

Beliefs & Values – Year 12

	Autumn 1	Spring 1	Summer 1
Topic (s)	Buddhism H573/06	Philosophy H573/01	Ethics H573/02
Topic Objectives	<ul style="list-style-type: none"> • In this component, learners can undertake a systematic study of key concepts within the development of Buddhist thought. • This component examines the foundations of Buddhism, investigating both the significance and context of the Buddha as a source of wisdom and authority, as well as the importance of the Three Refuges in expressing Buddhist identity and acting as the underlying principles of Buddhist teaching. • The key teachings of Buddhism and their interconnections form the basis of the topics Samsara, The Three Marks of Existence, and the Four Noble Truths. Exploration of these will provide students with insight into Buddhist beliefs about ultimate reality, the self, the meaning of life and death. These teachings also form the foundations of Buddhist practice and key moral principles. • The practice of meditation is studied in detail, with an emphasis on the personal nature of meditative practice and diversity of methods used by Buddhists. 	<ul style="list-style-type: none"> • This component explores philosophical issues and questions raised by religion and belief. • This topic considers ancient philosophical influences and how it provides important foundational knowledge for the study of philosophy of religion. This and the Soul, mind and body enable the exploration of philosophical language and thought through significant concepts and the works of key thinkers. • Students will also be introduced to different types of religious experience and will be encouraged to discuss and debate the significance and meaning of such experiences, as well as how they can shape religious belief. • Students will consider the problem of evil and suffering. This has been debated for millennia, this issue is still relevant and problematic for many today. 	<ul style="list-style-type: none"> • In this component, learners have the opportunity to study key concepts related to religion and ethics. • Students will study the four normative ethical theories, providing a range of approaches: deontological and teleological, religious, and non-religious. • Students will then apply these ethical theories to two issues of importance: euthanasia and business ethics. This allows students to explore and deepen their understanding of the ethical theories.

<p>Acquired Knowledge / Skills</p>		<ul style="list-style-type: none"> • Students will consider philosophical language and thought. They will study significant concepts and issues in the philosophy of religion through the works of key thinkers. • Students will gain the knowledge of Plato and Aristotle and understand their views in relation to reality. • They will gain knowledge of philosophical language of the soul, mind and body in the thinking of Plato and Aristotle. They will also consider the metaphysics of consciousness, including substance dualism and materialism. They will consider whether the soul is best understood metaphorically or as a reality. • Students will consider the existence of God. They will study contrasting arguments about the existence or non-existence of God. Students will understand the philosophical debates of arguments based on observation and reason. • Learners will also know about God in the world.. They will study the nature and influence of religious experience, and the challenge posed to religious belief by the problems of evil and suffering. 	<ul style="list-style-type: none"> • Students will gain the knowledge of normative ethical theories which take a religious approach. They will consider Natural Law and the theory of Aquinas. Students will then look at the theory of Situation ethics which was formulated by Fletcher. • Students will gain knowledge of normative ethical theories: one deontological and one theological. Students will consider Kantian ethics and Utilitarianism. • Students will gain the knowledge of how to apply ethical theories including the religious ethical perspectives. Students will discuss euthanasia and business ethics.
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<p>Target Vocabulary</p>	<p>Renunciation Asceticism Nirvana Brahmanism Sramana Jainism Ehipassiko/ ehipasyika Refuges Dhamma/Dharma Sangha/ Samgha Monastic Samsara Punabbhava/ punarbhava Kamma/ Karma Paticcasamuppada/ pratityasamutpada Anicca/ anitya Dukkha/ dukkha Anatta/ anatman Four Nobel truths Tanha/ trishna Nibbana/ nirvana Magga/ marga Meditation Samatha Vipassana/vipasyana Jhanas/ dhyanas</p>	<p>Metaphysical Dualism Materialism Forms Teleology Rationalism Empiricism Soul Metaphysics of consciousness Substance dualism Cosmology Ontological Evolution Posteriori Priori Mystical Conversion Theodicies</p>	<p>Natural Law Telos Four tiers Precepts Situation Ethics Agape Propositions Four working principles Conscience Kantian ethics Deontological Absolutist Duty Hypothetical imperative Categorical imperative Three postulates Utilitarian Utility Hedonic Calculus Act utilitarianism Rule utilitarian Euthanasia Sanctity of life Quality of life Voluntary euthanasia Non-voluntary euthanasia Corporate social responsibility Whistle-blowing Globalisation</p>
<p>Assessment</p>	<p>End of unit assessment</p>	<p>End of unit assessment</p>	<p>End of unit assessment</p>

Beliefs & Values – Year 13

	Autumn 1	Spring 1	Summer 1
Topic (s)	Buddhism H573/06	Philosophy H573/01	Ethics H573/02
Topic Objectives	<ul style="list-style-type: none"> • Students will explore Buddhist beliefs, values and teachings, their interconnections, how they develop historically and how they are presently discussed. • Learners will focus upon the development of Mahayana Buddhism and how it was pivotal in the historical development of Buddhism, and the distinctive ideas and philosophy of these schools, including Madhyamaka. It will stretch and challenge learners, through introducing them to the truly diverse range of ideas and traditions within Buddhism. • Students will further develop their understanding of the variety within Buddhist tradition by examining Buddhist practices and ideas in two very different cultural context: the Far East and the West. This will enable them to investigate different interpretations of Buddhist teachings and examine the relationship between religion and society. 	<ul style="list-style-type: none"> • Students will critically analyse three contrasting arguments regarding the existence of God. Such arguments are a fundamental element of the philosophy of religion, as well as key to personal beliefs of many individuals. • Thought studying the nature of God, students will explore how ideas within philosophy of religion have developed over time and make comparisons between ideas presented in the key work of scholars. • The two sections that give focus on religious language give students the opportunity to examine issues such as whether religious teachings should be understood symbolically or analogically, or whether religious language should be regarded cognitively or non-cognitively. 	<ul style="list-style-type: none"> • In this component, students have the opportunity to study key concepts related to religion and ethics. • Within ethical language: Meta-ethics, students will explore how ethical language has changed over time and been interpreted by different scholars. • Students will develop an awareness of the importance of significant concepts within the study of ethics, they will examine the significant ethical concept of conscience, through the comparison of two key thinkers; Aquinas and Freud.

	<ul style="list-style-type: none">• Students will consider Engaged Buddhism and Activism, which enables students to focus on this interesting and modern approach to Buddhism responds to issues and ideas highly relevant to students and the world around them.• Students will also consider the changing roles of men and women across history, societies, and Buddhist traditions. These issues will be familiar and relevant to students, and enable discussion of identity, equality, discrimination, religious freedom and the relationship between religion and society.	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• In the development in Ethical Thought, students will examine areas of sexual ethics, a highly relevant and interesting area of study. Students will explore how attitudes to pre and extra marital sex and homosexuality have influenced and been influenced by developments in religious beliefs, and also how the four normative theories they previously studied can be applied to these areas.
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<p>Acquired Knowledge / Skills</p>	<ul style="list-style-type: none"> • Students will gain knowledge of the development of Buddhism. They will know the significant social and historical developments in Buddhist thought, such as those influenced by ethics, philosophy, and religion. They will know the development of Mahayana Buddhism, Madhyamaka and the prajnaparamita. Students will be able to know the ideas of Nagarjuna. • Students will know the relationship of Buddhism and society, including issues such as how Buddhism can adapt when encountering different cultures, religious tolerance, respect and recognition and views of other religions and non-religious world views. Students will gain knowledge of Zen and Pureland Buddhism. They will understand Buddhism in the West, in popular culture and Western 'inculturation. • Students will assess the challenges facing Buddhism from areas such as science, secularisation, migration and multi-cultural societies and changing gender roles. Students will gain knowledge of Engaged Buddhism, Buddhism and social activism, Buddhism and gender and female monasticism. 	<ul style="list-style-type: none"> • Students will gain the knowledge of theological and philosophical developments over time and know how over time this has been influenced by developments in religious beliefs about the nature of God. Students will know about the nature and attributes of God understanding the developments of omnipotence, omniscience, (omni)benevolence, eternity and free will. • Students will consider religious language: negative, analogical or symbolic. Students will understand religious teachings, and compare the significant ideas presented in the works of key scholars. Students will know the apophatic way, cataphatic way, and symbol. • Students will know Twentieth century perspectives of religious language. Students will know logical positivism, Wittgenstein's language games and falsification symposium. 	<ul style="list-style-type: none"> • Students will gain knowledge of meta-ethical theories and how ethical language in the modern era has changed over time. They will gain knowledge of naturalism, intuitionism, and emotivism. Students will consider the term 'good' and question how humans ethically relate to this. • Students will consider significant ideas in religious and moral thought, through the comparison of the works of two key scholars from the field of religion and ethics. Students will look at Aquinas' theological approach and Freud's psychological approach. They will compare the areas of guilt, presence, or absence of God within the workings of the conscience and super-ego and the process of moral decision-making. • Students will know the development of ethical thought overtime and how this has impacted upon religious belief and practices, societal norms, and normative thought. Students will know how to apply this to premarital and extramarital sex and homosexuality. Students will know how to apply ethical theories to make moral decisions in these areas of sexual ethics.
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<p>Target Vocabulary</p>	<p>Mahayana Upaya Bodhisattva Six paramitas Theravada Arhat Avalokitesvara Manjursi Maitreya Trikaya Lotus Sutras Nagarjuna Sunyata/ sunnata Zen Zazen Satori Rinzai Soto Jodo-shu Jodo Shinshu Dalai Lama Secular Buddhism Dual Belonging Engaged Buddhism Social activism Monasticism Gurudharma Sakyadhita</p>	<p>Omnipotence Omniscience (Omni)benevolence Eternity Freewill Self-imposed limitations Divine foreknowledge Logical positivism Verification Language games Falsification Parables Cognitive Non-cognitive Apophatic Via negative Cataphatic Vis positive Analogy Symbol</p>	<p>Meta-ethics Naturalism Intuitionism Emotivism Good Ratio Synderesis Conscientia Vincible ignorance Invincible ignorance Libido Id Ego Super-ego Premarital Extramartial Homosexuality</p>
<p>Assessment</p>	<p>End of unit assessment</p>	<p>End of unit assessment</p>	<p>End of unit assessment</p>

