

Year 13 Religious Education Sequence

	Content Taught	Reference	Essential Knowledge	Assessment	Rationale
HT1	Philosophy Students study a series of lessons focusing on Philosophical Issues and Questions – Cosmological and Ontological Arguments	1.1.2	<p>Students will develop essential knowledge on:</p> <p>Cosmological Argument</p> <p>a) Inductive reasoning, a posteriori types of arguments.</p> <p>b) Principle of sufficient reason, explanation, interpretation of experience, movement, cause and effect, contingency, infinite regress, first cause, necessary existence, Kalam version.</p> <p>c) Strengths and weaknesses of Cosmological Arguments: probability rather than proof, brute fact, debates about infinite regress, necessary existence and God as a necessary being. Challenges to the argument.</p> <p>d) Philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues in the philosophy of religion. With reference to the ideas of Aquinas and D Hume, I Kant.</p>	<p>Formative Assessment Weekly knowledge based tasks to consolidate that week's learning. These will include knowledge based questions, comparison grids and knowledge based essays.</p> <p>Summative Assessment At the end of each argument there will be a knowledge test and a 'bringing it together essay'.</p>	<p>This unit builds on knowledge learned in the design argument and Christianity Beliefs and Islam Beliefs at KS4.</p> <p>Knowledge learned in this unit prepares students for their study of works of scholars.</p>

		1.1.3	<p>Ontological Argument</p> <p>a) A priori compared to a posteriori types of arguments, deductive reasoning, not evidence based but understanding of concept 'God' as an analytic proposition.</p> <p>b) Definitions of 'God', necessary existence, aseity.</p> <p>c) Strengths and weaknesses of the Ontological Arguments: concept of proof compared to probability, debates about 'existence' and predicates. Challenges to the argument.</p> <p>d) Philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues in the philosophy of religion. With reference to the ideas of Anselm and B Russell.</p>	As these are the first topics taught, knowledge learned in these topics will also be on the knowledge tests and exam application tests for AP2.	
HT2	Philosophy Students study a series of lessons focusing on Works of Scholars	1.5.1-2	Students will develop essential knowledge on:	Formative Assessment Weekly knowledge	Works of scholars builds on knowledge learned in the cosmological argument and religious experience.

	<p>Influences of Developments in Religious Belief – Developments in Science</p>		<p>Context to critiques of religious belief and points for discussion</p> <p>a) Respective strengths and weaknesses of religious beliefs.</p> <p>b) Alternative explanations, issues of probability and postmodern interpretations of religion.</p> <p>c) Key terms, types of atheism and agnosticism. With reference to the ideas of R Dawkins and M Westphal. A comparison between a critic of religion, Bertrand Russell, and a religious believer, Frederick Copleston.</p> <p>a) The context of the writings of Russell and Copleston and the way these ideas are applied to issues in religion and belief, including the argument from contingency and religious experience.</p> <p>Religion and science debates and their significance for philosophy of religion</p> <p>a) Methodologies with emphasis on observation, hypothesis and experiment, identifying connections and differences vis a vis religious belief and processes; miracles.</p> <p>b) Creation themes and scientific cosmologies: Big Bang, steady</p>	<p>based tasks to consolidate that week’s learning. These will include knowledge based questions, comparison grids and knowledge based essays.</p> <p>Summative Assessment At the end of each unit there will be a knowledge test and a 'bringing it together essay'.</p> <p>Knowledge learned in these topics will also be on the knowledge tests and exam application tests for AP2.</p>	<p>Knowledge learned in this unit prepares students for their study of influences of developments on religious belief – developments in science.</p> <p>Influence of developments in religious belief builds on the design and cosmological arguments and the knowledge learned in works of scholars.</p> <p>Knowledge learned in this topic will prepare students for their study of religious language.</p>
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HT3	<p>Philosophy</p> <p>Students study a series of lessons focusing on Religious Language</p>		<p>Students will develop essential knowledge on:</p> <p>Analogy and Symbol</p> <p>a) Analogy: via negativa, knowledge about God may be gained by what God is not like, univocal language and problems of anthropomorphism, equivocal language and problems of attribution, significance of proportional similarities and dissimilarities.</p> <p>With reference to the ideas of Aquinas.</p> <p>b) Symbol: types of symbol across a range of religious traditions, distinction between signs and symbols, symbols identifying and participating in a concept. Problems interpreting symbols and their limited application to a particular faith context.</p> <p>With reference to the ideas of P Tillich.</p> <p>Verification and falsification debates</p> <p>a) Context of Logical Positivism and the Vienna Circle, analytic and synthetic statements, implications for the claim that</p>	<p>Formative Assessment</p> <p>Weekly knowledge based tasks to consolidate that week's learning.</p> <p>These will include knowledge based questions, comparison grids and knowledge based essays.</p> <p>Summative Assessment</p> <p>At the end of the topic there will be a knowledge test and a 'bringing it together essay'.</p>	<p>This unit builds on knowledge learned in life after death, the problem of evil and suffering and religious experience.</p>

			<p>religious language is meaningless; view that religious claims are false because nothing can count against them; 'bliks' as unfalsifiable ways of framing our interpretation of the world compared to beliefs that are significant articles of faith which may be significantly challenged but not easily abandoned.</p> <p>b) Strengths and weakness of these approaches, including realist and anti-realist views and eschatological verification. With reference to the ideas of A J Ayer and B Mitchell.</p> <p>Language games a) Critique of picture theory, functional uses of language in the context of a form of life. Non-cognitive interpretation of language and criteria of coherence in the relevant language game, highlights the distinctive character of religious language, significance of fideism in this context – language can only be understood in the context of faith. With reference to the ideas of L Wittgenstein and D Phillips.</p>	<p>Knowledge learned in this topic will also be on the knowledge test and exam application tests for AP2.</p>	
HT4	Islam Students study a series of lessons focusing on Works of Scholars	4.5.1	Students will develop essential knowledge on:	Formative Assessment Weekly knowledge	This unit builds on knowledge learned in expressions of identity and Islam Practices for KS4.

			<p>Comparative study of Jihad in the works of two scholars</p> <p>a) Context of this doctrine as the greater and lesser jihad in the writings Tariq Ramadan and Majid Khadduri.</p> <p>b) The importance of the subjection of the nafs and the constant struggle to live life in submission to Allah.</p> <p>c) The interpretation of the lesser jihad and the significance of jihad with close textual interpretation of the relevant Qur'anic passages. With reference to the ideas of S H Nasr.</p>	<p>based tasks to consolidate that week's learning. These will include knowledge based questions, comparison grids and knowledge based essays.</p> <p>Summative Assessment At the end of the topic there will be a knowledge test and a 'bringing it together essay'.</p>	<p>Knowledge learned in this topic links to knowledge taught in Peace and Conflict (Ethics).</p>
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