

| KAA Curriculum Overview | | RE | Philosophy Year 13 | EOY Exam | Sequencing and Progression | |
|---|--|---|--|--|--|--|
| <p>Rationale</p> <p><i>Give an overview of what students are studying this year and why. Link directly to your overall curriculum intent.</i></p> <p>Religious Studies at KAA aims to develop our student’s knowledge and understanding of a wide range of religious and non-religious beliefs. Students are taught how to construct informed and balanced arguments on a range of different themes and topics. Students have the opportunity to engage with questions of belief, value, meaning, purpose, truth and ultimately prepare them for adult life in a pluralistic society and global community as thoughtful and engaged citizens.</p> <p>This unit helps students to explore some of the main contemporary philosophical issues and questions about religion, such as belief in God or the conviction that life has both meaning and purpose. It provides a relevant and challenging context for exploring the particular beliefs, values and practices that characterise religious communities. In turn, the paper provides a sound basis for understanding and reflecting on the contemporary influence of religion, the views of those who do not share a religious belief and the impact of these factors on people’s lives.</p> <p>Students will engage with arguments and debates on religious and non-religious views of life, which focus on some key areas of controversy that shape modern views of the world, such as the problem of evil and suffering. Students will extend their understanding through engagement in debates on issues such as the value of evidence based on accounts of religious experience. They will analyse and evaluate particular viewpoints of thinkers who have contributed to these debates.</p> <p>Students will extend the breadth and depth of their study by considering how religious ideas are expressed and communicated, and how they may differ from other contemporary ways of expressing beliefs about the world – for instance whether religious and scientific language is incompatible or complementary, whether ideas about life after death are tenable in or relevant to the modern world. As part of this process, students will study how ideas about the philosophy of religion have changed over time, and the most important influences on this process. They will use the writings of key scholars to explore differing viewpoints about the development of ideas in the philosophy of religion.</p> <p>These studies will give students the opportunity to explore links between this paper and other areas of study, such as the impact of beliefs and values on modern life, the importance of tradition in religious communities or the interpretation and application of religious texts in the modern world.</p> | | | | <p>Explode (8) Demonstrate understanding by investigating different reasons, concepts and ideas.</p> <p>Assess (12) Requires reasoned argument of factors to reach a judgement regarding their importance/relevance to the question context.</p> <p>Clarify (10) Identify key ideas and explain key concepts.</p> <p>Analyse (20) Deconstruct information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question context.</p> <p>Evaluate (30) Review/analyse information, bringing it together to form a conclusion/judgement based on strengths/weaknesses, alternatives, relevant data or information. Come to a supported judgement</p> | <p>How does this year build on what they’ve learnt last year?</p> <p>Knowledge of religious teachings on afterlife beliefs will be recalled and deepened</p> <p>The skills of judgment making from GCSE will be developed throughout the year</p> | <p>How will it benefit them as they move forward next year?</p> |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Sum 1 | Sum 2 |
| Link to MTP Overview | | | | | | |
| Topic studied & Fertile Question | Religious Language | Religious Language | Influences of developments in religious belief | Critiques of religious belief | Revision | Revision |
| Adjustments following last assessments / evaluation. | | | | | | |
| Key knowledge and skills students need to have gained by the end of the unit | <p>Knowledge:</p> <p>Analogy and Symbol</p> <ul style="list-style-type: none"> 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. 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>With reference to the ideas of Aquinas & P Tillich.</p> | <p>Knowledge:</p> <p>Language games</p> <ul style="list-style-type: none"> 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. <p>With reference to the ideas of L Wittgenstein and D Phillips.</p> <p>Religious Language Anthology: Mitchell B (ed) – The Philosophy of Religion, 1st edition, Flew A, Hare R M – Chapter 1 Theology and Falsification: A Symposium, pp. 13-18</p> | <p>Knowledge:</p> <p>Views about life after death across a range of religious traditions</p> <ul style="list-style-type: none"> Immortality of the soul: soul as non-physical and spiritual and continuing to exist after death of body. Rebirth: belief there is no unchanging soul and importance of karma. Reincarnation: transmigration of souls and importance of karma. Replica theory: notion that one can die in one body and continue to live in a different body while being the same person, including after death. Resurrection: belief that God will restore the dead in bodily form to eternal life. <p>With reference to the ideas of J Hick.</p> | <p>Knowledge:</p> <ul style="list-style-type: none"> Context to critiques of religious belief and points for discussion Respective strengths and weaknesses of religious beliefs. Alternative explanations, issues of probability and postmodern interpretations of religion. Key terms, types of atheism and agnosticism. <p>With reference to the ideas of R Dawkins and M Westphal.</p> <p>Skills:</p> <p>Use of specialist terminology / can explain and develop religious beliefs and ideas / Critically deconstructs knowledge /logical chains of reasoning / makes coherent judgments / makes convincing and justified conclusions</p> | | |

| | | | | | | |
|---|--|--|--|---|--|----------------------------|
| | <p>Verification and falsification debates</p> <ul style="list-style-type: none"> Context of Logical Positivism and the Vienna Circle, analytic and synthetic statements, implications for the claim that 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. Strengths and weakness of these approaches, including realist and anti-realist views and eschatological verification. <p>With reference to the ideas of A J Ayer and B Mitchell.</p> <p>Skills: Use of specialist terminology / can explain and develop religious beliefs and ideas / Critically deconstructs knowledge /logical chains of reasoning / makes coherent judgments / makes convincing and justified conclusions</p> | <p>Mitchell B (ed) – The Philosophy of Religion, 1st edition, Flew A, Mitchell B – Chapter 1 Theology and Falsification: A Symposium, pp.18-22</p> <p>Skills: Use of specialist terminology / can explain and develop religious beliefs and ideas / Critically deconstructs knowledge /logical chains of reasoning / makes coherent judgments / makes convincing and justified conclusions</p> | <p>Points for discussion about life after death</p> <ul style="list-style-type: none"> Relationship between mind and body, including variations of dualism and monism. Life after death linked to moral reasoning, near death experiences, debates related to role of evidence, religious language. <p>With reference to the ideas of Plato and Aristotle.</p> <p>Religion and science debates and their significance for philosophy of religion</p> <ul style="list-style-type: none"> Methodologies with emphasis on observation, hypothesis and experiment, identifying connections and differences vis a vis religious belief and processes; miracles. Creation themes and scientific cosmologies: Big Bang, steady state theories, intelligent design and irreducible complexity, creationism, cosmological constant, evolution, Gaia hypothesis. <p>With reference to the ideas of C Darwin and R Dawkins.</p> <p>Skills: Use of specialist terminology / can explain and develop religious beliefs and ideas / Critically deconstructs knowledge /logical chains of reasoning / makes coherent judgments / makes convincing and justified conclusions</p> | | | |
| <p>How is understanding assessed at the end of the unit?</p> | | <p>Summative assessment: AP4 8 12 10 20 30</p> | | <p>Summative assessment: AP5 8 12 10 20 30</p> | | <p>A Level Exam</p> |