



HALF TERM 1 SEPT - OCT	Area of Study – The Person of Jesus Christ	Area of Study – St Augustine and Human Nature	Area of Study – Knowledge of God
<p><b>TOPIC (S)</b></p> <p><b>OCR Philosophy</b></p>	<p>Key discussion of Christ as divine, wise or social reformer.</p> <p><b>Jesus as divine</b> – Hypostatic Union and Christian understanding of Christ, miracles and their interpretation, questions as to whether Jesus was aware of his divinity, interpretations of language and study of Christology.</p> <p><b>Jesus as a wise man</b> – rabbi and intelligence in relation to the period, Jesus teaching in the synagogue and interpretations of the law, questions raised if Christ is just human, his messages through parables and their influence.</p> <p><b>Jesus as a social liberator</b> – interpretations of scripture and Christ’s influence on social/political reform, titles of disciples, entrance into Jerusalem, his execution, context of Christ within Jewish messianic belief.</p>	<p><b>Context</b> – Background of St Augustine and influences creating his view.</p> <p><b>Key analysis</b> – Original Sin and Genesis 1-3, Augustine’s interpretation of human nature, cupiditas, caritas, concupiscence, the influence of Paul’s letter to the Romans, predestination and Augustine’s view of the elect and grace, evaluation of Original Sin and its impact on human development.</p>	<p><b>Context</b> – nature of God, revealed and natural theology</p> <p><b>Knowledge</b> – nature of revelation and examples through scripture and the world, interpretations within Catholic and Protestant spheres and its impact, innate knowledge and sensus divinitatis, modern views through Dawkins and Karl Barth.</p>

<b>Knowledge &amp; Skills development</b>	<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>
<b>Assessment / Feedback Opportunities</b>	<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>
<b>Key Vocabulary</b>	<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</b> <b>(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>	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.



HALF TERM 1 SEPT - OCT	Area of Study – Meta- Ethics	Area of Study – Conscience
<p><b>TOPIC (S)</b></p> <p><b>OCR Philosophy</b></p>	<p><b>Meta-</b> Ethics- naturalism, intuitionism, emotivism, and discussing meta-ethics.</p> <p>Philosophers/ key people – F.H. Bradley, David Hume, Philippa Foot, G.M. Moore, J.L. Mackie, H.A. Prichard, W.D. Ross, A.J. Ayer</p> <p>Lessons = 9</p>	<p>Conscience- Aquinas’ theological approach to conscience, Freud’s psychological approach to conscience, comparing Aquinas and Freud, and conscience link to reason or unconscious mind.</p> <p>Philosophers/ Key people – Thomas Aquinas, Sigmund Freud</p> <p>Lessons = 9</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>	

<b>Key Vocabulary</b>	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 conscience internalisation emotivism
<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>
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<b>Careers</b>	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.
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