



Learning Aims and Curriculum Intent:

Content – Students will be introduced to how Philosophical arguments are formed and how they can be interrogated. Each term will cover a different area of Philosophy, namely Philosophy of Religion, Moral Philosophy and Political Philosophy.

Skills - Students will develop their ability to write a detailed and persuasive evaluative argument, using PEEL paragraph structures and weighing up the different sides of an argument to reach a clearly reasoned and justified conclusion. They will evaluate the relative strength of competing arguments and interpretations and develop their own supported judgements. They will be able to communicate their ideas verbally and listen to and reflect on other voices in discussion, sometimes being willing to suspend their own commitments in order to understand other perspectives.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>Proof of God</p> <ul style="list-style-type: none"> How do we gain knowledge? Does knowledge come from reason, experience or testimony? Approaches to knowledge of God, including the scale of atheism, the burden of proof and the role of faith How do science and religion differ in their approaches to truth? Case study of creation What are the attributes of God and are they coherent? Does the Paradox of the Stone disprove God? How are arguments formed? How can we identify if an argument is 'sound' and 'valid'? Arguments for the existence of God and how convincing they are. The Design Argument – does complexity in the world prove that there must be a God? Religious Experiences and Miracles – Does God intervene in the world and what are the counter arguments? A psychological explanation for God – Have humans 'invented' the concept of God to satisfy their wants and needs? Arguments against the existence of God and how convincing they are. Does the Problem of Evil prove that God doesn't exist? How would a theist justify the existence of evil and suffering in the world? Pascal's Wager – Is the safest option to believe in God? 	<p>Critically deconstructing arguments and the evidence supporting them</p> <p>Evaluating the different sides of an argument to reach a justified conclusion, both verbally and on paper</p> <p>Applying arguments to contemporary case studies</p>	<p>Retrieval quizzes to build knowledge acquisition and understanding</p> <p>An evaluative essay on the success of the Design Argument</p> <p>An assessment on the main arguments covered</p>
Lent	<p>Ethical Theories</p> <ul style="list-style-type: none"> What is the difference between absolute and relative morality? Are some actions always wrong? An evaluation of which approach is 'better' Utilitarianism – Should we do the thing that positively impacts the most number of people? Is the right thing to do the thing that creates pleasure? Is it possible to measure pleasure? Divine Command Theory – What does God tell people to? What are the problems with following God's commands? Situation Ethics – Should we always follow existing laws? Or should we make decisions on a situation by situation basis? Is there a middle ground? What can we learn about this from the words and actions of Jesus? An application of ethical theories – how would different theories be applied to issues and thought experiments such as the Trolley Problem, self-driving cars, sacrificial adultery and stealing An evaluation of ethical theories – Which of the theories is the most successful? What are the strengths and weaknesses of each approach? <p>Applied Ethics – Abortion</p> <ul style="list-style-type: none"> Are all lives of equal value? What is sanctity of life and how does this compare to quality of life? What makes a person's life worth living / saving? What does the law say about abortion? Why? What are the main arguments of pro-life and pro-choice supporters? When does life begin? How does this relate to when a being has rights? Do the rights of a woman outweigh the rights of a foetus? How can we apply the teachings of Christianity and ethical theories to the issue of abortion? An exploration of current news headlines and talking points in the global discussion on abortion today. 	<p>Critically deconstructing arguments and the evidence supporting them</p> <p>Evaluating the different sides of an argument to reach a justified conclusion, both verbally and on paper</p> <p>Applying arguments to contemporary case studies</p>	<p>Retrieval quizzes to build knowledge acquisition and understanding</p> <p>An evaluative essay on the success of Utilitarianism as an ethical theory</p> <p>An assessment on ethical theories</p> <p>An evaluative in-class essay on abortion</p>

Trinity	Political Philosophy		
	<ul style="list-style-type: none"> • What is the role of governments? • What different forms can government take? (Communism, democracy, monarchy, dictatorship). What are the strengths and weaknesses of each? Which is the most 'effective'? • What would society look like if there were no government or laws? Would it be like 'Lord of the Flies'? Is human nature inherently selfish (or as Hobbes says, nasty, brutish and short)? What is Social Contract Theory and should we consent to be ruled? • Why do we need laws? What are the aims of different laws? Are these aims achieved? Do our current laws need reviewing or updating? • What are our Human Rights and how do they relate to issues of liberty? Can the government be justified in removing some of our human rights in order to protect us? • Should all people be treated equally? The difference between different approaches to equality (strict equality, equality of need, equality of opportunity and equality of desert). The concept of equity and how we can work towards it. • What would an ideal society look like? How can the concept of the 'Veil of Ignorance' be applied to our thinking about an ideal society? • Should we defend freewill at all costs? What is the difference between free speech and hate speech? 	<p>Critically deconstructing arguments and the evidence supporting them</p> <p>Evaluating the different sides of an argument to reach a justified conclusion, both verbally and on paper</p> <p>Applying arguments to contemporary case studies</p>	<p>Retrieval quizzes to build knowledge acquisition and understanding</p> <p>Discussion during lessons to assess knowledge, understanding and the ability to formulate justified arguments</p>

What does consolidation look like in this subject?	Summarising theories and concepts in your own words. Dual coding of theories and concepts by adding images. Regular retrieval practice of key terms. Deepening understanding of concepts and theories by watching relevant videos.		
Examples of Homework	Researching examples of religious experiences; identifying strengths and weaknesses of arguments or theories; watching online debates to pick out key points; planning and writing an evaluative essay; creating a proposal for a law which needs to be changed, brought in or removed.		
Key terminology	Reason, testimony, experience, atheism, burden of proof, omnipotent, omniscient, omnibenevolent, transcendent, immanent, The Design Argument, Analogy of the Watch, premise, sound, valid, religious experience, miracle, psychological projection, The Inconsistent Triad, Theodicy, The Freewill Defence, The Soul-Making Theodicy, The Augustinian Theodicy, Sceptical Theism, absolute morality, relative, consequentialist, Utilitarianism, Hedonic Calculus, The Hedonic Calculus, Situation Ethics, Antinomianism, agape, Divine Command Theory, Sanctity of Life, Quality of Life, pro-life, pro-choice, conception, viability, Communism, monarchy, democracy, dictatorship, Anarchy, Social Contract Theory, equality, equity, liberty, The Veil of Ignorance		
Super-curricular enrichment and scholarly extension	Read: Sophie's World by Jostein Gaarder; God – A Human History by Reza Aslan; Humankind by Rutger Bregman Watch: The Good Place; The Truman Show; Bruce Almighty		
Useful websites	https://www.youtube.com/@bbcradio4/playlists - Radio 4 - A History of Ideas https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/1- BBC Bitesize - The Existence of God		
Who can I contact?	Head of Department	Ms Mackie RM@forest.org.uk	
	Teachers	Mr Adoki, Mrs Bellieu, Miss Bettridge, Miss Green, Ms Mackie, Dr Thomas	