

Beliefs and 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. Students will consider Engaged Buddhism and Activism, which 	<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. 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.

	<p>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.</p> <ul style="list-style-type: none"> • 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. 		
<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 	<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. 	<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

	<p>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.</p> <ul style="list-style-type: none"> 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 know Twentieth century perspectives of religious language. Students will know logical positivism, Wittgenstein's language games and falsification symposium. 	<p>conscience and super-ego and the process of moral decision-making.</p> <ul style="list-style-type: none"> 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.
<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</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</p>	<p>Meta-ethics Naturalism Intuitionism Emotivism Good Ratio Synderesis Conscientia Vincible ignorance Invincible ignorance Libido Id Ego Super-ego Premarital Extramarital Homosexuality</p>

	<p>Jodo Shinshu Dalai Lama Secular Buddhism Dual Belonging Engaged Buddhism Social activism Monasticism Gurudharma Sakyadhita</p>	<p>Symbol</p>	
<p>Assessment</p>	<p>End of unit assessment</p>	<p>End of unit assessment</p>	<p>End of unit assessment</p>