



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)



<p>Curriculum Intent</p>	<p>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.</p> <p>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.</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>
<p>Skills/Assessment objective links</p>	<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>
<p>Spiritual, moral, social, and cultural development</p>	
<p>Numeracy</p>	
<p>Literacy</p>	<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>
<p>Becoming future ready</p>	<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

		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 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) 	Lessons 7 and 9 - further exploring types of religious experience.	Lessons 11 – 13.
		The Nature of Religious Experience – Prayer 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 To practice essay writing skills based on the nature of religious experience.	Assessing content covered in lessons 7 and 9-11.	Lesson 13.
		Mystical Experience – William James 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.			