

Area of
studyYour child will ...
(Knowledge)Your child will be able to...
(Skills)

Autumn term 1 & 2

How and Why
should we
care?

- Process of using personal values and principles to solve ethical dilemmas
- The 7 step Framework of solving an ethical dilemma
- Moral Absolutism and Moral Relativism
- Truth & Lies
- Conscious and subconscious uses of Reason versus Emotion in decision making
- Religious Principles underpinning the value of human life
- Sanctity & Quality of Life
- The chain of causation
- Murder vs Manslaughter
- Religious and Non-Religious arguments for and against the eating of animals.
- The Golden Rule
- Mary & Jodie Conjoined Twin Case Study

- Communicate - What decision and reasons they would make in the train switch dilemma.
- Apply - Discover how others in the class use Moral absolutist or relativist values to determine if lying is wrong.
- Inquire - Explain why Human life has value according to Religious principles
- Contextualise - Explain whether a criminal is guilty of murder or manslaughter using the chain of causation principle
- Evaluate - Debate the ethical dilemma of whether conjoined twins should be separated in order to preserve a life.

Summer term 1

Why does
Philosophy
matter?

- Detail the four main branches of philosophy, including Logic, Metaphysics & Axiology.
- The order & strength of the logical chain of reasoning. Valid & Sound qualities
- The uses of our wisdom and revelation in making decisions.
- Five reasons for and against the belief in God's existence. TUPEC & SUEME
- The Cosmological argument
- The Teleological argument
- Principles & values which add meaning of life.

- Communicate - How they respond to ultimate questions
- Apply - Discover how others in the class use wisdom to make good decisions.
- Inquire - Explain the Cosmological argument as reasoning for God's existence
- Contextualise - Explain how the Teleological argument leads to disagreements with Evolutionists
- Evaluate - Debate whether there is a meaning to life

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Spring term 2 Summer 1

**Islam Beliefs
and Practices
Intro**

- Key Islamic Beliefs
- Tawhid, Shirk
- Muslims beliefs about the Nature of God
- Omnipotence, Beneficence, All-Merciful
- Journey of Life After Death (Aakhirah)
- Bazarkh
- Daily Religious Practises and routines of a Muslim
- Core difference between Sunni and Shia sects of Islam
- Immamte
- The significance of Greater and Lesser Jihad
- Acts of subtle & direct Islamophobia in the U.K.
- Treatment and expected roles of Women in Islam.

- Communicate - Your interactions and knowledge with/of Islam in and out of education.
- Apply - Discover how others in the class are influenced by the belief in Akhirah.
- Inquire - Investigate the root causes and beliefs behind the division between the Sunni and Shi'a sects.
- Contextualise - Explain the challenges young Muslims face in following their faith in the United Kingdom (Non-Muslim country).
- Evaluate - Debate whether Women are treated more fairly in Islam or the U.K

Summer term 2

**How do we
approach
Poverty,
Wealth & the
Environment?**

- Religious & Non-Religious teachings on helping those in poverty.
- Kibera: Quality of Life
- Intentions behind moral and immoral occupations
- Types, teachings and responses to Greed in the world
- Differences between immigrants & refugees
- Responses to the needs of the starving, the poor and the sick

- Communicate - Consider how you could live off £1.50 a day.
- Apply - Discover how and why others in the class may respond to or help those in poverty.
- Inquire - Explain what makes an occupation moral and immoral
- Contextualise - Explain how Greed should be dealt with in the Mock Trial of a business owner.
- Evaluate - Debate whether the U.K should provide support or accept migrants or refugees into the country.