



## KS5 Curriculum Map

**Subject:** OCR A Level Religious Studies: Ethics

**Year group: 13**

Time period	Ethics 1 Meta-Ethical theories (Nov-Dec)	Ethics 2 Conscience (Jan-Feb)	Ethics 3 Sexual Ethics (March-April)
<b>Content</b>  <i>Declarative Knowledge – ‘Know What’</i>	<b>To explain and evaluate Meta-Ethical theories, specifically:</b> <ul style="list-style-type: none"> <li>- Naturalism</li> <li>- Intuitionism</li> <li>- Emotivism</li> </ul>	<b>To explain and evaluate the Conscience, specifically:</b> <ul style="list-style-type: none"> <li>- Aquinas’ theological approach</li> <li>- Freud’s psychological approach</li> </ul>	<b>To explain and evaluate Sexual Ethics, with consideration of the following areas:</b> <ul style="list-style-type: none"> <li>- Premarital Sex and extra marital sex</li> <li>- Homosexuality</li> </ul> <p><b>The influence of developments in religious beliefs and practices on debates about morality, legality, and tolerability of these areas of sexual ethics.</b></p> <p><b>Application of the following theories to these areas of sexual ethics:</b></p> <ul style="list-style-type: none"> <li>- Natural Law</li> <li>- Situation Ethics</li> <li>- Kantian Ethics</li> <li>- Utilitarianism</li> </ul>
<b>Skills</b>  <i>Procedural Knowledge – ‘Know How’</i>	<ul style="list-style-type: none"> <li>- <b>Extended writing skills</b> will be used when <b>making notes</b> and <b>writing essay questions</b>.</li> <li>- Students will develop <b>critical thinking skills</b> through regular discussion.</li> <li>- Students will develop skills in <b>analysis and evaluation</b> as they consider the <b>philosophical and ethical dilemmas</b> posed throughout the module.</li> <li>- Students will be encouraged to <b>conduct wider reading</b> beyond the specification and the content will encourage students to keep <b>an open mind</b> and <b>question the world around them</b>.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Extended writing skills</b> will be used when <b>making notes</b> and <b>writing essay questions</b>.</li> <li>- Students will develop <b>critical thinking skills</b> through regular discussion.</li> <li>- Students will develop skills in <b>analysis and evaluation</b> as they consider the <b>philosophical and ethical dilemmas</b> posed throughout the module.</li> <li>- Students will be encouraged to <b>conduct wider reading</b> beyond the specification and the content will encourage students to keep <b>an open mind</b> and <b>question the world around them</b>.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Extended writing skills</b> will be used when <b>making notes</b> and <b>writing essay questions</b>.</li> <li>- Students will develop <b>critical thinking skills</b> through regular discussion.</li> <li>- Students will develop skills in <b>analysis and evaluation</b> as they consider the <b>philosophical and ethical dilemmas</b> posed throughout the module.</li> <li>- Students will be encouraged to <b>conduct wider reading</b> beyond the specification and the content will encourage students to keep <b>an open mind</b> and <b>question the world around them</b>.</li> </ul>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>- What is meant by the word ‘good’ and does this have any genuine meaning?</li> <li>- Do words such as good, bad, or right and wrong have any objective factual basis that can make them true or false?</li> </ul>	<ul style="list-style-type: none"> <li>- How do Aquinas and Freud compare when considering the concept of guilt?</li> <li>- How do Aquinas and Freud compare when considering the presence or absence of God within the workings of our conscience?</li> </ul>	<ul style="list-style-type: none"> <li>- Should religious beliefs and practices have a role in the area of sexual ethics?</li> <li>- Should choices in the area of sexual ethics be entirely private and personal, or should they be subject to societal norms?</li> </ul>



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	<ul style="list-style-type: none"> <li>- Do these words only reflect what is in the mind of the person using them?</li> <li>- Do these words have any meaning?</li> <li>- Do people, from a common sense approach, just know from is good, bad, right, or wrong?</li> </ul>	<ul style="list-style-type: none"> <li>- How do Aquinas and Freud compare when considering the process of our moral decision making?</li> <li>- Is the Conscience linked to reason and the unconscious mind?</li> <li>- Does the Conscience exist at all?</li> </ul>	<ul style="list-style-type: none"> <li>- Are normative ethical theories of any help when considering sexual ethics?</li> </ul>
<b>Assessment</b>	<p>1 Timed essay question (40 Marks)  Summative assessment such as quizzing will be used through to assess progress.</p> <ul style="list-style-type: none"> <li>- All topics covered so far in the course will be revised and could be covered in the Jan/Feb Trial exam.</li> </ul>	<p>1 Timed essay question (40 Marks)  Summative assessment such as quizzing will be used through to assess progress.</p> <ul style="list-style-type: none"> <li>- All topics covered so far in the course will be revised and could be covered in the Jan/Feb Trial exam.</li> </ul>	<p>1 Timed essay question (40 Marks)  Summative assessment such as quizzing will be used through to assess progress.</p> <ul style="list-style-type: none"> <li>- All topics covered so far in the course will be revised and could be covered in the Jan/Feb Trial exam.</li> </ul>
<b>Literacy/Numeracy/ SMSC/Character</b>	<ul style="list-style-type: none"> <li>- Students will develop strong literacy skills as they will be reading extended pieces of writing from the textbook and philosophical texts.</li> <li>- Students will also complete essay tasks and write notes on the topic.</li> <li>- Students will develop moral skills since discussion will be based on ethical principles.</li> <li>- Students will develop tolerance since they will be discussing views which they do not believe in.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will develop strong literacy skills as they will be reading extended pieces of writing from the textbook and philosophical texts.</li> <li>- Students will also complete essay tasks and write notes on the topic.</li> <li>- Students will develop moral skills since discussion will be based on ethical principles.</li> <li>- Students will develop tolerance since they will be discussing views which they do not believe in.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will develop strong literacy skills as they will be reading extended pieces of writing from the textbook and philosophical texts.</li> <li>- Students will also complete essay tasks and write notes on the topic.</li> <li>- Students will develop moral skills since discussion will be based on ethical principles.</li> <li>- Students will develop tolerance since they will be discussing views which they do not believe in.</li> </ul>