YEAR 12 PHILOSOPHY - SPRING

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Theme 2 (A-F)

Curriculum Intent	
Skills/Assessment objective links	**Why do we teach this to students?** Students study Philosophy of Religion, Religion and Ethics and Christianity as part of the KS5 Religious Studies content. **Why do we teach this now?** Students have an understanding of arguments for the existence of God and are now developing an understanding of challenges to religious belief. **Specification aims:** • The WJEC Eduqas A level in Religious Studies encourages learners to: • develop their interest in a rigorous study of religion and belief and relate it to the wider world • develop knowledge and understanding appropriate to a specialist study of religion • 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 • reflect on and develop their own values, opinions and attitudes in the light of their study. A level Religious Studies is designed to enable learners to develop their interest in, and enthusiasm for, a study of religion and its place in the wider world. **Assessment Objectives:** ***AO1:*** Demonstrate a knowledge and understanding of religion and belief, including: • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief. ***AO2:*** Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.
Spiritual, moral, social, and cultural development	**SMSC: Spiritual:** The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. sense of enjoyment and fascination in learning about themselves, others and the world around them. **Moral:** acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. **Cultural:** understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. **PSHE:** Tackling religious discrimination **British Values:** Individual liberty, mutual respect and tolerance of those of different faiths and beliefs. **Skills Builder:** Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork
Numeracy	
Literacy	**Vocabulary:** Examine, explain, outline, evaluate, compare **Reading:** Students are expected to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand and to evaluate set texts. **Writing:** A level RPE is a literacy-based subject. Students are supported in developing their arguments to explain beliefs and theories, and scholarly approaches. Students also develop their ability to evaluate and criticize the above. **Oracy:** Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.
Becoming future ready	Students develop: - the ability to build and interrogate arguments and how to question and evaluate - critical thinking skills and the ability to interpret information, formulate questions and solve problems - organisational and time management skills - teamworking and communication skills - writing skills, including accurate referencing and the ability to construct a reasoned argument

- empathy and the ability to understand people and their motivations
- the ability to appreciate different perspectives and take on board others' views
- the ability to work methodically and accurately
- independence of mind and the ability to think for yourself.

Adaptation

QFT/SEND Provision

Throughout this topic, quality first teaching will provide differentiation:
By Intervention: by providing different levels of supervision and support, catch up sessions if requested.
By Progressive Questioning: exploring pupils' understanding through interactive dialogue.
By Offering Optional Activities: In class or as homework, to extend learning.

Implementation Curriculum Delivery

Learning Outcomes (Knowledge)

#	Lesson Title, Lesson Objectives, Scripture:	Lesson builds upon:	This will be developed in:
1	**Types of evil and Logical Problem of Evil** To understand the concepts of moral and natural evil and how these concepts can challenge qualities held by the God of classical theism. To understand the classical problem of evil and suffering as proposed by Epicurus.	Theme 1 – Students build on key terminology that define types of arguments.	Lessons 2-18 as terminology will be required in each of the lessons.
2	**Logical Problem of Evil** To understand the modern development of the logical problem of evil proposed by J.L. Mackie through the inconsistent triad.	Lesson 1 – terminology is revisited and the modern development of the logical problem of evil explored.	Lessons 4, 5, 6, 7 and 13.
3	**AO1 and AO2 Essay** In class timed AO1 and AO2 essays on the Ontological Arguments	N/A	Lesson 13.
4	**Evidential problem of evil – William Rowe and Gregory S. Paul** To understand William Rowe's problem of evil using examples of intense human and animal suffering. To understand Gregory S. Paul's problem of evil using examples of premature deaths	Lesson 1 – continuing to revisit terminology. Lesson 1 & 2: developing knowledge on the problem of evil.	Lessons 5, 6, 7 and 13.
5	**Augustinian type theodicy** To understand what theodicy means. To understand Augustinian type theodicy with reference to the following: - Evil as a consequence of sin - Evil as privation - The fall of human beings and creation - The cross overcomes evil - The concept of 'soul-deciding'	Lesson 1 – continuing to revisit terminology. Lesson 2 and 4 – looking at religious responses to the problem of evil.	Lessons 6, 7, 8, and 13.
6	**AO1 and AO2 Practice – Logical problem of evil, evidential, and Augustinian** To review the logical, evidential, and Augustinian theodicy and practise AO1 and AO2	Lessons 1, 2, 4 and 5 – revisiting content to aid AO1 and AO2 practice.	Lessons 7, 8 and 13.
7	**Challenges to Augustinian type theodicies** To understand the challenges to Augustinian type theodicies including, validity of accounts in Genesis, scientific error, moral contradictions of omnibenevolent God and existence of hell and contradictions of perfect order becoming chaotic.	Lesson 5 – looking at challenges to argument covered previously.	Lessons 8, 9 and 13.
8	**Irenaean type theodicy** To understand Irenaeus' theodicy with reference to the following: - Vale of soul-making	Lessons 5 and 7 – exploring a further religious response to the problem of evil.	Lessons 9 and 13.

	- Human beings created imperfect - Concepts of 'epistemic distance', 'second-order goods' and 'eschatological justification.'		
9	**Challenges to Irenaean type theodicies** To understand the challenges to Irenaean type theodicies including concepts of universal salvation are unjust, evil and suffering should not be used as a tool by an omnibenevolent God and the immensity of suffering and unequal distribution of evil and suffering. To understand the defense of Irenaeus from Richard Swinburne and John Hick.	Lesson 8 - looking at challenges to argument covered previously.	Lesson 13.
10	**Religious belief as a product of the human mind – Freud** To understand religion as an illusion and/or a neurosis with reference to collective neurosis. To understand that collective neurosis was within the primal horde. To understand the 'Oedipus complex'. To understand that religion originates from wish fulfilment and reaction against the helplessness.	N/A	Lessons 11, 12, 13, 14 and 15.
11	**Religious belief as a product of the human mind – Freud** To explore case studies that Freud used to support his theories. To understand Freud's view on instinctive desires deriving from evolutionary basis.	Lesson 10 – continuing to cover content from Freud.	Lessons 12, 13, 14 and 15.
12	**Challenges to Freud's theories** To understand the following challenges to Freud's theories: - Lack of anthropological evidence for primal horde - No firm psychological evidence of Oedipus complex - Evidence basis too narrow	Lesson 10 and 11 – looking at challenges of Freud's theories.	Lessons 13, 14 and 15.
13	**Knowledge check** To complete a in class knowledge check based on content covered in Theme 1 and Theme 2.	Theme 1 and Theme 2 – assessing content covered so far in these themes.	N/A
14	**Religious belief as a product of the human mind – Jung** To understand that Carl Jung believed that religion was necessary for personal growth. To understand the concepts of 'collective unconscious', 'individuation' and 'archetypes.' To explore Jung's supportive evidence which demonstrates religion as a source of comfort and positive personal and social mindsets arising from religious belief.	Lessons 10 – 12 – covering another idea about religious belief as a product of the human mind.	Lesson 15.
15	**Challenges to Jung's ideas** To understand the following challenges to Jung's ideas: - Lack of empirical evidence - Reductionist views regarding religious belief	Lesson 14 – looking at challenges of Jung's ideas.	N/A
16	**Atheism** To understand the concept of 'atheism'. To explore the meanings of atheism and the difference between agnosticism and atheism.	N/A	Lessons 17 and 18.

	17	**New Atheism** To understand the term 'New Atheism' (antitheism). To explore New Atheism's main criticisms of religion which include the following: - Non-thinking - Infantile world view - Impedes scientific progress	Lesson 16 – having understood what atheism means, students explore the term New Atheism. .	Lesson 18.
	18	**Religious responses to the challenges of New Atheism** To explore the challenges to New Atheism made by religious believers which include the following: - The incompatibility of science and religion - The increase in fundamentalist religious activity - The increase in religious apologists in media	Lesson 16 and 17 – looing at challenges to New Atheism made by religious believers.	N/A
Current learning to be developed in the future within:	See the table above which explains the sequencing of lessons, detailing where the learning will be developed.			
Assessment	Students will be formatively assessed with A01 and A02 questions, and Knowledge Checks. This content will be summatively assessed in the mock exams.			
Impact	Attainment and Progress – Refer to assessment results / data review documentation.			