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| **Autumn Term** | | |
| Overarching Topic: Natural Law and Utilitarianism | | |
| What has come before and what comes later: | Natural law is the first ethical theory in which students study. Natural law is the first of two deontological ethical theories of the course, and students explore the concept of whether all human beings share a common nature or purpose, and whether it matters if we do good for bad motives. Students will focus on Aquinas’ natural law including:   * The telos * The four tiers of law * The precepts   Utilitarianism is the second theory within ethics that is studied. Utilitarianism is a teleological and consequentialist theory. The focus is of do the ends justify the means? Must an ethical way of life be more than self-interested decision making? Is doing good about considering the preferences of everyone equally? Students will explore:   * Utility * The hedonic calculus * Act utilitarianism * Rule utilitarianism   Students will study Kantian ethics and situation ethics in the spring term. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | What is the ‘purpose’ of an item? Link back to its telos.  What are primary precepts?  What are the secondary precepts?  What are the four tiers of law?  What are the strengths and weaknesses of natural law?  What is utilitarianism based upon?  What is the trolley problem?  How did Mills respond to utilitarianism?  What is utilitarianism based upon?  What are the strengths and weaknesses of utilitarianism?  How did Peter Singer respond to utilitarianism?  What is act utilitarianism?  What is the difference between act and rule utilitarianism? | Does natural law provide a helpful method of moral decision-making?  Does human nature have an orientation towards the good?  Can the doctrine of double effect be used to justify an action, such as killing someone as an act of self- defence?  Does utilitarianism provide a helpful method of moral decision – making?  Is it possible to measure good or pleasure and then reach a moral decision?  What are the issues raised by using the hedonic calculus? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Give a critical evaluation, whilst considering reasons why some people would support employing the doctrine of double effect  Ensuring that an essay is an argument and not just descriptive.  Combine knowledge and understanding with a persuasive line of argument.  Present a persuasive and coherent argument. | Students must demonstrate presenting a balanced account, giving each position a fair hearing, whilst supporting their own point of view with sound reasoning and examples.  Students must ensure that they have a sound reasoning to support the line of argument they wish to take. Their essay will be more engaging and the reasoning will be clearer if students can offer some examples to support what they are saying.  Students must consider how practical each argument is and whether it leads to morally right actions in different contexts. Essays should follow an argument throughout, rather than focusing on a description of different kinds of utilitarianism.  Students must weigh up the justification for different goals for ethics, looking at different possibilities, such as the goal of pleasing God. Students should evaluate the strength of the reasoning in support of them and reach their own balanced judgement on which is the most important. |

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| **Spring Term** | | |
| Overarching Topic: Situation Ethics and Kantian Ethics | | |
| What has come before and what comes later: | In the autumn term, students have explored natural law and utilitarianism. Situation ethics is the second of the two teleological and consequentialist theories studied. Situation ethics considers whether doing the right thing is acceptable if it involves breaking the rules, if love is at the heart of ethics and does the morality of an action depend on the situation? Students focus on Fletcher’s situation ethics which includes:   * Agape * The six propositions * The four working principles * Conscience   Kantian ethics is the second of the two deontological ethical theories. Kantian ethics considers whether emotions or reason guides moral choices, are moral rules universal and do people have intrinsic worth? Kantian ethics includes:   * The ethics of duty * The hypothetical imperative * The categorical imperative   In the summer term, students will apply the four ethical theories covered to Business ethics and euthanasia. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | Who created situation ethics?  What is agape?  What are the six propositions?  What are the four working principles?  How does C S Lewis respond to agape?  What is the difference between situationism, legalism and antinomian?  Which religious teachings that support the concept of agape?  Is situation ethics of use when making moral decisions?  Is situation ethics a religious theory?  Is situation ethics of use when making moral decisions?  Who was Immanuel Kant?  What was Kant referring to when he made reference to duty?  What does ‘means to an end’ mean?  What is good will?  What are the three postulates?  What are hypothetical and categorical imperatives?  What are the strengths and weaknesses of Kantian ethics?  Is Kantian ethics of use when making moral decisions? | Does Fletcher’s agape mean nothing more than wanting the best for the person involved?  Does the rejection of absolute rules by situation ethics make moral decision-making entirely individualistic and subjective?  Are Kantian ethics too abstract to be applicable to practical moral decision- making?  Is Kantian ethics so reliant on reason that it unduly rejects the importance of other factors, such as sympathy, empathy and love in moral decision-making? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Demonstrate a clear understanding of what agape means and how it is used in decision-making.  Demonstrate knowledge and understanding of the main principles and application of situation ethics in moral decision- making.  Use evaluative skills, using knowledge to support an argument.  Good level of knowledge and understanding of the main features and principles of Kantian ethics. | Students should consider the reasoning of those who agree with the importance of agape, and also the reasoning of those who might disagree, presenting a balanced view alongside giving their own consistently held opinion.  Students should explore what ‘too subjective’ means, and give a reasoned judgement about whether situation ethics is subjective and whether it is ‘too’ subjective. Students must think about what could be the advantage and disadvantages of subjectivity in an ethical system.  Students should consider issues such as the difficulty of always knowing what one’s duty is, and the problems that arise when situations differ or when duties conflict. Students must weigh up the helpfulness of Kantian ethics in terms of ease of knowing what to do as it is ‘our duty.’  Students must give a critical assessment of whether these ethics are helpful in all contexts; for example, you might think that they are more helpful in contexts which affect everyone such as environmental ethics, and less helpful in personal contexts such as relationships. |

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| **Summer Term** | | |
| Overarching Topic: Business Ethics and Euthanasia | | |
| What has come before and what comes later: | Students have studied the four ethical theories of natural law, utilitarianism, situation ethics and Kantian ethics. Students will now apply such theories to Business ethics and euthanasia. In Business ethics, students will identify whether businesses have any responsibilities other than making profit, should businesses base their decisions on ethics? Can businesses afford to be ethical in a globalised economy?  Students will study:   * Corporate social responsibility * Whistle-blowing * Good ethics is good business * Globalisation. * The application of Kantian ethics and utilitarianism to business ethics.   During the euthanasia unit, students will consider ethical scenarios such as should life be preserved at all costs? Is life ever not worth living? Does the value of life include the power to choose the manner and time of its end?  Students will study:   * Sanctity of life * Quality of life * Voluntary euthanasia * Non-voluntary euthanasia * The application of natural law and situation ethics to euthanasia.   In Year 13, students will study sexual ethics, conscience and meta ethics. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | What is corporal social responsibility?  What are the pros and cons to whistle blowing?  What would Kant’s response be to whistle blowing?  What is whistle blowing?  What would be Kant’s response to whistle blowing?  How does Kantian ethics respond to business ethics?  How does utilitarianism respond to business ethics?  What is globalisation?  Does globalisation encourage ethics?  What are the effects of globalisation?  What are the ethics of globalisation?  What are the arguments for sanctity of life?  What does slippery slope argument?  What is the principle of autonomy?  How does situation ethics respond to euthanasia?  How does natural law respond to euthanasia?  What is Fletcher’s view regarding euthanasia?  Is there a distinction between medical intervention to end life and medical non-intervention to end life? | Can humans flourish in the context of capitalism and consumerism?  Does globalisation encourage or discourage the pursuit of good ethics as the foundation of good business?  What does ‘window dressing’ mean?  Is good ethics good business?  Does the religious concept of the sanctity of life have any meaning in twenty-first century medical ethics?  Should a person have complete autonomy over their own life and the decisions made about it? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Demonstrate an understanding of the difference between non treatment decisions and active euthanasia, and the contexts in which each might be a consideration.  Consider the different normative ethical approaches in the written answer, looking at the extent to which moral obligations reach, if we have any at all, in the context of end of life.  Sharper focus on evaluation and critical skills.  Evaluation of the usefulness of Kantian ethics in the context of business | Students must evaluate moral differences between the two, therefore should not only concentrate on what the law says, but also on whether both courses of action are acceptable, unacceptable or if one is more acceptable than the other.  Students must consider that some approaches consider that there is a significant moral difference, while others do not; students must decide their own opinion on the issue and offer persuasive reasons in support of it.  In Business Ethics, students need to demonstrate evidence of evaluation that reflects the question that is being asked. Students must consider the criteria by which they are being judged against to make an informed decision.  Students must consider questions such as whether Kantian ethics are easily applied, whether they give clear direction, whether they help or undermine a business’s efforts to make money and whether they are practical. Students should show knowledge and understanding of Kantian ethics but essays should avoid being largely descriptive. |