

	Autumn 1 – September/October 36 Lessons	Autumn 2- November/December 28 Lessons	Spring 1- January/February 38 Lessons	Spring 2- March/April 27 Lessons	Summer 1- May/June 26 lessons	Summer 2- July 15 lessons
<p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p>	<p>Overarching Question: How can religions be sure that statements made about God are true?</p> <p>Topic 1 – introduction to ancient philosophical thinkers</p> <p>Topic 2- Introduction to religious language, what is truth?</p> <p>One lesson per week is dedicated to the self-study Christianity research project, focused on the component 2 module on Christian beliefs</p>	<p>Topic 3 – Philosophical Analysis of religious language and its cognitive meaningfulness</p> <p>One lesson per week is dedicated to the self-study Christianity research project, focused on the component 2 module on Christian beliefs.</p>	<p>Overarching Question: ‘Can theologians and scholars prove God exists?’</p> <p>Topic 4 – Arguments for the existence of God 1.Ontology</p> <p>Topic 5 - Arguments for the existence of God 2 Cosmology</p> <p>One lesson per week is dedicated to the self-study Christianity research project, focused on the component 2 module on Christian beliefs.</p>	<p>Topic 6- Arguments for the existence of God 3. Teleology</p> <p>One lesson per week is dedicated to the self-study Christianity research project, focused on the component 2 module on Christian beliefs.</p>	<p>Overarching Question: ‘Is there any evidence for the existence of God’</p> <p>Topic 7 – Evidence for the existence of God 1. Religious Experiences</p> <p>Topic 8 – Evidence for the existence of God 2. Miracles</p> <p>One lesson per week is dedicated to the self-study Christianity research project, focused on the component 2 module on Christian beliefs.</p>	<p>Topic 9: Arguments against God, The Problem of Evil and suffering</p> <p>Summer holiday work: study the pre-reader on ‘continued existence of the soul’</p> <p>One lesson per week is dedicated to the self-study Christianity research project, focused on the component 2 module on Christian beliefs.</p>
<p>Skills- What will be developed?</p>	<p>AO1 SKILLS- FACTUAL KNOWLEDGE -scholars -bodies of work -quotable references -philosophical knowledge -key concepts -philosophical language -Independent research skills</p>	<p>AO2 SKILLS- ANALYSIS AND INTERPRETATION OF PHILOSOPHICAL CONCEPTS -identify concepts -analysis of concepts -evaluation of concepts -comparison of religious thought and philosophical ideas</p>	<p>AO1 SKILLS- FACTUAL KNOWLEDGE -scholars -bodies of work -quotable references -philosophical knowledge -key concepts -philosophical language -Independent research skills</p> <p>AO2 SKILLS- ANALYSIS AND INTERPRETATION OF PHILOSOPHICAL CONCEPTS -identify concepts -analysis of concepts -evaluation of concepts -comparison of religious thought and philosophical ideas</p>	<p>AO1 SKILLS- FACTUAL KNOWLEDGE -scholars -bodies of work -quotable references -philosophical knowledge -key concepts -philosophical language -Independent research skills</p> <p>AO2 SKILLS- ANALYSIS AND INTERPRETATION OF PHILOSOPHICAL CONCEPTS -identify concepts -analysis of concepts -evaluation of concepts -comparison of religious thought and philosophical ideas</p>	<p>AO1 SKILLS- FACTUAL KNOWLEDGE -scholars -bodies of work -quotable references -philosophical knowledge -key concepts -philosophical language -Independent research skills</p> <p>AO2 SKILLS- ANALYSIS AND INTERPRETATION OF PHILOSOPHICAL CONCEPTS -identify concepts -analysis of concepts -evaluation of concepts -comparison of religious thought and philosophical ideas</p>	<p>AO1 SKILLS- FACTUAL KNOWLEDGE -scholars -bodies of work -quotable references -philosophical knowledge -key concepts -philosophical language -Independent research skills</p> <p>AO2 SKILLS- ANALYSIS AND INTERPRETATION OF PHILOSOPHICAL CONCEPTS -identify concepts -analysis of concepts -evaluation of concepts -comparison of religious thought and philosophical ideas</p>
<p>Key ‘How’/‘Why’ Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p>	<ul style="list-style-type: none"> How did ancient Greek philosophers Socrates, Plato & Aristotle lay the foundation for rational thought? 	<ul style="list-style-type: none"> How did A.J. Ayer and the Logical Positivists analyse religious statements? 	<ul style="list-style-type: none"> How did St. Anselm present his a priori ontological argument for the existence of God? 	<ul style="list-style-type: none"> How can Thomas Aquinas 5th way be used to support teleological views? What did William Paley contribute to 	<ul style="list-style-type: none"> Can religious experiences such as dreams/ visions/ stigmata/ angel visitations/ be used 	<ul style="list-style-type: none"> What is moral evil and what is natural evil? Why does evil exist according to Christianity?

	<ul style="list-style-type: none"> • What was Plato's analogy of the Shadowy Cave? • What did Aristotle believe about the forces within nature? • Why does religion assume its faith assumptions are true? • What is 'truth'? • What is a priori and a posteriori knowledge and how do we recognise it in a set of premises? • What is meant by deductive reasoning and inductive reasoning? • What is a circular argument and a fallacy? 	<ul style="list-style-type: none"> • How is Hume's fork applied to the meaningfulness of religious statements? • What is Verification in Principle and in Practice • How are statements considered cognitive or non-cognitive? • What is falsification and how can the work of Flew and Popper be applied to religion? • How can the work of Wittgenstein, Hick, and Hare support the cognitive meaningfulness of religious statements? 	<ul style="list-style-type: none"> • How did Gaunilo use the illustration of an Island to critique Anselm's work? • What are Kant's objections to ontology as a method to prove God's existence? • How have modern day philosopher's such as Plantinga, continued the ontological debate? • Does ontology prove the existence of God? • How did the work of Descartes support the ontological argument? • How can the principle of sufficient reason be applied to cosmology? • What is the cosmological argument as presented by St. Thomas Aquinas? • What was Hume's critique of cosmology? • In the debate between Freddy Copleston and Bertrand Russell who was most convincing? • Does Cosmology prove the existence of God? 	<p>the teleological argument?</p> <ul style="list-style-type: none"> • How does science such as the theory of evolution, and expansion theory conflict with the teleological argument? • Why does the anthropic principle cause some scientist to believe in a designer? • What is meant by the Goldie Locks principle? • How did atheists such as Richard Dawkins critique the design argument? • What did Hume suggest about design? • Does teleology prove the existence of God? 	<p>as evidence for the existence of God?</p> <ul style="list-style-type: none"> • What types of religious experience has been categorised? • What biblical evidence is there for religious experiences? • How can the religious experience of Joan of Arc be used as evidence of the supernatural? • Why did William James support religious experiences as evidence for the divine? • How can mystical experiences bring people into union with the divine according to Walter Stace? • How can we experience the divine according to Rudolf Otto? • How did Walter Pankie's Good Friday experiment and Micheal Persinger's God Helmet, show that religious experiences can be reproduced scientifically? • What is Swinburne's principle of testimony and Credulity? • What is a realist and anti-realist approach to Miracles? • What did Maurice Wiles believe about Miracles? • What is Hume's critique of miracles? 	<ul style="list-style-type: none"> • How does the Epicurean paradox expose the problem with the existence of evil in the world and the existence of an omni-benevolent God in the world? • How did St. Augustine explain the problem of evil and compatibility with the existence of God? • What is Hick's soul-making theodicy? • How is freewill used as a defence against atheist views of God? • How did John Mackie use the freewill defence to show God did not exist? • How does Alvin Plantinga use possible world model to explain why the Freewill defence is a plausible reason is for evil? • What is William Rowe's response to the freewill defences and why does he use nature as his example? • What are Hume's criticisms of the issue? • Does the problem of evil prove that God does not exist?
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					<ul style="list-style-type: none"> • Can religious experiences be used to prove the existence of God? 	
SEND- how will support be seen? Seating plans? Simplified questions?	On a case-by-case bases to help and support the individual students needs Resources can be adapted to suit needs	On a case-by-case bases to help and support the individual students needs Resources can be adapted to suit needs	On a case-by-case bases to help and support the individual students needs Resources can be adapted to suit needs	On a case-by-case bases to help and support the individual students needs Resources can be adapted to suit needs	On a case-by-case bases to help and support the individual students needs Resources can be adapted to suit needs	On a case-by-case bases to help and support the individual students needs Resources can be adapted to suit needs
Assessment- What? Why?	<p>Component 1: requires students to be able to demonstrate good AO1 factual knowledge and understanding of the philosophy of religion.</p> <p>Assessment 1: philosophical key concepts test</p> <p>Assessment 2: written response, exam practice question: ‘Examine the meaning of religious language as ‘symbolic’ (10marks)</p>	<p>Component 1: requires students to be able to demonstrate good AO2 analytical understanding of the philosophy of religion, the ability to critically evaluate a philosophical viewpoint.</p> <p>Assessment 3: Essay (2-3 PAGES EXPECTED) ‘Religion has no satisfactory response to the challenge of verification’. (15 marks)</p>	<p>Assessment 4: Ontology key concepts test</p> <p>Assessment 5: exam practice question: ‘Examine Anselm’s classical ontological argument (10 marks)</p> <p>Assessment 6: essay question; ‘The ontological argument proves the existence of God’ (15 marks)</p> <p>Assessment 7: Cosmology key concepts test</p> <p>Assessment 8: exam practice question: ‘Examine Aquinas’ approach to proving the existence of God’ (10 marks)</p> <p>Assessment 9: essay question; ‘Aquinas’ 3rd way proves the existence of God’ (15 marks)</p> <p>(Yr12 mock examination 1)</p>	<p>Assessment 10: Teleology key concepts test</p> <p>Assessment 11: exam practice question: ‘Examine hoe teleology has developed over time’ (10 marks)</p> <p>Assessment 12: essay question; ‘there is no evidence of design in the universe’ (15 marks)</p>	<p>Assessment 13: Religious experiences key concepts test</p> <p>Assessment 14: exam practice question: ‘Examine the key ideas of Hume and Wiles on Miracles’ (10 marks)</p> <p>Assessment 15: essay question; ‘Religious experiences prove God exists’ (15 marks)</p>	<p>Assessment 10: Problem of evil key concepts test</p> <p>Assessment 11: exam practice question: ‘Examine Hick’s soul-making theodicy’ (10 marks)</p> <p>Assessment 12: essay question; ‘The Freewill theodicy is inadequate as a theodicy’ (15 marks)</p> <p>(Yr12 mock examination 2)</p>
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	<p>*Knowledge retrieval of key concepts through testing</p> <p>*Scaffolding approach to exam practice questions</p> <p>*Sharing of quality written answers</p> <p>*Model 10-mark answers used to make improvements</p> <p>*Exam board mark scheme</p>	<p>*Knowledge retrieval of key concepts through testing</p> <p>* Scaffolding of approach to exam practice questions</p> <p>*Sharing of quality written answers</p> <p>*Model 15-mark answers used to make improvements</p> <p>*Exam board mark scheme</p>	<p>*Knowledge retrieval of key concepts through testing</p> <p>* Scaffolding of approach to exam practice questions</p> <p>*Sharing of quality written answers</p> <p>*Model 10-mark answers used to make</p>	<p>*Knowledge retrieval of key concepts through testing</p> <p>* Scaffolding of approach to exam practice questions</p> <p>*Sharing of quality written answers</p> <p>*Model 10-mark answers used to make</p>	<p>*Knowledge retrieval of key concepts through testing</p> <p>* Scaffolding of approach to exam practice questions</p> <p>*Sharing of quality written answers</p> <p>* Model 10-mark answers used to make</p>	<p>*Knowledge retrieval of key concepts through testing</p> <p>* Scaffolding of approach to exam practice questions</p> <p>*Sharing of quality written answers</p> <p>* Model 10-mark answers used to make</p>

	<p>*Comprehension of pre-reading materials through discussion</p> <p>*Homework Quizzes</p>	<p>*Comprehension of pre-reading materials through discussion</p> <p>*Homework Quizzes</p>	<p>*Model 15-mark answers used to make improvements</p> <p>*Exam board mark scheme</p> <p>*Comprehension of pre-reading materials through discussion</p> <p>*Homework Quizzes</p>	<p>*Model 15-mark answers used to make improvements</p> <p>*Exam board mark scheme</p> <p>*Comprehension of pre-reading materials through discussion</p> <p>*Homework Quizzes</p>	<p>*Model 15-mark answers used to make improvements</p> <p>*Exam board mark scheme</p> <p>*Comprehension of pre-reading materials through discussion</p> <p>*Homework Quizzes</p>	<p>*Model 15-mark answers used to make improvements</p> <p>*Exam board mark scheme</p> <p>*Comprehension of pre-reading materials through discussion</p> <p>*Homework Quizzes</p>
<p>Literacy- reading, extended accurate writing and oracy opportunities</p>	<p>Each student is given a ‘pre-reader’ - a booklet which contains a brief overview on Plato and Aristotle and their philosophy. The aim is to come to lessons with some initial understanding of the concept. This is set as homework/self-study</p> <p>10-mark written question will be set to ensure quality learning is taking place.</p> <p>Class dialogues are a required processes and tool for understanding philosophy.</p>	<p>Each student is given a ‘pre-reader’ - a booklet which contains a brief overview on the principle of verification and their philosophy. The aim is to come to lessons with some initial understanding of the concept. This is set as homework/self-study</p> <p>15-mark written question will be set to ensure quality learning is taking place.</p> <p>Class dialogues are a required processes and tool for understanding philosophy.</p>	<p>Each student is given a ‘pre-reader’ - a booklet which contains a brief overview on Arguments for the existence of God and their philosophy. The aim is to come to lessons with some initial understanding of the concept. This is set as homework/self-study</p> <p>10-mark and 15 mark written question will be set to ensure quality learning is taking place.</p> <p>Class dialogues are a required processes and tool for understanding philosophy.</p>	<p>Each student is given a ‘pre-reader’ - a booklet which contains a brief overview on Arguments for the existence of God and their philosophy. The aim is to come to lessons with some initial understanding of the concept. This is set as homework/self-study</p> <p>10-mark and 15 mark written question will be set to ensure quality learning is taking place.</p> <p>Class dialogues are a required processes and tool for understanding philosophy.</p>	<p>Each student is given a ‘pre-reader’ - a booklet which contains a brief overview on religious experience and Miracles and their philosophy. The aim is to come to lessons with some initial understanding of the concept. This is set as homework/self-study</p> <p>10-mark and 15 mark written question will be set to ensure quality learning is taking place.</p> <p>Class dialogues are a required processes and tool for understanding philosophy.</p>	<p>Each student is given a ‘pre-reader’ - a booklet which contains a brief overview on the problem of evil and suffering and their philosophy. The aim is to come to lessons with some initial understanding of the concept. This is set as homework/self-study</p> <p>10-mark and 15 mark written question will be set to ensure quality learning is taking place.</p> <p>Class dialogues are a required processes and tool for understanding philosophy.</p>
<p>Numeracy/computing skills</p>	<p>The RE Department have a suit of 15 laptops which are used by the student for research and independent study</p>	<p>The RE Department have a suit of 15 laptops which are used by the student for research and independent study</p>	<p>The RE Department have a suit of 15 laptops which are used by the student for research and independent study</p>	<p>The RE Department have a suit of 15 laptops which are used by the student for research and independent study</p>	<p>The RE Department have a suit of 15 laptops which are used by the student for research and independent study</p>	<p>The RE Department have a suit of 15 laptops which are used by the student for research and independent study</p>
<p>Character development Connects with Equality and diversity</p>	<p>Developing the skills needed to be able to critically analyse a concept or theory, be able to recognise the philosophical approach taken and be able to evaluate truth claims</p> <p>Developing analysis skills</p>	<p>Developing the skills needed to be able to critically analyse a concept or theory, be able to recognise the philosophical approach taken and be able to evaluate truth claims</p> <p>Developing analysis skills</p>	<p>Use the skills learnt in Autumn term and be able to apply these to critically evaluate the three arguments for the existence of God</p> <p>Developing evaluation skills</p>	<p>Use the skills learnt in Autumn term and be able to apply these to critically evaluate the three arguments for the existence of God</p> <p>Developing evaluation skills</p>	<p>Be able to use the evaluation skills develop to determine how ‘evidence’ presented is cognitively meaningful, and substantial enough to be deemed as proof</p> <p>Good use of analysis and evaluation skills</p>	<p>Be able to use the evaluation skills develop to determine how ‘evidence’ presented is cognitively meaningful, and substantial enough to be deemed as proof</p> <p>Good use of analysis and evaluation skills</p>
<p>Equality/Diversity opportunities</p>	<p>Understanding the diversity of opinion when it comes to claims about ‘truth’ from various religious groups who hold extremist views as well as those who have more moderate faith</p>	<p>Understanding the diversity of opinion when it comes to claims about ‘truth’, and developing mature and sensitive ways to critically debate and argue a point of view</p>	<p>Understanding the diversity of opinion when it comes to claims about ‘truth’</p> <p>Developing analytical and literacy skills to challenge religious belief</p>	<p>Understanding the diversity of opinions which challenge our understanding of the origins of the universe, developing students’ ability to sensitively respond to those with religious views</p>	<p>Understanding how life after death and belief in the soul can impact the views within society about the preciousness of life, including the debate on abortion, embryology, stem</p>	<p>Understanding the views of those who hold atheistic and humanist opinions in society and their views about the condition of the world and those who suffer it.</p>

				about creation and those who hold to the scientific account of the expanding universe	cell studies and designer babies, and sensitively developing debate on these issues.	Developing ways to sensitively argue for and against the existence of God
Homework/Independent learning	Homework is set using the Pre-readers and various pages of reading are set each week.	Homework is set using the Pre-readers and various pages of reading are set each week.	Homework is set using the Pre-readers and various pages of reading are set each week.	Homework is set using the Pre-readers and various pages of reading are set each week.	Homework is set using the Pre-readers and various pages of reading are set each week.	Homework is set using the Pre-readers and various pages of reading are set each week.
CIAG coverage/links	Introduce students to the pathway this subject can lead to at university level: -PPE -Philosophy -Theology -History / Archaeology	Philo Sophon held at Copleston High school, where the yr12/13 host a philosophy competition for the yr6 students in our trust primary schools and the opportunity to work with young children	Links to youth ministry work, as the local youth minister comes to talk to the students and religious identity	Links to work of NASA, the Hubble space telescope and James Webb telescope. Looking at the work of Neil deGrasse Tyson and Brian Cox on the origins of the universe	Links to the work of the medical profession and those working in the bioethics industry	Links to the holocaust memorial society and the work they do to educate humanity on the evils of the past