of nuclear weapons.
Topic Overview Y13	<ol style="list-style-type: none"> 1. The nature of Allah 2. Malaikah and Akhirah 3. The Five Pillars 4. Life in Medina and the Ummah 5. Contemporary Issues 6. Diversity in Islam 	<ol style="list-style-type: none"> 1. Religious experiences (AS) 2. Miracles 3. Religious Language 	<ol style="list-style-type: none"> 1. Modern developments of Natural Law 2. Determinism and Libertarianism 3. Meta-Ethics (Ethical Thought A2)
Topic Content Y13	<ol style="list-style-type: none"> 1. Exploring the concepts of Tawhid, Shirk and the significance of Shahadah. 2. Exploring the nature and purpose of angels and how belief in Judgement influences Muslims. 3. Exploring the role and purpose of prayer, charitable giving and pilgrimage. 4. Exploring the role of Masjid and the nature of Ummah as well as the structure and constitution of Medina. 5. Exploring changing attitudes towards Islam and within Islam to crime and punishment, gender equality, pluralism, and how Islam is represented in the Western media. 6. Exploring the Shi'a and Sunni differences and the role of Sufism in Islam. 	<ol style="list-style-type: none"> 1. Exploring the nature, impact and validity of religious experiences. 2. Exploring the nature, impact and validity of miracles from a variety of perspectives. 3. Exploring the nature, meaning, interpretation, use and value of religious language from a variety of perspectives. 	<ol style="list-style-type: none"> 1. Exploring Finnis' and Hoose's contribution to Natural Law applied to capital punishment and immigration. 2. Exploring religious, philosophical and scientific attitudes to determinism and libertarianism and the impact of these perspectives on morality and normative ethics. 3. Exploring the nature of meta-ethics with reference to naturalism, emotivism and intuitionism and challenges to them.

Key skills	<p>Critically select relevant information.</p> <p>Analyse the significance of key religious language and use it appropriately in context.</p> <p>Analyse and apply the meaning of religious teachings.</p> <p>Structure extended writing using appropriate connectives and the PEEL approach.</p> <p>Explain how religious, secular and ethical beliefs influence individuals and communities.</p> <p>Explain diversity of religious beliefs and practices within one religion.</p> <p>Evaluate the significance of religious beliefs and practices for religious believers.</p> <p>Apply the theories of various philosophical, ethical and religious scholars.</p> <p>Critically evaluate the significance, value, meaning and validity of religious, philosophical and ethical arguments.</p> <p>Apply a variety of moral issues to philosophical, ethical and religious belief systems.</p>
Cultural Capital SMSC British Values Literacy Success for All Personal Development	<p>Literacy focus:</p> <p>Keywords for each topic and each component are taught explicitly, as well as through regular starters and plenaries. A PixL Unlocked template is used regularly to allow students to develop a deeper understanding of how a variety of keywords are embedded into their topic and how they can be used synoptically.</p> <p>Success for all:</p> <p>Choice of activities, stretch activities, scaffolding, wider reading, super-curricular support and challenge materials, use of model essays and mark schemes.</p> <p>SMSC/PD/CC/BV:</p> <p>Q&A opportunity with a practising religious staff member (Islam) – Cultural Capital.</p> <p>Visit to a London mosque – Cultural capital</p> <p>Considering the value of human life (spiritual, moral)</p> <p>Democracy and human rights (British values)</p> <p>Diverse relationships (social, moral)</p> <p>Morality and ethics (moral, British values)</p> <p>Religious beliefs and practices (spiritual)</p> <p>Trip abroad offered every few years (e.g. Krakow)</p>