

YEAR 12 | A LEVEL PHILOSOPHY, RELIGION AND ETHICS

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Philosophy and Ethics and develop students into religiously literate and empathetic citizens:

A Level Philosophy and Ethics is an exciting, interesting course that will make students think in ways they haven't before! Philosophy, Ethics and Religious Thought is designed to develop a greater understanding and appreciation of religious beliefs. A Level in Religious Studies will encourage learners to develop their interest in a rigorous study of religion and belief and relate it to the wider world, it allows students to develop knowledge and understanding appropriate to a specialist study of religion and teachings, as well as the disciplines of ethics and philosophy of religion. Students will develop their skills of critical analysis to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas. A Level Philosophy, Ethics and Religious Thought aims to engage learners thoroughly and develop an interest in Religious Studies which extends beyond the classroom and can be applied to the world around them. In our lessons, students are encouraged to develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies, adopt an enquiring, critical and reflective approach to the study of religion and reflect on and develop their own values, opinions and attitudes in the light of their study.

HALF TERM 1: Philosophy, Ethics and Religious Thought

All students will know:

- » **Ethics:** Natural Law and Situation Ethics.
- » **Philosophy:** Ancient Philosophical Influences - Socrates, Plato and Aristotle.

Impact - Why do we teach this?

- » **Ethics:** Studying the normative ethical theories allows students the opportunity to apply their knowledge and skills to contemporary issues. Students reflect on and develop their own values, opinions and attitudes in the light of their study.
- » **Philosophy:** Studying Plato and Aristotle allows students to gain a grounding in what has influenced philosophical thought today. Students will be able to look at the grounding for many philosophical theories and understand where modern day understandings of knowledge come from.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40 mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Ethics: Agape, Conscientia, Ratio, Synderesis, Telos, Eternal, Divine, Natural and Human Law. Pragmatism, Relativism, Positivism, Personalism. Deontological, Teleological.

Philosophy: Form of the good, Prime Mover, Cause,

ENRICHMENT OPPORTUNITIES

Within religious studies there are a range of enrichment opportunities for students to participate in. Within RS we run an extracurricular class which further extend concepts and skills taught by students and allows them to put what they have learnt into practice, as students in year 13 run the students run a Philosophy and Ethics club for the year 7, 8 and 9 students. There also is a reading list available which can develop students' interest in philosophy and ethics further: Sophie's World: Jostein Gaarder. A great book to introduce you to the world of philosophy! The God Delusion: Stephen Dawkins. Excellent for the topics of secularisation and conscience, The Future of an Illusion: Sigmund Freud. Also great for the topics of secularisation and conscience, Ethics Matters: Peter and Charlotte Vardy. A great overview of ethical theory, The Puzzle of... series: Peter Vardy. Contains titles on ethics, God, Christianity, sex etc.

HALF TERM 2: Philosophy, Ethics and Religious Thought

All students will know:

- Ethics: Kantian Ethics and Utilitarianism
- Philosophy: Arguments from observation - The Teleological argument and the Cosmological argument.

Impact- Why do we teach this?

- Ethics: Studying the normative ethical theories allows students the opportunity to apply their knowledge and skills to contemporary issues. Students reflect on and develop their own values, opinions and attitudes in the light of their study.
- Philosophy: This component allows students to undertake an in-depth and broad study of fundamental philosophical themes, ranging from arguments for the existence of God to the nature and influence of religious experience. Students will learn how to write concisely and succinctly, developing their abilities to argue intelligently and to evaluate evidence whilst building up powerful cases for or against a key topic.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40-mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Ethics: Agape, Conscientia, Ratio, Synderesis, Telos, Hedonic Calculus, Categorical Imperative, Hypothetical Imperative, Three Postulates, Kingdom of ends. Philosophy ZSH: Materialism, Dualism, Soul, Immortal, Consciousness

HALF TERM 3: Philosophy, Ethics and Religious Thought

All students will know:

- Ethics: Applied Ethics → Euthanasia/ Business Ethics
- Philosophy: Arguments based on Reason - The Ontological argument

Impact- Why do we teach this?

- Ethics: Studies will have the opportunity to discuss issues raised by areas of euthanasia and business ethics, allowing students to explore contemporary issues and deepen their understanding of the ethical theories.
- Philosophy: This component allows students to undertake an in-depth and broad study of fundamental philosophical themes, ranging from arguments for the existence of God to the nature and influence of religious experience. Students will learn how to write concisely and succinctly, developing their abilities to argue intelligently and to evaluate evidence whilst building up powerful cases for or against a key topic.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40-mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Ethics: Corporate Social Responsibility, Whistle-blowing, Globalisation, Voluntary and Non-voluntary Euthanasia, Sanctity of Life, Quality of Life.

Philosophy: Materialism, Dualism, Soul, Immortal, Consciousness

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Throughout these introductory topics, there is an emphasis on enabling students to respond critically and engage with a wealth of philosophical, ethical and religious concepts, equipping them with analytical skills readily transferable to other subjects. Students are encouraged to develop their understanding of the modern world and establish a deeper knowledge and appreciation of Christian thought. Students are given the opportunity to apply their knowledge and skills to contemporary issues.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | PHILOSOPHY, RELIGION AND ETHICS

HALF TERM 4 Philosophy, Ethics and Religious Thought

All students will know:

- Religious Thought: Augustine/ Death and The Afterlife
- Philosophy: Soul, Mind and Body - Plato, Aristotle and Descartes

Impact- Why do we teach this?

- Religious Thought: Students will gain an Insight into the beliefs, teachings and ideas about human life, the world and ultimate reality. They will have the opportunity to discuss issues related to Augustine's ideas on human nature and the opportunity to discuss issues related to Christian ideas on death and the afterlife.
- Philosophy: Studying this top allows students to gain in depth insight into how philosophers over time have explained their belief in how we as humans are made up. Students will learn how to form an argument on whether we have a separate soul and body or whether the idea of an immortal soul is false

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40-mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Religious Thought: Human relationships pre- and post-Fall, Original Sin and its effects on the will and human societies, God's grace, heaven, hell, purgatory, limited election, unlimited election, universalist belief.
Philosophy ZSH: Materialism, Dualism, Soul, Immortal, Consciousness

HALF TERM 5

All students will know:

- » **Religious Thought:** Knowledge of God/ The Person of Jesus.
- » **Philosophy:** Arguments from Religious Experience.

Impact - Why do we teach this?

- » **Religious Thought:** Students will have the Foundations to look into the origins and development of Christianity, and the sources of wisdom on which it is based. They will have the opportunity to discuss issues related to Christian ideas on knowledge of God and the opportunity to discuss issues related to Christian ideas regarding Jesus Christ as a source of authority.
- » **Philosophy:** This component allows students to undertake an in-depth and broad study of fundamental philosophical themes, ranging from arguments for the existence of God to the nature and influence of religious experience. Students will learn how to write concisely and succinctly, developing their abilities to argue intelligently and to evaluate evidence whilst building up powerful cases for or against a key topic.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40-mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Religious Thought KBY: miracles, resurrection, repentance and forgiveness, inner purity and moral motivation, liberator of the marginalised and the poor, political authority, religious authority, Natural Knowledge, Revealed Knowledge.
Philosophy- ZSH: Materialism, Dualism, Soul, Immortal, Consciousness

HALF TERM 6: Philosophy, Ethics and Religious Thought

All students will know:

- Religious Thought: Christian Moral Action/ Christian Moral Principles
- Philosophy: Arguments from Religious Experience

Impact- Why do we teach this?

- Religious Thought: Students will then study religious thought through Living. Looking into the diversity of ethics and practice, including those that shape and express religious identity, the role of the community of believers and key moral principles. They will have the opportunity to discuss issues related to diversity of Christian moral principles and the opportunity to discuss issues related to Christian moral action in the life and teaching of Bonhoeffer.
- Philosophy: This component allows students to undertake an in-depth and broad study of fundamental philosophical themes, ranging from arguments for the existence of God to the nature and influence of religious experience. Students will learn how to write concisely and succinctly, developing their abilities to argue intelligently and to evaluate evidence whilst building up powerful cases for or against a key topic.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40-mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Religious Thought: obedience, leadership and doing God's will, justification of civil disobedience, 'costly grace', sacrifice and suffering, solidarity, Agape.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Students will be able to use show my homework, where home learning tasks will be set to further extend students' knowledge in a wider context throughout the topics that we study. YouTube contains many relevant clips for the course. Find clips, watch them and take notes whilst watching them (*this will also help to improve students note taking skills*) Crash Course <https://www.youtube.com/user/crashcourse> Peped <https://www.youtube.com/channel/UC55k4-7xSLNel7RMCofJImQ> Podcast: search for 'The Panpsycast'. This is an excellent resource; you can choose one to listen to and make notes on during the study period. Online there are also many exams board specific resources available on OCR. For students one of the most fundamental things, you can do in terms of private study is familiarise themselves with the specification. They can take note of the topics and concepts that will be covered throughout the course and undertake their own reading and research around each of them. For the various elements of the specification, students could consider collecting and reading relevant articles related to the topic (especially for ethics), producing your own revision cards and / or mind maps for the topic, designing your own fact sheet or memory board for the topic and creating a 'Scholar Bank', noting down key beliefs and ideas from key scholars and philosophers. The exam board provides access to past papers, examiner's reports and mark schemes: <https://www.ocr.org.uk/qualifications/as-and-a-level/religious-studies-h173-h573-from-2016/assessment/> There also is a reading list available which can help students to be supported at home: textbooks: Oxford A Level Religious Studies for OCR, Libby Ahluwalia and Robert Bowie (reference copies available in the RS department), Hodder Religious Studies, Michael B. Wilkinson and Michael Wilcockson with Hugh N. Campbell (reference copies available in the RS department, Hodder OCR Religious Studies 'My Revision Notes' (one book available for each component), Chris Eyre and Julian Waterfield. We highly recommend you purchase these books! Speak to JWT if you'd like to; we can get a discount if we buy in bulk. For ethics, one of the best things you can do is explore the media for related articles and stories. Euthanasia, business and issues around sex and relationships regularly feature in the news and will enhance the quality of your essays. Issues covered within some of your Christian Thought topics, such as secularisation, will also feature regularly in the media. The BBC website has a fully dedicated business section for business ethics and reputable newspapers such as The Guardian are free to access online. <https://www.bbc.co.uk/news/business>, <https://www.theguardian.com/uk>, <https://www.bbc.co.uk/programmes/genres/religionandethics> **PAGE | 67**

YEAR 13 | A LEVEL PHILOSOPHY, RELIGION AND ETHICS

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Philosophy, Religion and Ethics and develop students into religiously literate and empathetic citizens:

A Level Philosophy, Religion and Ethics is an exciting, interesting course that will make students think in ways they haven't before! PRE is designed to develop a greater understanding and appreciation of religious beliefs. A Level in PRE will encourage learners to develop their interest in a rigorous study of religion and belief and relate it to the wider world, it allows students to develop knowledge and understanding appropriate to a specialist study of religion and teachings, as well as the disciplines of ethics and philosophy of religion. Students will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas. A Level PRE aims to engage learners thoroughly and develop an interest in PRE which extends beyond the classroom and can be applied to the world around them. In our lessons, students are encouraged to develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies, adopt an enquiring, critical and reflective approach to the study of religion and reflect on and develop their own values, opinions and attitudes in the light of their study.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Throughout these introductory topics, there is an emphasis on enabling students to respond critically and engage with a wealth of philosophical, ethical and religious concepts, equipping them with analytical skills readily transferable to other subjects. Students are encouraged to develop their understanding of the modern world and establish a deeper knowledge and appreciation of Christian thought. Students are given the opportunity to apply their knowledge and skills to contemporary issues.

HALF TERM 1

All students will know:

- » **Religious Thought:** Existence of God, Christian Moral Principles, Christian Moral Action.
- » **Ethics:** Metaethics.
- » **Philosophy:** Attributes of God.

Impact- Why do we teach this?

- » **Religious Thought:** Students will then study religious thought as Living. Looking into the diversity of ethics and practice, including those that shape and express religious identity, the role of the community of believers and key moral principles. They will have the opportunity to discuss issues related to diversity of Christian moral principles and the opportunity to discuss issues related to Christian moral action in the life and teaching of Bonhoeffer.
- » **Ethics:** In Meta Ethics- Students will have the opportunity to discuss issues 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: have an objective factual basis that makes them true or false in describing something reflect only what is in the mind of the person using such terms can be said to be meaningful or meaningless, whether or not, from a common-sense approach, people just know within themselves what is good, bad, right and wrong. This allows the students to have a deeper understanding of Ethics as a whole.
- » **Philosophy:** Students will start with a focus on the characteristics which are given to God to determine whether these are viable or disprove the existence of God. With a focus on philosophical thought about whether God can be omnipotent, omnibenevolent and omniscient. Philosophers that students will study include: Anselm, Boethius and Aquinas. Students will have the opportunity to discuss and critically analyse these philosophical thoughts and form their own opinions about the attributes of God.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40-mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Religious Thought: obedience, leadership and doing God's will, justification of civil disobedience, 'Costly grace', sacrifice and suffering, solidarity, Agape.

Philosophy: Naturalism, Intuitionism, Emotivism.

Religious Thought: Inclusivism, Exclusivism, Pluralism, Anonymous Christian.

ENRICHMENT OPPORTUNITIES

After school club and lunchtime clubs, artists in residence visits, competitions. Trips will be considered if relevant to the scheme of work.

HALF TERM 2

All students will know:

- » **Religious Thought:** The Person of Jesus, Secularization, Religious Pluralism and Society.
- » **Philosophy:** Religious Language.

Impact - Why do we teach this?

- » **Religious Thought:** Students will have the Foundations to look into the origins and development of Christianity, and the sources of wisdom on which it is based. They will have the opportunity to discuss issues related to Christian ideas on knowledge of God and the opportunity to discuss issues related to Christian ideas regarding Jesus Christ as a source of authority. Following the foundation set last term in RPT, students will then study the effects on society that these three views have and how the church has responded to the challenge of pluralism. They will research into the causes of a pluralistic world and assess how the Christian church should engage with those of other faiths and those of no faith.
- » **Philosophy:** Students will have the opportunity to look at what makes religious language meaningful and what makes it meaningless. They will have the chance to compare scholarly approaches to religious language and consider whether it is analogous or not.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40-mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Religious Thought: miracles, resurrection, repentance and forgiveness, inner purity.

Philosophy: via negative, via positive, symbol, apophatic way, cataphatic way.

Religious Thought: Pluralism, Sharing the Gospel of Salvation, Interfaith dialogue, Scriptural Reasoning Movement.

HALF TERM 3

All students will know:

- **Philosophy:** Language used to describe the Nature of God

Impact- Why do we teach this?

- **Philosophy:** Students will consider the characteristics of God and how developments in understanding of these characteristics of God have changed philosophical understanding over time. Students will compare scholarly approaches to these ideas as well as have the chance to consider whether an understanding of the divine can be summed up with these key characteristics of God
- **Religious Thought: Students** study the historical and contemporary changes in Western society surrounding gender and look at how this has impacted Christian theology. They study the publications of the two largest factions of the church and assess key questions such as whether motherhood is liberating or restrictive or whether the church should resist contemporary views of gender.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40-mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Ethics: premarital and extramarital sex, homosexuality.

Philosophy: omniscience, omnipotent, omnibenevolent, eternity, free will

Religious Thought: Feminism, gender, patriarchy, complementarianism, identification, socialisation

HALF TERM 4

All students will know:

- » **Ethics:** Conscience.
- » **Philosophy:** Religious Language, Twentieth Century Perspectives.
- » **Religious Thought:** Gender and Theology.

Impact - Why do we teach this?

- » **Ethics:** Through this topic students will have the opportunity to discuss issues related to ideas about conscience, including: comparison between Aquinas and Freud: on the concept of guilt, on the presence or absence of God within the workings of the conscience and super-ego, on the process of moral decision-making, whether conscience is linked to, or separate from, reason and the unconscious mind, whether conscience exists at all or is instead an umbrella term covering various factor, involved in moral decision-making, such as culture, environment, genetic predisposition and education.
- » **Philosophy:** Learners will study how views of religious language have changed over time, studying a variety of approaches and views. They will have the opportunity to discuss how religious language can be verified and compare the scholarly approaches of Wittgenstein (language games) and Hare and Flew in trying to prove that religious language is factual.
- » **Religious Thought:** In this topic students then apply what they have learnt in Gender and Society to theological issues and analyse two key theologians' responses to the challenges presented by feminism. They will critique the views of Mary Daly and Rosemary Reuther, and decide upon whether or not Christianity should be abandoned or changed. Students will weigh opinions of scholars and theologians alongside the Christian Bible.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40-mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Ethics: ratio, synderesis, conscientia, vincible ignorance, invincible ignorance, psychosexual development, id, ego, super-ego.

Philosophy: language games, logical positivism, parables, falsification symposium.

Religious Thought: Gaia, Davidic King, Hermeneutics, Biophilia, The Unholy Trinity.

HALF TERM 5

All students will know:

- » **Religious Thought:** Liberation Theology and Marxism.
- » Whole A level Content Revision.

Impact - Why do we teach this?

- » **Religious Thought:** Students examine the world through a Marxist lens in order to examine whether Christianity and Marxism is complementary or at odds with one another. By studying key figures in liberation theology, students discuss and evaluate whether the church should support economic as well as spiritual freedom or whether it is right for the church to prioritise one group over another.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

All keywords and terms throughout the AS and A2 Specification.

Religious Thought specific keywords: Marxis, Orthopraxy, orthodoxy, alienation, exploitation, liberation

HOW STUDENTS CAN BE SUPPORTED AT HOME

Students will be able to use show my homework, where home learning tasks will be set to further extend students' knowledge in a wider context throughout the topics that we study.

YouTube contains many relevant clips for the course. Find clips, watch them and take notes watching them (this will also help to improve students note taking skills)

Crash Course <https://www.youtube.com/user/crashcourse>

Peped <https://www.youtube.com/channel/UC55k4-ZxSLNeI7RMCofJImQ>

Podcast: search for 'The Panpsycast'. This is an excellent resource; you can choose one to listen to and make notes on during the study period.

Online there are also many exam board specific resources available on OCR.

For students one of the most fundamental things, you can do in terms of private study is familiarise themselves with the specification. They can take note of the topics and concepts that will be covered throughout the course and undertake their own reading and research around each of them.

For the various elements of the specification, students could consider: collecting and reading relevant articles related to the topic (especially for

Euthanasia, business and issues around sex and relationships regularly feature in the news and will enhance the quality of your essays. Issues covered within some of your Christian Thought topics, such as secularisation, will also feature regularly in the media.

The BBC website has a fully dedicated business section for business ethics and reputable newspapers such as The Guardian are free to access online.

<https://www.bbc.co.uk/news/business>, <https://www.theguardian.com/uk> <https://www.bbc.co.uk/programmes/genres/religionandethics>

ethics), producing your own revision cards and / or mind maps for the topic, designing your own fact sheet or memory board for the topic and creating a 'Scholar Bank', noting down key beliefs and ideas from key scholars and philosophers.

The exam board provides access to past papers, examiner's reports and mark schemes: <https://www.ocr.org.uk/qualifications/as-and-a-level/religious-studies-h173-h573-from-2016/assessment/>

There also is a reading list available which can help students to be supported at home: textbooks: Oxford A Level Religious Studies for OCR, Libby Ahluwalia and Robert Bowie (reference copies available in the PRE department), Hodder Religious Studies, Michael B. Wilkinson and Michael Wilcockson with Hugh N. Campbell (reference copies available in the PRE department, Hodder OCR Religious Studies 'My Revision Notes' (one book available for each component), Chris Eyre and Julian Waterfield. We highly recommend you purchase these books! Speak to JWT if you'd like to; we can get a discount if we buy in bulk.

For ethics in particular, one of the best things you can do is explore the media for related articles and stories.

ENRICHMENT OPPORTUNITIES

Within PRE there are a range of enrichment opportunities for students to participate in.

Within PRE we run an extracurricular class which further extends concepts and skills taught by students and allows them to put what they have learnt into practice, as students in year 13 run a Philosophy and Ethics club for the year 7, 8 and 9 students.

There also is a reading list available which can develop students' interest in philosophy and ethics further: Sophie's World: Jostein Gaarder. A great book to introduce you to the world of philosophy! The God Delusion: Stephen Dawkins. Excellent for the topics of secularisation and conscience, The Future of an Illusion: Sigmund Freud. Also great for the topics of secularisation and conscience, Ethics Matters: Peter and Charlotte Vardy. A great overview of ethical theory, The Puzzle of...series: Peter Vardy. Contains titles on ethics, God, Christianity, sex etc.