Philosophy, Religion & Ethics at Samuel Whitbread Academy

For a further in-depth breakdown of lessons refer to the homework/prep study sequencing.

Year 12

Curriculum Sequencing

| Course | Year | Topic | Unit and Theme area | Subject Learning Checklist |
|------------|------|------------|--|---|
| Philosophy | 12 | Ethics | Ethics - Theme 1:ABC Ethical Thought | Introduction to Ethics Divine command theory Virtue Theory Ethical Egoism |
| | | | Ethics – Theme 2:ABC Aquinas' Natural Law | Natural Law Application of Natural Law to abortion & Euthanasia |
| | | | Ethics – Theme 3:ABC Joseph Fletchers Situation Ethics | Situation Ethics Application of situation Ethics to Polyamorous relationships |
| | | | Ethics – Theme 4:ABC Utilitarianism | Act and Rule Utilitarianism Application to Nuclear warfare |
| | | Philosophy | Philosophy – Theme 1A-F Inductive and deductive arguments | Cosmological Teleological Ontological |
| | | | Philosophy – Theme 2ABC The Problem of Evil and suffering | Augustinian Type Theodicy Irenaean Type Theodicy |
| | | | Philosophy – Theme 3ABC Religious Experience | Types of Religious experience Mystical Experience Challenges to the objectivity and authenticity of religious experiences |
| | | Buddhism | Buddhism – Theme: 1ABC Religious figures & Sacred text | Accounts of the four sights The enlightenment Buddhist Texts |
| | | | Buddhism – Theme: 2ABC Religious Concepts | The Nature of reality |
| | | | Buddhism - Theme: 3ABC Religious Life | The four noble truths The eightfold path The Dasa sila |
| | | | Buddhism – Theme: 4ABC Religious practices | Going for Refuge Meditation The role and importance of Dana and Punya |

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Curriculum Sequencing

Year 13

| Course | Year | Topic | Unit and Theme area | Subject Learning Checklist |
|------------|------|------------|---|--|
| Philosophy | 13 | Ethics | Theme 1DEF – Ethical Thought, Meta Ethics | Naturalism |
| | | | | Intuitionism |
| | | | There a 2000 December 2 and 5 things | Emotivism |
| | | | Theme 2DEF – Deontological Ethics | John Finnis development to natural law |
| | | | | Application to Immigration and Capital |
| | | | | punishment |
| | | | Theme 3/4A-F | pullistiffent |
| | | | Determinism & Free Will | Concept of Predestination |
| | | | Beterminism & Free Will | Determinism |
| | | | | Libertarianism |
| | | | | Implications |
| | | Philosophy | Theme 2DEF – Challenges to religious belief | Psychological challenges from Freud, Jung |
| | | | | and Atheism. |
| | | | Theme 3DEF – Religious Experiences | Influence of religious experience |
| | | | | Definitions of miracles |
| | | | | Hume & Swinburne |
| | | | Theme 4A-F – Religious Language | Inherent problems |
| | | | | Cognitive and Non-cognitive ideals (Symbolic |
| | | | | and Mythical) |
| | | | | Religious language as a language game. |
| | | Buddhism | Theme 1DEF - Religious figures & Sacred texts | The Pali Canon |
| | | | | Two Mahayana texts |
| | | | | Development of Buddhist thought |
| | | | | Development of Japanese Buddhism |
| | | | Theme 2&3 - Social & Historical developments | Challenge from science and secular society |
| | | | meme 2as social a historical developments | Responses from Pluralist society |
| | | | | Buddhism in Britain |
| | | | | Relationship between religion and society |
| | | | Theme 4DEF - Practices that shape identity | Belief and practices of Tibetan Buddhism |
| | | | | The mindfulness movement |
| | | | | Socially engaged Buddhism |