



YEAR 12 PHILOSOPHY - SPRING

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Theme 2 (F) and Theme 3 (A-B)



Curriculum Intent	<p>Why do we teach this to students?</p> <p>Students study Philosophy of Religion, Religion and Ethics and Christianity as part of the KS5 Religious Studies content.</p> <p>Why do we teach this now?</p> <p>Students have an understanding of arguments for the existence of God and are now developing an understanding of challenges to religious belief.</p> <p>Specification aims:</p> <ul style="list-style-type: none">• 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. <p>Assessment Objectives:</p> <p>AO1: Demonstrate a knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none">• 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. <p>AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>
Skills/Assessment objective links	
Spiritual, moral, social, and cultural development	<p>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.</p> <p>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.</p> <p>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.</p> <p>PSHE: Tackling religious discrimination</p> <p>British Values: Individual liberty, mutual respect and tolerance of those of different faiths and beliefs.</p> <p>Skills Builder: Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork</p>
Numeracy	
Literacy	<p>Vocabulary: Examine, explain, outline, evaluate, compare</p> <p>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.</p> <p>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.</p> <p>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.</p>
Becoming future ready	<p>Students develop:</p> <ul style="list-style-type: none">- 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

	<ul style="list-style-type: none"> - 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	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By Intervention: by providing different levels of supervision and support, catch up sessions if requested.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p>			
Implementation Curriculum Delivery	#	Lesson Title, Lesson Objectives, Scripture:	Lesson builds upon:	This will be developed in:
	1	Atheism	N/A	Lessons 2, 3, 5 and 6.
		To understand the concept of 'atheism'. To explore the meanings of atheism and the difference between agnosticism and atheism.		
	2	New Atheism	Lesson 1 – having understood what atheism means, students explore the term New Atheism.	Lessons 3, 5 and 6.
		To understand the term 'New Atheism' (antitheism). To explore New Atheism's main criticisms of religion which include the following: <ul style="list-style-type: none"> - Non-thinking - Infantile world view - Impedes scientific progress 		
	3	New Atheism – Essay Practice	Lessons 1 and 2.	Lessons 5 and 6.
		To practice essay writing skills based on the Atheism/New Atheism.		
	4	Mock Feedback	Content that was examined in the mocks.	N/A.
		To go through feedback based on the Year 12 mock exams.		
	5	Religious responses to the challenges of New Atheism	Lessons 1 – 3.	Lesson 6.
		To explore the challenges to New Atheism made by religious believers which include the following: <ul style="list-style-type: none"> - The incompatibility of science and religion - The increase in fundamentalist religious activity - The increase in religious apologists in media 		
Learning Outcomes (Knowledge)	6	Religious responses to the challenges of New Atheism - Essay Practice	Lessons 1-3 and lesson 5.	Skills will be needed throughout all themes covered.
		To practice essay writing skills based on the religious responses to the challenges of New Atheism.		
	7	The Nature of Religious Experience – Visions	N/A	Lessons 9 – 13.
		To understand the term religious experience. To understand the following types of visions: <ul style="list-style-type: none"> - Sensory - Intellectual - Dreams 		
	8	AO2 Essay	Assessing content covered in theme 2.	N/A
		In class timed AO2 essay on theme 2.		
	9	The Nature of Religious Experience – Conversion	Lesson 7 – further exploring types of religious experience.	Lessons 10 – 13.
		To understand the concept of conversion. To understand the three stages to the experience outlined by William James. To understand that		

		conversion can happen in different ways: individual/communal; sudden/gradual. To also understand that a conversion may be intellectual, moral, and social.		
	10	The Nature of Religious Experience – Mysticism	Lessons 7 and 9 - further exploring types of religious experience.	Lessons 11 – 13.
		To understand the following features of a mystical experience: <ul style="list-style-type: none">- Transcendent (above and beyond the material world)- Ecstatic (Brings an emotional state of rapture or euphoria)- Unitive (A sense of oneness with the divine)		
	11	The Nature of Religious Experience – Prayer	Lessons 7, 9 and 10 - further exploring types of religious experience.	Lessons 12 and 13.
		To understand the concept of prayer. To understand the purposes of prayer. To look at the types and stages of prayer according to Teresa of Avila with reference to the Garden Analogy and the Mansions Analogy.		
	12	The Nature of Religious Experience – Essay Practice	Assessing content covered in lessons 7 and 9-11.	Lesson 13.
		To practice essay writing skills based on the nature of religious experience.		
13	Mystical Experience – William James	Lesson 10 – further exploring mystical experience.	Year 13.	
	William James’ four characteristics of mystical experience: <ul style="list-style-type: none">- Ineffable- Noetic- Transient- Passive			
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.			