INTENT: Curriculum Overview year 13 Religious Education Component 2 Religious Ethics

A learner in Year 13 will know: All year 1 and 2 Content of the OCR specification as detailed below			A learner in Year 13 will be able to: write academically and evaluatively using scholarly evidence.		
A: Topic/Theme: **Meta Ethics** The study of meta-ethical theories and how **ethical language** in the modern era has changed over time	B: Topic/Theme: **Conscience.** **Significant ideas** in religious and moral thought, through comparison of the works of two key scholars from the field of religion and ethics. Aquinas and Freud	C: Topic/Theme: **Sexual Ethics** How the study of ethics has, over time, influenced and been influenced by **developments in religious beliefs and practices**, societal norms and normative theories	D: Topic/Theme: **Year one recap** **Normative ethical theories and practical ethics**	E: Topic/Theme: **Year two recap** **Metaethics/Conscience/Sexual Ethics/synoptic links**	F: Topic/Theme: Road map to the exam

Term 1	1:1: Topics/Themes **Metaethics**	1:2: Topics/Themes **Conscience**	Autumn % Assessment *(ensure differentiated assessment is planned too)*
	Knowledge: • **naturalism** - • what it is (the belief that values can be defined in terms of some natural property in the world) and its application to absolutism • **intuitionism** - • what it is (the belief that basic moral truths are indefinable but self-evident) and its application to the term good • **emotivism** - • what it is (the belief that ethical terms evince approval or disapproval) and its application to relativism Students should have the opportunity to discuss issues related to meta-ethics, including: • whether or not what is meant by the word 'good' is the defining question in the study of ethics • whether or not ethical terms such as good, bad, right and wrong: o have an objective factual basis that makes them true or false in describing something o reflect only what is in the mind of the person using such terms o can be said to be meaningful or meaningless • whether or not, from a common sense approach, **Skills**: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.	**Knowledge:** consideration of the following Aquinas' theological approach • Ratio • synderesis • Conscientia • vincible ignorance • invincible ignorance Freud's Pyschological approach: • Psychosexual development • Id • Ego **Skills:** Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly **Formative Assessment:** Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks **End point:**	**Knowledge coverage:** All Yr 1 content for Philosophy, Ethics and DCT **Skills tested:** AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief. AO2 (/24) (60%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study **Assessment style/questions:** Hybrid paper - Q1 – unseen Philosophy Q Qs 2 and 3 – choice of Ethics Q (pick one) Q4 – unseen DCT Q

	Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks **End point:** Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question	Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question	
Term 2	**2:1: Topics/Themes: Sexual Ethics**	2:2: Topics/Themes: **Re cap - Normative Ethical Theories and Practical Ethics (yr 1)**	Spring % Assessment *(ensure differentiated assessment is planned too)* *Jan baseline – full DCT mock* *Feb mock 1 x full Philosophy mock & 1 x full Ethics mock*
	Knowledge: **consideration of the following areas of sexual ethics:** • premarital and extramarital sex • homosexuality • the influence of developments in religious beliefs and practices on debates about the morality, legality and tolerability of these areas of sexual ethics • traditional religious beliefs and practices (from any religious perspectives) regarding these areas of sexual ethics • how these beliefs and practices have changed over time, including: o key teachings influencing these beliefs and practices o the ideas of religious figures and institutions • the impact of secularism on these areas of sexual ethics Application of the following theories to these areas of sexual ethics: • natural law • situation ethics • Kantian ethics • utilitarianism	**Knowledge:** • Natural law • Situation ethics • Kantian Ethics • Business Ethics • Utilitarianism **Skills:** Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly **Formative Assessment:** Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks **End point:** Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question	**Knowledge coverage:** All year 1 coverage of Normative and practical ethics **Skills tested:** AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including: • Religious, philosophical and/or ethical thought and teaching • Approaches to evaluation of normative ethical theories. AO2 (/24) (60%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study **Assessment style/questions:** Students will be given 4 exam style essay questions to complete 3. These are in a statement evaluative style and are worth 40 marks each. Equivalent of a full A level paper in 2 hours. Students will have to revisit at least one of the other topics if not both

	• how these theories might be used to make moral decisions in these areas of sexual ethics • issues raised in the application of these Theories Students will have the opportunity to discuss issues related to ideas about sexual ethics and changing attitudes towards it, including: • whether or not religious beliefs and practices concerning sex and relationships have a continuing role in the area of sexual ethics • whether choices in the area of sexual behaviour should be entirely private and personal, or whether they should be subject to societal norms and legislation • whether normative theories are useful in what they might say about sexual ethics **Skills:** Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly **Formative Assessment:** Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks **End point:** Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question		
Term 3	3:1: Topics/Themes: **Recap year two topics**	3:2: Topics/Themes: **Roadmap to the exam**	Summer % Assessment (
	Knowledge: Metaethics Conscience Sexual Ethics **Skills:** Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly. **Formative Assessment:** **Essay planning / timed essays**	**Knowledge**: All Yr 1 and 2 topics Use topic mapping to identify gaps / potential questions **Skills:** Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly **Formative Assessment:** **Essay planning / timed essays** **End point:**	**Final exams date TBC**

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- Consider justification for sequencing of learning and spacing/interleaving and revisiting knowledge (ABCDEF etc)
- Consider cross-curricular links. What are other subjects doing – any cross over?

EIF: Overview of research and key principles - Quality of Education

- *Construct a curriculum that is ambitious for all, coherently planning and sequenced to give learners (particularly the most disadvantaged) the knowledge and skills needed to be successful.*
- *Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.*
- *Assessment is used to help learners embed and use knowledge fluently, check understanding and inform further lesson planning or remediation, without unnecessary burdens for staff or learners.*

Curriculum (i)

- 'Knowledge-engaged' school – knowledge underpins and enables the application of skills and leaders desire that both are intertwined and developed. (pg. 6)

Effective teaching (ii)

Achievement is likely to be maximised when teachers actively present material and structure it by:

- Providing overviews and/or reviews of objectives (pg. 12)
- Outlining the content to be covered and signalling transitions between different parts of lesson (pg. 12)
- Calling attention to main ideas (pg. 12)
- Reviewing main ideas (pg. 12)

Effective teaching through: (Pg. 13)

- Effective questioning – teachers provide substantive feedback to pupils, resulting from pupils' questions or answer to teachers' question. Correct answers should be acknowledged positively and appropriately. Partially correct answers should be prompted before moving on. If an answer is wrong it should be pointed out and ascertained how they got it wrong. Teachers should encourage responses from girls and shy pupils who may be less

assertive. Teachers should use product (single response) questions and process questions (calling for explanation from pupils). Pupils should be encouraged to ask questions. (pg. 13)

- Differentiation – focus group is the best practice, not range of resources or activities re: workload (pg. 14)
- Routines - stimulating learning environments, clear goals (so what?) (pg. 15)
- Modelling - language and introducing new words in context/WAGOLL (pg. 15)
- Group activity and pair – must be structured and prepared. Explicit guidelines must be given and roles should be assigned. (pgs. 13 & 14)

Memory and Learning (iii)

- Spaced or distributed practice - where knowledge is rehearsed for short periods over a longer period of time is MORE effective that massed practice when we study more intensively for a shorter period of time. Good practice is to block learning and repeat practice over time as this leads to greater long-term retention. (AAABBBCCC) (pg. 16)
- Interleaving - mixes the practice of A, B and C e.g. (ABCABCABC). There is growing evidence that this can improve intention, and research in maths is particularly promising. (pg. 16)
- Retrieval practice – involves recalling something you have learned in the past and is far more effective than re-reading because it strengthens memory. IT needs to occur a reasonable time after the topic has been taught and should take the form of testing knowledge either by the teacher or through pupil self-testing and should be checked for accuracy but not necessarily recorded re: workload. (pg. 16)
- Elaboration – describing and explaining something learned to others in some detail. Contextualising learning and making connections among ideas and connecting to one's memory and experiences. (pg. 16)
- Dual coding – representing information both visually and verbally enhances learning and retrieval from memory. (pg. 16 & 17)
- Cognitive load theory (CLT) – presenting learners with information in small chunks and embedding learning/memory before moving on to something else in order to avoid overloading. (schemata) (pg. 17)

Assessment (iv)

Assessment, if appropriately employed has a positive impact on learning and teaching. Pupils must understand the aim of their learning, where they are and how they can achieve the aim. In order for assessment to have a positive impact, two conditions need to be met:

- Pupils are given advice on how to improve (pg. 18)
- Pupils act on the advice by using materials provided by the teacher, going to the teacher for help (focus group), or working with other pupils. (pg. 18)

- Use of low stakes testing can contribute to learning in valuable ways. Working to recall knowledge that has previously been learned has a positive mental impact on learners. Learners who do a test shortly after studying material do better on a final test than those that don't – even if no feedback is given.
- Teachers should use assessment to plan/adapt lessons to tackle gaps in knowledge and re-teach where problems persist.
- Assessments at the start of learning is important, to know the level that pupils are starting from.