YEAR 12 Autumn

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Philosophy of Religion

Theme 3: Religious Experience – Units DEF

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 • Theme 2 : Challenges to religious belief. • Theme 3: Religious experience (Units ABC) Units DEF cover the influence of Religious Experience on Faith and Practice (Unit D), Definitions of Miracles (Unit E) and a deeper examination of Hume and Swinburne's view of miracles (Unit F). This completes theme 3 and students will have the understanding to examine and evaluate the significance of religious experience and claims of the miraculous. They will also be fully conversant with counter-arguments that reject religious experiences as evidence for belief in the Divine or as the basis for authoritative doctrine or a moral guide for life. By the end of this unit, students should be linking together all the arguments for and against religion/God with aspects of Theology studied in Christianity and moral values studied in religious ethics. **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:** belief that/belief in, faith, properly basic belief, founders of religion, faith-value systems, charismatic, Toronto blessing, I-it/I-thou/I-eternal Thou, doctrines, definitions of a miracle, Hume v/s Swinburne. **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	3D.1 The 7 Dimensions of Religion To be able identify diverse features that are all part of any religious community. - To know the 7 features of religion (N Smart) - To learn a quote from Alistair Hardy on the impact of religious experience on the believer - To be introduced to terms 'belief that' and 'belief in' - To understand what WL Craig means by a 'properly basic belief'	Students have examined the formation of the early church. They are also familiar with the writings of William Lane Craig.	In lessons 2 & 3 as we explore the impact of religious experiences on the community and the believer.
2	3D.2 Religious experience and Founders of Religion To examine how religious experiences shaped the formation of religious beliefs in Judaism and Christianity. - A survey of the role of Moses, Jesus and Paul - To examine the influence of religious experience in: a. Affirming a belief system b. Promoting a faith-value system c. strengthening the cohesion of the religious community	Students will have some prior knowledge of Moses, Jesus and Paul. This lesson will also draw links between philosophy and religious ethics e.g. Divine Command Theory, Natural Moral Law, and situation ethics.	There are similarities between the significance of religious experience on the community and what it means for the individual believer
3	3D.3 Religious experience and the believer To be able to explain the significance of religious experiences for the believer: - Faith restoring - Responding to opposition/persecution - Commitment to religious ideals and doctrines	Builds on what students have studied regarding conversions, prayer and mysticism.	This will link to Hume's challenges of miracles in lesson 10.
4	3D.4 Personal research To be able to research and deepen understanding - Students will have one lesson to use the Eduqas text book to review lessons 2 and 3 and consolidate their understanding and take additional notes -	This is a lesson to consolidate and ground understanding	
5	3D.5 Model essay To work collaboratively to construct a model answer to the following questions: AO1: Examine the impact of religious experiences on the faith community. (20) AO2: Religious experience has more value for the individual than for a community. – Evaluate this view (30)	Students develop a model AO1 / AO2 answer to develop essay writing skills.	
6	3E.1 What is a miracle? Thomas Aquinas To be able to explain and analyse Thomas Aquinas view of a miracle: - A Miracle as different from the usual order a. Events done by God that nature could never do b. Events that nature could do but not in that order c. Events that nature could do but done by God	This is a development of the religious experience theme introducing the concept of miracles. However, Students will be very familiar with Thomas Aquinas.	The remainder of this theme lessons 6-12 all build as a cohesive unit
7	3E.2 What is a miracle – David Hume To consolidate students understanding of Hume's empiricist naturalistic understanding of the world. To be able to explain and analyse Hume's definition of a miracle - A miracle as a violation of a law of nature - Laws of nature as universal and unalterable	Hume presents an alternative definition to that studied in lesson 6	
8	3E. What is a miracle? – Holland and Swinburne To explain Holland and Swinburne's definition of a miracle - A miracle as a remarkable and beneficial coincidence that is interpreted in a religious way = Holland - A miracle as an occurrence of a non-repeatable counter-instance to a law of nature.	Holland and Swinburne present a more contemporary discussion and definition of miracles.	
9	In-class assessment – AO1 AO1: Examine the definition of a miracle with reference to Hume and Aquinas. (20)	Students complete an AO1 on Religious Experience. This grade will be combined with the Religion and Ethics results to generate the Y12 LAG	
10	3F.1 In depth look at David Hume on Miracles To explain the basis of Hume's scepticism of miracles - Challenges relating to testimony-based belief. - Credibility of witnesses - Susceptibility to belief - Contradictory nature of faith claims	Lesson 10 and 11 take a detailed look at Hume and Swinburne's a priori assumptions,	The remainder of this theme lessons 6-12 all build as a cohesive unit
	3F.2 In depth look at Richard Swinburne on Miracles		

	11	To explain how Swinburne's definition both agrees with and differs from Hume's definition - Miracles by definition are non-repeatable, thus the empiricist demand for proof shows a lack of understanding of what a miracle claims to be - Improbability is not impossibility - The importance of religious significance - The role of the law of nature and divine providence. - The principle of testimony and credulity revisited	Lesson 10 and 11 take a detailed look at Hume and Swinburne's a priori assumptions,	
	12	Hume v/s Swinburne – Analysis & Evaluation To Analyse and evaluate the persuasiveness of Hume v/s Swinburne - To what extent are their arguments valid and persuasive? - Is acceptance of miracles rationalistic in the 21st Century?	Lesson 12 is an analysis and evaluation of lessons 10 and 11.	
	13	In-class assessment – AO2 AO2: "Hume has successfully shown that miracles cannot happen." - Evaluate this view (30 marks)	Students complete an AO2 essay. 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.			