

Saffron Walden County High School Curriculum

CURRICULUM SUMMARY



SAFFRON WALDEN
COUNTY HIGH SCHOOL

Year 12		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Humanities – Religion, Philosophy & Ethics	KNOWLEDGE DOMAIN	<p>Religion: Religious figures and Sacred Texts</p> <ul style="list-style-type: none"> Jesus – Birth narratives. Consistency and redaction Jesus – Resurrection. Historicity and influence Biblical teachings – use of the Bible <p>Philosophy: Basics</p> <ul style="list-style-type: none"> Nature of Philosophy Argument types and logic <p>Philosophy: Arguments for God's existence</p> <ul style="list-style-type: none"> Inductive vs deductive arguments Cosmological arguments Teleological arguments Challenges to inductive arguments <p>Ethics: Nature of moral origins</p> <ul style="list-style-type: none"> Ethics as a divine command Ethics as personal interest Ethics as personal development within society 	<p>Religion: Christian Concepts</p> <ul style="list-style-type: none"> Nature of God – Feminist interpretations on the male/female nature of God Nature of God – Moltmann and the suffering of God. Trinity – Development of doctrine including filioque controversy <p>Philosophy: Arguments for God's existence</p> <ul style="list-style-type: none"> Ontological arguments Recent developments in ontological arguments Challenges to deductive arguments <p>Ethics: Natural Moral Law</p> <ul style="list-style-type: none"> Aquinas's precepts The role of virtues <p>The levels of law</p>	<p>Religion: Christian Concepts (cont.)</p> <ul style="list-style-type: none"> Atonement – Christus Victor, substitution, moral example models Atonement – implications for God's nature Justification – Luther and E.P Sanders on the nature of justification by faith/works <p>Philosophy: The problem of Evil</p> <ul style="list-style-type: none"> Types of evil The logical problem The empirical problem Origins of evil Augustinian theodicy <p>Ethics: Natural Moral Law (cont.)</p> <ul style="list-style-type: none"> Application to Abortion Application to Euthanasia 	<p>Religion: Christian concepts (cont.)</p> <ul style="list-style-type: none"> Community of believers – Early church and today, a comparative study Key moral principles: Love, Truth, conscience and forgiveness. Origin and development <p>Philosophy: The problem of Evil (cont.)</p> <ul style="list-style-type: none"> Irenaeus' theodicy Sufficiency of the theodicies <p>Philosophy: Religious experience</p> <ul style="list-style-type: none"> Types of religious experience and examples Teresa of Avila on prayer <p>Ethics: Fletcher's situation ethics</p> <ul style="list-style-type: none"> Agape love and biblical basis Antinomianism 4 working principles Application to homosexual relationships Application to polyamorous relationships 	<p>Religion: Christian Practices</p> <ul style="list-style-type: none"> Baptism – Augustine and Zwingli on the nature and purpose of baptism. Eucharist – Roman Catholic and Protestant understanding of eucharist. <p>Philosophy: Religious experience(cont.)</p> <ul style="list-style-type: none"> William James' on mysticism Rudolf Otto on mysticism Challenges to religious experience Natural explanations for religious experiences <p>Ethics: Utilitarianism</p> <ul style="list-style-type: none"> Bentham's theory of utility Act Utilitarianism as moral relativism Mill's development: Higher and Lower pleasures Rule Utilitarianism 	<p>Religion: Christian Practices (cont.)</p> <ul style="list-style-type: none"> Festivals: Christmas – differing Eastern and Western traditions. Festivals: Easter – differing Eastern and Western traditions. <p>Philosophy: Overview of the year</p> <ul style="list-style-type: none"> Drawing out links between ideas Preparation for exams <p>Ethics: Utilitarianism (cont.)</p> <ul style="list-style-type: none"> Application to medical animal experiments Application to nuclear weapons as a deterrent

	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p>Across all areas:</p> <ul style="list-style-type: none"> • Textual analysis across a range of source texts and later literature • Application and reflection on the relevance of information • Constructing reasoned arguments using relevant evidence • Developing a writing style which is clear and coherent • Using and engaging with specialist terminology <p>Critical analysis of key ideas and issues</p>	<p>Across all areas, building on previous skills and also:</p> <ul style="list-style-type: none"> • Developing examination style responses • Applying contemporary criticism to historical ideas and theories • Applying ethical theories to contemporary issues. 	<p>Across all areas, building on previous skills and also:</p> <ul style="list-style-type: none"> • Evaluative writing • Self-reflection based on in class assessments • Connections between differing approached and themes. • Comparison 	<p>Across all areas, building on previous skills and also:</p> <ul style="list-style-type: none"> • Critical evaluation of the methods of study of religion, philosophy and ethics • Revision techniques and self-regulation. 	<p>Across all areas, building on previous skills</p>	<p>Across all areas, building on previous skills</p>