



Intent: Pupils who have opted for A Level RE study a religion (Buddhism), Ethics and Philosophy. They study each component with a view to be able to examine and evaluate key aspects of each element in Year 12 and Year 13. Pupils should have an in depth understanding of key religious, ethical and philosophical ideas that underpin the study of religions and theology or philosophy courses beyond A Level standard. They will need to familiarise themselves with important individuals, consider primary and secondary sources and read widely within and around the subject in order to be able to critically analyse key aspects of the course. In Year 13 they will also need to examine and evaluate the relationships between Buddhism, Ethics and Philosophy (this is called Dialogues) and consider how knowledge is transferrable between each component.

REP Year 13	Unit 1: Buddhism	Unit 2: Ethics	Unit 3: Philosophy
<p>Knowledge (facts, information, concepts and key terminology)</p>	<p>Gender & Sexuality: Buddhist views towards gender/marriage/relationships and the place of women as nuns. Secularisation: Buddhism's place in a world that is increasingly secular. How Buddhism has adapted and changed to meet the demands of the modern world. Buddhism and Science: How aspects of the dharma are challenged or even strengthened by scientific advancement and discovery. Migration & Religious Pluralism: How Buddhism has changed since its creation and the differences in Buddhism around the world.</p>	<p>Students will explore the origin and effectiveness of using the conscience for ethical decision making, followed by the conditions of moral responsibility according to libertarians, determinists and compatibilists. Later, we identify the similarities and differences between Jeremy Bentham's utilitarianism and Kantian ethics. Finally, the study of metaethics provides an overall analysis of the question of what is to be considered right or wrong.</p>	<p>Students will explore the philosophical issues surrounding the validity of religious language and the degree to which it carries any real 'meaning'. Students will learn about the verification and falsification principles and the key responses to these challenges. Students will explore different understanding of the concept of a miracle; in particular the theories of Hume and Wiles are examined and the significance of these views for religion. Students will also examine various theories about the self and life after death. Students will learn about various scholarly proposals about the body-soul relationship and the possibility of continued personal existence after death.</p>
<p>Understanding (ability to connect and synthesise knowledge within a context)</p>	<p>How do Buddhists view the distinction between different genders, including their rights and religious responsibilities. In an increasingly secular world, does Buddhism still have a place? Has it changed to meet the needs of the 21st century? Science and religion often do not go hand in hand – is Buddhism the same or are there more similarities than you may think? Buddhism is an ancient eastern religion. It has now progressed West and is now one of the most popular religions in the world. How have the practices/beliefs of Buddhism changed?</p>	<p>Once students have a sound knowledge of the above topics, they should then be able to apply form their own conclusions about whether this is an effective mode of ethics.</p>	<p>Students will evaluate the strengths and weaknesses of the philosophical theories proposed and their counter-arguments. Students will assess how convincing each proposal or theory is and the degree to which they can be considered as evidence or proof of a concept or alternatively the degree to which they undermine a theory or principle. Throughout the course students will be encouraged to develop their understanding by considering their own personal views on the philosophical issues studied e.g. are we simply a body (brain) or do we have a soul?</p>
<p>Skills (successful application of knowledge and understanding to a specific task)</p>	<p>Student's must be able to examine and evaluate the content above with accuracy and critical analysis. They will also need to critically analyse the relationship between Buddhism, Ethics and Philosophy.</p>	<p>Students will be able to display considerable knowledge (AO1) of how the ethical approaches work, the rationale behind them, how they apply to ethical issues, and evaluate (AO2) whether they provide an effective guide to ethical decision making.</p>	<p>Student's must be able to examine (AO1) and evaluate the content above (AO2) with accuracy and critical analysis.</p>
<p>Formal Assessments (those done by all/vast majority of the cohort)</p>	<p>2 mock examinations throughout the year, Nov-Dec and Feb. Final exam in the Summer term.</p>		

By the end of the year students on course for at least a grade C will be able to examine ideas from each element with reasonable accuracy, using sources and examples (scholars and theories) where appropriate to engage directly with the question. Pupils will also be able to evaluate key ideas above in depth and consider a variety of different points of view. This will include scholarly debate where appropriate and varying religious views. This evaluation will be supported by a reasoned judgement.