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| **Autumn Term** | | |
| Overarching Topic: Sexual Ethics | | |
| What has come before and what comes later: | Students have covered natural law, situation ethics, Kantian ethics and situation ethics. They have also applied these theories to euthanasia and business ethics. Students will explore the concept of sexual ethics. Students will consider whether sex requires more than consent between those concerned, why sex should be exclusive within marriage and does sexual orientation have any bearing on the structure of modern marriage?  Students will consider:   * 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.   The following theories will be applied to sexual ethics:   * Natural law * Situation ethics * Kantian ethics * Utilitarianism | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | Why is adultery frowned upon in particular in the Christian community?  What are the secular views of sex before marriage? How does this differ to Christian teachings?  How have homosexuality laws altered in the last few decades?  What is the role of religion in sexual relationships?  What is the law on homosexuality?  Is sexual behaviour private?  How does natural law respond to sexual ethics?  How does Kantian ethics respond to sexual ethics?  How does utilitarianism respond to sexual ethics?  How does situation ethics respond to sexual ethics?    How have sexual relationships changed over the last forty years? | Are normative theories useful in what they might say about sexual ethics?  Should choices in the area of sexual behaviour be entirely private and personal, or should they be subject to social norms and legislation?  Do religious beliefs and practices concerning sex and relationships have a continuing role in the area of sexual ethics? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Construct an argument to support your opinions about whether or not such religious rules are necessary.  Demonstrate an understanding of different kinds of utilitarian theory. | Students will demonstrate whether their essay is fair in its treatment of different opinions.  Students need a clear line of argument whilst identifying the usefulness of utilitarianism. Answers should tell the reader whether utilitarianism is very useful, not useful at all, or useful to a certain extent. Students could compare utilitarianism with another method of ethical decision-making as part of their argument. |

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| **Spring Term** | | |
| Overarching Topic: Conscience and meta ethics | | |
| What has come before and what comes later: | Students have explored the concept of sexual ethics. Throughout this half term, students will explore the conscience and meta ethics. In the conscience unit, students will scrutinise whether we should follow our conscience, does conscience connect us to moral knowledge? Is conscience mainly about a desire to please and a fear of rejection?  Students will explore:   * Aquinas’ theological approach * Freud’s psychological approach   In meta-ethical theories, students will ponder if morality is an observable future of the world, is morality discerned by intuition? Is morality nothing more than emotion?  Students will explore:   * Naturalism * Intuitionism * Emotivism   Students will spend the remaining time revising for their upcoming examinations. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | What does conscience mean?  Where does Aquinas believe the conscience comes from?  What are Freud’s view on the conscience?  What is Newman’s view of the conscience?  What is the process of moral decision making?  What is the id, ego and super ego?  What are the flaws to Freud’s theory?  What is Fromm’s alternative psychological explanation?  How can the conscience make mistakes?  Does everyone have a conscience?  What is naturalism?  What is emotivism?  What intuitionism?  How does Ayer respond to meta ethics?  Are ethical terms meaningless?  What is good?  What is prescriptivism?  What is the error theory? | Is conscience linked to reason or the unconscious mind?  Does conscience exist or is it an umbrella term covering various factors involved in moral decision-making?  Does the definition of the word ‘good’ define the study of ethics?  Do people just know in themselves what is good, bad, right and wrong?  How can language be used to persuade others? (e.g. murder is wrong)  Is it difficult to define certain words e.g. yellow? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Support opinions with reasoned arguments.  Evaluate the views of different thinkers, such as Aquinas and Freud.  Demonstrate knowledge and understanding of factual material whilst also using critical ability in putting forward a coherent and balanced argument.  Utilise specialist vocabulary. | * Students can not state simply what they believe in to ensure that the argument is persuasive, justified and reasoned arguments must be evident.   Students must evaluate the key contributors and the reasons why they think that conscience does or does not come from God. Students must be selective in the examples they use in order to answer the question directly.  Students should aim to write essays that are persuasive responses to the question throughout, rather than writing a lot of description and then tacking an opinion on at the end of each paragraph.  Students must use the correct technology to enhance their AO1 by using vocabulary accurately and with confidence. |

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| **Summer Term** | | |
| Overarching Topic: | | |
| What has come before and what comes later: |  | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) |  |  |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills |  |  |