



Philosophy & Ethics Curriculum Overview - Year 13

	Unit	Details
Autumn	Philosophy:	<p>Pupils will consider, analyse and evaluate whether the omnipotence of God means that there is nothing God cannot do. In addition, if God can do anything, can this be compatible with God being perfectly good and if God knows the future with certainty, does this restrict human free will. Finally, if God exists at all, does God exist outside time or does he move along the same timeline that we do. Pupils will go on to investigate, analyse and evaluate whether humanity can talk of God with our limited language or if empirical evidence is needed, is all talk of God, nonsense?</p>
Spring	Ethics:	<p>Pupils will investigate and evaluate, using sources of authority, the questions: Is morality discerned by intuition? Is morality an observable feature of the world? Is morality nothing more than emotion? Pupils will then go on to investigate and evaluate, using sources of authority, whether we should follow our conscience. Whether conscience connects us to moral knowledge and whether conscience is mainly about a desire to please and a fear of rejection. Pupils will conclude their ethical studies by investigating, analysing and evaluating whether sex should require more than consent between those concerned. They will also investigate, analyse, using sources of authority, whether sex should be exclusive within marriage and whether sexual orientation has any bearing on the structure of modern marriage.</p>
Summer	Developments in Christian Thought	<p>Pupils will consider if there is salvation for all. They will investigate, analyse and evaluate, using sources of authority, the following: Can members of different religions live and work peacefully together? How have Christians responded to living in multi-faith communities? What is inter-faith dialogue and what does it achieve? How far, if at all, can Christians engage in dialogue with other faiths without compromising their own faith? Should Christians try and convert members of other religions, and people of faith, to Christianity? Pupils will then go on to investigate, analyse and evaluate, using sources of authority, the following: How has Christianity traditionally understood gender roles for men and women? Can Christianity be compatible with secular views of gender? How has Christianity responded to the challenges presented by contemporary secular views of gender and family life and whether Biblical and Church teaching about family, life and gender roles be relevant for modern society? They will then investigate, analyse and evaluate, using sources of authority, the following: Should the Christian God be depicted in female terms? Can Christianity be saved from sexist patriarchy? And can a male Messiah save womankind? Pupils will investigate, analyse and evaluate, using sources of authority, the following: Is Britain a Christian country? Should public life permit expressions of religion and belief? How should Christianity respond to the growth of the non-religious? To finish, pupils will investigate, analyse and evaluate, using sources of authority, the following: Should Christian theology begin with information or action? Are the stories of liberation and salvation in the Bible about heaven or revolution in this world? Should Christian theology be informed by all experience of human life and human thought?</p>