

KS5 Curriculum Overview - Religion and Ethics

Ethics

| Topics | Normative Ethical Theories: Religious Approaches | Normative Ethical Theories | Applied Ethics | Ethical Language: Meta-ethics | Significant Ideas | Developments in Ethical Thought |
|------------------------------------|---|---|---|--|--|--|
| Focus of Enquiry | An examination of two normative ethical theories taking a religious approach to moral decision-making | An examination of two normative ethical theories; one deontological, one teleological | The application of ethical theory, including religious ethical perspectives, to two issues of importance | The study of meta-ethical theories and how ethical language in the modern era has changed over time | An examination of significant ideas in religious and moral thought, through comparison of the works of two key scholars from the field of religion and ethics | An exploration of how the study of ethics has, over time, influenced and been influenced by developments in religious beliefs and practices, societal norms and normative theories |
| What Content will we Cover? | <p><u>Natural Law</u></p> <ul style="list-style-type: none"> * The origins of the significant concept of <i>telos</i> in Aristotle and its religious development in the writing of Aquinas * The four tiers of law, what they are and how they are related: eternal law, divine law, natural law and human law * The precepts in natural law, what they are and how they are related, including the key precept, the five primary precepts and the secondary precepts * An evaluation of the following ideas: the usefulness of natural law in moral decision-making, the role of <i>telos</i> in ethical decision making, the doctrine of double effect <p><u>Situation Ethics</u></p> <ul style="list-style-type: none"> * The origins of <i>agape</i> in the New Testament and its religious development in the writing of Fletcher * The six propositions, what they are and their contribution to situation ethics and moral decision-making * The four working principles, what they are and how they are intended to be applied * Fletcher's definition of conscience and its role in moral decision-making * An evaluation of the following ideas: the usefulness of situation ethics in moral decision-making, Fletcher's understanding of the role of <i>agape</i> in moral decision-making, whether the rejection of absolute rules by situation ethics reduces moral decision-making to an individualistic and subjective activity | <p><u>Knowledge of God's existence</u></p> <ul style="list-style-type: none"> * Natural knowledge of God's existence, including as an innate human sense of the divine and as seen in the order, design and purpose of creation * Revealed knowledge of God's existence, including through faith and God's grace and as revealed knowledge of God in Jesus Christ, the life of the Church and the Bible * A comparison and evaluation of the following ideas: reason or faith as a basis for belief in God, the impact of the Fall on natural human knowledge of God, the importance of natural knowledge of God verses revealed knowledge of God <p><u>The Person of Jesus Christ</u></p> <ul style="list-style-type: none"> * The authority of Jesus as the Son of God, including Jesus' divinity as expressed in the knowledge of God, miracles and the resurrection * The authority of Jesus as a teacher of wisdom, including Jesus' moral teaching on repentance, forgiveness, inner purity and moral motivation * The authority of Jesus as a liberator, including as a liberator of the marginalised and the poor as expressed in his challenges to political and religious authority * An evaluation of the following ideas: Jesus as a teacher of wisdom, Jesus as a political liberator, Jesus' relationship with God, whether or not Jesus thought he was divine | <p><u>Christian Moral Principles</u></p> <ul style="list-style-type: none"> * The Bible, as the revelation of God's will, as the only authority for Christian ethical practices * The Bible, the Church and human reason as the sources of Christian ethical practices * Love (<i>agape</i>) as the only Christian ethical principle in governing Christian practices * An evaluation of the following ideas: the distinctiveness of Christian ethics, whether Christian ethics are personal or communal, the effectiveness of the principle of love and the Bible for moral living <p><u>Christian Moral Action</u></p> <ul style="list-style-type: none"> * The teaching and example of Bonhoeffer on the duty to God and duty to the State, including the relationship of Church and State, obedience, leadership and doing God's will, and justification of civil disobedience * The teaching and example of Bonhoeffer on the Church as a community and a source of spiritual discipline, including Bonhoeffer's role in the Confessing Church and his own religious community at Finkenwalde * The teaching and example of Bonhoeffer on the cost of discipleship, including Bonhoeffer's teaching on costly grace, sacrifice and suffering, and solidarity * An evaluation of the following ideas: whether Christians should practise civil disobedience, the possibility of knowing God's will, the relevance and usefulness of Bonhoeffer's theology | <p><u>Religious Pluralism and Theology</u></p> <ul style="list-style-type: none"> * The teaching of contemporary Christian theology on the following means of salvation: exclusivism, inclusivism and pluralism * An evaluation of the following ideas: Jesus Christ as the only means of salvation, whether God would deny any human being salvation, the relationship between theological pluralism and Christian beliefs on salvation <p><u>Religious Pluralism and Society</u></p> <ul style="list-style-type: none"> * The development of contemporary multi-faith societies * The responses of Christian communities to inter-faith dialogue * The scriptural reasoning movement, including its methods and aims and how the mutual study and interpretation of different religions' sacred literature helps understanding conflicting religious truth claims * An evaluation of the following ideas: the role of Christian communities in converting people from other faiths and missionary work, the role of inter-faith dialogue in facilitating social cohesion, whether scriptural reasoning relativises religious beliefs | <p><u>Gender and Society</u></p> <ul style="list-style-type: none"> * The effects of changing views of gender and gender roles on Christian thought and practice * Christian teaching on the roles of men and women in family and society * Christian responses to contemporary secular views about the roles of men and women in family and society, including issues of motherhood and types of families * An evaluation of the following ideas: the relationship between Christian teachings and current secular views of gender and gender roles, whether motherhood is liberating or restricting, whether the idea of family is entirely culturally determined <p><u>Gender and Theology</u></p> <ul style="list-style-type: none"> * The reinterpretation of God by Rosemary Radford Ruether, including her discussion of the maleness of Christ, its implications for salvation, Jesus' challenge to the male warrior-messiah expectation, God as the female wisdom principle and Jesus as the incarnation of wisdom * The reinterpretation of God by Mary Daly, including the maleness of God, Christianity's 'Unholy Trinity' of rape, genocide and war, and spirituality experienced through nature * A comparison and evaluation of the following ideas: Ruether's and Daly's feminist theologies, sexism and patriarchy in Christianity, the role of a male saviour in saving women, whether the Christian God can be presented in female terms | <p><u>The Challenge of Secularism</u></p> <ul style="list-style-type: none"> * The rise of secularism and secularisation * The view that God is an illusion and the result of wish fulfilment, with reference to Freud and Dawkins * The view that Christianity should play no part in public life, including education, schools, government and the state * An evaluation of the following ideas: the relationship between spiritual values and human values, the role of Christianity in causing personal and social problems, the role of Christianity in contributing to society's culture and values, whether secularism and secularisation are opportunities for Christianity to develop new ways of thinking and acting <p><u>Liberation Theology and Marx</u></p> <ul style="list-style-type: none"> * Marx's teaching on alienation and exploitation * Liberation theology's use of Marx to analyse the structural causes of social sin that have resulted in poverty, violence and injustice, including capitalism and institutions * Liberation theology's teaching on the 'preferential option for the poor' * An evaluation of the following ideas: the relationship between Christian theology, atheist secular ideologies and Marxism, the effectiveness of Christianity verses Marxism in tackling social issues, the ethics of Christianity prioritising one group over another |
| Skill Development | <p>AO1: Knowledge and understanding - Demonstrate, organise and communicate knowledge and understanding, supported by thorough, accurate and precise use of technical terms and vocabulary and with reference to an extensive range of scholarly views, academic approaches and/or sources of wisdom and authority</p> <p>AO2: Analysis and evaluation - Critically analyse and give a detailed evaluation of the issue, supported by skilfully and clearly stated, coherently developed and fully justified views to provide a clear line of reasoning</p> | | | | | |
| | Y12 - Term 1 | Y12 - Term 1 & 2 | Y12 - Term 2 | Y13 - Term 2 | Y13 - Term 2 & 3 | Y13 - Term 3 |