

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 	<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>and diversity of methods used by Buddhists.</p>		
<p>Acquired Knowledge / Skills</p>	<ul style="list-style-type: none"> • Students will gain knowledge of the origins and development of Buddhism, and the sources of wisdom on which it is based. Students will know about Siddhartha’s life, the Buddha’s intellectual context and what it means to take refuge. • Students will then gain insight about the beliefs, teachings and ideas about human life, the world and ultimate reality. They will need to understand Samsara and the six realms, and understand how these relate to rebirth, the poisons, karma and dependent origination. Students will gain knowledge of the three marks of existence and assess conditioned experience. • Students will then gain knowledge on Buddhist living and will explore the diversity of ethics and practice, including those that shape and express religious identity, the role of the community of believers and key moral principles. Student will gain knowledge of the Four Noble Truths and methods of meditation. 	<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.

<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>
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Assessment	End of unit assessment	End of unit assessment	End of unit assessment
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