YEAR 12 Autumn

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Philosophy of Religion

Theme 3: Religious Experience – Units ABC

Curriculum Intent	
Skills/Assessment objective links	**Why do we teach this to students?** Students study this as part of their A Level Religious Studies. During Year 12 students will have covered theme 1 : Arguments for the existence of God and theme 2 : Challenges to religious belief. The first section of Year 13 Theme 3: Religious experience presents another argument for the existence of God and presents the subjective experiential argument as opposed to the inductive and deductive approach of theme 1. In studying theme 1A students examine 4 types of experience: Visions, conversions, mysticism and prayer. This is developed in theme 1B with a deeper examination of mystical experiences. Theme 1C concludes with an examination of some classical objections to belief in religious experiences, which again builds on theme 2: Challenges to religious belief studied in Year 12.. **Why do we teach this now?** The themes within the Eduqas specification build logical and sequentially. Students can build on prior learning from Year 12 and revisit concepts, scholars and key terms. **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 beliefs 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. The assessment objectives are weighted 40:60 in the exam.
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. A 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:** A study in Philosophy supports the PSHE competences of tolerance, respect for others, healthy dialogue, awareness of self, and advanced skills of critical evaluation and analysis. **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 Tier 2:** explain, examine, right, wrong, good, bad, belief, evaluate, objective, subjective, reasoning, prayer **Vocabulary Tier 3:** Religious experience, visions, conversion, mysticism, passivity, ineffable, noetic, transcendent, transient, ad hominem arguments, principle of credulity and testimony, cumulative argument. **Reading:** Students have the opportunity 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. **Writing:** A Level RS is a literacy-based subject. Students are supported in developing their answers to explain the beliefs and impacts of those beliefs. Students are working to be able to explain and examine the key ethical theories for an AO1 20 mark question. They are also explaining 2 view points and reaching a justified conclusion for an AO2 30 mark question. **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	RS students develop: - the ability to build and interrogate arguments and how to question and evaluate narratives - 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	Throughout this topic, quality first teaching will provide differentiation: **By product:** differential outcomes using must, could, should.

QFT/SEND Provision	**By resource:** PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge. **By Intervention:** by providing different levels of supervision and support, revision drop ins, catch up sessions. **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue. **By Grouping:** according to prior attainment, gender and behaviour **By Task:** Many tasks are scaffolded to support students, where there is a choice of task students are supported in choosing the task which will best support them to achieve their ability. **By Offering Optional Activities:** In class or as homework, to extend learning.

Learning Outcomes (Core knowledge)

#	Lesson Title, Lesson Objectives, recommended retrieval:	Lesson builds upon:	This will be developed in:
1	Intro – what is religious experience To be able to define the term religious experience. To reflect to what extent religious experience happen today To know key terms: Transcendent, encounter with the Divine or higher power, Pew Research, interpretive, quasi-sensory, revelatory, regenerative, numinous	N/A	In all lessons where we explore the nature of religious experience
2	3A.1 Visionary Experience To explain the difference between sensory, intellectual and dream-like visions. - To know the common features of visionary experiences - To know the difference between sensory, intellectual and dream visions - To give examples for each type of visionary experience - To reflect on the value and reliability of visions for the believer and or others.	Definitions of Religious experience. It also builds on general challenges for God to make himself known empirically if people are to believe in him.	As we look at conversions and prayers, students will learn about other accounts of visionary experiences. It also relates to Christianity and the Day of Pentecost and Charismatic gifts for synoptic consideration.
3	3A.2 Conversion Experience To be able to define conversion and explain key features - To know the definition of conversion - To reflect on the significance of changing a worldview - To give example of Intellectual v/s moral conversion - To compare individual v/s communal conversion accounts	Builds on general definition of religious experiences.	Students have covered Augustine in suffering and evil. CS Lewis can also link to Christian apologetics covered in Challenges to religion.
4	3A.3 Mystical Experiences To be able to define mystical experiences and explain key features. - To know the definition of a mystical experience - To be able to identify and discuss key features - To give examples from 2 religions - To recognise the apparent contradictory elements of such experiences	Although mystical experiences appear unusual and unique, students need to recognise all religions are founded on mystical encounters.	Theme 2 directly builds on and deepens understanding of mystical experiences.
5	3A.4 Prayer To be able to define prayer and explain St Teresa's analogies - To know definition of prayer and types of prayer - To know St Teresa's Garden Analogy and stages of prayer - To know St Teresa's Interior Castle analogy and types and stages of prayer..	St Teresa was a mystic who had profound and vivid visionary experiences.	Students will be asked to evaluate the significance and impact of religious experiences when considering the challenges
6	In Class Assessment – AO1 AO1: Examine the nature of religious experience with reference to any two of visions, conversion, mysticism and prayer.	Students complete an AO1 on Religious Experience. This grade will be combined with the Religion and Ethics results to generate the first Y12 LAG.	
7	3B.1 Mystical Experiences – William James To explain William James analysis and explanation of ME. - To be aware of other writings discussing ME and common features - To know the 4 key features given by James = PINT. - To revisit ME in Christianity and Islam - To evaluate the efficacy of his definition	Builds on 1c lesson 4.	William James will be compared and contrasted with Rudolph Otto.
8	3B.2 Mystical Experiences – Rudolph Otto To explain Rudolph Otto's analysis and explanation of ME - To know that Otto is a theologian and comparative religionist. - To know Otto's 3 features of ME: mysterium Tremendum et fascinans - To be able to analyse each of the 3 features - To understand Daemonic dread & human predisposition - To compare Otto's subjective approach with James' analytical approach.	Builds on 1c and 2a	All religious experiences will be subject to challenges of objectivity and authenticity
9	3C.1 Challenges to Rel Exp – objectivity/authenticity To explain challenges to objectivity and authenticity. - To know the difference between challenges to objectivity and authenticity - To read and analyse a set text to build confidence in explaining these terms	The set text draws on scholars and views met across year 12 and 13	Students will use Franks Davis to develop and deepen understanding.
10	3C.2 Challenges to Rel Exp – Caroline Franks Davis To explain the 3 challenges presented by Franks Davis. - To know the difference between description, subject, and object-related challenges - To be able to give clear examples to support each challenge. - To link these challenges to unit on New Atheism and other challenges to religious belief.	Links to challenges to religious belief that run throughout the whole A level	This will all link through the Theme 4 on religious language.

	11	3C.3 Counter-arguments to challenges To know how Franks Davis answers the challenges she has raised and Swinburne's principle of credulity & testimony - To be able to explain counter-arguments in support of religious experiences. - To be able to evaluate if the counter-arguments outweigh the criticisms and challenges to religious experience	Builds on lesson 9&10	
	12	In-class assessment – AO1 Examine challenges to the objectivity and authenticity of religious experiences (20)	Students complete an AO1 on Religious Experience. This grade will be combined with the Religion and Ethics results to generate the first Y12 LAG.	
	13	3ABC Religious Experience – Analysis & Evaluation To Analyse and evaluate selected areas - The impact of religious experiences upon religious belief and practice. - Whether different types of religious experience can be accepted as equally valid in communicating religious teachings and beliefs. - The adequacy of James' four characteristics in defining mystical experience. - The adequacy of Otto's definition of 'numinous'. - The extent to which the challenges to religious experience are valid. - The persuasiveness of Franks-Davis's different challenges.	A general review and deeper evaluation of topics ABC	Students will evaluate these units of work
	14	In-class assessment – AO2 AO2: "The challenges to the objectivity and authenticity of religious experiences fail to undermine belief in a transcendent reality" - Evaluate this view (30 marks)	Students complete an AO1 on Religious Experience. This grade will be combined with the Religion and Ethics results to generate the first Y12 LAG.	

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. This will be revisited through retrieval starters throughout the course.
Assessment	Students will be formatively assessed formatively through knowledge checks, AO1 and AO2 questions. This content will be assessed in Summative Exams which generate LAGs throughout Year 12 and 13.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.