Year 13 RS LTP 24-25

Homework for all units:

- Additional reading activities
- Set questions- compression based
- Paragraphs whereby they will summarise a philosopher
- Comparison tables whereby they will consider the strengths and issue with set philosophical views
- Videos to watch and take notes from

Assessments for all units:

Students will complete two formal high-level assessments.

- One mid unit assessment
- One end of unit assessment.
- Students will receive an essay style question and be given 40 minutes to answer this in class without the access to notes.

Year 13

Topic	Philosophy/ Ethics	Topic	Developing Christian Thought
Business ethics **Misconceptions in the unit**	**Content** • Corporate social responsibility • Whistle-blowing • Good ethics is good business • Globalisation **Key knowledge** • What it is (that a business has responsibility towards the community and environment) and its application to stakeholders, such as employees, customers, the local community, the country as whole and governments • What it is (that an employee discloses wrongdoing to the employer or the public) and its application to the contract between employee and employer • What it is (that good business decisions are good ethical decisions) and its application to shareholders and profit-making • What it is (that around the world economies, industries, markets, cultures and policy-making is integrated) and its impact on stakeholders **AO2- Discuss issues relating to Business ethics including:** • The application of Kantian ethics and utilitarianism to business ethics	**Gender and Society** **Misconceptions in the unit**	**Content:-** 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 **Key Knowledge: -** To consider the ways in which Christians have adapted and challenged changing attitudes to family and gender, including issues of: • Motherhood/parenthood • Different types of family **AO2 discuss issues related to Christian responses to changing views of gender and gender roles, including:** • Whether or not official Christian teaching should resist current secular views of gender • Whether or not secular views of gender equality have undermined Christian gender roles • Whether or not motherhood is liberating or restricting • Whether or not the idea of family is entirely culturally determined

	• 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 • Whether or not human beings can flourish in the context of capitalism and consumerism • Whether globalisation encourages or discourages the pursuit of good ethics as the foundation of good business		
Suggested Scholarly views to support this unit:	Friedman, M Crane, A. Matten, D	**Suggested Scholarly views to support this unit:**	Tong, R. McGrath, A. E, Wiley-Blackwell, Messer, N. Ephesians 5:21–33
Tier two vocabulary	Corporate Social Responsibility (CSR) Stakeholders Sustainability Corporate Governance Transparency Whistleblowing Conflict of Interest Ethical Dilemmas Codes of Ethics Human Rights Social Enterprise	**Tier two vocabulary**	Feminism Gender biology Gender identification Gender expression Socialisation Patriarchal society Matriarchal society Roles Responsibilities Culture Gender Equality Matriarchy Misogyny
Tier three vocabulary	Utilitarianism Deontological Ethics Virtue Ethics Triple Bottom Line Fair Trade Greenwashing Ethical Consumerism Shareholder Theory Stakeholder Theory Corporate Citizenship Environmental Ethics Ethical Investment Bribery	**Tier three vocabulary**	Patriarchy Feminism Gender Roles Complementarianism Egalitarianism Androcentrism Gender Stereotypes Liberation Theology Intersectionality Heteronormativity Womanist Theology Gender Essentialism

Year 13			
Topic	**Philosophy/ Ethics**	**Topic**	**Developing Christian Thought**
HT1 **Religious Experience** <mark>**Misconceptions** in the unit</mark>	**Content** The nature and influence of religious experience, including: • Mystical experience • Conversion experience • Different ways in which individual religious experiences can be understood **Key Knowledge** examples of mystical and conversion experiences and views about these, including: • Views and main conclusions of William James • As union with a greater power • Psychological effect such as illusion • The product of a physiological effect AO2- discuss issues related to religious experience, including: • Whether personal testimony or witness is enough to support the validity of religious experiences • <mark>Whether or not corporate religious experiences might be considered more reliable or valid than individual experiences</mark> • Whether or not religious experience provides a basis for belief in God or a greater power	**Gender and theology** <mark>**Misconceptions in the unit**</mark>	Content:- 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 Key Knowledge:- Ruether's discussion of the maleness of Christ and its implications for salvation including: • Jesus' challenge to the male warrior-messiah expectation • <mark>God as the female wisdom principle</mark> • Jesus as the incarnation of wisdom Daly's claim that 'if God is male then the male is God' and its implications for Christianity, including: • Christianity's 'Unholy Trinity' of rape, genocide and war • Spirituality experienced through nature AO2 discuss issues related to God, gender and feminist theology, including: A comparison of Ruether's and Daly's feminist theologies • Sexism and patriarchy in Christianity, as it has developed in the mainstream Churches • Whether Christianity can be changed or should be abandoned • Whether or not Christianity is essentially sexist • Whether or not a male saviour can save women • <mark>Whether or not only women can develop a genuine spirituality</mark> Whether or not the Christian God can be presented in female terms
Suggested Scholarly views to support this unit:	James.W Otto.R Schleiermacher.F Happold. F.C Swinburne.R Freud.S.	**Suggested Scholarly views to support this unit:**	Radford Ruether, R. Daly, M. Phyllis Trible, P Wilcockson, M. (2010) Luke 24:9–12 Acts 16:13–15
Tier two vocabulary	Neurophysiology The ego The id The super ego Corporate Conversion	**Tier two vocabulary**	Feminism Theology

Tier three vocabulary	Naturalistic explanation Mystical experience Ineffability Noetic quality Transience Passivity Numinous experiences Principle of credulity Principle of testimony Corporate religious experience Conversion experience	Tier three vocabulary	Post-Christian theology Reform feminist theology Davidic Messiah Servant king Sophia Theology

Year 13			
Topic	**Philosophy/ Ethics**	**Topic**	**Developing Christian Thought**
Nature of God **Misconceptions in the unit**	**Content-** Developments in the understanding of: • omnipotence • omniscience • (omni)benevolence o eternity o free will **Key Knowledge-** • divine power and self-imposed limitation • divine knowledge and its interaction with temporal existence and free will • divine benevolence and just judgement of human actions, including Boethius's argument relating this to divine foreknowledge, eternity and free will • divine eternity and divine action in time, including Anselm's four-dimensionalist approach as an extension of Boethius's view • the extent to which human free will reasonably coexists with these attributes • the above should be studied with reference to alternative possibilities presented by Boethius, Anselm and Swinburne **AO2 discuss issues related to developments in the understanding of the nature of God and the different possibilities presented by the key thinkers, including:** • whether or not it is possible, or necessary, to resolve the apparent conflicts between divine attributes • whether Boethius, Anselm or Swinburne provides the most	**Religious pluralism and society** **Misconceptions in the unit**	**Content-** • the development of contemporary multi-faith societies • Christian responses to, including: o responses of Christian communities to inter-faith dialogue o the scriptural reasoning movement **Key Knowledge-** • the reasons for this development, for example migration • how Christian communities have responded to the challenge of encounters with other faiths, for example: o Catholic Church: Redemptoris Missio 55–57 o Church of England: Sharing the Gospel of Salvation • its methods and aims • how the mutual study and interpretation of different religions' sacred literature can help understanding of different and conflicting religious truth claims **AO2 discuss issues related to Christian responses to multi-faith societies and inter-faith dialogue, including:** • whether or not inter-faith dialogue has contributed practically towards social cohesion • whether or not Christian communities should seek to convert people from other faiths • whether or not scriptural reasoning relativises religious beliefs • whether or not Christians should have a mission to those of no faith

	• useful understanding of the relationship between divinity and time • whether or not any of these thinkers are successful in resolving the problems of divine knowledge, benevolence, justice, eternity and human free will • ==whether the attributes should be understood as subject to the limits of logical possibility or of divine self-limitation==		
Suggested Scholarly views to support this unit:	Boethius Anselm Swinburne Matthew 19:23–26 Vardy Macquarrie	**Suggested Scholarly views to support this unit:**	The Doctrine Commission of the Church of England (1995) Ford, D. Pope Paul VI (1965) Nostra Aetate; Declaration on the relation of the Church to non-Christian religions
Tier two vocabulary	Everlasting Free will Eternal	**Tier two vocabulary**	Multi-faith societies Missionary work Social cohesion
Tier three vocabulary	Omnipotent Omniscient Existentialism Immutable	**Tier three vocabulary**	Encyclical Synod

Year 13			
Topic	**Philosophy/ Ethics**	**Topic**	**Developing Christian Thought**

Religious Language- negative, analogical and symbolic.
 	
 ==**Misconceptions in the unit**==
	Content-
	 • the apophatic way – the via negativa
	 • cataphatic way – the via positiva
	 • symbol
	
	 Key Knowledge-
	 • the argument that theological language is best approached by negation
	 • the understanding of religious language in terms of analogy, with reference to:
	     Aquinas's analogy of attribution and analogy of proper
	     proportion
	 • understanding of the language of religious expression in terms of symbol, with reference to:
		Religious pluralism and society
		
		 ==**Misconceptions in the unit**==
			Content-
			
			 • the development of contemporary multi-faith societies
			 • Christian responses to, including:
			   o ==responses of Christian communities to inter-faith dialogue==
			   o the scriptural reasoning movement
			
			 Key Knowledge-
			 • the reasons for this development, for example migration
			 • how Christian communities have responded to the challenge of encounters with other faiths, for example:
			   o Catholic Church: ==Redemptoris Missio 55–57==
			   o Church of England: Sharing the Gospel of Salvation
			 • its methods and aims
			 • how the mutual study and interpretation of different religions' sacred

	<mark>Tillich's view of theological language as almost entirely symbolic</mark> AO2 discuss issues related to different views of religious language, including: • comparison of the usefulness of the above approaches to religious language • <mark>whether or not the apophatic way enables effective understanding of theological discussion</mark> • whether or not Aquinas' analogical approaches support effective expression of language about God • whether or not religious discourse is comprehensible if religious language is understood as symbolic		literature can help understanding of different and conflicting religious truth claims **AO2 discuss issues related to Christian responses to multi-faith societies and inter-faith dialogue, including:** • whether or not inter-faith dialogue has contributed practically towards social cohesion • whether or not Christian communities should seek to convert people from other faiths • <mark>whether or not scriptural reasoning relativises religious beliefs</mark> • whether or not Christians should have a mission to those of no faith
Suggested Scholarly views to support this unit:	Aquinas Tillich Ayer Swinburne	**Suggested Scholarly views to support this unit:**	The Doctrine Commission of the Church of England (1995) Ford, D. Pope Paul VI (1965) Nostra Aetate; Declaration on the relation of the Church to non-Christian religions
Tier two vocabulary	Symbol Analogy Truth-claim	**Tier two vocabulary**	Multi-faith societies Missionary work Social cohesion
Tier three vocabulary	Agnosticism Apophatic way (via negativa) Cataphatic way (via positiva) Univocal language Equivocal language	**Tier three vocabulary**	Encyclical Synod

Year 13			
Topic	**Philosophy/ Ethics**	**Topic**	**Developing Christian Thought**
Religious Language- twentieth century perspectives and philosophical comparisons	Content- • logical positivism • Wittgenstein's views on language games and forms of life • <mark>discussion about the factual quality of religious language in the falsification symposium</mark> Key Knowledge-	**The challenge of secularism** <mark>Misconceptions in the unit</mark>	Content- • The rise of secularism and secularisation, and the views that: o God is an illusion and the result of wish fulfilment o Christianity should play no part in public life Key Knowledge-

	• the impact of the verification principle on the use of religious language, with reference to: Ayer's approach to verification • how language games may permit religious language to be deemed meaningful yet not cognitive • the varying arguments, with their associated parables, put forward in relation to theological language by: Flew, Hare and Mitchell in their contributions to the symposium **AO2 discuss issues related to different views of religious language, including**: • whether or not any version of the verification principle successfully renders religious language as meaningless • whether or not any participant in the falsification symposium presented a convincing approach to the understanding of religious language • a comparison of the ideas of Aquinas and Wittgenstein, including: 1. whether a cognitive approach (such as Aquinas's thinking on analogy) or a non-cognitive approach (such as the language games concept of Wittgenstein) present better ways of making sense of religious language 2. the influence of non-cognitive approaches on the interpretation of religious texts o how far Aquinas' analogical view of theological language remains valuable in philosophy of religion		• the views of Freud and Dawkins that society would be happier without Christianity as it is infantile, repressive and causes conflict • the views of secular humanists that Christian belief is personal and should play no part in public life, including: o education and schools o government and the state **AO2 discuss issues related to the challenge of secularism, including:** • whether or not spiritual values are just human values • whether or not there is evidence that Christianity is a major cause of personal and social problems • whether secularism and secularisation are opportunities for Christianity to develop new ways of thinking and acting • whether Christianity is, or should be, a significant contributor to society's culture and values
Suggested Scholarly views to support this unit:	Ayer Wittgenstein Swinburne	**Suggested Scholarly views to support this unit:**	Freud Dawkins Dawson British Humanist society
Tier two vocabulary	Cognitive Noncognitive Empirical Verification Logical positivism Symposium Demythologising	**Tier two vocabulary**	Secularism Secularisation Secular Wish fulfilment

Tier three vocabulary	Verification Principle Falsification Principle Language Games Cognitive Language Non-Cognitive Language Analytic Philosophy Via Negativa (Apophatic Theology) Eschatological Verification	Tier three vocabulary	

Year 13			
Topic	**Philosophy/ Ethics**	**Topic**	**Developing Christian Thought**
Sexual ethics **Misconceptions in the unit**	**Content-** 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 **Key Knowledge-** Traditional religious beliefs and practices (from any religious perspectives) regarding these areas of sexual ethics how these beliefs and practices have changed over time, including: 1. Key teachings influencing these beliefs and practices 2. The ideas of religious figures and institutions • The impact of secularism on these areas of sexual ethics • How these theories might be used to make moral decisions in these areas of sexual ethics **AO2 discuss issues related to ideas about sexual ethics and changing attitudes towards it, including:** • Whether or not religious beliefs and practices concerning sex and relationships have a continuing role in the area of sexual ethics • 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	**Liberation theology and Marx** **Misconceptions in the unit**	**Content-** • The relationship of liberation theology and Marx, including: o Marx's teaching on alienation and exploitation o liberation theology's use of Marx to analyse social sin o liberation theology's teaching on the 'preferential option for the poor' **Key Knowledge-** • alienation occurs when humans are dehumanised and unable to live fulfilling lives • exploitation occurs when humans are treated as objects and used as a means to an end • liberation theology's use of Marxist analysis to analyse the deeper or 'structural' causes of social sin that have resulted in poverty, violence and injustice, including: o capitalism o institutions (for example schools, churches, the state) • the view that the Gospel demands that Christians must give priority to the poor and act in solidarity with them, including implications of this: o placing right action (orthopraxis) before official Church teaching (orthodoxy) **AO2 discuss issues related to liberation theology and Marx, including:** • whether or not Christian theology should engage with atheist secular ideologies • whether or not Christianity tackles social issues more effectively than than Marxism • whether or not liberation theology has engaged with Marxism fully enough • whether or not it is right for Christians to prioritise one group over another

	• Whether normative theories are useful in what they might say about sexual ethics		
Suggested Scholarly views to support this unit:	Pope Paul VI (1968) Church of England House of Bishops (1991) Mill, J.S. (1859)	**Suggested Scholarly views to support this unit:**	Boff, L. and Boff, C. Gutierrez, G. Congregation of the Doctrine of the Faith (1984) Wilcockson, M.
Tier two vocabulary	Cohabitation Exclusive Homosexuality Betrothal Consent Consummation Premarital sex Extramarital sex Contraception Consent Homosexuality	**Tier two vocabulary**	Exploitation Alienation Capitalism Conscientization Basic Christian communities
Tier three vocabulary	Natural Law Situation Ethics Divine Command Theory Celibacy Chastity Covenant Monogamy Polyamory Fidelity Adultery	**Tier three vocabulary**	

Year 13			
Topic	**Philosophy/ Ethics**		
Conscience Misconceptions in the unit	**Content-** • Aquinas' theological approach • Freud's psychological approach **Key Knowledge-** • Details of this approach, including:		

	o ratio (reason placed in every person as a result of being created in the image of God) • ==Synderesis (inner principle directing a person towards good and away from evil)== • Conscientia (a person's reason making moral judgements). • Vincible ignorance (lack of knowledge for which a person is responsible) • Invincible ignorance (lack of knowledge for which a person is not responsible) details of this approach, including: • psychosexual development (early childhood awareness of libido) • Id (instinctive impulses that seek satisfaction in pleasure) • Ego (mediates between the id and the demands of social interaction) • ==Super-ego (contradicts the id and working on internalised ideals from parents and society tries to make the ego behave morally)== **AO2 discuss issues related to ideas about conscience, including:** • comparison between Aquinas and Freud: o on the concept of guilt o on the presence or absence of God within the workings of the conscience and super-ego o on the process of moral decision-making • whether conscience is linked to, or separate from, reason and the unconscious mind • whether conscience exists at all or is instead an umbrella term covering various factors involved in moral decision-making, such as culture, environment, genetic predisposition and education:		
Suggested Scholarly views to support this unit:	Aquinas Freud Fromm Strohm		
Tier two vocabulary	Morality Responsibility Authority Guilt Free will Integrity Obligation Judgment Autonomy Rationality Intuition		

	Virtue Influence Motivation Reflection		
Tier three vocabulary	Ratio Synderesis Id Ego Super ego Conscientia Vincible ignorance Invincible ignorance		