

	What we do	When we do it	How it helps students to develop our Alive theme
Year 12	<p>Epistemology What is knowledge? Direct realism/Indirect realism/idealism Innatism Intuition and deduction Limits of knowledge</p> <p>Moral Philosophy Utilitarianism Deontology Virtue Ethics Applied Ethics Metaethics</p>	<p>Terms 1-6</p> <p>Terms 1-6</p>	<p>Students will learn key epistemological and moral philosophy topics and consider the strengths and weakness of the different theories. They will learn to question their own assumptions in order to develop their own views and be able to argue persuasively for these by anticipating counter-arguments.</p> <p>This builds towards the exam where development of arguments and questioning and critique are essential skills. This approach also helps to develop use of questioning as a philosophical tool that can be used in higher education and beyond.</p>
Year 13	<p>Metaphysics of Mind Features of mental states Dualist Theories: Substance/Property dualism, Issues with dualism Behaviouralism Mind brain type identity Eliminative Materialism Functionalism</p> <p>Metaphysics of God Nature and Concept of God Ontological Argument Teleological Argument Cosmological Argument Problem of Evil Religious Language</p>	<p>Term 1-5</p> <p>Term 1-5</p>	<p>Students will learn key metaphysical arguments about the topics of mind and God. They will consider the strengths and weakness of the different theories. They will learn to question their own assumptions in order to develop their own views and be able to argue persuasively for these by anticipating counter-arguments.</p> <p>This builds towards the exam where development of arguments and questioning and critique are essential skills. This approach also helps to develop use of questioning as a philosophical tool that can be used in higher education and beyond.</p>

Term	Alive Themes	What we do
1	We can Research We can Communicate We are Resilient We value Trust and Truth	Early induction activities require students to get used to the library and to reading books and using the internet effectively. Induction tasks enable students to gain confidence in sharing their ideas with the group and putting these into written form. Students acclimatise to the open and challenging nature of philosophical questions and the need to be determined, probing and open-minded in the search for truth.
2	We are Organised We are Interdependent We can Review	As course material builds up students are supported in ensuring their notes are organised and that they have a systematic approach for learning and consolidating class material. They increasingly learn to collaborate in their learning, both in listening to and valuing the thoughts and experiences of others and in working together to test one another's understanding as they review what has been done in class.
3	We are Organised We value Justice and Respect, We value Ourselves	Students are encouraged to become more disciplined in their 'hour for hour' work, exploring podcasts and online sources which will deepen their engagement and understanding. Reflection on virtue ethics and how this links with flourishing and justice points students increasingly towards reflection on their own ideals and role models and on the habits and disciplines which make for a flourishing life.
4	We are Organised We value Justice and Respect We value Ourselves We value Trust and Truth	Hour for hour work Applied ethics unit focuses on impact of normative theories and whether their ethical perspectives lead to justice In epistemology students draw together the work done this year to consider whether scepticism is the only possible response or whether in fact we can have more confidence in the pursuit of truth.
5	We are Organised We are Interdependent We can Communicate	Hour for hour work Students work together on metaethical topics and preparation collaboratively towards end of year mock exams Extended consideration given to how to plan and execute a clear and purposeful argument under timed conditions
6	We can Review, We are Organised, We are Resilient, We value Ourselves, We value Faith	We reflect on the learning from mock exams and ensure that students who have struggled understand how they can improve and put things right, and what work has to be done to fill any gaps in knowledge and understanding. We begin to explore the metaphysics of God and how a rationally coherent faith could be constructed and depended on and could be challenged, and the metaphysics of Mind, considering what it is to be a conscious and thinking mind.

Term	Alive Theme	What we do
1	<p>We are Organised We value Faith We value Ourselves We are Resilient We can Communicate</p>	<p>Reflect on concepts of God and why these are important to theists, links the ability to question with appreciating the role faith has for people. Reflect also on the nature of mindedness and what is distinctive about a minded being, considering whether this is sufficient to refute a purely materialist understanding of humanity. Students can collaborate effectively and help each other with complex philosophical issues. Students are encouraged to be much more committed and involved in extension reading through using their hour for an hour effectively, and to share this learning with the group.</p>
2	<p>We are Organised We are Interdependent We value Ourselves We can Communicate</p>	<p>Collaborative work on revising the complex elements of the nature of God such as the relationship between God and time Consideration under the theory of behaviourism of whether we are capable of having true self-knowledge and of the nature of beliefs and desires as mental states. Preparation and experience of timed mock exam.</p>
3	<p>We are Organised We value Diversity and Choice</p>	<p>Hour for hour work Looking at diversity of responses to the question of the existence of God and the nature of mind</p>
4	<p>We are Organised We value Trust and Truth, We value Justice and Respect We are Interdependent, We are Forgiving</p>	<p>Hour for hour work Discussion of the implications and consequences of artificial intelligence and whether humans are truly distinct from AI Reflecting on the problem of evil we discuss and reflect on the causes of evil in the world and the different philosophical responses to these events. Students can reflect on the problem of evil and evaluate the different explanations and theodicies put forward.</p>
5	<p>We can Review We are Organised, We value Ourselves We value Trust and Truth</p>	<p>Focus on revision and retrieval, exam technique and exam practice Lessons on religious language help consider meanings of terms and concepts of philosophy. Students will be able to prepare themselves with support to be ready for completing their final exams.</p>