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|-----------------|--------------------------|-------------|-----------|----------------|--------------|
| <b>Subject:</b> | <b>Religious studies</b> | <b>Year</b> | <b>12</b> | <b>Ability</b> | <b>mixed</b> |
|-----------------|--------------------------|-------------|-----------|----------------|--------------|

| <b>Term / Date(s)</b>                                              | <b>Half term</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Half term</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |                       |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| <b>Topic</b>                                                       | <b>Euthanasia</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Business ethics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |                       |
| <b>Topic overview</b>                                              | <p>Topic overview</p> <ul style="list-style-type: none"> <li>• sanctity of life</li> <li>• quality of life</li> <li>• voluntary euthanasia</li> <li>• non-voluntary euthanasia</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Topic overview</p> <ul style="list-style-type: none"> <li>• corporate social responsibility</li> <li>• whistle-blowing</li> <li>• good ethics is good business</li> <li>• globalisation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Topic overview</b> | <b>Topic overview</b> |
| <b>Pupils will learn...</b>                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |                       |
| <b>Components</b>                                                  | <p>Students will know and understand the application of natural law and situation ethics to <b>euthanasia</b> • whether or not the religious concept of sanctity of life has any meaning in twenty-first century medical ethics • whether or not a person should or can have complete autonomy over their own life and decisions made about it • whether or not there is a moral difference between medical intervention to end a patient's life and medical non-intervention to end a patient's life</p>                                                                                                                                                                                                                                                                                                      | <p>Students will know and understand the application of Kantian ethics and utilitarianism to <b>business ethics</b> • whether or not the concept of corporate social responsibility is nothing more than 'hypocritical window-dressing' covering the greed of a business intent on making profits • whether or not human beings can flourish in the context of capitalism and consumerism • whether globalisation encourages or discourages the pursuit of good ethics as the foundation of good business</p>                                                                                                                                                                                                                                                                                                  |                       |                       |
| <b>What pupils should already know (prior learning components)</b> | <p>Students should have previously studied ethical considerations within the religions of Christianity and Islam in KS2 as contained in the local agreed syllabus prescribed in SACRE's Believing and Belonging document.</p> <p>Students should have a basis in ethical thought and opinion from KS3 Skills for life having followed a curriculum which included a unit on ethics including topics such as: should the UK let refugees into the country? When is it right to go to war? Should euthanasia be legalised in the UK? Is abortion right? Are sweatshops wrong? Is sport always fair?</p> <p>In Religious studies lessons students have also studied ethics in year 9, covering topics such as: What is ethics? Ethics and the law, abortion, euthanasia, animal rights, environmental ethics,</p> | <p>Students should have previously studied ethical considerations within the religions of Christianity and Islam in KS2 as contained in the local agreed syllabus prescribed in SACRE's Believing and Belonging document.</p> <p>Students should have a basis in ethical thought and opinion from KS3 Skills for life having followed a curriculum which included a unit on ethics including topics such as: should the UK let refugees into the country? When is it right to go to war? Should euthanasia be legalised in the UK? Is abortion right? Are sweatshops wrong? Is sport always fair?</p> <p>In Religious studies lessons students have also studied ethics in year 9, covering topics such as: What is ethics? Ethics and the law, abortion, euthanasia, animal rights, environmental ethics,</p> |                       |                       |



drugs and religion, medical ethics, equality, attitudes to victims of natural disasters, attitudes to poverty, has religion past its sell by date? In skills for life students study topics relating to the following units of work:  
In year 10 'Religious studies and other world views.'  
In year 11 'Morality and diversity'  
In year 12 'Cultural diversity.'

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| <b>Transferable knowledge (skills)</b>          | <ul style="list-style-type: none"> <li>◦ Tolerance and understanding of the different beliefs and perspectives of others.</li> <li>◦ The ability to describe and explain the beliefs of others.</li> <li>◦ The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings.</li> <li>◦ How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings.</li> <li>◦ The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others</li> <li>◦ The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.</li> </ul> | <ul style="list-style-type: none"> <li>◦ Tolerance and understanding of the different beliefs and perspectives of others.</li> <li>◦ The ability to describe and explain the beliefs of others.</li> <li>◦ The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings.</li> <li>◦ How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings.</li> <li>◦ The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others</li> <li>◦ The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.</li> </ul> |
| <b>Key vocabulary pupil will know and learn</b> | Non treatment decision active euthanasia, sanctity of life, quality of life, personhood, autonomy and the right to die, voluntary euthanasia, non-voluntary euthanasia, dignity, palliative care, involuntary euthanasia                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Capitalism, shareholder, corporate social responsibility, whistle-blowing, globalisation, stakeholder, consumerism.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Assessment activities</b>                    | Recap and recall activities, starter activities, end of unit A01 quiz, A02 worksheets, Record of learning, timed essay, Green pen.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Recap and recall activities, starter activities, end of unit A01 quiz, A02 worksheets, Record of learning, timed essay, green pen.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Resources available</b>                      | SHCstaffshared/Humanities/MPE/Alevel/ASreligion &ethics/5. Euthanasia<br>All resources for each lesson contained in this file.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SHCstaffshared/Humanities/MPE/Alevel/ASreligion &ethics/6. Business ethics<br>All resources for each lesson contained in this file.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Notes</b>                                    | Study of this area of the curriculum encourages students to develop their interest in a rigorous study of religion and belief and relate it to the wider world • develop knowledge and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Study of this area of the curriculum encourages students to develop their interest in a rigorous study of religion and belief and relate it to the wider world • develop knowledge and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Why this topic is important...</b>           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



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|  | <p>understanding appropriate to a specialist study of religion • develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies • adopt an enquiring, critical and reflective approach to the study of religion • reflect on and develop their own values, opinions and attitudes in the light of their study.</p> | <p>understanding appropriate to a specialist study of religion • develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies • adopt an enquiring, critical and reflective approach to the study of religion • reflect on and develop their own values, opinions and attitudes in the light of their study.</p> |  |
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Share Multi Academy Trust  
Curriculum Planning Template

Subject: Religious studies Year 12 Ability mixed

| Term / Date(s)                                              | Half term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Half term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                                                       | Kantian ethics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Utilitarianism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Topic overview                                              | <p>Topic overview</p> <ul style="list-style-type: none"> <li>• duty</li> <li>• the hypothetical imperative</li> <li>• the categorical imperative and its three formulations</li> <li>• the three postulates</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Topic overview</p> <ul style="list-style-type: none"> <li>• utility</li> <li>• the hedonic calculus</li> <li>• act utilitarianism</li> <li>• rule utilitarianism</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Pupils will learn...                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Topic overview</p> <ul style="list-style-type: none"> <li>• telos</li> <li>• the four tiers of law</li> <li>• the precepts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Components                                                  | <p>Students will know and understand whether or not <b>Kantian ethics</b> provides a helpful method of moral decision-making</p> <ul style="list-style-type: none"> <li>• whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which duty is best served</li> <li>• whether or not Kantian ethics is too abstract to be applicable to practical moral decision-making</li> <li>• whether or not Kantian ethics is so reliant on reason that it unduly rejects the importance of other factors, such as sympathy, empathy and love in moral decision-making</li> </ul> | <p>Students will know and understand whether or not <b>utilitarianism</b> provides a helpful method of moral decision-making</p> <ul style="list-style-type: none"> <li>• whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which, in any given situation, utility is best served</li> <li>• whether or not it is possible to measure good or pleasure and then reach a moral decision</li> </ul>                                                                                                                                                                                                                           |
| What pupils should already know (prior learning components) | <p>Students should have previously studied ethical considerations within the religions of Christianity and Islam in KS2 as contained in the local agreed syllabus prescribed in SACRE's Believing and Belonging document.</p> <p>Students should have a basis in ethical thought and opinion from KS3 Skills for life having followed a curriculum which included a unit on ethics including topics such as: should the UK let refugees into the country? When is it right to go to war? Should euthanasia be legalised in the UK? Is abortion right? Are sweatshops wrong? Is sport always fair?</p>                              | <p>Students should have previously studied ethical considerations within the religions of Christianity and Islam in KS2 as contained in the local agreed syllabus prescribed in SACRE's Believing and Belonging document.</p> <p>Students should have a basis in ethical thought and opinion from KS3 Skills for life having followed a curriculum which included a unit on ethics including topics such as: should the UK let refugees into the country? When is it right to go to war? Should euthanasia be legalised in the UK? Is abortion right? Are sweatshops wrong? Is sport always fair?</p>                                                                                       |
|                                                             | Natural law                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Situation ethics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Topic overview                                              | <p>Topic overview</p> <ul style="list-style-type: none"> <li>• telos</li> <li>• the four tiers of law</li> <li>• the precepts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Topic overview</p> <ul style="list-style-type: none"> <li>• agape</li> <li>• the six propositions</li> <li>• the four working principles</li> <li>• conscience</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Components                                                  | <p>Students will know and understand whether or not <b>natural law</b> provides a helpful method of moral decision-making</p> <ul style="list-style-type: none"> <li>• whether or not a judgement about something being good, bad, right or wrong can be based on its success or failure in achieving its telos</li> <li>• whether or not the universe as a whole is designed with a telos, or human nature has an orientation towards the good</li> <li>• whether or not the doctrine of double effect can be used to justify an action, such as killing someone as an act of self-defence</li> </ul>                             | <p>Students will know and understand whether or not <b>situation ethics</b> provides a helpful method of moral decision-making</p> <ul style="list-style-type: none"> <li>• whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which, in any given situation, agape is best served</li> <li>• whether Fletcher's understanding of agape is really religious or whether it means nothing more than wanting the best for the person involved in a given situation</li> <li>• whether or not the rejection of absolute rules by situation ethics makes moral decision making entirely individualistic and subjective</li> </ul> |
| What pupils should already know (prior learning components) | <p>Students should have previously studied ethical considerations within the religions of Christianity and Islam in KS2 as contained in the local agreed syllabus prescribed in SACRE's Believing and Belonging document.</p> <p>Students should have a basis in ethical thought and opinion from KS3 Skills for life having followed a curriculum which included a unit on ethics including topics such as: should the UK let refugees into the country? When is it right to go to war? Should euthanasia be legalised in the UK? Is abortion right? Are sweatshops wrong? Is sport always fair?</p>                              | <p>Students should have previously studied ethical considerations within the religions of Christianity and Islam in KS2 as contained in the local agreed syllabus prescribed in SACRE's Believing and Belonging document.</p> <p>Students should have a basis in ethical thought and opinion from KS3 Skills for life having followed a curriculum which included a unit on ethics including topics such as: should the UK let refugees into the country? When is it right to go to war? Should euthanasia be legalised in the UK? Is abortion right? Are sweatshops wrong? Is sport always fair?</p>                                                                                       |



In Religious studies lessons students have also studied ethics in year 9, covering topics such as: What is ethics? Ethics and the law, abortion, euthanasia, animal rights, environmental ethics, drugs and religion, medical ethics, equality, attitudes to victims of natural disasters, attitudes to poverty, has religion past its sell by date? In skills for life students study topics relating to the following units of work:

In year 10 'Religious studies and other world views.'

In year 11 'Morality and diversity'

In year 12 'Cultural diversity.'

In Religious studies lessons students have also studied ethics in year 9, covering topics such as: What is ethics? Ethics and the law, abortion, euthanasia, animal rights, environmental ethics, drugs and religion, medical ethics, equality, attitudes to victims of natural disasters, attitudes to poverty, has religion past its sell by date? In skills for life students study topics relating to the following units of work:

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**Transferable knowledge (skills)**

- Tolerance and understanding of the different beliefs and perspectives of others.
- The ability to describe and explain the beliefs of others.
- The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings.
- How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings.
- The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others
- The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.

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- The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.

**Key vocabulary pupil will know and learn**

Moral law, maxims, duty, summum bonum, good will, categorical imperative, hypothetical imperative, kingdom of ends

Principle of utility/greatest happiness, deontological, teleological, hedonic calculus, consequentialism, hedonistic, quantitative, qualitative, act utilitarianism, rule utilitarianism.

Deontological, telos, natural law, synderesis, secondary precepts, primary precepts, practical reason, eudaimonia.

Justice, pragmatism, relativism, positivism, personalism, conscience, teleological ethics, legalistic ethics, antinomian ethics, situational ethics, agape love, extrinsically good.

**Assessment activities**

Recap and recall activities, starter activities, end of unit A01 quiz, A02 worksheets, Record of learning, timed essay, green pen.

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**Resources available**

SHCstaffshared/Humanities/MPE/Alevel/ASreligion &ethics/1\_Kantianethics  
All resources for each lesson contained in this file.

SHCstaffshared/Humanities/MPE/Alevel/ASreligion &ethics/2\_Utilitarianism  
All resources for each lesson contained in this file.

SHCstaffshared/Humanities/MPE/Alevel/ASreligion &ethics/3\_Natural law  
All resources for each lesson contained in this file.

SHCstaffshared/Humanities/MPE/Alevel/ASreligion &ethics/4\_Situation ethics  
All resources for each lesson contained in this file.



| Notes                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Why this topic is important...</b> | <p>This topic is important as it sets the scene for the other ethics components establishing first the difference between absolutism and relativism, teleological and deontological theories and enabling students to fully understand the meaning of normative ethics.</p> <p>Study of this curriculum also encourages students to develop their interest in a rigorous study of religion and belief and relate it to the wider world</p> <ul style="list-style-type: none"> <li>• develop knowledge and understanding appropriate to a specialist study of religion</li> <li>• develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies</li> <li>• adopt an enquiring, critical and reflective approach to the study of religion</li> <li>• reflect on and develop their own values, opinions and attitudes in the light of their study.</li> </ul> | <p>The study of this area of the curriculum encourages students to develop their interest in a rigorous study of religion and belief and relate it to the wider world</p> <ul style="list-style-type: none"> <li>• develop knowledge and understanding appropriate to a specialist study of religion</li> <li>• develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies</li> <li>• adopt an enquiring, critical and reflective approach to the study of religion</li> <li>• reflect on and develop their own values, opinions and attitudes in the light of their study.</li> </ul> | <p>The study of this area of the curriculum encourages students to develop their interest in a rigorous study of religion and belief and relate it to the wider world</p> <ul style="list-style-type: none"> <li>• develop knowledge and understanding appropriate to a specialist study of religion</li> <li>• develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies</li> <li>• adopt an enquiring, critical and reflective approach to the study of religion</li> <li>• reflect on and develop their own values, opinions and attitudes in the light of their study.</li> </ul> | <p>The study of this area of the curriculum encourages students to develop their interest in a rigorous study of religion and belief and relate it to the wider world</p> <ul style="list-style-type: none"> <li>• develop knowledge and understanding appropriate to a specialist study of religion</li> <li>• develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies</li> <li>• adopt an enquiring, critical and reflective approach to the study of religion</li> <li>• reflect on and develop their own values, opinions and attitudes in the light of their study.</li> </ul> |

