

**Philosophy, Ethics and Religion –  
Year 12**



**MAGHULL HIGH SCHOOL – CURRICULUM MAP**

HALF TERM 1 SEPT - OCT	Area of Study – Ancient Philosophical Influences	Area of Study – Body, Mind and Soul	Area of Study – Arguments for God from observation
<p><b>TOPIC (S)</b></p> <p><b>OCR Philosophy</b></p>	<p><b>Plato</b> – Reality, Context, Theory of the Forms, Allegory of the Cave</p> <p><b>Aristotle</b> – Reality, Teleology, Prime Mover, Four Causes</p> <p><b>Lessons = 7/8</b></p>	<p><b>Context</b> – Plato and Aristotle</p> <p><b>Dualism</b> – Aquinas, Descartes (Cogito, Doubt, Divisibility, Clear and Obvious Reasoning, Meditations)</p> <p><b>Monism/Materialism</b> – Critiques of dualism, Flew, Ryle, Dawkins – science, language and logic</p> <p><b>Lessons = 9/10</b></p>	<p><b>Teleological Argument</b> – Natural and Revealed Theology, context to design (Plato/Aristotle and Aquinas), William Paley and the Watchmaker, the Enlightenment, design qua purpose, design qua regularity, strengths and weaknesses, Hume, modern teleology – Tennent and Swinburne</p> <p><b>Cosmological Argument</b> – Aristotle context, Aquinas’ Five Ways, Cause, Motion, Contingency, Leibniz Argument and Principle of Sufficient Reason, Kalam version, Copleston and Russell debate, weaknesses – Hume, Kant, Russell</p> <p><b>Lesson = 5/6</b></p>
<p><b>Knowledge &amp; Skills development</b></p>	<ul style="list-style-type: none"> <li>•Students will gain in-depth knowledge of core philosophical concepts, including the nature of God, the problem of evil, arguments for and against God's existence, religious language, and the relationship between faith and reason.</li> <li>•Religious Perspectives- explore various religious perspectives on philosophical issues, including Christianity fostering an understanding of different belief systems.</li> <li>•Critical Thinking- learn to analyse arguments, identify assumptions, and evaluate evidence, enabling them to assess the validity of claims and perspectives.</li> <li>•A key skill is the ability to evaluate different philosophical positions, weighing the strengths and weaknesses of arguments and forming reasoned judgments.</li> <li>•Communication- express complex ideas clearly and concisely, both verbally and in writing, through essay writing and class discussions.</li> <li>•Research and Analysis- information from various sources, including philosophical texts, religious scriptures, and academic articles.</li> <li>•Empathy and Understanding: By studying diverse perspectives</li> </ul>		
<p><b>Assessment / Feedback Opportunities</b></p>	<ul style="list-style-type: none"> <li>• Consistent use of formative assessment within lesson</li> <li>• Written tasks and oral contributions</li> <li>• Summative essays</li> </ul>		
<p><b>Key Vocabulary</b></p>	<p>Numinous Omnipotent Benevolent Omniscient Agnosticism Atheism Theodicy Religious Experiences Conversion Miracle Religious Experience Revelation Ethics and Morality Moral Evil Natural Evil Pacifism Utilitarianism A posteriori A priori Verification Pluralism Proselytization Reconciliation Secularism</p>		

<b>Literacy/ Reading opportunities</b>	<ul style="list-style-type: none"> <li>• Any Philosophy of Religion text</li> <li>• OCR endorsed materials</li> <li>• Knowledge focused publications</li> <li>• Newspaper articles</li> <li>• The Bible</li> <li>• Religious scriptures</li> <li>• Causing Death and Saving Lives (Penguin) by John Glover</li> <li>• Sacred Congregation for the Doctrine of the Faith by The Catholic Church • Physics (Oxford World's Classics) by Aristotle</li> </ul>
<b>Cross Curricular Themes</b>	
<b>Personal Development (Including British Values, RSE, Citizenship)</b>	<ul style="list-style-type: none"> <li>• Influence of Ancient Greeks</li> <li>• Wider approach to permanence/impermanence</li> <li>• Knowledge and its acquisition</li> <li>• What is truth</li> <li>• Development of own beliefs/thoughts</li> <li>• Tolerance and respect for all</li> <li>• Religious freedom</li> <li>• Democracy</li> <li>• Liberty and individual thought</li> </ul>
<b>Careers</b>	<p>Anything people related, for example the Police, the NHS, law, customer service. Highly regarded at Russell Group universities and leads to many academic undergraduate degree level courses.</p>